



NWEA Response to the Nebraska Department of Education

Request for Proposal Number
RFP NDE.GA.ASMT.2016

Due: February 1, 2017

TECHNICAL PROPOSAL - ELECTRONIC COPY



January 27, 2017

Dr. Valorie Foy
Nebraska Department of Education
301 Centennial Mall
South Lincoln, NE 68509-4987

Dear Dr. Foy:

The Nebraska Department of Education (NDE) is seeking a qualified Contractor to provide and operate a comprehensive state student assessment system that provides educators with timely information they need to help all students learn. NWEA™ is honored to submit this proposal in response to Request for Proposal (RFP) NDE.GA.ASMT.2016.

With seventeen years of experience partnering with Nebraska educators, NWEA is uniquely qualified to deliver a truly balanced system for general and alternate summative and interim assessment purposes. We will provide multiple meaningful measures that provide timely, valid results. We will build on the foundation of the State's NWEA certified facilitators to strengthen assessment literacy for all Nebraska educators, constituents, and students. With our understanding and demonstrated commitment to collaboration, the NWEA team brings decades of experience supporting forty-eight states in high-stakes, peer-reviewed, state-level test design, development, scoring, administration, and psychometrics.

Please see our enclosed proposal in response to your RFP for details on how we will deliver an innovative statewide assessment system that provides measures that align with the tenets of your innovative approach, Accountability for a Quality Education System, Today and Tomorrow (AQuESTT). Our proposal includes four volumes: Technical Proposal, Appendices, Cost Proposal, and Confidential/Proprietary materials. We have included initialed Terms and Conditions as Appendix A and the signed Request for Proposal Contractual Services Form in this Technical Proposal volume.

We welcome the opportunity to further discuss our offer with NDE.

For questions or clarifications about our response, please contact Christine Yankel, Proposal Manager, by phone at (503) 624-1951, or by email at proposals@nwea.org.

Sincerely,



Jeffrey P. Strickler
President and Chief Operating Officer

Form A

Bidder Contact Sheet

Request for Proposal Number RFP NDE.GA.ASMT.2016

The Bidder Contact Sheet should be completed and submitted with each response to this Request for Proposal. This is intended to provide the State with information on the bidder's name and address, and the specific person(s) who are responsible for preparation of the bidder's response. Each bidder shall also designate a specific contact person who will be responsible for responding to the State if any clarifications of the bidder's response should become necessary. This will also be the person who the State contacts to set up a presentation/demonstration, if required.

Preparation of Response Contact Information	
Bidder Name:	NWEA
Bidder Address:	121 NW Everett Street Portland OR 97209
Contact Person & Title:	Christine Yankel, Proposal Manager
E-mail Address:	proposals@nwea.org
Telephone Number (Office):	503-624-1951
Telephone Number (Cellular):	918-853-7007
Fax Number:	503-639-7873

Each bidder shall also designate a specific contact person who will be responsible for responding to the State if any clarifications of the bidder's response should become necessary. This will also be the person who the State contacts to set up a presentation/demonstration, if required.

Communication with the State Contact Information	
Bidder Name:	NWEA
Bidder Address:	121 NW Everett Street Portland OR 97209
Contact Person & Title:	Christine Yankel, Proposal Manager
E-mail Address:	proposals@nwea.org
Telephone Number (Office):	503-624-1951
Telephone Number (Cellular):	918-853-7007
Fax Number:	503-639-7873

List of Proprietary Information

The following information has been included in the Confidential and Proprietary Volume:

- Tab 1: Section 3. b Financial Statements (page 19): Table 3: Fiscally Responsible Representative of Financial or Banking Organization
- Tab 2: Section 3. g Contract Performance (page 24): Additional Contract Performance Information
- Tab 3: Section 3. h Summary of Bidder's Corporate Experience (page 25): Table 8: Summary Matrix of Similar Projects (with budget details)
- Tab 4: Section 3. h Summary of Bidder's Corporate Experience (page 34): Table 10: Work Performed by CETE (with budget details)
- Tab 5: Section A.5.g Data (page 114): Additional information and Figure 19
- Tab 6: Section B.2.b Item Bank (page 159): Additional information and Figures 30-33
- Tab 7: Appendix F: Summary of Subcontractor Corporate Experience (with budget details)
- Tab 8: Appendix Q: NWEA Sample Items
- Tab 9: Appendix AA: Security Incident Response Policy
- Tab 10: Appendix BB: Sample Data Forensics Report

NWEA claims the contents of this volume as its proprietary material and may withheld from public disclosure per Neb. Rev. Stat. §84-712.05

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State of Nebraska
REQUEST FOR PROPOSAL FOR
CONTRACTUAL SERVICES FORM

RETURN TO:
 Department of Education
 P.O. Box 94987
 Lincoln, NE 68509-4987

Phone: (402) 471-6469
 Fax: (402) 471-4311

SOLICITATION NUMBER	RELEASE DATE
RFP NDE.GA.ASMT.2016	December 21, 2016
OPENING DATE AND TIME	PROCUREMENT CONTACT
February 1, 2017 3:00 p.m. Central Time	Dr. Valorie Foy

This form is part of the specification package and must be signed and returned, along with proposal documents, by the opening date and time specified.

PLEASE READ CAREFULLY!

SCOPE OF SERVICE

The State of Nebraska, Department of Education, is issuing this Request for Proposal, RFP Number RFP NDE.GA.ASMT.2016 for the purpose of selecting a qualified Contractor to provide and operate a computerized information system to support the administration, record keeping and reporting for state student assessment.

Written questions are due no later than January 10, 2017 and should be submitted via e-mail to valorie.foy@nebraska.gov. Email is to be titled: "RFP NDE Questions"

Bidder should submit one (1) original, ten (10) copies of the entire proposal, and one (1) electronic copy on a USB flash drive to be included in the shipment of hard copies. In the event of any inconsistencies among the proposals, the language contained in the original proposal shall govern. Proposals must be submitted by the proposal due date and time.

PROPOSALS MUST MEET THE REQUIREMENTS OUTLINED IN THIS REQUEST FOR PROPOSAL TO BE CONSIDERED VALID. PROPOSALS WILL BE REJECTED IF NOT IN COMPLIANCE WITH THESE REQUIREMENTS.

1. Sealed proposals must be received in the Department of Education by the date and time of proposal opening indicated above. No late proposals will be accepted. No electronic, e-mail, fax, voice, or telephone proposals will be accepted.
2. This form "REQUEST FOR PROPOSAL FOR CONTRACTUAL SERVICES" MUST be manually signed, in ink, and returned by the proposal opening date and time along with bidder's proposal and any other requirements as specified in the Request for Proposal in order to be considered for an award.
3. It is the responsibility of the bidder to check the website for all information relevant to this solicitation to include addenda and/or amendments issued prior to the opening date. Website address is as follows:
<http://www.education.ne.gov/Assessment/> and <http://www.das.state.ne.us/materiel/purchasing/>
4. It is understood by the parties that in the State of Nebraska's opinion, any limitation on the Contractor's liability is unconstitutional under the Nebraska State Constitution, Article XIII, Section 3, and that any limitation of liability shall not be binding on the State of Nebraska despite inclusion of such language in documents supplied with the Contractor's bid or in the final contract.

BIDDER MUST COMPLETE THE FOLLOWING

By signing this Request for Proposal For Contractual Services form, the bidder guarantees compliance with the provisions stated in this Request for Proposal, agrees to the terms and conditions (see Section III) and certifies that bidder maintains a drug free work place environment.

FIRM: NWEA

COMPLETE ADDRESS: 121 NW Everett Street, Portland, OR 97209

TELEPHONE NUMBER: (503) 624-1951 FAX NUMBER: (503) 639-7873

SIGNATURE:  DATE: 1/27/2017

TYPED NAME & TITLE OF SIGNER: Jeffrey P. Strickler, President and Chief Operating Officer

2. Executive Summary

Nebraska is poised at the forefront of innovations in assessment and assessment literacy, as articulated in the Nebraska Department of Education (NDE) Request for Proposal (RFP) NDE.GA.ASMT.2016 for a qualified Contractor to provide and operate a computerized information system to support the administration, record keeping and reporting for state student assessment.

As Nebraska looks towards assessments that align with the six tenets of your innovative approach, Accountability for a Quality Education System, Today and Tomorrow (AQuESTT), we are excited to partner with the NDE to fulfill and support your vision. We will do this with multiple meaningful measures that:

- *Adapt to minimize the burden of testing on students, teachers, and schools* with online, adaptive assessments that reduce testing time and error, resulting in more accurate results for each student.
- *Personalize and provide individualized instructional information* through adaptive administrations to provide accurate information on student performance in terms of instruction through achievement level descriptors, growth over time, and subscores reported in time for instruction; coupled with connections to instruction and learning, goal setting, and formative tools.
- *Help students as they grow and are prepared for life after school* with strong Professional Development in support of AQuESTT, and support of the NDE in community outreach; and in making
- *Connections of assessment and learning opportunities* through Assessment Literacy, formative practices, and a balanced assessment system.

With seventeen years of experience partnering with Nebraska educators, NWEA™ is uniquely qualified to bring a truly balanced system for the general and alternate summative and interim assessment purposes, with strong assessment literacy.

A balanced assessment system, according to the National Research Council, in “Knowing What Students Know,” should exhibit **comprehensiveness** (range of approaches and measures of and for student to demonstrate what they know), **coherence** (models of learning connected across instruction and assessments), and **continuity** (progress over time).¹

Comprehensiveness

Often with fixed form assessments, students are given a very limited opportunity to show what they know. The amount of error in resulting scores is much higher for students in the upper and lower performance ranges, limiting the validity of the results. Adapting the test in real time to provide students with greater opportunity to demonstrate what they do know increases the statistical information and validity of their scores. And, as is now allowable per ESSA, summative assessments can be adapted above and below the student’s assigned grade. **With an adaptive Nebraska Statewide**

¹ James W. Pellegrino, Naomi Chudowsky, and Robert Glaser, eds, Committee on the Foundations of Assessment, Board on Testing and Assessment, Center for Education, and National Research Council, *Knowing What Students Know: The Science and Design of Educational Assessments* Washington, D.C.: National Academy Press, 2011

Assessment program and interim system, NWEA will provide timely and valid results so that teachers can have the information they need to help students at the right level at the right time.

Variations in item format, including technology-enhanced items, and measured constructs, from those that can more easily be measured in the classroom than on a test, also provides more comprehensiveness in assessments. Formatively, teachers are able to observe student performance in many different ways, from projects, peer interactions, presentations and research, to quizzes and exams with a variety of item types. Innovations in new item types and performance tasks will provide additional, instructionally helpful information to students and teachers and expand the comprehensiveness of the system. As proposed, **NWEA will provide multiple item types and ways in which students can interact with assessment content that are aligned to Nebraska standards and allow for demonstrations of complex thinking. We are committed to collaborating with Nebraska educators and the NDE to deliver innovations in item and task types.**

All students in Nebraska will benefit from multiple opportunities to participate meaningfully in the Nebraska Statewide Assessments and Interim System in two very specific ways: by providing Nebraska with an innovative solution for both general and alternate assessments, and ensuring those assessments are accessible to all students.

Students with severe cognitive disabilities unable to meaningfully participate in the general assessment even with accommodations, and their teachers deserve the opportunity to participate in a comprehensive assessment that provides students with opportunities to demonstrate what they can do. As Nebraska calls for innovations in the alternate assessment, **NWEA is pleased to partner with the Center for Educational Testing and Evaluation (CETE) at The University of Kansas to deliver the alternate assessments for Nebraska's Statewide Assessments through the Dynamic Learning Maps® (DLM) assessment program.** The DLM provides a comprehensive, adaptive alternate assessment system that meets state accountability testing needs but also supports tightly connected assessment and instruction throughout the year, with progress reports to guide teachers when planning instruction.

NWEA and CETE will provide Nebraska with assessments that support student needs so that all students will be able to participate meaningfully in either the general or alternate assessments. The NWEA assessments and the DLM assessments are built with principals of Universal Design for Learning. NWEA items and interface are reviewed and enhanced through collaborations and research with schools and universities serving the visually and hearing impaired, as well as national organizations dedicated to accessibility. **NWEA will provide accommodations both online and on paper to support students with disabilities and English language learners.** The DLM assessments are delivered through a user interface designed especially for the population, and students have access to an array of accessibility supports and options for flexibility during test administration to remove potential barriers to their demonstration of knowledge, skills, and understandings.

Coherence

There are multiple ways to bring coherence across assessments in your system. Often there is little connection between formative assessments at the classroom level and the cumulative, summative measures at the end of the year. However, interim assessments are often linked to summative assessments to provide predictive information of how students might do at the end of the year. When a system of assessments can be tied together more directly, while supporting multiple approaches, there is coherence. One way to consider building greater coherence is through achievement level descriptors, ensuring those are detailed and vertically articulated, and can be understood and operationalized from

summative reports into the classroom. **Our professional development in assessment literacy – along with our collaborations with Nebraska educators in unpacking standards, item development and reviews, and achievement level descriptors – will provide even greater coherence, and further improve the assessments’ instructional impact.**

As part of our partnership, NWEA will collaborate with CETE to provide a unified and economically advantageous management experience for the NDE. While DLM is an off-the-shelf solution, CETE is providing a semi-custom solution for this proposal. NWEA and CETE will work together to coordinate overlapping activities, including but not limited to training and professional development, reporting of score results in aggregated reports for school, district, and statewide views, where appropriate.

In addition, when standards are evaluated to reveal possible learning paths (such as through a learning continuum), teachers have examples of how they might operationalize the intentions of standards, the skills reflected in achievement level expectations for summative and interim, and more directly through formative approaches relevant to their own curriculum and student needs. From formative and interim assessment opportunities, through to summative assessments – for general and alternate student groups – we design assessments to be intentionally supportive of *all* students throughout their learning and assessment experiences. Such learning paths can further be connected from the general to the alternate assessments, as NWEA works in collaboration with DLM, to find meaningful inflections in student pathways, particularly for higher functioning students in the alternate assessment population.

Statistically, to provide a stronger link between interim and summative, the assessments could share similar adaptive constraints and provide results in-light of the achievement levels and learning continuum to provide instructionally relevant links beyond the statistical. We can bring this to life through Nebraska specific achievement levels, with items and skills tied to a learning continuum, and with our advances in adaptive assessments across interim and summative.

Continuity

As students engage in comprehensive and coherent assessments over time, the measures can be flexible to timing and frequency of administrations. The adaptive nature of our assessments will also minimize testing burdens and maximize usefulness of information with rapid results. **We will provide adaptive algorithms and conduct analyses necessary to support a pre-equated administration with vertically articulated scale scores. This will provide more immediate score reporting and scores that are comparable across years and across grades.** And as assessments can be connected in terms of learning, teachers and students will be able to see and interpret growth throughout the year, across the assessments in the system.

The innovative statewide assessment system we are offering the NDE provides measures for interim and summative purposes and attends to the tenets of Accountability for a Quality Assessment system, Today and Tomorrow (AQuESTT).

Adherence to AQuESTT Tenets

The statewide balanced assessment system for Nebraska outlined in AQuESTT aligns with our own vision for a balanced statewide assessment system of multiple measures. Our system and vision adhere to each of the six tenets of AQuESTT:



Positive Partnerships, Relationships, and Student Success

The assessments we create are highly personalized, as our adaptive test engine adapts item by item to deliver a unique, individualized assessment to each student taking our current interim assessments. As we work with your teachers through our Professional Development in Assessment Literacy, guiding their understanding and use of the student level data, including summative scores, subscores, growth, and achievement level performance, we can support teachers in their development of individualized and personalized learning plans.

NWEA is dedicated to ensuring all students learn, including those who have specific learning needs. True to our mission – *Partnering to help all kids learn*[®] – we have formed meaningful partnerships with experts in their fields who share our vision for a balanced assessment system. These partnerships support meaningful measures and individualized planning, even for students served by alternate assessment. Through our partnership with CETE, a national leader in alternate assessment, we can bring comprehensive measures across all student groups and needs, coherence of measures across groups, and continuity in measures for all students.

We also have dedicated staff members with advanced degrees in special education and experience in delivering high-stakes assessments across the nation. These experts are focused on and have extensive experience with issues of universal design, accessibility, accommodations, and alternate assessments, as well as an understanding of the rigor and documentation required of peer-reviewed assessments.

We have staff in key positions on the IMS Global[®] Learning Consortium's Question and Test Interoperability (QTI[®]) and Accessible Portable Item Protocol[®] (APIP[®]) standards. Our experience and partnerships, along with our mission to help all children learn, result in an organizational commitment to developing scalable solutions for enhancing accessibility and accommodation tools and removing barriers to learning for *all* students.

NWEA understands the importance of supporting schools and districts to implement best practices in student, family and community engagement to enhance educational experiences and opportunities. We have included opportunities for Community Advocacy in coordination with the NDE. We have deep roots in advocacy work and look forward to supporting the NDE's goals.



Transitions

As students move across grades and programs within a school or district, or move to a new school in Nebraska, the need for coherence in your assessment system is critical. As we collaborate with you to develop this system, we will build upon our foundation of connected measures, starting with a continuum for learning. Within this system, items and measures, as well as each student's path and resulting instructional plan, can have the same foundation, while supporting personalized or local choices. Where psychometrically appropriate, we can provide comparable scores across administrations, tracking growth along the way. And, for those measures designed to determine precisely what a child is ready to learn or what a student has already learned, we can use and build upon our years of adaptive assessment design experience. NWEA will work closely with the NDE to ensure our professional development and training supports educators and administrators as they interpret data and make decisions about students moving between grade levels, programs, schools, districts, and college and career. Building a bridge of support across transitions will be a critical goal to support Nebraska success.



Educational Opportunities and Access

In addition to our extensive work on accessibility in assessments, we are committed to supporting community and educational programs. Education organizations and policy-makers look to us for policy and advocacy expertise and current public opinion research on education trends and issues. We participate in education policy discussions to understand what it means to measure learning for all students, and to advocate based on the concerns of educators, parents, and students across the country. We are a trusted voice in the national conversation due to our decades of history as a mission-driven nonprofit organization dedicated to creating assessments that improve learning.

NWEA understands that the NDE seeks to support a number of programs, such as blended learning to ensure all students have equal access to educational opportunities. NWEA understands the importance of these initiatives and will work with the NDE to support blended learning and other goals within this tenet. For example, blended learning supports students and educators through the use of flexible learning pathways. We will work with Nebraska districts through professional development and training to use our interim Measures of Academic Progress® (MAP®) assessments to identify student progress toward Nebraska standards and then inform the choice of instructional pathway forward.



College and Career Ready

Our assessments align tightly to the standards they are meant to measure. The Nebraska College and Career Ready Standards have been written to ensure your students leave high school ready to enter the workplace or post-secondary education. The Nebraska Statewide Assessments must mirror the depth and rigor of those standards. We will partner with NDE staff to select item writers and reviewers, including Nebraska educators, so the assessments will reflect the standards and evidence expected by Nebraska educators.

We design assessments that measure the depth and breadth of knowledge expected for college and career readiness, in part through multiple assessments of multiple designs with varying item types. We have a long history of designing and delivering assessments for multiple purposes with many types of items. This includes adaptive tests that ensure precise measurements for students of all abilities, matrix sampling for accountability models, and fixed-form assessments.



Assessment

The assessment system we envision for Nebraska fits neatly within the AQuESTT tenet calling for multiple assessment sources and for national and international assessments as part of a comprehensive and continuous balanced assessment system. We have experience creating formative, interim, and summative measures – including for young learners – for monitoring individual student progress, tracking growth, and program evaluations nationally and internationally. For example, our Skills Navigator® and Children’s Progress Academic Assessment™ (CPAA™) support classroom-based assessments and the ability for teachers to monitor individual student progress. We also have a renowned formative assessment professional development series that can help strengthen classroom-based assessments in Nebraska.

Our research-based interim MAP assessments have long met this tenet’s need for both individualized and adaptive assessments, providing comparability within and across grades. And we have experience designing and delivering assessments used for accountability purposes, both nationally and internationally. For example, NWEA delivers the Organisation for Economic Co-operation and

Development (OECD) Test for Schools — based on the Programme for International Student Assessment (PISA).

Finally, our newly formed State Solutions team consists of experts with decades of experience supporting forty-eight states in high-stakes, peer-reviewed, state-level test design, development, scoring, administration, and psychometrics.



Educator Effectiveness

We are committed to participating in and improving the national dialogue around assessment literacy. To support this mission, we have created a national task force and launched AssessmentLiteracy.org. Both the task force and the website are focused on increasing assessment literacy by educating teachers. Nebraska’s bold example of professional development led by the State’s NWEA certified facilitators, is an important component within this national initiative.

Through the Nebraska Statewide Assessments, we will collaborate with you and your facilitators to touch every educator in the State, improving assessment literacy and educator effectiveness throughout Nebraska. NWEA has the experience in Nebraska to ensure that this important work has the appropriate scope and level of support so NDE can meet its commitment to schools, constituents and most importantly, to students. Thank you for the opportunity to respond to this RFP. We welcome the opportunity to further discuss NWEA offerings with the NDE.

3. Corporate Overview

a. Bidder Identification and Information

The bidder must provide the full company or corporate name, address of the company's headquarters, entity organization (corporation, partnership, proprietorship), state in which the bidder is incorporated or otherwise organized to do business, year in which the bidder first organized to do business, whether the name and form of organization has changed since first organized, and Federal Employer Identification Number and/or Social Security Number.

NWEA has the ability, capacity, and skill to deliver and implement a Nebraska Statewide Assessment program that meets the requirements of this RFP. Our identification and information is provided in Table 1.

Table 1: Bidder Identification and Information

Full Company or Corporate Name	NWEA
Address of the Company's Headquarters	121 NW Everett St. Portland, OR 97209
Entity Organization (Corporation, Partnership, Proprietorship)	Not-for-profit corporation
State in Which the Bidder is Incorporated or Otherwise Organized to do Business	Incorporated in Oregon
Year in Which the Bidder First Organized to do Business	1977
Whether the Name and Form of Organization Has Changed Since First Organized	Northwest Evaluation Association™ until 2016); now NWEA™
Federal Employer Identification Number	93-0686108

A Shared Vision for Transformative Education

NDE and NWEA share an aligned vision and mission: NDE's vision, "Partnering for the best education for all ... for life," and the NWEA mission, *Partnering to help all kids learn*, directly align.

We recognize that it takes a multitude of educators, policymakers, and state education leaders working in partnership to transform educational opportunities and create an environment where educators and schools are accountable for helping all students learn.

Our mission, by design, obliges us to help *all* kids. That commitment has spurred us to grow to serve over eight million students in the U.S. and, increasingly around the world in collaboration with our partners. One of the best ways to serve all kids is to serve teachers, and we have grown our professional development for teachers, providing in-person sessions for over 65,000 teachers in the 2015-2016 academic year, in addition to many thousands more teachers through our increasing presence with webinars and other online delivery options. We serve both extremely high-performing schools and those

who face great poverty and the struggles poverty brings. Currently, over 95 percent of Nebraska public school districts use our interim MAP assessment.

Since a group of K – 12 public school educators founded NWEA forty years ago, we have partnered to develop and implement innovative solutions that benefit all students. And, as a not-for-profit organization, we reinvest our earnings to enhance those solutions and further our underlying research.

Finally, NWEA believes in the importance of multiple measures across a system to transform education in rigorous, valid, and innovative ways. These beliefs are core to our mission, values and vision. We are driven by our organization’s character, integrity, reputation, and judgement to the benefit of our partners. While we believe grade-level proficiency measures are important, we also believe they are not always in and of themselves sufficient, and that a versatile toolbox of multiple measures provides NDE with the options you need to choose those measures appropriate to Nebraska.

Our belief in multiple achievement measures inspired NWEA to play an active role in the passage of the Every Student Succeeds Act (ESSA), advocating for multiple measures of student achievement, including growth as one of those measures, and giving states the freedom to choose the measures you deem appropriate. Our latest study with Gallup®, *Make Assessment Work for All Students: Multiple Measures Matter*, was released in May 2016. The study is based on the results of surveys of students, parents, teachers, principals, and administrators, taken at a crucial moment in our national education conversation, as educators learn how to navigate under ESSA, which shifts from a single measure to multiple measures. We believe policies and the systems designed to achieve them should take into account the perceptions of all the key constituents – especially the parents and students whose views are sometimes left out. Please see the full study online at https://www.nwea.org/content/uploads/2016/05/Make_Assessment_Work_for_All_Students_2016.pdf.

Demonstrating Our Experience

NWEA started in 1973 as a joint venture of representatives from Pacific Northwest school districts with the purpose of building high-quality assessment systems for use in K – 12 education. We became an incorporated nonprofit organization in 1977 in Oregon, where we are still based (see our headquarters in Figure 1). We have a solid foundation and years of experience providing educators with helpful information to measure student growth, grade-level proficiency, and college and career readiness to inform instruction and help students learn and succeed. Our work with both districts and states is based on supporting a clear vision for increasing student performance. Our experience will strengthen NDE as you continue to support the advancement and improvement of your State’s education system and prepare all learners for success in a rapidly changing global workplace.

Delivering Comprehensive Assessments on Our Efficient Platform

As NDE considers adaptive testing to lessen the testing burdens on students and schools, NDE can be confident in the decades of unparalleled adaptive testing experience of NWEA. Organizationally, we are dedicated to the belief that assessments should make a difference for students. NWEA pioneered the creation of growth assessments decades ago, including introduction of computer adaptive assessments in 1985 to make the measures more efficient and more accurate. We did so in part by creating a stable, equal-interval, linear scale (the RIT scale) that enables us to measure academic growth irrespective of a student’s grade level.

In support of this, NWEA developed MAP, a computer adaptive test in use in 95 percent of Nebraska school districts, which was released in 2000 and that provides educators with information they can use to improve teaching and learning. In 2006, we responded to the growing need for better assessment of younger students by introducing MAP for grades K – 2. In 2015, we launched Skills Navigator to provide educators with an even deeper level of information about student learning by measuring the foundational skills students need for college and career readiness.

Our comprehensive assessment system operates on our platform, which currently supports 40 million student test events each year. To date, the platform has delivered uninterrupted service to over 900 million tests, with over 125,000 students taking assessments at the same time with response times less than twenty-five milliseconds. The current configuration has been certified and tested for at least 200,000 concurrent users. We define “concurrent” to be students actively testing.

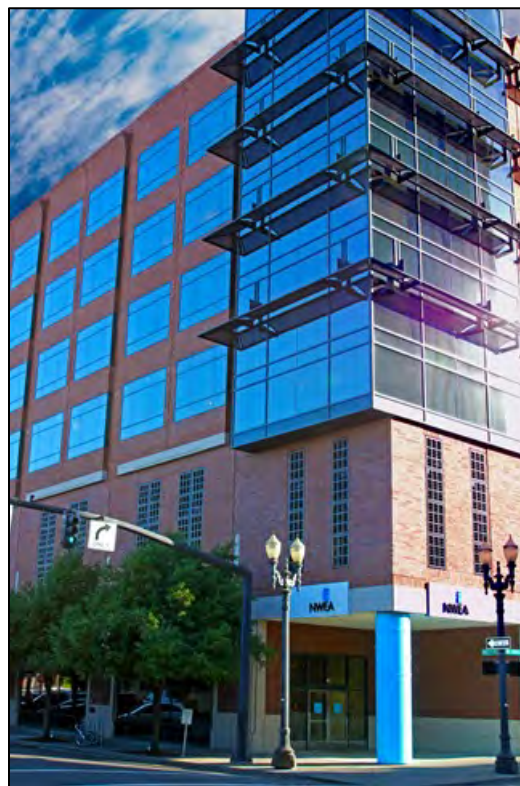


Figure 1: NWEA is headquartered in the heart of the Pacific Northwest, approximately halfway between Mount Hood and the Pacific Ocean. NWEA employs more than 600 employees nationwide.

NDE administrators, educators, and staff will benefit from operational maintenance and expert technical support during implementation and throughout the life of the contract with dedicated project team resources assigned to support NDE.

Maximizing Uptime and Availability

As a trusted partner to educational organizations around the world, we take extraordinary measures to ensure maximum uptime and availability of our fully hosted solution. These measures include software architecture, deployment infrastructure, and personnel dedicated to verifying and monitoring system availability.

Components across the application, business, and database tiers are horizontally scalable, which allows us to deploy resources as needed to manage traffic spikes and ensure the system remains at peak performance under all loads. Platform components have multiple redundancies to eliminate single points of failure, so online users remain logged in and able to interact with the system without interruption.

Our engineers constantly and proactively monitor system load and possible warning conditions, and extensively test the performance of our software and new software releases to ensure the scalability and reliability of our system continues. We continue to enhance our core platform to optimize the user experience and ensure data validity is not affected by testing technology. NDE can share the same confidence in administering assessments through our reliable and secure assessment experience. Our platform set the industry benchmark for reliability and scalability.

As an organization that seeks to aid in the improvement of educational outcomes for all children, NWEA is dedicated to the privacy and appropriate use of student information and recognizes the importance of its protection. In support of this, NWEA has policies in place to protect personally identifiable information (PII) derived from student information and maintains student information in accordance with Family Educational Rights and Privacy Act (FERPA).

As a custodian of partner data, NWEA is committed to ensuring the confidentiality, integrity, availability and authentication of NWEA information assets and resources, including, but not limited to, the data of our partners. In doing so, NWEA information security controls are developed and implemented under the following principles to:

- Protect the confidentiality, integrity, and availability of NWEA information assets and those of its partners.
- Comply with applicable privacy and data protection laws.
- Enable the business to take necessary and calculated risks through risk assessments.
- Grant access to sensitive, proprietary, or other confidential information only to those with a need to know and at the least level of privilege necessary to perform their assigned functions.
- Provide security training opportunities and expert resources to help individuals understand and meet their information security obligations.
- Follow the policies and procedures established by the Center for Internet Security Critical Security Controls (www.cisecurity.org/critical-controls.cfm).
- By the end of July 2017, we will have completed our Service Organization Controls (SOC) 2, Type 1 audit.

Delivering Research-Based Assessments

Because research is at the core of our organization, our partners can confidently use our assessments in their testing programs. Thanks to our solid reputation in the industry and the value we place on research, NWEA is able to recruit and retain some of the best psychometricians, which makes our Research team both large and strong. Nebraska's summative and interim assessment system will benefit from decades of experience in designing, developing, and delivering successfully peer-reviewed statewide assessments from the members of our State Solutions Team. Through contributions to the field of educational research and psychometrics, from scaling and equating, standard settings, and validity studies, to innovations in items and assessment design, and in support of state education agency needs and technical advisory roles, NDE can be confident in the support, documentation, and delivery of a valid, trustworthy, and helpful assessment system.

We've partnered with Nebraska schools and districts for over a decade, continuously enhancing our assessment system through frequent communication and collaboration with our partners - always staying true to our mission and holding the child's learning at the center of the work we do.

As over 95 percent of the districts in Nebraska have experienced, our interim MAP assessment reflects decades of research. For example, every three to four years, our Research team conducts a normative study – most recently completed in 2015 – using the largest sample of any K – 12 assessment. The 2015 norms study provides achievement status and growth norms for individual students as well as schools. Our norms study is among the largest in existence, with data from more than ten million students used to create an accurate context for student achievement and growth over time. Our norms take into account demographics and geography along with recent changes in curriculum, educational standards, and other factors that may impact learning. Rigorous post-stratification procedures were used to ensure that the norms are representative of the U.S. school-age population.

From a psychometric viewpoint, validity, reliability, and comparability are key aspects of any assessment system. The NWEA Research team uses a number of processes and procedures to ensure that all assessments, no matter their purpose, are valid and reliable. The NWEA Research and State Solutions teams will provide NDE with the technical leadership, documentation, and relevant studies, described in our proposal, to support the validity and reliability of the Nebraska Statewide Assessments.

Aligning Closely to State Standards

Alignment studies are important for cross-validation of standards interpretations and performance expectations. Our assessments have gone through numerous independent alignment evaluations, and we are partners in the WebbAlign® Depth of Knowledge Partner program.

In 2015, our MAP tests were one of two assessment systems – from fourteen submissions – approved by the South Carolina Department of Education to be used as formative assessments in that state. In making its determinations, the South Carolina Department of Education compared alignment of submitted assessments to South Carolina's standards. Of the two approved assessments, South Carolina determined MAP to have a higher percentage of alignment to standards at every grade level. While standards differ across states, this demonstrates our commitment to align our items to the standards of our partners, including Nebraska. The detailed results of South Carolina's alignment study are included as Appendix D, *South Carolina Alignment*, or available online at <http://ed.sc.gov/tests/tests-files/adoption-list-of-formative-assessments/2015-16-nwea-and-ri-alignment-study-tables/>.

Our summative assessments for Nebraska will go through a rigorous third-party alignment study process, as detailed in this response. For interim assessments, NWEA will partner with the NDE on your choice of third-party alignment vendor and support the successful completion of that study. Further, NWEA expects that the participation and contributions of NDE staff and Nebraska educators and their experience and interpretations of the Nebraska College and Career Ready Standards will further enhance alignment. NWEA content specialists will work with NDE staff to develop and review item specifications that will guide content development, and Nebraska educators will participate in reviewing alignments as part of the content review panels.

Measuring School Improvement by International Standards

In 2015, NWEA began our partnership with Paris-based Organisation for Economic Cooperation and Development (OECD) to develop and implement the OECD Test for Schools in the United States. The OECD Test for Schools is based on the Programme for International Student Assessment (PISA) test, which compares countries, enabling individual schools to compare themselves to PISA standards and get school improvement recommendations. NWEA helped to make this assessment available online for the first time, and we now use our international technology platform to deliver the OECD Test for Schools globally.

Our Educational Leadership

NWEA sponsors the Council of Chief State School Officers (CCSSO) programs and we are active in many of their workgroups, including The Technical Issues in Large Scale Assessment (TILSA), Accountability Systems and Reporting (ASR), Early Learning, and FAST SCASS. NWEA is a Level I Corporate Partner of CCSSO.

Sponsoring the CCSSO National Teacher of the Year Program for the past two years has given us the opportunity to provide three professional learning opportunities for more than fifty teachers:

- What Makes Professional Development Effective
- The Role of Assessment Literacy Under the Frame of ESSA
- OECD Presentation on the International Teacher Survey Results and the new Programme for International Student Assessment (PISA)

Promoting Assessment Literacy

NWEA has a long-term commitment to improving the national dialogue and practice around assessment literacy in the United States. In support of this mission, we have:

- Launched assessmentliteracy.org, a website focused on assessment literacy education for teachers
- Formed the National Task Force on Assessment Education for Teachers. This task force has more than twenty national leaders who represent both pre-service and in-service educators. This active group has already created and published a definition of assessment literacy and is working on several ambitious goals for this year, including:
 - A project focused on helping states improve assessment literacy opportunities in their states as they implement the Every Student Succeeds Act (ESSA)
 - Creating an assessment education learning continuum for educators
 - The development of a study on the impact of assessment-literate teachers in the classroom
 - Curated resources to support educators' assessment literacy

Living and Demonstrating our Values

To ensure our staff and organization are aligned with our mission and vision, we have identified and incorporated the following values into the fabric of NWEA:

- **Honesty and integrity:** We act in a way that inspires trust. We demonstrate respect. We live our core values. We do what we say we will do and tell the truth.
- **Care and respect for all stakeholders:** We look after each other's best interests. We are a positive and constructive influence. We give others the benefit of the doubt and assume positive intent.
- **Collaboration and accountability:** We all share responsibility for organizational success. We set clear goals and priorities. We keep our commitments. We take personal ownership for and action towards achieving NWEA goals. We also demonstrate our ownership by identifying challenges, owning them, solving them, and resolving them.
- **Courage:** We speak out for what is best for kids. We provide creative solutions. We speak candidly and do what is right. We challenge our thinking and actions.
- **Success:** We achieve our goals. We are continually growing and extending our influence to benefit kids and teachers. We continually seek and find ways to improve our performance and results. We develop products and services that support our partners' success. We are proud of the work we do and execute our work well.
- **Joy:** We recognize and celebrate success, and operate with a sense of humor and grace. We celebrate teamwork and work well together and with our partners. We generate a positive working environment and strive to have fun.

All of our staff share these values, which we promote internally through our hiring practices and continuous cultural activities.

The consistency and constancy of our values help them permeate the lives of our employees and our partners daily, enabling us to best fulfill our mission of *Partnering to help all kids learn*.

Our Executive Team

Managed by executive officers and a board of directors, we are divided into eight departments. Each of these departments is directed by a senior vice president who reports to NWEA President and Chief Operations Officer Jeffrey Strickler. Mr. Strickler reports to Chief Executive Officer Matt Chapman. Our executive organizational structure is depicted in Figure 2.

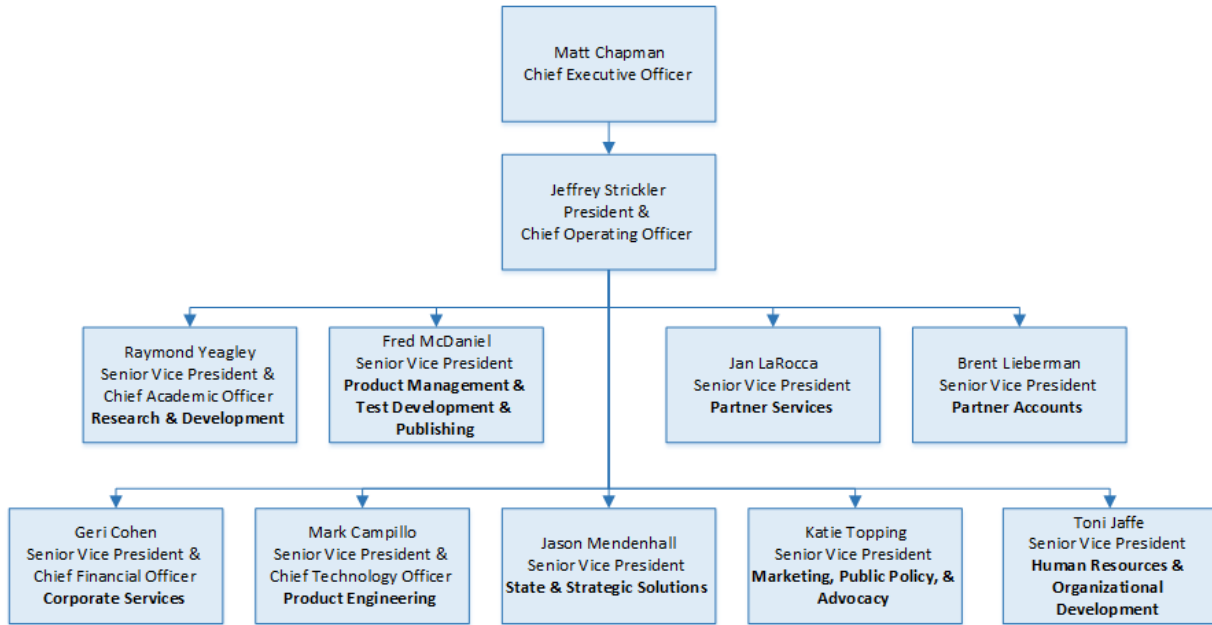


Figure 2: Executive Organizational Chart. All departments of our organization will contribute to our partnership with NDE to deliver the Nebraska Statewide Assessments program.

NWEA Teams Supporting the Nebraska Statewide Assessments Program

The following teams are responsible for developing and supporting our state solution services.

- **The State Solutions team**, under Senior Vice President of State and Strategic Solutions Jason Mendenhall, brings decades of state assessment experience to NWEA. This team is comprised of industry experts who, in total, have served 49 of the 50 states in some capacity to deliver high quality state assessments. State Solutions leverages the expertise and capacity across the organization to guide all activities leading to a high quality solution.
- **The Program Management team**, under Senior Vice President of Partner Services Jan LaRocca will serve as the NDE’s primary point of contact. This team is comprised of dedicated program managers many with Project Management Professional (PMP) certification. Our program managers focus internal resources to deliver services accurately and in a timely manner to our partners. In support of our mission, the Program Management team works cooperatively with partners to promote open lines of communication, establish and implement program work, coordinate and /or conduct program-related meetings, and work closely with program subcontractors and other vendors as needed.
- **The Research team**, led by Senior Vice President and Chief Academic Officer Raymond Yeagley, is responsible for conducting research that informs organizational practice and policy and ensures the quality of our assessments. The Education Research group at NWEA collaborates with states, school districts, universities, foundations, and educational organizations to conduct rigorous and accessible research on a wide range of education issues by using our Growth Research Database (GRD), the most extensive collection of student growth data in the country. The team works directly with school systems to provide consulting and actionable information, using the resources of the GRD. This team will serve Nebraska students by supporting various research studies needs as described later in this proposal.

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- **The Test Development and Publishing team**, under Senior Vice President Fred McDaniel, is responsible for assuring that tests address the instructional material our partners want to measure, creating item specifications, and guiding item development to assure congruence with subject matter content. Additionally, this team provides content expertise and first class facilitation of educator committees to guide educators in item development and review.
 - **The Partner Accounts team**, under the guidance of Senior Vice President Brent Lieberman, is responsible for sustaining partner satisfaction by constantly monitoring partner needs and helping facilitate solutions. This team supports the partner to ensure delivered value and provides account management services for current and prospective partners.
 - **The Product Management team**, led by Senior Vice President Fred McDaniel, is responsible for product planning and execution throughout product lifecycles, including: defining the market opportunity, defining the product vision, gathering and prioritizing product and client requirements, and working closely with all units inside our organization to ensure that our corporate strategy, profitability, client satisfaction goals, and our mission are being met.
 - **The Product Engineering team**, under Senior Vice President and Chief Technology Officer Mark Campillo, is responsible for software development. The NWEA Product Engineering team consists of over 120 professionals, including development and quality assurance (QA) engineers, analysts, architects, database administrators, and system engineers. Product Engineering professionals collaborate with each other as well as with representatives from other NWEA functional teams to create technical solutions that meet our partners' needs. Our software development methodology follows a well-defined Scrum process.
 - **The Partner Support Services team** provides our partners with implementation and technical support. Support Services staff is well-versed in the benefits and challenges inherent in the implementation and ongoing delivery of computer adaptive assessment systems.
 - **The Professional Development team** is responsible for creating transformational change through innovative and sustained professional development provided in collaboration with partners. Relying on accurate and comprehensive data to inform each child's optimal learning path, the Professional Development team is a catalyst to create a world in which education is student-centric.

The DLM Consortium

The Dynamic Learning Maps Alternate Assessment Consortium's service provider, the DLM® group, is made of a partnership between the Center for Educational Testing and Evaluation (CETE), the Center for Learning and Disability Studies (CLDS). Most of the group's activities are housed in CETE, which is part of the Achievement and Assessment Institute (AAI) at The University of Kansas (KU). The University of Kansas Center for Research (KUCR) is a not-for-profit research foundation responsible for the management of KU research grants and contracts, including the types of engaged scholarship conducted by AAI. As such, KUCR is the parent organization of AAI and the signatory for AAI grants and contracts.

CETE is the unit in which management, test development, and psychometrics of the DLM Alternate Assessment Consortium is housed. CETE has extensive experience in managing testing programs; developing tests; performing psychometric analyses; offering test administration software as a service with its sibling center in the Achievement and Assessment Institute, Agile Testing Solutions (ATS); and providing technical support to enhance the user experience along with ATS. Through our partnership with the Center for Literacy and Disability Studies at the University of North Carolina at Chapel Hill, we have extensive experience providing professional development related to teaching students with significant cognitive disabilities.

Managing testing programs

CETE has managed the Kansas Assessment Program for more than 30 years. As pioneers of agile approaches to the management of testing programs, CETE and ATS developed the DLM Alternate Assessment System with greater efficiency and a significantly lower budget than other general and alternate assessment consortia. CETE currently manages the DLM alternate assessment consortium, including consortium governance and ongoing development and delivery of the system, for 16 states.

Test development

CETE has developed test content for more than three decades, including over 30,000 items for use in the DLM Alternate Assessment System in the last one-and-a-half years. CETE has pioneered the use of Essential Element Concept Maps as a form of evidence-centered design. Students who take DLM assessments are instructed and assessed on Essential Elements. Essential Elements are grade-level-specific expectations about what students with the most significant cognitive disabilities should know and be able to do. EEs are related to college- and career-readiness standards for students in the general population. CETE staff members have written chapters on test development for prestigious professional handbooks² and have performed and published research studies on new item types.

Learning Maps to Support Assessment and Instruction

CETE has developed the DLM Alternate Assessment System for students with significant cognitive disabilities since 2013. To support these assessments, large, fine-grained learning maps were developed to include important knowledge, skills, and understandings in English language arts and mathematics, as well as foundational skills necessary for the development of academic knowledge. CETE is expanding upon this work with funding through two recent Enhanced Assessment Grants: one to develop an interface and formative tools linked to the maps, for teachers' formative uses with all students; and one to develop a map, innovative assessments, and dashboards that display student mastery of map content, targeting instruction for students with disabilities and struggling learners.

Accessibility

CETE is a leader in developing appropriate approaches for delivery of online assessments for students with disabilities. For example, through a recent U.S. Department of Education Enhanced Assessment Grant, CETE investigated methods to assess students with vision and motor disabilities on computerized assessments that included innovative item types. CETE assessment programs use the KITE®.

Additional Subcontractors

To best meet the needs of Nebraska's Statewide Assessments, NWEA has partnered with the following subcontractors listed in Table 2 below:

² Clark, A. K., Karvonen, M., Kingston, N., Anderson, G., and Wells-Moreaux, S., *Designing Alternate Assessment Score Reports That Maximize Instructional Impact*, Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, Illinois (April 2015).

Table 2: NWEA Subcontractors for Nebraska Statewide Assessment Program

Name	Tasks
American Printing House for the Blind	Braille services and/or products
Caveon, LLC	Data Forensics – Services to provide real time support through internet and social media monitoring (Web Patrol) to identify unauthorized disclosures and disclosers of sensitive test information. End-of-testing support includes monitoring test data for anomalies and response patterns that indicate test frauds.
Certica Solutions, Inc.	Provision of a commercially available formative assessment software solution (called TestWiz™) and a commercially available formative assessment item bank (called Navigate™).
Center for Educational Testing and Evaluation (CETE) On behalf of the University of Kansas Center for Research (KUCR)	<ul style="list-style-type: none"> ▪ Deliver Dynamic Learning Maps (DLM) Alternate Assessment System in English language arts, mathematics, and science ▪ Provide project management for NDE’s alternate assessments ▪ Provide psychometric support via the NDE TAC and state assessment advisory committee. ▪ Conduct annual trainings for district staff ▪ Conduct on-site training for test administrators (year 1) ▪ Develop and deliver a training video on using and interpreting score reports ▪ Provide a dedicated toll-free service desk number for Nebraska educators ▪ Develop a customized individual student score report and a translated version of that report ▪ Conduct a standards validation study (summer 2018) ▪ Provide materials and support for an independent alignment study to be conducted by an organization hired by NDE ▪ Develop up to two assessment literacy modules specific to formative practices for students with significant cognitive disabilities ▪ Collaborate with NWEA to identify transition points between DLM maps and NWEA learning progressions
Educational Data Systems	Paper-and-pencil assessment services
Education Strategy Consulting	Web-based interactive reporting of summative and interim assessment results
Responsive Translation Services	Translation services
Schlechty Center	Educational leadership training as a complement to NWEA professional development

b. Financial Statements

The bidder must provide financial statements applicable to the firm. If publicly held, the bidder must provide a copy of the corporation's most recent audited financial reports and statements, and the name, address and telephone number of the fiscally responsible representative of the bidder's financial or banking organization.

If the bidder is not a publicly held corporation, either the reports and statements required of a publicly held corporation, or a description of the organization, including size, longevity, client base, areas of specialization and expertise, and any other pertinent information must be submitted in such a manner that proposal evaluators may reasonably formulate a determination about the stability and financial strength of the organization. Additionally, a non-publicly held firm must provide a banking reference.

The bidder must disclose any and all judgments, pending or expected litigation, or other real or potential financial reversals, which might materially affect the viability or stability of the organization, or state that no such condition is known to exist.

A not-for-profit organization focused on longevity and growth, NWEA has maintained positive net worth for eight consecutive years. Consistent revenue growth (continuous growth since 1996) and profitability enable us to maintain a stable financial position while we continue to invest in our infrastructure, development, and product diversification. Expectations are that the core business will remain profitable and that liquidity will be maintained with ongoing expense discipline.

Audited Financial Reports and Statements

An independent external audit of our financial statements is conducted annually. For the two most recently audited fiscal years – ending June 30, 2016, and June 30, 2015 – we received unmodified opinion. The auditors' report and financial statements with disclosures are included for your reference as Appendix E, *Audited Financial Statements*. Table 3, included in our Confidential and Proprietary Volume, provides our banking information.

NWEA is not a publicly held corporation. Our response to and the tables within this section describe our organization in detail, enabling proposal evaluators to reasonably formulate a determination about the stability and financial strength of NWEA. Please see Table 4 for further details about our organization.

Table 4: Description of NWEA

Size	Employees: More than 600 Partners: More than 8,700 Students tested annually: More than 9 million Financial Information: See Appendix E, <i>Audited Financial Statements</i>
Longevity	44 years since incorporation (1973)
Client Base	Education organizations, including state departments of education; private and public schools and districts of all sizes; charter schools; national education organizations such as the Bureau of Indian education; and international schools
Areas of specialization and expertise	Educational assessment , including computer adaptive testing; standards alignment; predicting proficiency on other tests; national norms; reporting and analyzing student data; developing test engines and platforms; and maintaining student privacy and test security Partner support, including professional development, implementation, project management, account management, and technical support
Banking Reference	Please see Table 3 in our Confidential and Proprietary Volume.

To the best of our knowledge, no judgments, pending or expected litigation against NWEA, or other real or potential financial reversals, which might materially affect the viability or stability of the organization, or state are known to exist known to exist.

c. Change in Ownership

If any change in ownership or control of the company is anticipated during the twelve (12) months following the proposal due date, the bidder must describe the circumstances of such change and indicate when the change will likely occur. Any change of ownership to an awarded Contractor(s) will require notification to the State.

No change of ownership or control of the company is anticipated in the next twelve months or at any time.

d. Office Location

The bidder's office location responsible for performance pursuant to an award of a contract with the State of Nebraska must be identified.

NWEA headquarters is at 121 NW Everett Street in Portland, Oregon.

e. Relationships with the State

The bidder shall describe any dealings with the State over the previous five (5) years. If the organization, its predecessor, or any party named in the bidder's proposal response has contracted with the State, the bidder shall identify the contract number(s) and/or any other information available to identify such contract(s). If no such contracts exist, so declare.

In the past five years, NWEA and the State have had the following contractual dealings:

- Memorandum of Understanding between the Nebraska Department of Education and NWEA dated October 10, 2016 for the transfer of MAP student assessment data to the Nebraska Department of Education;
- Research Agreement between the University of Nebraska at Kearney and NWEA dated March 12, 2015 for the evaluation of the Keeping Learning on Track® program from NWEA; and
- Master Services Agreement dated August 1, 2015 between The Nebraska Educational Service Unit Coordinating Council and NWEA for a certified facilitator program.

None of these contracts have contract numbers. NWEA can supply additional detail or copies of each upon request.

Please find information on subcontractors' relationships with the State in Table 5.

Table 5. Subcontractor Relationships with the State

Name	Response
American Printing House for the Blind	American Printing House for the Blind has not contracted with the State in the past five years.
Caveon, LLC	In November 2011, Caveon signed a contract to conduct a test security audit for the Nebraska Department of Education. The work was performed in April 2012. This work included conducting onsite interviews with staff to audit and evaluate Nebraska's test security processes, procedures, and policies against Caveon's test security standards. The state's test security best practices were acknowledged and recommendations for improvement were communicated through both oral and written reports.
Certica Solutions, Inc.	Contract Number 37079 by and between the Nebraska Department of Education and Certica Solutions, Inc., successor in interest to Educuity, Inc., effective from August 15, 2016 through July 24, 2017 where the maximum amount of such contract is \$24,500.
Center for Educational Testing and Evaluation (CETE), on behalf of The University of Kansas Center for Research (KUCR)	CETE (DLM) has not contracted with the State of Nebraska in the previous five years.
Educational Data Systems	Educational Data Systems (EDS) has not had any dealings or contracts with the State of Nebraska over the past five years.
Education Strategy Consulting	Education Strategy Consulting (ESC) has not had any contracts with the State of Nebraska over the previous five years.

Table 5. Subcontractor Relationships with the State

Name	Response
Responsive Translation Services	Responsive Translation Services has not had any dealings or contracts with the State of Nebraska over the past five years.
Schlechty Center	The Schlechty Center has not had any dealings or contracts with the State of Nebraska over the past five years.

f. Bidder's Employee Relations to State

If any party named in the bidder's proposal response is or was an employee of the State within the past twenty-four (24) months, identify the individual(s) by name, State agency with whom employed, job title or position held with the State, and separation date. If no such relationship exists or has existed, so declare.

If any employee of any agency of the State of Nebraska is employed by the bidder or is a subcontractor to the bidder, as of the due date for proposal submission, identify all such persons by name, position held with the bidder, and position held with the State (including job title and agency). Describe the responsibilities of such persons within the proposing organization. If, after review of this information by the State, it is determined that a conflict of interest exists or may exist, the bidder may be disqualified from further consideration in this proposal. If no such relationship exists, so declare.

To the best of our knowledge, no employee of NWEA has been an employee of the State of Nebraska within the past twenty-four months.

Please find our Subcontractors' responses to this requirement in Table 6.

Table 6: Subcontractor Employees' Relations to the State

Name	Response
American Printing House for the Blind	No such relationship exists or has existed for American Printing House for the Blind, nor any employees of American Printing House for the Blind.
Caveon, LLC	No such relationship exists or has existed for Caveon, nor any employees of Caveon.
Certica Solutions, Inc.	No such relationship exists or has existed for Certica Solutions, Inc., nor any employees of Certica Solutions, Inc.
Center for Educational Testing and Evaluation (CETE), on behalf of The University of Kansas Center for Research (KUCR)	No CETE employees currently are, or have been an employee of the State of Nebraska in the past twenty-four months.
Educational Data Systems	No such relationship exists or has existed for EDS, nor any employees of EDS.
Education Strategy Consulting	Education Strategy Consulting does not have any employees, previous or current, who have been employed by the State within the past twenty-four months.
Responsive Translation Services	No such relationship exists or has existed for Responsive Translation nor any employees of Responsive Translation.
Schlechty Center	No such relationship exists or has existed for the Schlechty Center

g. Contract Performance

If the bidder or any proposed subcontractor has had a contract terminated for default during the past five (5) years, all such instances must be described as required below. Termination for default is defined as a notice to stop performance delivery due to the bidder's non-performance or poor performance, and the issue was either not litigated due to inaction on the part of the bidder or litigated and such litigation determined the bidder to be in default.

It is mandatory that the bidder submit full details of all termination for default experienced during the past five (5) years, including the other party's name, address and telephone number. The response to this section must present the bidder's position on the matter. The State will evaluate the facts and will score the bidder's proposal accordingly. If no such termination for default has been experienced by the bidder in the past five (5) years, so declare.

Based on the information in our records, no such termination for default has been experienced by NWEA in the past five years. We have had no terminations of state-level contracts in the past five years.

If at any time during the past five (5) years, the bidder has had a contract terminated for convenience, non-performance, non-allocation of funds, or any other reason, describe fully all circumstances surrounding such termination, including the name and address of the other contracting party.

NWEA currently has over 8,700 partners and, because of this volume, does not track early terminations.

Our continued growth is a testament to the value our partners find in our continued partnership. Our high level of retention further demonstrates the support and service we offer to large and complex partners.

See Confidential and Proprietary Volume for further information.

Table 7 includes our subcontractors' termination information.

Table 7: Subcontractor Contract Termination Information

Name	Response
American Printing House for the Blind	American Printing House for the Blind has had no contract terminations for convenience, non-allocations of funds, or any other reason.
Caveon, LLC	Caveon has had no contract terminations for convenience, non-allocations of funds, or any other reason.
Certica Solutions, Inc.	Certica Solutions, Inc. has not had a contract terminated for any of these reasons in the past five years.
Center for Educational Testing and Evaluation (CETE), on behalf of The University of Kansas Center for Research (KUCR)	CETE has not had a contract terminated for default during the past five years.
Educational Data Systems	Educational Data Systems has not had any contract terminated for default. Educational Data Systems has not had a contract terminated for convenience, non-performance, non-allocation of funds, or any other reason.
Education Strategy Consulting	Education Strategy Consulting has not had a contract terminated for default during the past five years.
Responsive Translation Services	Responsive Translations has had no terminations for convenience, non-performance, non-allocation of funds or any other reason.
Schlechty Center	Schlechty Center has had no terminations for convenience, non-performance, non-allocation of funds or any other reason.

h. Summary of Bidder’s Corporate Experience

The bidder shall provide a summary matrix listing the bidder’s previous projects similar to this Request for Proposal in size, scope and complexity. The State will use no more than three (3) narrative project descriptions submitted by the bidder during its evaluation of the proposal.

The bidder must address the following:

Bidder must provide narrative descriptions to highlight the similarities between their experience and this Request for Proposal. These descriptions must include:

- i. the time period of the project;*
- ii. the scheduled and actual completion dates;*
- iii. the Contractor’s responsibilities;*
- iv. for reference purposes, a customer name (including the name of a contact person, a current telephone number, a facsimile number and e-mail address); and*
- v. each project description shall identify whether the work was performed as the prime Contractor or as a subcontractor. If a bidder performed as the prime Contractor, the description must provide the originally scheduled completion date and budget, as well as the actual (or currently planned) completion date and actual (or currently planned) budget.*

Contractor and subcontractor(s) experience must be listed separately. Narrative descriptions submitted for subcontractors must be specifically identified as subcontractor projects. If the work was performed as a subcontractor, the narrative description shall identify the same information as requested for the Contractors above. In addition, subcontractors shall identify what share of contract costs, project responsibilities, and time period were performed as a subcontractor.

NWEA has the ability, capacity, skill, experience, and staff competency needed to collaborate on the Nebraska Statewide Assessments that NDE envisions. Table 8 is a summary matrix listing previous projects similar in size, scope, and complexity to this RFP. Table 8, with budget information included, has been placed into the Confidential and Proprietary Volume.

Table 8: Summary Matrix of Similar Projects

Chicago Public Schools	
Time Period of the Project	2008 to Present
Scheduled and Actual Completion Dates	Scheduled and actual completion dates are the same. Most recently completed contract year: July 1, 2015 to June 30, 2016.

<p>Contractor's Responsibilities</p>	<p>NWEA has been partnering with Chicago Public Schools since 2008, when 100 of the district's autonomously managed schools utilized MAP assessments for informing instruction and monitoring growth. In 2012, Chicago Public Schools adopted MAP assessments district-wide for grades K – 8, for over 200,000 students in mathematics, reading, and science. Chicago Public Schools uses MAP data for various purposes, including instructional grouping; program placement; monitoring intervention effectiveness monitoring; as growth and status measurements; promotion to the next grade; teacher, principal, school quality ratings; and application for selective high schools and academic programs.</p> <p>In addition to using MAP assessments, Chicago Public Schools is implementing our progress monitoring assessment, Skills Navigator, this school year.</p> <p>Successful implementation of MAP assessments in the third largest district in the country involves an on-site NWEA team, which has been in place since 2012. In addition to the fully dedicated on-site account management team, NWEA supports Chicago Public Schools with the following staff:</p> <ul style="list-style-type: none"> ▪ On-site project management ▪ implementation specialists ▪ professional development consultants <p>NWEA also partners with a third-party consulting firm in Chicago to provide on-site technical support to all Chicago Public Schools.</p> <p>On-site account management strengthens our partnership with Chicago Public Schools, because we can efficiently and fully support Chicago Public Schools central office departments, including:</p> <ul style="list-style-type: none"> ▪ Office of Assessment ▪ School Quality Office ▪ Teaching and Learning ▪ Office of Access and Enrollment ▪ Office of Diverse Learners <p>This level of hands-on support ensures NWEA remains aligned with the district's goals and initiatives.</p> <p>On-site project management ensures contractual obligations are met and any risks are mitigated. We provide ongoing project management around our responsibilities to Chicago Public Schools, including:</p> <p>Planning</p> <ul style="list-style-type: none"> ▪ Review the statement of work and contractual responsibilities of both parties with the Chicago Public Schools project manager. ▪ Maintain project communications through the Chicago Public Schools project manager. ▪ Establish documentation and procedural standards for deliverables by providing templates. ▪ Prepare and maintain the schedule, which lists the activities, tasks, assignments, milestones and estimates. <p>Project Tracking and Reporting</p> <ul style="list-style-type: none"> ▪ Review project tasks, schedules, and resources and make changes or additions, as appropriate. ▪ Measure and evaluate progress against the project schedule with the Chicago Public Schools project manager.
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Table 8: Summary Matrix of Similar Projects

Chicago Public Schools	
	<ul style="list-style-type: none"> ▪ Working with the Chicago Public Schools project manager to address and resolve deviations from the schedule. ▪ Conducting regularly scheduled project status meetings and/or conference calls. ▪ Preparing and submitting bi-weekly status reports to the Chicago Public Schools project manager. ▪ Administering the Project Change Control Procedure with the Chicago Public Schools project manager. ▪ Coordinating and managing the activities of NWEA project personnel. <p>Implementation specialists work with every school in the district to help them understand the program and how to administer MAP assessments. CPS is also currently administering a pilot of our Skills Navigator product.</p> <p>NWEA professional development consultants are on the ground in Chicago Public Schools, fully dedicated to work with networks and schools to understand MAP reports, data, and application of the data. We provide a built-in on-site team of support from NWEA, which has led to a successful partnership for nine years.</p>
Customer Information	<p>Name: Chicago Public Schools Contact Person: Kelly K. Mina, Assessment Specialist Telephone Number: (773) 553-1572 Facsimile Number: (773) 553-2421 Email Address: kmcbride@cps.edu</p>
Prime Contractor or Subcontractor	Prime Contractor
Originally Scheduled Completion Date and Budget	<p>Most recently completed contract year anticipated dates: July 1, 2015 to June 30, 2016</p> <p>Most recently completed contract year anticipated budget: See Confidential and Proprietary Volume</p>
Actual (or currently planned) Completion Date and Actual (or currently planned) Budget	<p>Most recently completed contract year actual dates: July 1, 2015 to June 30, 2016</p> <p>Most recently completed contract year actual budget: See Confidential and Proprietary Volume</p>
Bureau of Indian Education	
Time Period of the Project	2009 to Present
Scheduled and Actual Completion Dates	Scheduled and actual completion dates are the same. Most recently completed contract year: September 29, 2015 to September 28, 2016.

Table 8: Summary Matrix of Similar Projects

Chicago Public Schools	
NWEA Responsibilities	<p>NWEA is responsible for providing interim assessments in mathematics, reading, language usage, and science, plus related product support to all Bureau of Indian Education-funded schools who choose to participate in the contract/program.</p> <p>NWEA is responsible for providing full-day professional development services to Bureau of Indian Education (BIE) schools who request such services. The NWEA account manager and program manager maintain regular communication with BIE’s Contracting Officer’s Representative (COR) and BIE leadership. Our account manager maintains regular communication with individual BIE-funded schools in the form of webinars, emails, and phone calls, to promote full use of the contract’s offerings.</p> <p>NWEA provides standard reports to the BIE-funded schools; additionally, aggregate data files and a related report are made available to BIE leadership after each testing window. Initially, the contract included an Evaluation Study completed by the NWEA Research Department. Federal funding restraints resulted in that aspect eventually being removed from the contract.</p> <p>The contract is for five years, made up of a base year and four option years. At the end of each option year, we work through whether any money remains and the government de-obligates funds that remain. In May 2014, based on our 2009-2014 contract review with BIE, NWEA was given a grade of “Excellent” in the areas of Quality, Schedule, and Cost Control, and “Very Good” in the areas of Business Relations and Management of Key Personnel.</p>
Customer information	<p>Name: Bureau of Indian Education Contact Person: Jeffrey Hamley, Ed.D., Associate Deputy Director Telephone Number: (202) 208-2352 Facsimile Number: (202) 273-0030 Email Address: jeffrey.hamley@bie.edu</p>
Prime Contractor or Subcontractor	Prime contractor
Originally Scheduled Completion Date and Budget	<p>Most recently completed contract year anticipated dates: September 29, 2015 to September 28, 2016</p> <p>Most recently completed contract year anticipated budget: See Confidential and Proprietary Volume</p>
Actual (or currently planned) Completion Date and Actual (or currently planned) Budget	<p>Most recently completed contract year actual dates: September 29, 2015 to September 28, 2016</p> <p>Most recently completed contract year actual budget: See Confidential and Proprietary Volume</p>

Table 8: Summary Matrix of Similar Projects

Wyoming Department of Education	
Time Period of the Project	2015 to Present
Scheduled and Actual Completion Dates	July 31, 2015 to July 31, 2016
NWEA Responsibilities	<p>Wyoming State statute governing district assessment systems requires administration of MAP to all students in grades 1 – 8. Data from MAP have supported annual evaluation of a state-funded summer school program.</p> <p>Our Children’s Progress Academic Assessment™ (CPAA™) is also administered statewide to prekindergarten and kindergarten students to give teachers information to guide instruction. CPAA is administered to 7,893 students</p> <p>NWEA provides four regional on-site trainings per year, prior to October 1. The on-site sessions develop staff awareness of the conceptual underpinning of the assessment, and details about unique features of the program.</p> <p>Participants experience the student assessment, interact with student and class reports, and learn how to use CPAA to drive instructional decision making.</p>
Customer information	<p>Name: Wyoming Department of Education</p> <p>Contact Person: Lachelle Brant, Early Learning Consultant</p> <p>Telephone Number: (307) 777-6476</p> <p>Facsimile Number: (307) 777-6234</p> <p>Email Address: Lachelle.brant1@wyo.gov</p>
Prime Contractor or Subcontractor	Prime contractor
Originally Scheduled Completion Date and Budget	<p>Most recently completed contract year anticipated dates: July 31, 2015 to July 31, 2016</p> <p>Most recently completed contract year anticipated budget: See Confidential and Proprietary Volume</p>
Actual (or currently planned) Completion Date and Actual (or currently planned) Budget	<p>Most recently completed contract year actual dates: July 31, 2015 to July 31, 2016</p> <p>Most recently completed contract year actual budget: See Confidential and Proprietary Volume</p>

State Departments of Education Approve NWEA Assessments

State departments of education repeatedly approve the use of our current assessment products for various purposes. Table 9 demonstrates that our assessments meet the rigorous standards required to be put on statewide lists for approved assessments for a variety of purposes, including as growth assessments, formative assessments, reading assessments, educator evaluations, interim assessments, and diagnostic assessments.

Table 9: Reviews and Approvals of NWEA Assessments

Approval Date	State Agency	Approved Use or List	Description
June 2016	Nevada Department of Education (NDE)	Read by Grade 3 Assessment	MAP for Reading assessments for grades K – 3 were reviewed by the NDE and adopted as the State’s sole Read by Grade 3 assessment. As part of this adoption, NWEA will conduct standard setting during the 2017-2018 school year.
September 2016	Ohio Department of Education (ODE)	Chart of Approved Gifted Identification/Screening Instruments	MAP assessments for grades K – 12 in mathematics, reading, and language usage were reviewed and approved by the ODE for the Chart of Approved Gifted Identification/Screening Instruments. MAP assessments are included on the ODE’s most recently updated Chart of Approved Gifted Identification/Screening Instruments that was published in 2015. An updated application reflecting our new norms study was approved in September 2016.
August 2016	Texas Education Agency (TEA)	TEA List of Approved Tests for Assessment of Limited English Proficient Students	MAP assessments for grades K – 11 in mathematics, reading, language usage, and science were reviewed and approved by the TEA for the 2016-2017 List of Approved Tests for Assessment of Limited English Proficient Students. MAP assessments have been approved by the TEA for this list since the 2010-2011 school year.
May 2016	South Carolina Department of Education	List of Formative Assessments	MAP assessments for grades K – 12 in mathematics and reading were reviewed and approved by the South Carolina Department of Education for its List of Formative Assessments. MAP has been approved since the 2007-2008 school year.
March 2016	Ohio Department of Education (ODE)	List of Reading Diagnostic Assessments Comparable to the ODE Reading Diagnostic Assessment for Assessing K – 3 Reading Proficiency	MAP assessments for grades K – 2 for reading reviewed and approved by the ODE for its list of Reading Diagnostic Assessments Comparable to the ODE Reading Diagnostic Assessment for Assessing K – 3 Reading Proficiency.
March 2016	Oregon Department of Education	Approved List for Math Adaptive Learning Pilots	Skills Navigator was approved to be included on a list of mathematics learning tools, part of a project to identify and evaluate methods for improving student performance and attitude related to mathematics. The project also focused on helping teachers apply formative assessment practices to instruction using data provided by math adaptive learning technologies.

Table 9: Reviews and Approvals of NWEA Assessments

Approval Date	State Agency	Approved Use or List	Description
January 2016	Ohio Department of Education (ODE)	Third Grade Alternative Reading Assessment List	MAP assessments for grades K – 12 in reading were reviewed and approved by the ODE for its Third Grade Alternative Reading Assessment List for the 2016-2017 school year. NWEA has submitted annual applications for this list and has been approved by the ODE since the 2014-2015 school year.
December 2015	Ohio Department of Education (ODE)	List of Approved Student Assessments Used with Educator Evaluations	MAP assessments for grades K – 3 in mathematics, reading, and language usages were reviewed and approved by the ODE as assessments for use in teacher and principal evaluations. MAP assessments have been approved for this purpose since 2012.
October 2015	New York State Department of Education	List of Approved Assessments for Use by School Districts and BOCES in Teacher and Principal Evaluations	MAP assessments for grades K – 10 in mathematics and English language arts were reviewed and approved as Supplemental Assessments with Corresponding Growth Models.
October 2015	New York State Department of Education	List of Approved Assessments for Use by School Districts and BOCES in Teacher and Principal Evaluations	MAP assessments for grades K – 10 in mathematics and English language arts were reviewed and approved as Assessments for Use with Student Learning Objectives (SLOs).
Fall 2015	Indiana Department of Education	Formative Assessment Grant	MAP for Mathematics, Reading, and Language Usage are approved for the Formative Assessment Grant in the state of Indiana. Districts may apply for funding for interim and formative assessments in grades 3 – 10 and may fund grades K – 2 once requests for upper grades have been funded.
Fall 2015	Texas Education Agency (TEA)	List of State-Approved Group-Administered Achievement Tests	MAP assessments for grades K – 12 in mathematics, reading, and language usage are approved by the TEA for its List of State-Approved Group-Administered Achievement Tests. MAP assessments are approved for the 2016-2017 school year, and have been on the approved list since the 2006-2007 school year.
July 2015	Wyoming Department of Education	Statewide Prekindergarten and Kindergarten Assessments	CPAA is administered statewide to prekindergarten and kindergarten students to give teachers information to guide instruction.
Fall 2014	California Department of Education (CDE)	List of Second Grade Diagnostic Assessments	MAP assessments for grades K – 3 in mathematics and reading were reviewed and approved by the CDE for its List of Second Grade Diagnostic Assessments.

Table 9: Reviews and Approvals of NWEA Assessments

Approval Date	State Agency	Approved Use or List	Description
Fall 2014	Texas Education Agency	English Language Reading Instrument Options for the Commissioner’s List of Reading Instruments	MAP assessments for grades K – 2 in reading are approved as English Language Reading Instrument Options for the Commissioner’s List of Reading Instruments. MAP assessments are approved for the 2014-2018 school years.
April 2013	Oklahoma State Department of Education	K – 3 Formative Assessments under the Reading Sufficiency Act	CPAA was approved by the Oklahoma State Department of Education for its list of K – 3 Formative Assessments under the Reading Sufficiency Act.
April 2013	Oklahoma State Department of Education	K – 3 Formative Assessments under the Reading Sufficiency Act	MAP assessment for grades K – 12 for reading were reviewed and approved by the Oklahoma State Department of Education for its list of K – 3 Formative Assessments under the Reading Sufficiency Act.
March 2013	Virginia Department of Education	Student Growth Assessments	MAP assessments for grades K – 12 for mathematics, reading, and language usage were reviewed and approved by the Virginia Department of Education as Student Growth Assessments to be used to inform instruction and teacher evaluation.
March 2013	Colorado Department of Education (CDE)	Colorado READ Act Resource Bank of Approved Summative Assessments	MAP assessments for grades K – 2 in reading were reviewed and approved by the CDE for the Colorado READ Act Resource Bank of Approved Summative Assessments.
February 2013	Colorado Department of Education	Reading Diagnostic Assessment Tools	Beginning in the 2013-2014 school year, CPAA was included on the Read Act Colorado State Board of Education Approved List of Diagnostic Assessments, pursuant to C.R.S. 22-7-1209. http://www.cde.state.co.us/coloradoliteracy/readact/assessmenttool
2013-2014	North Carolina State Board of Education	A Local Alternative Assessment for Determination of Third Grade Proficiency and Promotion Requirements	MAP for Reading assessments were reviewed and approved by the North Carolina State Board of Education for use by local education agencies as a local alternative assessment for determination of third grade proficiency and promotion requirements under the Read to Achieve Act.

CETE References

The following describe the key responsibilities for all contracts performed by CETE as the provider of the Dynamic Learning Maps (DLM) Alternate Assessment.

- Deliver year-end summative assessments.
- Provide a customized, state determined spring assessment window within a standard window.
- Deliver instructionally embedded (interim) assessments to support classroom instruction.

-
- Provide practice activities and released testlets to allow students and test administrators experience in KITE Client.
 - Provide assessment administration resources including district and test administrator training and user manuals for role-based activities and the KITE system.
 - Provide professional development modules to support instruction, in self-directed formats that are available 24 hours a day, 7 days per week to educators through an online portal accessed via the DLM website and in facilitated formats that are for use in face-to-face training or as part of local professional learning communities.
 - Develop items for test pools for ELA, mathematics, and science.
 - Conduct external reviews for content and bias on new items.
 - Analyze field test items to determine which ones can be added into test pools.
 - Calculate and report scores for ELA, mathematics, and science.
 - Provide annual updates to the Technical Manual.
 - Provide access to reports and data extracts to support state-, district-, and building-level users manage data, student access, and classroom instruction.
 - Conduct annual meeting between DLM staff and customer staff to plan and respond to changes for the coming year.
 - Designate a primary point of contact for customer communications.
 - Provide an easy-to-use online interface for district and building staff to manage user and student data, including uploads and changes.
 - Provide a toll-free number and email address for state- and district-level staff to Tier One and Tier Two Service Desk support.
 - Provide online access to allow educators to input information needed to allow personalized administration by provision of necessary accessibility tools and test accommodations and for determining appropriate initial placement of students with significant cognitive disabilities into the OLM Assessments.

West Virginia

All work was completed by CETE as the prime contractor.

- Deliver DLM Alternate Assessments in English language arts (ELA) and mathematics to approximately 2,500 students and 850 in science.

Kansas

All work was completed by CETE as the prime contractor.

- Deliver DLM Alternate Assessments in English language arts and mathematics to approximately 2,900 students and 1,150 students in science.

Missouri

All work was completed by CETE as the prime contractor.

- Deliver DLM Alternate Assessments in English language arts and mathematics to approximately 7,600 students and 4,600 students in science.
- Deliver instructionally embedded assessments to support classroom instruction.
- Provide full program management including monitoring timelines and deliverables.

- Provide full support for data management necessary to populate educator and student data in KITE Educator Portal.
- Provide a customized supplement to the DLM technical manual.

The following table highlights work that was performed by CETE as the provider of the Dynamic Learning Maps Alternate Assessment. Budget details are included in the Confidential and Proprietary Volume.

Table 10: Work Performed by CETE

Project	Time Period & Budget	Customer Contact
West Virginia State Alternate Assessment	04/15/15-07/30/17 See Confidential and Proprietary Volume for Budget	West Virginia Department of Education Melissa Gholson, Assessment Coordinator Phone: (304) 558-2546 Fax: (304) 558-1613 F mgholson@k12.wv.us
Kansas State Alternate Assessment	06/06/14-12/31/17 See Confidential and Proprietary Volume for Budget	Kansas State Department of Education Debbie Matthews, Educational Program Consultant Phone: (785) 296-0916 Fax: (785) 291-3791 dmatthews@ksde.org
Missouri State Alternate Assessment	08/01/15-06/30/17 See Confidential and Proprietary Volume for Budget	Missouri Department of Elementary and Secondary Education Shaun Bates, Director of Assessment Phone: (573) 751-2857 Fax: (573) 526-0812 shaun.bates@dese.mo.gov

Please see Appendix F, *Subcontractor Summary of Corporate Experience*, for information about each of the subcontractors that will participate in this program.

i. Summary of Bidder’s Proposed Personnel/Management Approach

The bidder must present a detailed description of its proposed approach to the management of the project.

The bidder must identify the specific professionals who will work on the State’s project if their company is awarded the contract resulting from this Request for Proposal. The names and titles of the team proposed for assignment to the State project shall be identified in full, with a description of the team leadership, interface and support functions, and reporting relationships. The primary work assigned to each person should also be identified.

The bidder shall provide resumes for all personnel proposed by the bidder to work on the project. The State will consider the resumes as a key indicator of the bidder’s understanding of the skill mixes required to carry out the requirements of the Request for Proposal in addition to assessing the experience of specific individuals.

Resumes must not be longer than three (3) pages. Resumes shall include, at a minimum, academic background and degrees, professional certifications, understanding of the process, and at least three (3) references (name, address, and telephone number) who can attest to the competence and skill level of the individual. Any changes in proposed personnel shall only be implemented after written approval from the State.

NWEA believes in collaborating with our partners. Our mission statement – *Partnering to help all kids learn* – demonstrates our passion for working together with educators to focus on what matters most. Instrumental at guiding this partnership is our Program Management team, who believe that successful state partner relationships are forged through clear and constant communication, on-time delivery of quality products, and vigilant management of project deliverables.

We offer a strong commitment to high standards of performance on all our work. To achieve this, our Program Management team will work closely with the State to proactively monitor progress of contract deliverables and activities.

Project Management Principles

NWEA employs the standards and practices promoted by the Project Management Institute and outlined in the Project Management Body of Knowledge (PMBOK®). The PMBOK emphasizes the importance of planning, executing, and controlling the various aspects of a project.

To enable project success, the NWEA Program Management team will:

- Confirm our understanding of all requirements at the onset of the contract and each year thereafter during planning meetings, as well as identify and confirm selections for any configurable aspects of the system.
- Incorporate tasks into work plans and project schedule(s) subject to joint review with and approval by the NDE.
- Use standard project management tools and practices to manage and control project scope, schedule, cost, and quality throughout the life of the program and discuss risks or changes to any aspect of the program during weekly program team meetings.
- Conduct an annual review with the program team, NWEA leadership, and the NDE teams. For information on other program management meetings between NWEA and NDE, see Table 14 in our response to requirement h. in Section A. 1. Management Team for All Assessments, beginning on Page 60.
- Document and resolve project risk and issues using a structured risk management process.
- Implement a structured communications strategy to facilitate open and easy means of accessing project documentation and information. Please see Appendix G, *Sample Communication Plan*.
- Develop concise and informative documentation and training materials to support school, district and state users before, during and after test administration.
- Facilitate direct and open communication between NWEA functional teams, the NDE, and all subcontractors performing tasks for this program.

Experienced Team

We have assigned some of our most experienced staff to serve on the Nebraska Statewide Assessments program team under the guidance of Project Director Dacia Hopfensperger. This includes staff members from all functional areas required to successfully implement and deliver the program requirements. The names of our proposed team members, their project roles, and descriptions of their primary work for the program are provided in Table 11. Résumés for all team members are provided in Appendix H, *Résumés*. NWEA understand that necessary substitutions due to change of employment status and other unforeseen circumstances may only be made with prior approval of the State.

Table 11: Proposed Project Team Members

Project Role	Primary Work	Name
Project Director	Primary point of contact for NDE. Responsible for management/oversight of the program.	Dacia Hopfensperger
Project Manager	Secondary point of contact for NDE. Responsible for management/oversight of the program.	Melinda Orta
Project Administrator	Responsible for day-to-day operations of the program and will be the escalation point for customer service.	To be hired
Project Coordinator	Responsible for meeting coordination, managing the reimbursement activities for the NE educators that attend meetings, and provide general administrative support to the program team.	Shelley Smith
Technical Consultant and Product Trainer	Manages technical issues related to configuration and administration, and is the point of escalation for the help desk. Responsible for providing the product training, such as the reporting training, enrollment training, fall workshops and spring workshops.	Rock Sharma
Content Lead/Project Manager	Responsible for managing the content/item development across all grades and content areas.	Chris Rozunick
English Language Arts Content Lead	Responsible for managing the ELA development.	Kellie Schmidt
Mathematics Content Lead	Responsible for managing the Math development.	Mary Veazey
Science Content Lead	Responsible for managing the Science development.	Roy Beven
Manufacturing/Production Lead	Manages the activities of the Publishing Team to ensure on time and quality delivery of the Nebraska deliverables.	Zohal Hummel
Help Desk Lead	Responsible for the management of the support team.	Nancy Hillig
Psychometric Lead	Provide psychometric leadership, attends and provides information relevant to Technical Advisory Committee (TAC) Meetings, leads production of annual technical report and technical briefs, responsible for all psychometric analyses and quality assurance relevant to the statewide summative assessments, and serves to support the NDE in psychometrically related topics across assessments.	Dr. Jungnam Kim

Table 11: Proposed Project Team Members

Project Role	Primary Work	Name
Business Requirements Analyst	Solicits and documents all custom program requirements, including scoring, reporting, state specific business rules, paper/pencil processing, data file layouts, and user roles.	David Liddle
Professional Development Leads	Mr. Koranda will be responsible for the design of the NE Professional Development offerings and Mr. Terlep will be responsible for managing the delivery of the professional development.	Michael Koranda Tom Terlep
Operations Lead	Responsible for managing the operational activities with the paper/pencil administration.	Scott Hinders
Dynamic Learning Maps® (DLM) Account Manager	Responsible for managing the alternate assessment.	Dr. Sheila Wells-Moreaux

CETE/DLM Staffing

CETE is the unit in which management, test development, and psychometrics of the DLM Alternate Assessment Consortium is housed. CETE has extensive experience in managing testing programs; developing tests; performing psychometric analyses; and conducting research to advance methods in asses. Through our partnership with the Center for Literacy and Disability Studies at the University of North Carolina at Chapel Hill, we have extensive experience providing professional development related to teaching students with significant cognitive disabilities. Within CETE, sixty full-time staff and graduate research assistants are dedicated to the DLM project. Senior staff have expertise in educational assessment, special education, educational psychology and research, and curriculum and instruction. Several staff have prior experience working in state education departments, and/or providing services and supports to state education agencies for their assessment systems.

DLM’s technology platform and service desk support are provided by CETE’s sister center within AAI, Agile Technology Solutions (ATS). ATS has expertise in building high volume, highly scalable and high availability Software as Service (SaaS) products using agile methodology, DevOps, Continuous Integration and open source technologies. The ATS team architects, develops, and hosts KITE. The ATS team has the experience of building multiple SaaS based products right from inception to post production support covering the full software development lifecycle. The ATS team helps build the product road map; identifies milestones; plans releases; gathers requirements; and develops, tests, hosts, and supports the features that are required to administer learning maps-based assessments to students in fifteen states. The ATS team is comprised of IT professionals who have many years of experience building, maintaining and supporting enterprise class products for various industry sectors including K – 12 large-scale assessment needs. The ATS team includes IT Managers, Architects, Programmers, Business Analysts, System Administrators, Quality Assurance Analysts & Service Desk Associates.

In addition to the project team listed above, the NWEA Executive and Account team staff listed in the following Table 12 will be available for consultation as needed.

Table 12: Executive and Account Team Members Available for Consultation for NDE

NWEA Title	Primary Work	Name
Vice President, State Solutions	Provides consultative services for the overall program.	Dr. Canda Mueller
Senior Director, Psychometrics	Provides consultative services in all areas relevant to research, psychometrics, and technical aspects of the summative and interim assessments; engages with and supports the NDE’s Technical Advisory Committee (TAC)	Dr. Christina Schneider
Senior Director, Assessment Design	Provides consultative services in the area of policy, accessibility/accommodations, and design.	Dr. Karen Barton
Vice President, State and Federal Accounts	Engages with the Commissioner, NDE staff, and State Board of Education. Manage NWEA State and Government Partnership team.	Debbie Smith
Regional Manager	Manages State Account Executive and State Account Manager. Participate in planning meetings and TAC meetings as needed.	Bruce Smith
State Account Executive	Manages relationship with NDE personnel, State Board of Education, Legislature, Governor’s office and Educational Service Unit Coordinating Council (ESUCC).	Paul Rice
Sr. Account Manager	Manages relationship with school district partners, ESU’s and ESUCC. Attends weekly meetings with NDE.	Julia Watkins

Our management structure and reporting lines are shown in the Nebraska Statewide Assessments program organizational chart in Figure 3.

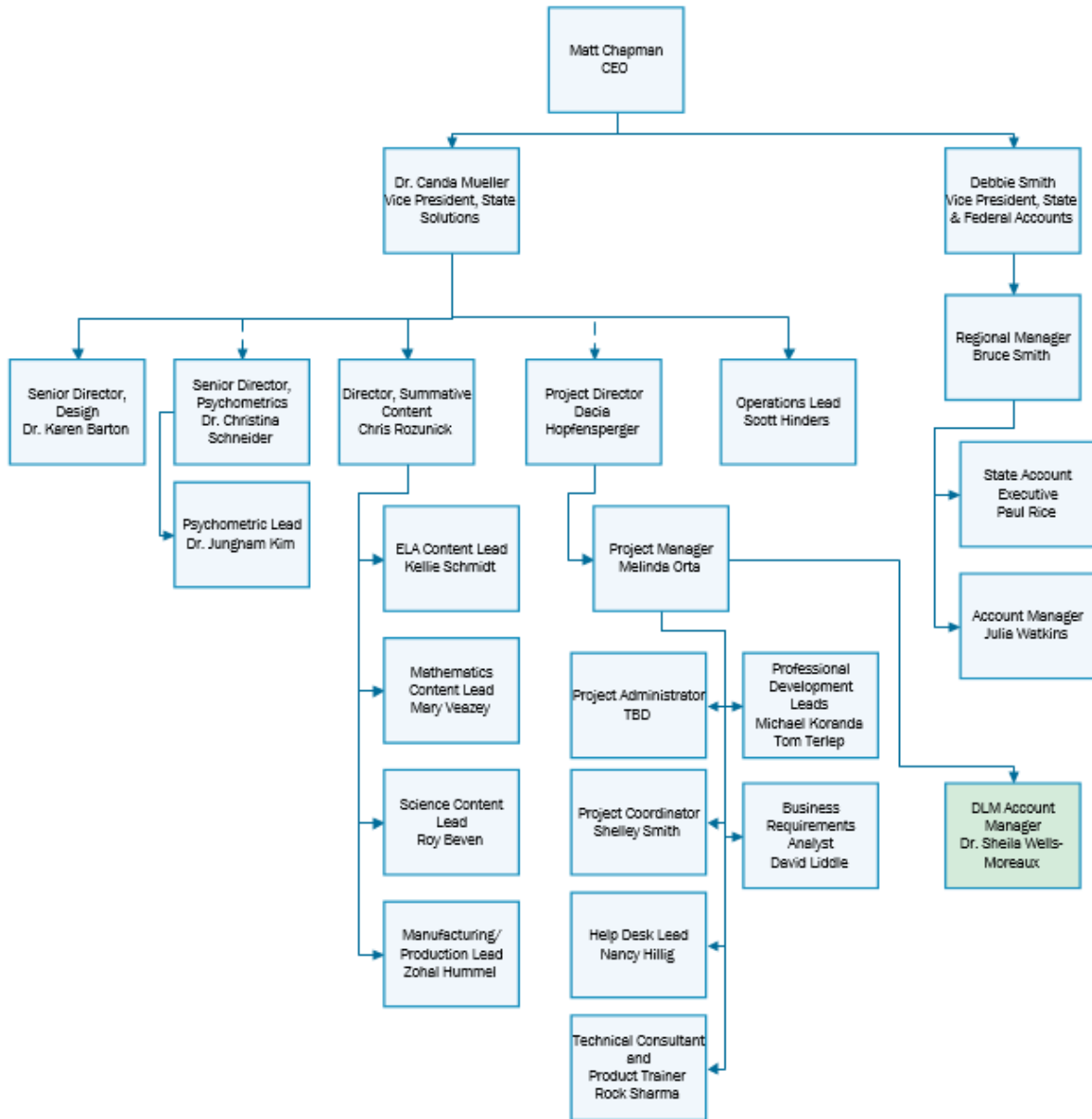


Figure 3: Nebraska Statewide Assessments Program Team. The team is structured so that NDE will have comprehensive support across departments with expert guidance from the project managers.

For further details about our personnel/management approach, please see our responses throughout Section A. Project Management and Support.

j. Subcontractor Requirements

NDE is allowing subcontracting to occur in the Statement of Work. NDE will allow subcontracting only under the following circumstances:

- All subcontractors must have primary offices and complete the work within the continental United States.*
- NDE reserves the right to not accept any subcontractors identified in the submitted proposal if it so chooses.*
- Bidder maintains ultimate responsibility for all deliverables and services provided under any contract resulting from this RFP.*
- The subcontractor is subject to Nebraska data privacy and security requirements NDE will have the ability to review contracts and agreements with subcontractors to ensure these requirements are met.*
- At NDE's discretion, NDE will be able to participate in all meetings between the bidder and its subcontractors related to work conducted under any contract resulting from this RFP. NDE will also have access to all communications between the bidder and its subcontractors related to the work conducted under any contract resulting from this RFP.*

If the bidder intends to subcontract any part of its performance hereunder, the bidder must provide:

- name, address and telephone number of the subcontractor(s);*
- specific tasks for each subcontractor(s);*
- percentage of performance hours intended for each subcontract; and*
- total percentage of subcontractor(s) performance hours.*

NWEA will be fully responsible for all services delivered as part of Nebraska Statewide Assessment program, including those services provided by subcontractors. The subcontractors we have chosen for this program are trusted partners with outstanding reputations in the industry. They thoroughly understand the importance of this work and its powerful impact on Nebraska students and educators. Table 13 contains a list of all subcontractors for this program along with their primary office locations, which are all within the continental United States.

NWEA is working with each of the named subcontractors to establish requirements and performance metrics that align to Nebraska's goals. Each subcontractor will provide a project manager to ensure all deliverables are being met and to act as a liaison between NWEA and their organization. This project manager will be directly responsible to the specific NWEA service owner with oversight provided by Project Manager Melinda Orta, working closely with the project director.

We will carefully follow NDE's procurement laws and contract requirements to work with subcontractors and welcome NDE's participation in all discussions and meetings related to subcontractor work. We confirm that NDE will have the ability to review all contracts and agreements with our subcontractors to ensure that they uphold Nebraska data privacy and security requirements. In

addition, we agree that NDE will have the right not to accept any of the subcontractors submitted in this proposal.

We believe that with effective guidance and management, the subcontractors offered in this proposal will be tremendous assets to the program. Our subcontractor management process is shown in Figure 4.

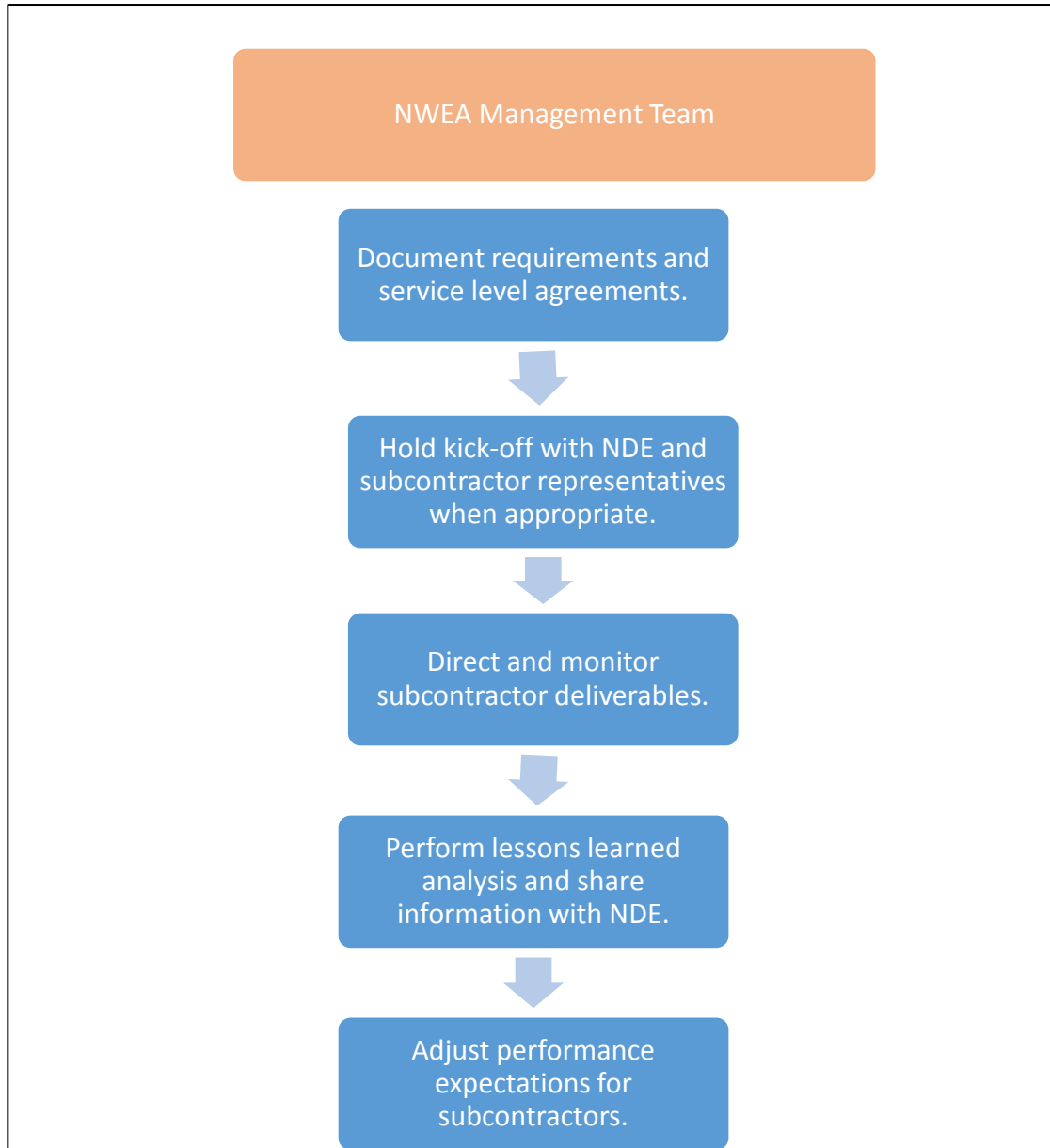


Figure 4: Subcontractor Management Process. The NWEA Account and Project Management teams will work with subcontractors to ensure all expectations and deliverables are met for NDE.

Information on each subcontractor partnering with us to deliver the Nebraska Statewide Assessments is provided in Table 13.

Table 13: Subcontractor Information

Name	Address	Telephone Number	Tasks	Percentage of Performance Hours
American Printing House for the Blind	1839 Frankfort Avenue, Louisville KY 40206	(502) 899-2267	Braille services and/or products	0.1%
Caveon, LLC	6905 South 1300 East, #468, Midvale, UT 84047	(801) 208-0103	G.8 Data Forensics – Services to provide real time support through internet and social media monitoring (Web Patrol) to identify unauthorized disclosures and disclosers of sensitive test information. End-of-testing support includes monitoring test data for anomalies and response patterns that indicate test frauds.	3%
Certica Solutions, Inc.	301 Edgewater Place, Suite 110, Wakefield, MA 01880	(855) 766-9916	Provision of a commercially available formative assessment software solution (called TestWiz™) and a commercially available formative assessment item bank (called Navigate™).	1%

Table 13: Subcontractor Information

Name	Address	Telephone Number	Tasks	Percentage of Performance Hours
<p>Center for Educational Testing and Evaluation (CETE) On behalf of the University of Kansas Center for Research (KUCR)</p>	<p>1122 West Campus Rd., Lawrence KS 66045</p>	<p>(785) 864-5774</p>	<ul style="list-style-type: none"> ▪ Deliver Dynamic Learning Maps Alternate Assessment System in English language arts, mathematics, and science ▪ Provide project management for NDE’s alternate assessments ▪ Provide psychometric support via the NDE TAC and state assessment advisory committee. ▪ Conduct annual trainings for district staff ▪ Conduct on-site training for test administrators (year 1) ▪ Develop and deliver a training video on using and interpreting score reports ▪ Provide a dedicated toll-free service desk number for Nebraska educators ▪ Develop a customized individual student score report and a translated version of that report ▪ Conduct a standards validation study (summer 2018) ▪ Provide materials and support for an independent alignment study to be conducted by an organization hired by NDE ▪ Develop up to two assessment literacy modules specific to formative practices for students with significant cognitive disabilities ▪ Collaborate with NWEA to identify transition points between DLM maps and NWEA learning progressions 	<p>5%</p>
<p>Educational Data Systems, Inc.</p>	<p>15850 Concord Circle, Suite A, Morgan Hill, CA 95037</p>	<p>(408) 776-7646</p>	<p>Paper and Pencil Assessment Services</p>	<p>12%</p>

Table 13: Subcontractor Information

Name	Address	Telephone Number	Tasks	Percentage of Performance Hours
Education Strategy Consulting, Inc.	210 Ridge McIntire Rd. Suite 100, Charlottesville, VA 22903	(434) 227-1365	Web-based Interactive Reporting of Summative and Interim Assessment Results	12%
Responsive Translation Services	655 Jersey Avenue, Jersey City, NJ 07302	(212) 355-4455	Translation Services	1%
Schlechty Center	950 Breckenride Lane, Suite 200, Louisville, K 40207	(502) 895-1942	Professional Development	1%
Total Percentage of Performance Hours for Subcontractors				35.1%

4. Technical Approach

Guided by the six tenets of AQuESST, the NWEA solution draws upon the seventeen years of positive partnering with Nebraska educators to bring a truly balanced system for the Summative, Interim, and Alternate Assessment purposes, with a strong professional development program around assessment literacy.

The NWEA solution for Nebraska holds four key components:

1. An adaptive Nebraska Statewide Assessment in English language arts and mathematics, 3 – 8, and science 5 and 8 that will include multiple item types and provide total scores comparable across grades, subscores, growth across administrations, and achievement level performance.
2. The Dynamic Learning Maps™ (DLM®) Alternate Assessment System as the Nebraska Alternate Assessment in English language arts, mathematics, and science for grades 3 – high school.
3. An Interim System that is our adaptive Measures of Academic Progress (MAP), and the ability for Nebraska educators to also purchase Certica’s TestWiz™ and the Navigate Item Bank™ to support the delivery of formative assessments in the classroom.
4. An Assessment Literacy Professional Development program that provides teachers and administrators with a solid and balanced understanding of assessment information from formative, interim, and summative purposes connected to tangible applications in instruction.

Our interim solution and details of the Assessment Literacy Professional Development program are provided in our responses to Section J. Interim Assessment System and Section K. Additional Components to Build Strength of Communication and Effectiveness of Assessment System, respectively. We provide a technical summary of our solution to the Nebraska Statewide Assessments for general and alternate assessments below.

Our approach to the development and delivery of the Nebraska Statewide Assessment is reflective of the *Standards for Educational and Psychological Measurement* and provides the evidence required of USDE Peer Review of state summative assessments. Starting with the Nebraska Standards, through tight item development and review processes, psychometric analyses, scoring, and reporting, our solution attends to the steps and documentation necessary for an assessment system that is defensible, rigorous, reliable, and valid.

The Nebraska Statewide Assessments will be developed to leverage the input of Nebraska educators and provide continuity in the state by leveraging your summative item bank and working directly with Nebraska teachers in item writing and reviews. We will integrate your items into our item management system and conduct a review of the item bank. The assessments must necessarily reflect the emphasis in the standards relevant to a summative assessment. We will work with the NDE to determine the blueprint of each assessment and the desired types of machine-scored items, such as technology-enhanced items that will reflect the complexity, depth, and breadth of coverage of Nebraska standards. Because the tests will be adaptive, we will conduct simulations with the Nebraska item bank to collaboratively determine the constraints that the adaptive engine will use. Then, in collaboration with the NDE, we will determine an item development plan.

NWEA proposes custom development to support embedded field testing of new items in each year of the contract that are a mixture of multiple-choice and machine-scorable technology-enhanced items for

all content areas and to enhance the health of the item bank to continue adaptive test administrations. We will also review any existing Nebraska style guides, item specifications, and test specifications. We will collaborate with NDE staff in order to update all of these materials in order to have the most accurate information as development activities begin.

A set of items will be generated to create equivalent paper and pencil forms where TEI items are not possible. For every spring a new paper and pencil test will be created and the large-print, Braille, and Spanish paper forms will be derived from that paper form.

We will engage teachers in many aspects of the development process in order to have Nebraska educators' input in the custom item development. For English language arts, educators will review and approve all passages that are written or searched from the public domain. We plan for educators to meet and write multiple choice items in all content areas. In our experience it is most effective to use independent contractors to generate the TEIs. Once all of the items are developed and refined internally at NWEA, Nebraska educators will be selected to review the items for content or bias/sensitivity as appropriate. After items are field tested, educators will participate in a review of items and their data prior to use to generate a student's score.

We will conduct item level analyses and data reviews, and conduct calibrations of items across grades. In year one, all assessments will necessarily be post equated. We propose adapting the test above and below adjacent grades to build the vertical articulations necessary to provide scale scores that are comparable across grades. Given new guidance and flexibility in ESSA, we will work with the NDE to determine whether adaptivity across adjacent grades is desired beyond year one.

We will conduct rigorous analyses to validate the resulting scales across grades within content area for English language arts and mathematics, and by grade for science, and document all item development, analyses, and reliability and validity evidence in an annual technical report.

In Year One, we will conduct a review of the current cut scores in English language arts, and a standard setting in mathematics and science. NWEA will support the review and development of achievement level descriptors to ensure they are informative and articulated across grades.

Scores and score reports will be provided following the approval of cut scores in the summer of 2018. Thereafter, because the tests are adaptive and pre-equated, students will receive their results immediately, and we will provide individual score reports and aggregated scores through ESC's Matrix shortly following the completion of the test window.

Approach to Alternate Assessments

The Center for Educational Testing and Evaluation (CETE) at the University of Kansas (KU) is pleased to partner with NWEA to provide the Dynamic Learning Maps (DLM) Alternate Assessment System as the Nebraska Alternate Assessment in English language arts, mathematics, and science for grades 3 – high school. The Dynamic Learning Maps Alternate Assessment Program provides a comprehensive alternate assessment system that meets state accountability testing needs but also supports tightly connected assessment and instruction throughout the year, with progress reports to guide teachers when planning instruction.

The assessment system provides access to challenging grade-level content and is designed to validly measure what students with significant cognitive disabilities know and can do. DLM is an adaptive,

computer-based assessment that is aligned to grade level content standards, but at a reduced depth, breadth and complexity to be appropriate for students with the most significant cognitive disabilities. The learning maps on which DLM assessments are based consist of highly connected representations of how academic skills are acquired, as reflected in research literature. Nodes in the maps represent discrete knowledge, skills and understandings in academic subjects, as well as foundational skills that support student preparedness for instruction in academic skills. The maps go beyond traditional learning progressions to include multiple and alternate pathways by which students may develop content knowledge. The adaptive nature of the DLM assessment takes into consideration student performance on previously administered testlets. Assessments were designed using principles of Universal Design for Learning, and are delivered through a user interface designed especially for the population. Students have access to an array of accessibility supports and options for flexibility during test administration to remove potential barriers to their demonstration of knowledge, skills, and understandings.

The University of Kansas Center for Research (KUCR), through CETE, is pleased to propose a semi-customized solution that uses the existing DLM assessment system as an off-the-shelf assessment, supplemented with customized professional services to meet NDE's unique requirements. The **standard assessment system** is comprised of the full scope of work for any state in the DLM consortium, including assessment training and support, assessment preparation and administration, the KITE system, which includes a management application (Educator Portal) and a testing platform (KITE client); psychometric services, scoring and reporting; professional development; maintenance of learning maps and content standards; test development; and consortium governance. **Customized supports for NDE** include program management, psychometric support via participation in Nebraska TAC and state advisory meetings, district staff and test administration trainings, upload of student data, design and delivery of a customized score report, and a standards validation process. CETE will coordinate closely with NWEA on overlapping activities.

Project Description and Scope of Work

The following table includes requirements from the Technical Approach section on pages 34-43 of the RFP. We have included information on the primary section and page number where we address these requirements within our response.

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Project Overview

Requirement	Proposal Response
<p>1. Nebraska Department of Education’s Office of Assessment & Accountability is seeking a Contractor to provide English language arts (ELA), mathematics, and science summative assessments for general education and alternate education students to be administered operationally beginning in spring 2018. Test designs must align with Nebraska standards, provide information in addition to an overall score (e.g., sub-scores) in each content area to the degree possible within the purpose of the assessment, require a reasonable amount of testing time, can be delivered successfully to all schools and districts online, are valid and reliable, and are ready for administration no later than March 2018.</p>	<p>Section B. 1. Tests for General and Alternate Assessments Statewide Assessment Design, beginning on Page 123</p>
<p>2. The summative assessments must be aligned with Nebraska’s content standards in ELA, mathematics, and science and must meet all federal requirements for Peer Review under the Elementary and Secondary Education Act as reauthorized by the Every Student Succeeds Act (ESSA).</p>	<p>Section B. 1. Tests for General and Alternate Assessments Statewide Assessment Design, beginning on Pages 125 and 142</p>
<p>3. Grades to be assessed are:</p> <ul style="list-style-type: none"> ▪ ELA and mathematics for grades 3-8 ▪ Science for grades 5 and 8 	<p>B. 1. Tests for General and Alternate Assessments Statewide Assessment Design, beginning on Page 123</p>
<p>4. Alternate assessments that are aligned to the Nebraska Extended Standards to be administered to students with the most significant cognitive disabilities must also be included for:</p> <ul style="list-style-type: none"> ▪ ELA and mathematics for 3-8 and 11 ▪ Science for grades 5, 8, and 11 	<p>B. 1. Tests for General and Alternate Assessments Statewide Assessment Design, beginning on Page 131</p>
<p>5. Nebraska requires administration of a computer-based assessment, with allowance for paper/pencil for students with IEP or 504 plans or ELL status for the general education assessments. Alternate Assessments are currently offered paper/pencil; however, NDE is open to innovative approaches to assessing students with the most significant cognitive disabilities. The State intends to use the expertise and experience of the educators in the State to participate, to the maximum extent possible, in the maintenance and improvement of the statewide assessments.</p>	<p>B. 3. Paper/Pencil Assessments for General Education and Alternate Assessments, beginning on Page 160 C. 3. Paper/Pencil Tests, beginning on Page 170</p>
<p>Standards</p>	

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Project Overview

Requirement	Proposal Response
<p>6. Nebraska’s assessments must measure the depth and breadth of Nebraska’s standards, demonstrating a balance of content emphasis and cognitive complexity through all depths of knowledge levels. If an off-the-shelf test is proposed, the potential Contractor must indicate commitment to an independent alignment study to be completed by using non-Contractor consultants or a non-Contractor organization, that includes evidence of the alignment of forms of the assessment in terms of distribution of content (i.e. knowledge and cognitive process) across the full range of the State’s grade-level academic content area standards. If a custom or blended assessment is proposed for development, the assessment must be aligned to Nebraska’s content area standards and the Contractor will be responsible for providing an independent alignment study and review in the first year of implementation. Nebraska does not intend at this time to assess the listening and speaking standards of ELA.</p>	<p>B. 1. Tests for General and Alternate Assessments Statewide Assessment Design, beginning on Page 125 and 147.</p>
Assessment Literacy	
<p>7. NDE expects the Contractor to provide a plan for systematic and systemic professional development associated with assessment literacy that starts with the results of state testing and incorporates information and results from the interim system, but expands beyond those to include student-centered learning, strong local formative assessment practices, and support for districts in developing systematic approaches for the use of assessment to improve student learning. The professional development will support the notion of summative testing as it balances with local assessment systems to promote effective assessment habits and the knowledge that all assessments should measure learning, that different assessments have different uses, and that curriculum, instruction, and assessment are the trifold support of student learning as they all relate to assessment literacy. In responses to the Evidence-Based Analysis for the assessment tenet, an AQuESTT survey that was conducted in fall 2015, district leaders indicated a high need for support to schools/districts for systemic and systematic approaches to formative assessment and the desire for good professional development around assessment. NDE not only requires the Contractor to include an interim system in its proposal but also one that is coupled with strong professional development in order to engender assessment literacy and place the right emphasis/perspective on state summative tests.</p>	<p>K. 1. Professional Development/ Assessment Literacy/ Formative Assessment, beginning on Page 327</p>
Branding of State Test	
<p>8. NeSA was developed to represent “Nebraska State Accountability.” Nebraska now has a full accountability system, Accountability for a Quality Education, Today and Tomorrow (AQuESTT). NDE requests that, in responding to this RFP, the Contractor show capacity and experience in order to develop an assessment name that aligns with the vision of Assessment within AQuESTT, available at www.aquestt.com. Coordination with the NDE Communications office is required.</p>	<p>K. 2. Branding of State Test, beginning on Page 341</p>
Statewide Assessment Design	

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Project Overview

Requirement	Proposal Response
<p>9. NDE is looking for an innovative approach to assessment as it moves forward in assessing College and Career Ready standards in English language arts, mathematics, and science. Assessments may include multiple-choice items; however, NDE seeks assessments that include rigorous new item types, which are more effective in assessing higher order thinking skills and are more engaging to students. Technology-enhanced items must contribute to a significant portion of the assessment, unless an off-the-shelf product is being proposed that does not include technology-enhanced items. NDE is interested in inclusion of adaptive testing. While open-ended items may be included, the Contractor must include analysis of student time to administer and demonstration of ability to return assessment results to students, schools, and parents on a timely schedule. Timely return of results to students and parents is critical to the success of the bidder.</p>	<p>Executive Summary, beginning on Page 2 B. 1. Tests for General and Alternate Assessments Statewide Assessment Design, beginning on Page 123</p>
<p>10. NDE is interested in working with a Contractor to develop options or make changes to the current statewide assessment system that will meet the desires of Nebraska stakeholders in response to options allowed under the ESSA. Assessments must meet the requirements of peer review under ESSA and include:</p> <ul style="list-style-type: none"> ▪ measurement of higher order thinking skills, ▪ measurement of growth on a vertical scale, and/or ▪ adaptive items in order to measure growth in student learning more accurately. 	<p>B. 1. Tests for General and Alternate Assessments Statewide Assessment Design, beginning on Page 139</p>
<p>11. For ELA and mathematics, a Contractor shall respond with information on a summative assessment for operational administration in spring 2018 that is:</p> <ul style="list-style-type: none"> ▪ An off-the-shelf assessment (commercially available, published, or Contractor-owned), or ▪ An assessment developed with items from other sources that is augmented or customized for Nebraska, or ▪ An assessment developed with items developed by Nebraska educators. <p>For science, a Contractor may use Nebraska’s current science items and test blueprints to provide a summative science assessment in spring 2018 and 2019. If an off-the-shelf assessment is proposed, the Contractor must include commitment to alignment to the current Nebraska State Standards for Science. In subsequent years when College and Career Ready Standards for Science are adopted, NDE expects a new assessment design that is aligned to the future Nebraska College and Career Ready Standards for Science, meets the intent of the new generation of innovative science assessments, and can contribute to a system to measure three-dimensional science learning. All aspects of the proposal are dependent upon the type of assessment being proposed: off-the-shelf, an augmented off-the-shelf, or an assessment created with items developed by Nebraska educators. For example, if an off-the-shelf assessment is being proposed, the proposal will not include delivery of reading passages to which Nebraska educators would write items for the ELA assessment.</p>	<p>B. 1. Tests for General and Alternate Assessments Statewide Assessment Design, beginning on Page 141</p>
<p>12. NDE requires delivery of alternate statewide assessments in English Language Arts and mathematics for grades 3-8 & 11 and science for grades 5, 8, & 11. The proposal for alternate assessments must include all the same sections required for the general assessment.</p>	<p>B. 1. Tests for General and Alternate Assessments Statewide Assessment Design, beginning on Page 147</p>

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Requirement	Proposal Response
<p>13. With more innovative assessment item types, NDE expects timelier reporting of test results to schools and districts to better inform student learning.</p>	<p>H. Reporting for All Statewide Assessments, beginning on Page 251</p>
<p>14. The Contractor that provides the assessments to be administered statewide in Nebraska must also include standard setting when needed, evidence of alignment to Nebraska standards, and psychometric support of the assessments.</p>	<p>I. Standard Setting and Alignment, beginning on Page 274 A. 2. Psychometric Support for All Assessments, beginning on Page 73</p>
<p>15. NDE is concerned about the accessibility of the statewide assessments to English Language Learners (ELL). To meet state and federal inclusion requirements, all assessments will be administered to students with different levels of English fluency – from students with limited fluency to those students transitioning from ELL supports to the regular classroom. The latest count of all ELL students in grades 3-8 is 8,815 and approximately 71% of the ELL students are Spanish speaking. All current statewide general assessments are provided in Spanish, with the exception of the ELA assessment, for which only directions are translated.</p>	<p>B. 1. Tests for General and Alternate Assessments Statewide Assessment Design, beginning on Page 156</p>
<p>16. Student performance at the indicator level is reported to districts and, in aggregated format, to the public on the State of the School Report (SOSR), in past years at: https://www.education.ne.gov/documents/SOSR.html and currently on the Nebraska Education Profile at: http://nep.education.ne.gov and in NDE Assessment technical reports at: https://www.education.ne.gov/Assessment/NeSA_Technical_Reports.html</p>	<p>G. 1. Calibration and Scaling, beginning on Page 217</p>
<p>17. If items are to be developed by Nebraska educators in the Contractor’s proposal, the Contractor will include maintenance of an item bank with the items developed and supplied by NDE for general and alternate assessments. The item bank is currently populated with items for English Language Arts, Mathematics, and Science.</p>	<p>B. 2. Item Bank For General And Alternate Assessments if Contractor is not Proposing a 100% Off-the-Shelf Product, beginning on Page 159</p>
<p>18. Currently, the NeSA field tests items are embedded in the operational test on an ongoing basis for both the general and alternate assessments. The proposal must include the methodology of field-testing that shows field-testing of items is accomplished with a student group representative of Nebraska students.</p>	<p>B. 1. Tests for General and Alternate Assessments Statewide Assessment Design, beginning on Page 157</p>
<p>19. An annual supply of ten (10) Reading passages per grade must be provided by the Contractor if Nebraska educators are to write items within the scope of the test design for ELA; NDE will select the passages to be used for field testing. A new Contractor must address the issue of converting current test items to their system from the current alternate and general NeSA item bank, if not proposing an off-the-shelf assessment.</p>	<p>B. 1. Tests for General and Alternate Assessments Statewide Assessment Design, beginning on Page 154</p>

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Requirement	Proposal Response
<p>20. The Contractor must provide, at the minimum, a practice test for each subject area in each tested grade for general education assessments and alternate assessments. The practice tests must be available online for general education with copies posted online for paper/pencil format. Practice tests for the alternate assessments are to be provided in the paper/pencil format and copies are posted online for districts to access. If proposing an online alternate assessment, online alternate practice tests must be provided. The proposal should provide a possible solution for practice tests for students with special needs, such as Braille and large print.</p>	<p>B. 1. Tests for General and Alternate Assessments Statewide Assessment Design, beginning on Page 157</p>
<p>21. The Contractor is responsible for conducting all analyses necessary to report student, school, district, and state results from the assessment system and to ensure that tests meet the standards of technical quality. During each year of the contract, the Contractor will conduct analyses necessary to support test development for test items developed by the NDE, test construction, scoring, and standard-setting and validation activities. In addition, the Contractor will conduct secondary analyses related to security, data interpretation, policy formation, and administrative planning.</p>	<p>G. Analysis for Statewide Assessments, beginning on Page 211</p>
<p>22. The assessment results are reported at multiple levels to the state, districts, and schools and Individual Student Reports (ISR) are provided to districts to distribute to parents/guardians.</p>	<p>H. Reporting for All Statewide Assessments, beginning on Page 251</p>
<p>23. The development of assessment systems in Nebraska has always included the participation of stakeholders and advisory groups. The Nebraska governor appoints a Technical Advisory Committee having three nationally recognized experts in assessment and measurements, one local administrator, and one teacher from Nebraska. This Technical Advisory Committee reviews the development of the state assessment system.</p>	<p>A. 2. Psychometric Support for All Assessments, beginning on Page 74</p>
Assessment Delivery and Support	
<p>24. NDE expects the majority of tests to be delivered online and that the online system will operate without stress to students and adult school personnel. The technology delivery system must allow stops in testing for students such as those with Individual Education or 504 Plans or English Learner status to participate online, to provide shorter sessions over more time while still assuring the security of the test items. In addition, NDE expects human-voice-recorded text-to-speech available for accommodated students. If open-ended items are included, the system must also provide speech-to-text so that accommodated students may participate in online open-ended items without human scribes. In addition, the online system must track students' use of tools and accommodations so research can be conducted into the effectiveness of the use of tools and accommodations provided to students.</p>	<p>A. 5. Technology for All Assessments, beginning on Page 88 D. Test Administration for All Statewide Assessments, beginning on Page 187</p>

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Requirement	Proposal Response
<p>25. Paper/pencil assessments must be available for students who have documented needs for that mode. Currently, while almost 20% of students may be eligible for paper/pencil mode of state assessment, above 90% of students at all grades have participated online in the past four years.</p>	<p>B. 3. Paper/Pencil Assessments for General Education and Alternate Assessments, beginning on Page 160 C. 3. Paper/Pencil Tests, beginning on Page 170</p>
<p>26. NDE expects an intuitive Test Management system to accompany the test delivery. It must be fast, agile, and designed for effective use by educators. The system must make it easy for educators to add students to test sessions, to indicate accommodations, and to do uploads of multiple students. NDE expects the Contractor to have sought feedback from end-users during development of the system and on an on-going basis.</p>	<p>A. 5. Technology for All Assessments, beginning on Page 101</p>
<p>Inclusiveness of Assessments</p>	
<p>27. The NDE is committed to the principle that the statewide assessment must be accessible to all students. Therefore, the proposal must reflect an understanding of and commitment to this principle throughout the field-testing, test form construction, administration, and reporting processes. In particular, the proposal must address the principles of Universal Design as articulated in materials developed by the National Center for Educational Outcomes at the University of Minnesota (NCEO) and available at: http://www.cehd.umn.edu/NCEO/TopicAreas/UnivDesign/UnivDesignTopic.htm</p>	<p>A. 6. Accessibility and Design, beginning on Page 116</p>
<p>Data</p>	
<p>28. The NDE Student ID is used to link demographic data in the Nebraska Student and Staff Record System (NSSRS) with the assessment results. NDE will provide a complete set of demographic data for each student at the point-of-time for assessments to be used for reporting and analyses. The proposal must indicate that student test information will be linked by the Contractor to students' NSSRS numbers. The NSSRS is scheduled for deprecation at the end of the 2017-18 year and will be replaced by the Ed Fi® based ADVISER data system.</p>	<p>A. 5. Technology for All Assessments, beginning on Page 113</p>
<p>29. The system must provide a web-based secure access management system for data. Data, including classroom, school, and district reports, as well as individual student results and accompanying demographics, must be made available to districts and NDE to download.</p>	<p>A. 5. Technology for All Assessments, beginning on Page 101</p>
<p>Technology</p>	

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Requirement	Proposal Response
<p>30. The Bidder will provide a secure online solution that is compatible with multiple operating systems to include: All information technology, including electronic information, software, systems, and equipment, developed or provided under this RFP must be accessible via Windows (PC), Apple (Mac), iPad, and Chromebook computer platforms.</p> <p>Bidder will provide supported OS versions and web browser versions. Supported versions cannot be eliminated between the start of the school year and the test administration window. Bidder should include a process by which districts will be informed about plans to phase in or out specific hardware, software, and/or operating system support. The process should be updated multiple times a year and districts should had significant time to adjust to any change in support. Bidders proposing information technology solution for this RFP whose products are only accessible via only one computer platform (such as, ONLY Windows (PC) or ONLY Apple (Mac)) and/or only Internet Explorer web browser may be deemed non-responsive and/or non-compliant to the terms and conditions of this RFP.</p>	<p>A. 5. Technology for All Assessments, beginning on Page 101</p>
<p>31. NDE is committed to the use of technology to facilitate the efficiency and accessibility of the assessments. Throughout its response, Bidder will provide specific examples of how technology will be applied to support the assessment system including meeting the requirements of accessibility as defined by the Americans with Disabilities Act as amended in 2008.</p>	<p>A. 5. Technology for All Assessments, beginning on Page 88 A. 6. Accessibility and Design, beginning on Page 116</p>
<p>32. All Nebraska schools are members of a statewide backbone called Network Nebraska. Bidder must provide engineering consultation with Network Nebraska network engineers to identify data bandwidth needs and security on the network in a timeframe adequate to address any need for traffic shaping for seamless testing environment.</p>	<p>A. 5. Technology for All Assessments, beginning on Page 88 D. 1. Online Administration, beginning on Page 188</p>
Quality Work	
<p>33. The quality of all work and materials produced by the Contractor is critical to the successful completion of the statewide assessments. Consequently, there is no single 'quality control' task included in the Technical Approach for this RFP. Throughout their response, the Contractor must provide evidence and descriptions of the methods and procedures they use to ensure the quality and security of their work.</p>	<p>A. 1. Management Team for All Assessments, beginning on Page 68</p>
<p>34. Additionally, technical documentation is a critical requirement to verify the quality of work and provide evidence for the validity of the assessment system. In addition to the technical reports and publications specifically described in this RFP, the Contractor is expected to provide appropriate technical documentation for tasks such as test construction, scoring, etc. on an ongoing basis.</p>	<p>A. 2. Psychometric Support for All Assessments, beginning on Page 76</p>
<p>35. If items, electronic copies, and/or hard copy materials are developed by Nebraska educators within the purview of this project, including test items not used on operational test forms, they are the sole property of the NDE and will not be copyrighted, resold, or reused by the Contractor.</p>	<p>Appendix A, Terms and Conditions</p>

A. Project Management and Support

1. Management Team for All Assessments

a. Project Director – The Contractor will appoint a single project director who oversees the management of the project and serves as the primary point of contact with the NDE project director and management team. This person must be responsible for all activities required by the project and will have the authority to make decisions and commitments on behalf of the Contractor, subject to NDE approval.

Experienced project management will be crucial for the successful implementation of this complex and innovative program. Our Program Management team follows the best practices of the Project Management Institute® (PMI®) and has over 140 years of combined active experience in program management and fifty years of managing large-scale state assessment programs.

Dacia Hopfensperger will serve as the Nebraska Statewide Assessments Project Director and primary point of contact. Ms. Hopfensperger has over seventeen years of experience in the field of education, as a teacher, district level administrator, assessment consultant at the Wisconsin Department of Public Instruction, along with experience managing large-scale state assessment programs in Wisconsin and in the Smarter Balanced Assessment Consortium. Ms. Hopfensperger has planned, managed, and coordinated large-scale online state assessments; transitioned states to new systems; crafted assessment systems solutions; and trained district- and school-level assessment staff. She holds a bachelor of science in education from the University of Wisconsin – Madison and a master’s in education from the University of Wisconsin – Whitewater.

NWEA understands the importance of a positive and collaborative partnership with Nebraska, Ms. Hopfensperger will work cooperatively with you to promote open lines of communication while serving as the day-to-day liaison to communicate program needs to NWEA operational departments. She will also work closely with all subcontractors to provide unified deliverables to the district. Together with Ms. Orta, the project manager, she will establish and manage the program work plan, leading the planning and scheduling of tasks necessary to successfully implement and deliver the program.

b. Project Manager(s) – The Contractor will appoint one or more project managers who will serve as the primary point of contact with NDE.

Our entire organization is committed to each of our partners, and we have teams and personnel to support all aspects of the Nebraska Statewide Assessments. Together the project director and Project Manager Melinda Orta, PMP®, will have the overall responsibility for managing the deliverables, timeline, scope, budget, and communication of contractual commitments made by and between NWEA and NDE. We will also be supporting your alternate assessment through a collaborative partnership with DLM.

Ms. Orta will serve as the Nebraska Statewide Assessments Project Manager. Ms. Orta has over fourteen years of experience in managing statewide assessment programs in Mississippi and Alabama. She has successfully managed state programs for End-of-Course (EOC) Algebra I, Biology I, English II, U.S. History, Grades 3 – 8 mathematics and language arts, fifth- and eighth-grade science, and online and paper-based testing. She is responsible for planning, managing, scheduling and executing the program to ensure quality and on time delivery. She has a bachelor’s degree in business administration from the

University of the Incarnate Word and a Project Management Professional (PMP) certification by the Project Management Institute.

Ms. Hopfensperger and Ms. Orta are familiar with the Nebraska educational landscape and have experience with project management in the large-scale assessment environment that will prove valuable for NDE.

In addition to Ms. Hopfensperger and Ms. Orta, we will provide cross-functional support as part of a comprehensive system that include assessments, psychometric support, professional development, innovative technology, help desk, content development and other support and services.

To manage the Nebraska Statewide Assessments, Ms. Orta will provide a comprehensive project plan to NDE to guide the implementation of the Nebraska Statewide Assessments, including planning and general assignment of personnel. The project plan will be the baseline for project monitoring, which will be handled through weekly and annual meetings with NDE staff and key stakeholders throughout the life of the program.

The project managers will manage all necessary resources for the specific tasks of the program and communicate essential information about the assessments to NDE in a timely manner. The project manager will keep a repository of documents, meeting notes, and essential program information to provide seamless statewide assessments.

During the program, the project manager's responsibilities will include:

- Working with the designated NDE contact(s) to coordinate efforts, maintain schedules, and meet deadlines
- Establishing and implementing the project work plan, and leading the planning and scheduling of tasks with NWEA internal teams to successfully deliver the program
- Managing any necessary contract change orders and related costs
- Coordinating and/or conducting program meetings
- Identifying potential issues, obtaining input and approval from appropriate personnel, and working quickly and proactively to enact solutions

To support Ms. Hopfensperger and Ms. Orta and oversee the administrative work involved in a program of this size and complexity, we have assigned a program coordinator, Shelley Smith and a program administrator to be hired upon intent to award. Together they will focus our experienced team to accurately deliver all project requirements in a timely manner with the level of quality expected by NDE.

In addition, Mr. Rock Sharma, state technical consultant and product trainer for the Nebraska Statewide Assessments, joined NWEA as a Technical Consultant in 2013. He works with states and other large partners to provide proactive technical support services. Prior to joining NWEA, Mr. Sharma developed his technology, management, and coaching skills in diverse roles in which he managed the successful delivery of complex solution implementations and supported exceptional customer experience. Mr. Sharma holds a bachelor of science (BS) in Electrical Engineering from the University of Portland and a master of business administration (MBA) in Marketing and Finance from Portland State University. He will provide key support to Ms. Hopfensperger and Ms. Orta as well as Nebraska schools and districts in the successful delivery of this program for NDE.

Alternate Assessment Project Manager

Sheila Wells-Moreaux, Ed.D., will serve as the DLM project manager and primary point of contact to NDE staff on the state's implementation of DLM alternate assessments. Dr. Wells-Moreaux has experience as a DLM project manager for other states and previously was an alternate assessment coordinator at the state level. In her current role she works collaboratively with NDE staff and DLM staff to coordinate and deliver project deliverables from transition through contract renewal. She will work closely with NWEA project management staff as part of the project management team and will contribute to annual project plans, weekly written project status updates, and periodic calls and on-site meetings with NDE.

Quality Assurance: Processes for Project Management

Project management quality control requires the NWEA Project Management team to inspect the accomplished work to ensure its alignment with the program scope. The Project Management team has the responsibility of assessing project execution quality regularly throughout the life of the program to assess suitability, adequacy, and effectiveness. These reviews will include assessing opportunity for improvement.

Inputs to these reviews will include:

- Stakeholder feedback
- Review of project schedule for slipped, moved, or otherwise altered start and end dates
- Analysis of timeliness and quality of project management deliverables
- Analysis of Risk Inventory and Issues Log
- Review of budget versus actual costs against accomplishments
- Assessment of improvement measures taken as a result of previous reviews

Outputs from these quality reviews could include decisions and actions related to:

- Adjustments to project schedule
- Revisions to Risk Management Plan and inventory
- Resource management
- Process improvement
- Scope adjustments

In addition to ongoing reflection and discussion about program management quality, a culminating review will be part of the annual program debrief, as discussed in our response to requirement j. in this section, beginning on Page 67.

c. Management Meetings – The Contractor will support regularly scheduled weekly management meetings, video conferences, or conference calls with the NDE project management team.

NWEA will support weekly meetings with the NDE throughout our partnership.

Our project managers, Ms. Orta and Ms. Hopfensperger, will support regular weekly meetings with the NDE at a time mutually agreed upon after contract award. Ms. Orta and Ms. Hopfensperger will arrange and facilitate all weekly meetings related to the Nebraska Statewide Assessment project using a virtual online meeting application and/or toll-free conference call system. At least one day prior to the

meeting, our program managers will share a draft agenda with the NDE. Within two days of the meeting, detailed meeting minutes and action items will be provided to the NDE and other meeting attendees. To facilitate ease of document access and collaboration, all meeting materials can be shared in a secure web-based document repository.

Please see Appendix I, *Sample Meeting Agendas*, for sample agendas for all standard project meetings.

d. Management Reports – The Contractor will provide the following reports:

i. Weekly written project status reports

ii. Monthly Budget Update reports

iii. Annual project plan and timelines

iv. Minutes of all meetings and conference calls

As part of our Project Management Body of Knowledge (PMBOK®)-based program management approach, NWEA will develop a Communications Management Plan for this program. This plan sets the specific communications framework and will guide communications throughout the life of the program. It identifies and defines the roles of key program members and includes a communications matrix which maps the communication requirements of this program to the targeted audience. Several of the components of the communications matrix involve reporting and include:

- Weekly written project status reports
- Monthly Budget Update reports
- Annual project plan and timelines
- Minutes of all meetings and conference calls

Once approved by NDE, the communications matrix will be used as the guide for what information to communicate, who is to facilitate the communication, when it is to be communicated and to whom to communicate. This plan will incorporate collection and dissemination of information to and from subcontractors.

A Sample Communication Plan, including an initial communications matrix, has been included as Appendix G. A Sample Weekly Status Report and Agenda are provided in Appendix I.

e. On-Going Communication

i. Communication between the Contractor and NDE personnel is essential. Telephone calls, telephone conference calls, emails, overnight courier service, facsimile correspondence, webinars, and other communication procedures will be at the Contractor's expense. Toll-free numbers will be provided by the Contractor for telephone communication including conference calls and webinars.

ii. Contractor will make all written communication or summaries of communications with any subcontractor(s) identified in this proposal available to NDE at its request. In addition, NDE expects to be able to participate during all appropriate and applicable meetings and trainings between the Contractor and any subcontractor(s) identified in this proposal.

NWEA believes that successful partner and subcontractor relationships can only be forged as a result of transparent, frequent, and comprehensive communication. We understand the complexities of working on large programs such as the Nebraska Statewide Assessments, and we are committed to this belief in the interest of the program's success.

Our Nebraska Statewide Assessments project team, under the leadership of Ms. Orta and Ms. Hopfensperger, will work cooperatively with the NDE for the duration of the contract to:

- Promote open lines of communication while serving as the day-to-day liaison to communicate the NDE's needs to NWEA operational departments and subcontractors.
- Establish and update the project work plan and lead the planning and scheduling of tasks, as well as ensure the quality completion of key deliverables that are necessary to successfully implement and deliver the program.
- Provide, at NWEA expense, efficient and effective means to communicate with the NDE and any subcontractors including a toll-free phone number and virtual meeting service for conference calls and webinars.
- Create and distribute agendas and logistics for all meetings and trainings, including those with subcontractors.
- Conduct required and ad-hoc meetings and trainings, compile minutes/summaries and/or actions, and publish management reports in a secure, permission-based document collaboration platform.

Our project managers will be responsible for creating the means and methodology to facilitate effective and regular communication between stakeholders using an approved virtual online meeting application and/or toll-free conference call system. To mitigate the risk caused by missed communications, all vital written communication will be housed in an easy-to-access centralized document repository. This will be particularly effective due to the geographic distribution of the stakeholders.

Nebraska File-Sharing

To provide shared access to internal documents related to the program, we are pleased to propose the use of an internal third-party file-sharing site. This site would enable the NDE and NWEA to share documents and resources throughout internal review cycles and serve as a repository for meeting agendas, meeting minutes, planning documents, action item logs and other relevant program documents.

For transferring secure files, we would use a secure file transfer protocol (SFTP) site.

Communication with Subcontractors

We will carefully follow NDE's procurement laws and contract requirements to work with subcontractors and welcome NDE's participation in all discussions and meetings related to subcontractor work. We confirm that NDE will have the ability to review all contracts and agreements with our subcontractors to ensure that they uphold Nebraska data privacy and security requirements. In addition, we agree that NDE will have the right not to accept any of the subcontractors submitted in this proposal.

f. Timeliness of Communication

i. Contractor's Program Manager will return calls from NDE staff and respond to email messages within no more than 24 hours, preferably within the same day. If the Program Manager is not available to take calls and return messages, NDE will be notified in advance. In the event that the Program Manager is not available, the Contractor will notify NDE as to whom to contact in his or her absence, and will provide contact information for such individual.

We understand the need for timely responses to NDE staff calls and emails regarding the Nebraska Statewide Assessments. As the project director, Ms. Hopfensperger will be the primary point of contact for NDE staff. She will respond to phone calls and email messages within one day. Ms. Orta may be contacted in her absence.

g. Weekly Status Meetings

i. At a minimum, weekly phone calls between pertinent NDE staff and the Contractor's Program Manager and other key Contractor staff will be held between in-person project meetings to keep NDE current on project status, discuss issues as they arise, and to plan upcoming activities. NDE may determine and require more or fewer status updates over time. As the need arises, other periodic or on-going conference calls may be conducted. Contractor's Program Manager will prepare written documentation of each conference call. This is to be submitted to NDE within two business days of the conclusion of each meeting. Contractor will confirm its agreement to meet this requirement.

As discussed in our response to requirement c. in this section, beginning on Page 57, NWEA will conduct weekly status meetings with the NDE throughout the life of the program using virtual meeting tools such as toll-free conference call lines and webinar rooms. These meetings will be coordinated and facilitated by the project director and include key NWEA and subcontractor staff. At least one day prior to the meeting, Ms. Hopfensperger will share a draft agenda with meeting invitees. Within two days of the meeting, she will provide detailed meeting minutes and action items to all attendees and other key stakeholders. Topics for these status meetings could include upcoming project activities, activities/deliverables at risk, program issues, and other items requiring active discussion.

Please see Appendix I, *Sample Meeting Agendas*, for a sample agenda of a weekly status meeting.

h. Project Meetings

i. Periodic face-to-face meetings between NDE staff and representatives of the Contractor are essential. Those persons directly involved with this component of the project will be available for technical assistance and discussion at the project meetings at the expense of the Contractor for up to six (6) planning/work sessions through December 2017. These face-to-face meetings will be held in Lincoln, NE.

ii. NDE will be responsible for the costs for its staff to travel to the Contractor's location. The State will bear no cost for the time and travel of the Contractor or its personnel or subcontractors for attendance at any meeting.

iii. Planning for Project Meetings will be the responsibility of the Contractor. Contractor must work closely with NDE staff to prepare a preliminary agenda and schedule that will be sent to NDE for review and approval no less than seven days in advance of the Project Meeting.

iv. Contractor's Project Manager will prepare written documentation of each project meeting. Meeting notes/documentation will be submitted to NDE within one week of the conclusion of each meeting. Contractor will confirm its agreement to meet this requirement.

Regular face-to-face meetings – especially in the critical first year of our partnership – will be vital and necessary for a program of this scope. To support a successful implementation of this program, key team members will be available to provide in-person technical assistance and discussion at up to six project meetings to be held in Lincoln through December 2017. We have budgeted for five NWEA staff to attend these sessions and propose the following as potential work sessions (these are suggestions only and can be modified to fit NDE needs):

- Psychometric Services
- Professional Development
- Configuration (Hierarchy, Users, Students, Test Rules)
- Alternate Assessment
- Reporting

Our project managers for the Nebraska Statewide Assessment project, are highly skilled in facilitating meetings with a clear agenda to benefit our stakeholders. They will work closely with the NDE project manager to schedule, prepare, and document outcomes for all program meetings. They will send out a preliminary agenda and meeting schedule to NDE at least seven days in advance of the project meeting.

After each meeting, our Program Managers will prepare meeting notes/documentation and action items within one week after its conclusion. Meeting agendas and notes will also be stored in the central program repository where they can be easily accessed as needed.

Table 14 provides a list of all recommended meetings for this project, including the proposed number of attendees from NWEA.

Table 14: Recommended Meetings for Nebraska Statewide Assessments Program

Meeting Number	Meeting Name	Number of NWEA Staff	Number of NDE Staff	Number of Educators	Number of Days	Years	Notes and Assumptions
1	Contract Kick-Off	12	6	n/a	2	1	<ul style="list-style-type: none"> ▪ Assume meeting will take place in Lincoln, at a hotel/facility. ▪ Breakfast and lunch provided ▪ NWEA will handle all meeting logistics
3	Work Planning Session (6 meetings)	5	4	n/a	1	1	<ul style="list-style-type: none"> ▪ Assume this meeting will take place at NDE offices – no meeting facilities or meals have been costed. ▪ One of these meetings will be dedicated to psychometric planning.
4	Annual Debrief/Future Planning Sessions	7	6	n/a	1	1,2,3,4,5	<ul style="list-style-type: none"> ▪ Assume meeting will take place in Lincoln, at a hotel/facility. ▪ Breakfast and lunch provided ▪ NWEA will handle all meeting logistics
5	TAC Meetings (two/year)	3	n/a	n/a	1	1,2,3,4,5	<ul style="list-style-type: none"> ▪ Assume NDE is handling all logistics for this meeting – NWEA staff are attendees only
6	State Assessment Advisory Group (two/year)	2	n/a	n/a	1	1,2,3,4,5	<ul style="list-style-type: none"> ▪ Assume NDE is handling all logistics for this meeting – NWEA staff are attendees only

Table 14: Recommended Meetings for Nebraska Statewide Assessments Program

Meeting Number	Meeting Name	Number of NWEA Staff	Number of NDE Staff	Number of Educators	Number of Days	Years	Notes and Assumptions
7	Fall Workshops	4	As needed	750 (75 per session)	10 half-day meetings	1,2,3,4,5	<ul style="list-style-type: none"> ▪ 10 half-day meetings, at different locations throughout the state (locations will be agreed to during the kick-off meeting). ▪ Light snack will be provided. ▪ NWEA will handle all meeting logistics, materials, and facility costs. ▪ Did not plan for substitute/stipend reimbursement, hotel or travel costs as these are district personnel attending these sessions.
8	Item Writing Workshop (two/year)	17	As needed	140	3	1,2,3,4,5	<ul style="list-style-type: none"> ▪ Includes stipend/substitute reimbursement, as well as travel costs for the Nebraska attendees where needed. ▪ NWEA will handle all meeting logistics. Will provide laptops for item authoring for 50 percent of attendees – assume the other 50 percent can provide their own. ▪ Breakfast and lunch will be provided each day ▪ NWEA will handle all meeting logistics.

Table 14: Recommended Meetings for Nebraska Statewide Assessments Program

Meeting Number	Meeting Name	Number of NWEA Staff	Number of NDE Staff	Number of Educators	Number of Days	Years	Notes and Assumptions
9	Passage – content/bias (ELA only, two/year)	8	As needed	60	2	1,2,3,4,5	<ul style="list-style-type: none"> ▪ Includes stipend/substitute reimbursement, as well as travel costs for the NE attendees where needed. ▪ Breakfast and lunch will be provided each day. ▪ NWEA will handle all meeting logistics.
10	Item – content review meeting	17	As needed	140	3	1,2,3,4,5	<ul style="list-style-type: none"> ▪ Includes stipend/substitute reimbursement, as well as travel costs for the Nebraska attendees where needed. ▪ Breakfast and lunch will be provided each day. ▪ NWEA will handle all meeting logistics.
11	Item – bias review meeting	17	As needed	140	2	1,2,3,4,5	<ul style="list-style-type: none"> ▪ Includes stipend/substitute reimbursement, as well as travel costs for the Nebraska attendees where needed. ▪ Breakfast and lunch will be provided each day. ▪ NWEA will handle all meeting logistics.
12	Test Construction Finalization	5	As needed	n/a	2	1,2,3,4,5	<ul style="list-style-type: none"> ▪ Breakfast and lunch will be provided each day. ▪ NWEA will handle all meeting logistics.

Table 14: Recommended Meetings for Nebraska Statewide Assessments Program

Meeting Number	Meeting Name	Number of NWEA Staff	Number of NDE Staff	Number of Educators	Number of Days	Years	Notes and Assumptions
13	Data Review	24	As needed	140	2	1,2,3,4,5	<ul style="list-style-type: none"> ▪ Includes stipend/substitute reimbursement, as well as travel costs for the Nebraska attendees where needed. ▪ Breakfast and lunch will be provided each day. ▪ NWEA will handle all meeting logistics.
14	Standard Setting (Science only)	8	As needed	40	3	1	<ul style="list-style-type: none"> ▪ Work is part of Year One administration, but won't take place until July – so calendar year 2 for the program. ▪ Includes stipend/substitute reimbursement, as well as travel costs for the NE attendees where needed. ▪ Breakfast and lunch will be provided each day. ▪ NWEA will handle all meeting logistics.
15	Statistical Performance Review Meeting (ELA/mathematics)	9	As needed	40	1	1	<ul style="list-style-type: none"> ▪ Includes stipend/sub, as well as travel costs for the Nebraska attendees where needed. ▪ Breakfast and lunch will be provided each day. ▪ NWEA will handle all meeting logistics.

i. Kick-Off/Orientation Meeting

Within two weeks from execution of the Contract, the Contractor will be required to attend a 2-day kick-off/orientation meeting to discuss the content and procedures of the Contract. The meeting must be held in Lincoln, NE at a date and time mutually acceptable to the State and the Contractor but must be scheduled within two weeks of the contract start date. The State will bear no cost for the time and travel of the Contractor for attendance at the meeting. The preliminary agenda must be sent to NDE seven days prior to the meeting. At the same meeting the program kick-off will include program specifics, including deliverables, timelines, meeting and training schedules, program changes, and data and reporting processes, all subject to NDE approval.

Within two weeks of a signed contract between NWEA and the State, key program staff will travel to Lincoln, Nebraska, to participate in a two-day kick-off meeting with NDE. The planning meeting will be facilitated by Ms. Orta and Ms. Hopfensperger. They will prepare and deliver a draft kick-off agenda no later than seven days prior to the meeting. This agenda may include the following topics:

- Confirmation of program scope, requirements, and deliverables
- Timelines, including test windows
- District implementation process
- Training and professional development content and schedules
- Data and reporting
- Communications, including meetings and status reporting
- Invoicing

If desired, during this same timeframe, or at another mutually agreed-upon time, NWEA will organize and facilitate a meeting with the NDE and the previous vendor to plan the transition of the program to NWEA. Careful planning and clear communication will ensure a smooth transition and minimize risks to the schedule. This meeting will be held virtually and should include key stakeholders from each of NWEA, the outgoing vendor, and the NDE. Although we have not budgeted for this meeting to be in person, we can arrange for this should NDE prefer that format.

Topics may include:

- Transfer of secure information
- Transfer of materials
- Task ownership
- Risk to deliverables
- Transition schedule

A sample agenda for this kickoff is included in Appendix J.

j. Annual Debrief Meeting

At the conclusion of the annual assessment cycle, the Contractor will be required to attend a program debrief meeting to discuss results, reports, and data trends from the previous year's assessment cycle. The meeting must be held in Lincoln, NE at a date and time mutually acceptable to the State and the Contractor. NDE will bear no cost for the time and travel of the Contractor for attendance at the meeting.

Following each administration year, a program debrief meeting will be scheduled to review program performance during the previous year and determine what changes are to be made for the following year. This information will be captured in a lessons learned segment of the program plan and will be shared with all stakeholders and used to inform process improvement, plans, and schedules for the following year.

The annual debrief meeting will be held in Lincoln. NWEA will be responsible for time and travel incurred to participate in this meeting. We will also provide a teleconference for staff and subcontractors attending remotely. Ms. Orta and Ms. Hopfensperger will collaborate with the NDE to develop meeting agendas and materials for each planning meeting. All materials will be subject to NDE approval prior to the meeting.

k. Monthly Reports

Contractor will provide a monthly report that summarizes actions taken, issues that arose, issue resolution that occurred, outstanding issues and when they will be resolved, upcoming deadlines, work that will occur in the next month and beyond, and so forth. These reports will be sent monthly to NDE by the third business day of the following month.

As described in our response to requirement d. earlier in this section, beginning on Page 58, NWEA places emphasis on comprehensive and regular reporting as part of our communications plan. We feel strongly that candid and comprehensive documentation of program progress, risk, changes, and upcoming tasks provide stakeholder visibility into program status, drive discussion, facilitate collaboration, and help with process improvement. Documentation also provides a historical record of a program's progress and activities. To ensure transparent communication and on-time project deliverables, we will provide the NDE with monthly reports containing information about:

- Project milestones
- Status of deliverables
- Accomplishments
- Key decisions
- Staffing changes
- Risks and mitigation or contingency plans
- Issues and resolutions
- Upcoming tasks and deadlines
- Change orders
- Action items

Please see Appendix K, *Sample Monthly Status Report*, which is an example of what will be made available to NDE no later than three business days following the end of a month.

I. Quality Control and Sign-Offs

Reviews and signoffs for all deliverables will be documented and available to NDE upon request. The Contractor will document the steps, timeline, and staff involved in the quality control procedures for each phase and deliverable of the project. The Contractor will confirm its agreement to fulfill this requirement.

NWEA employs several Quality Assurance (QA) and Quality Control (QC) activities to detect and minimize the impact of imperfect deliverables on the success of the program. Our QA/QC measures support our goal of striving to achieve an error-free solution.

The Project Management team, through its management of the program schedule and deliverables, will maintain an inventory of reviews and signoffs for all deliverables, which will be available to NDE upon request. The review durations may change depending on the complexity and size of the document being reviewed, but our goal is to allow five days for the first review round, three days for the second review round and two days for the final signoff for a document such as the Test Administration Manual (TAM). The way materials are reviewed will vary depending on the component in question. The review of a manual will look different than the review of a one-page document, or a report. The list below provides examples:

- **Test Coordinator Manual (TCM)**, which we generally plan for two review rounds and a final signoff
- **User acceptance testing (UAT) of the system**, which we will give you a certain number of days to login as various user roles to test that the system is reflecting your business rules
- **Review of the paper test book**, which is generally one review and then final sign-off
- **Report mock-ups**, likely to be an iterative process with a final review round
- **Training Module**, which includes two review rounds of the screen shots/text and then a final review of the recorded training

Every custom-created Nebraska document that is presented to your stakeholders will receive a signoff by NDE before being posted and delivered as final. Our proposed interim solution, MAP, is an off-the-shelf assessment product, currently used by 233 of 245 (95 percent) public school districts in Nebraska. This means that the vast majority of districts would be familiar with both the solution and the documentation.

Please see Table 15 for a cross reference to where in our proposal we write about each functional area's rigorous quality assurance procedures.

Table 15: NWEA Team Quality Assurance Procedures

Functional Area	Proposal Response
Software, System, and Platform	A. 5. Technology for All Assessments, Page 104
Item Development, Field Testing, and Test Implementation	B. 1. Tests for General and Alternate Assessments Statewide Assessment Design, Page 129; Figure 29 on Page 151
Interim Solution – MAP Assessments	J. Interim Assessment System, Page 292
Partner Support	A. 4. Online Support, Page 84
Partner Training Content and Delivery	A. 3. Training for District Personnel, Page 81
Project Management	A. 1. Management Team for All Assessments, Page 57
Custom Reporting	H. 1. Reporting assessment results, Page 256
Psychometrics	G. 3. Item Evaluation for General and Alternate Assessments, Page 229

m. Invoices

i. Contractor will submit invoices according to the procedures and requirements set forth by NDE. It is expected that the payment schedule for this contract will be monthly with one payment for the services performed and deliverables provided during each month. The proposed contract will run from July 1, 2017 through June 30, 2018. Contractor will confirm its agreement to fulfill this requirement.

NWEA will submit monthly invoices in accordance with the procedures, requirements, and format set forth by the NDE starting in the month following contract award and continuing through the month after contract completion.

Each invoice will include a report that summarize services and deliverables provided by NWEA and its subcontractors for the month prior. In addition, the invoice will include budget status reporting, as required in requirement d. in this section. Specific contents and delivery schedule for invoices and budget status reports will be discussed at the kick-off meeting and agreed upon prior to the first billing period.

n. Project Control

i. Contractor must carry out this project under the direction and control of NDE. Within two weeks of the execution of the Contract, Contractor must submit the project plan to NDE’s Assessment Office and Project Management Office for final approval. This project plan must be in agreement with must include the following:

- 1. Contractor’s project organizational structure.*
 - 2. Contractor’s staffing table with names and titles of personnel assigned to the project. This must be in agreement with staffing of accepted proposal. Necessary substitutions due to change of employment status and other unforeseen circumstances may only be made with prior approval of the State.*
-

3. The project work breakdown structure (WBS) showing sub-projects, activities and tasks, and resources required and allocated to each, including a Key Date timeline.

ii. Contractor must manage the project in accordance with recognized project management standards. Contractor must use an automated tool for planning, monitoring, and tracking the Contract's progress and the level of effort of any Contractor personnel spent performing Services under the Contract. The tool must have the capability to produce:

1. Staffing tables with names of personnel assigned to Contract tasks.

2. Project plans showing tasks, subtasks, deliverables, and the resources required and allocated to each (including detailed plans for all Services to be performed within the next 30 calendar days, updated weekly or biweekly as directed by the State).

iii. Updates must include actual time spent on each task and a revised estimate to complete. Graphs showing critical events, dependencies and decision points during the course of the Contract.

iv. Any tool(s) used by the Contractor for such purposes must produce information of a type and in a manner and format that will support reporting in compliance with the State standards.

We confirm that this program will be carried out under NDE's direction and control. The NWEA management team and staff will prepare a detailed project plan, a component of which is a project schedule, for NDE review and approval within two weeks of the execution of the contract. This document will likely serve as the basis for a significant portion of the kickoff meeting discussed in Section A.1.i.

Project Plan

Within two weeks of the contract execution, NWEA will provide a draft project plan to be used to guide the implementation of this program in accordance with best practices outlined by the Project Management Institute (PMI). It is anticipated that this document will serve as the foundation of discussion at the kick-off meeting, and, once a baseline is approved, will serve as the reference document for project scope definition and control. The program plan will contain, at a minimum, the following elements:

- Project organizational structure
- Staffing table in alignment with the proposal (or with changes approved by the NDE)
- Work Breakdown Structure
- Milestone (key date) list including targeted delivery dates
- Risk management plan
- Communications plan and approved templates
- Change management process
- Baseline program schedule
- Pre, during, and post testing administrative processes and procedures including (but not limited to) content development, product training, professional development, scoring, and reporting
- Support services plan

The project plan is intended to be a living document, subject to approved modification throughout the life of the program.

Automated Tool for Planning, Monitoring, and Tracking

The creation of a detailed project schedule in an automated tool such as Microsoft® Project® will provide effective guidance to control the Nebraska Statewide Assessment program. This schedule will serve as the basis for managing the project and as a tool for evaluating NWEA performance on the contract. Our Program Management team has a great deal of experience working with states to create comprehensive schedules for large-scale assessment programs. As part of the draft project plan, within two weeks of contract execution, NWEA will provide a draft schedule based on our understanding of the key activities and supporting tasks that are pertinent to successful execution of the Nebraska Statewide Assessments, including task beginning date, end date and the resource responsible for each step in the process. In order to differentiate each delivery period, each task will be predicated with the corresponding administration year. Further descriptor columns could include task type, functional area, and dependencies on deliverables from other contractual components such as the summative assessment risk.

Our Program Management team will conduct regular weekly meetings (see Figure 5 for a sample agenda) with the entire project team, including subcontractors, as applicable. In this meeting, the project manager will review the project schedule with attendees. A variety of views of the schedule can be utilized to indicate:

- Staffing tables with names of personnel assigned to contract tasks.
- Milestones, tasks, and/or activities due for delivery or completion during the upcoming weeks.
- Items that remain incomplete from the previous week, and any others that Microsoft Project software predicts to be running late based on their current completion status.
- Actual time spent on each task and a revised estimate to complete, if necessary.
- Graphs showing critical events, dependencies and decision points during the course of the contract.



Nebraska Interim and Summative Assessment System

Weekly Meeting Agenda - DRAFT

MM DD, 2017

NDE Attendees:	
NWEA Attendees:	Program Manager Program Coordinator Math/ELA/Science Content Leads Business Analyst Psychometrician
Other Attendees:	Alt Project Manager Paper/Pencil Project Manager
Call in Phone #:	800-555-xxxx passcode 123456
Webinar Room:	

	Topic	Discussion	Related Actions
INTERIM ASSESSMENT	Program Management		
	Implementation		
	Training		
	Technical Readiness		

Figure 5: Weekly Meeting Agendas. Our Program Management team sends out a populated agenda similar to this sample before meetings with NDE. Please see Appendix I, Sample Meeting Agendas, for more details.

The program manager will follow up with task owners to discuss impacts of late or incomplete tasks and take necessary steps to ensure that the issues are corrected and the schedule is put back on track.

The project schedule is intended to be a transparent document for use by both NDE and NWEA. We will always discuss any impacts to the schedule or risks to deliverables during weekly meetings with NDE and during periods between meetings if it is urgent. Together, NWEA and Nebraska will proactively assess impacts and implement contingency plans to minimize the impact of slipping dates to the schedule. With regular review of the schedule, NWEA and NDE will have frequent and full visibility of the program progress. Should NWEA and NDE jointly determine that the schedule must be altered to facilitate meeting contractually mandated delivery dates, this will be documented and the schedule will be updated.

Risk Management

Risks are inherent to any complex, high-stakes project. At NWEA, we believe that thorough risk planning and management will serve as a key element of project control. The Nebraska Statewide Assessments

Program Management team is thoroughly versed in the industry best practices set forth in the PMBOK and have a clear understanding of the scope, costs, and activities required to successfully complete this program. Using this knowledge—and under the experienced leadership of Ms. Hopfensperger —this team will identify potential problems and employ strategies and processes to defend against any risks that may arise.

We have provided a sample of our Risk Management Plan in Appendix L. This plan includes:

- **Identification and documentation of potential risks** – Nebraska program team meetings will be conducted specifically to discuss potential risks and to establish a comprehensive list of those identified in a Risk Inventory. As a result, while the NWEA management team is focused on the project as a whole, team members from each functional group will scrutinize potential risks identified within their areas of responsibility.
- **Establishing the probability and impact of each documented risk** – Once risks are identified and logged in the Risk Inventory, each is assigned a level of both probability of occurring, and the impact on the project should it occur. Identifying both variables is critical to establishing and prioritizing risk mitigation plans and control strategies. A risk that is both likely and predicted to have a high impact on the program will generate increased attention to developing control strategies, as well as alert the NWEA management team to monitor this element most rigorously throughout the project.
- **Implementing control strategies** – After risks have been identified and prioritized, control strategies are developed and implemented to mitigate these triggering of risks into issues. While some control strategies may involve modification of processes or implementation of additional reviews and quality checks, others may involve establishing contingency or back-up plans to immediately address and lessen the impact of potential risks.

Reviewing and Updating

Our risk mitigation plans are created to be fluid and will be reviewed and revised routinely in collaboration with NDE. Those risks that could potentially impact near-term activities are reviewed at the kick-off meeting and discussed as part of the monthly meetings. Several times a year, the Nebraska Statewide Assessments management team will review and revise its risk management inventory to capture all changing aspects of the program’s components and utilize this information for subsequent project planning.

2. Psychometric Support for All Assessments

a. The Contractor shall provide for the direct involvement of a qualified psychometrician with sufficient time to ensure technical quality for general assessments of English Language Arts, Mathematics, and Science, and alternate assessments for English Language Arts, Mathematics, and Science, such as:

i. Item and assessment formatting appropriate to both online and paper/pencil administration.

ii. Items and test forms for field testing and equating multiple forms including embedded items.

iii. Appropriate validity and reliability calculations.

iv. Appropriate cut-score processes as needed.

v. Alignment of items and test forms with a sufficient number of Nebraska State Standards to meet the requirements of USDE peer review.

vi. Inclusion of item statistics in the item banks for alternate and general assessments.

vii. Converting raw scores to scaled scores for reporting purposes.

viii. Technical and policy support for all assessments.

NWEA will assign Dr. Jungnam Kim as lead psychometrician for the Nebraska Statewide Assessments, with sufficient time to ensure technical quality for general assessments, including the items listed in this requirement. Dr. Kim will be supported by a number of resources across the organization, including a supporting psychometrician. We have found that utilizing a back-up psychometrician in larger programs ensures we can provide consistent support to plan, document, and analyze all assessment data.

Dr. Jungnam Kim

Dr. Kim received her doctorate degree in Educational Measurement and Statistics from the University of Iowa, where her doctoral work focused on calibration and proficiency estimation for IRT vertical scales. She also has a master's in Instructional Design and Technology. Dr. Kim's years of experience in education and assessment make her perfectly suited to support Nebraska in this work. She has led the psychometric analysis and technical documentation for multiple statewide accountability programs, including programs in Georgia, Colorado, and North Dakota. She has presented to and participated in state level TACs, as well as contributed widely to the field of psychometrics and high-stakes assessments. She has a deep understanding of the implications of and requirements of validity in assessments, from content to data and reporting, and has supported many standard settings. She has expertise in programming, adaptive test assembly, and comparability across testing modes.

Psychometric Support for Alternate Assessments

DLM psychometricians ensure technical adequacy is documented for the DLM Alternate Assessment System. This includes annual updates to the technical manual to describe field test and operational item bank statistics, reliability analyses, operational studies in support of the validity argument, and the standards validation process used to determine cut points between achievement levels. The technical manual chapters are distributed to the DLM Technical Advisory Committee and the DLM partner states, including the NDE, prior to their final dissemination to provide feedback on the analyses conducted and the ongoing research agenda.

Because DLM assessments make use of diagnostic classification modeling rather than traditional raw or scale score scoring procedures, the process of equating forms and converting raw scores to scale scores for reporting purposes is not necessary. Instead, the DLM psychometric team maintains the scoring model to report the highest linkage level mastered for each Essential Element. The DLM psychometric team will support independent alignment study between Nebraska content standards and the DLM Essential Elements by providing materials and support to the organization NDE hires to conduct the study.

b. The Contractor shall attend semi-annual one-day meetings of the NDE Technical Advisory Committee (TAC) as requested. The proposal budget may include costs for attendance at the meeting of up to three staff such as the project director, project lead psychometrician, and one additional staff member.

Technical Advisory Committee (TAC) Meetings are a critical component to your accountability system and to Peer Review. We have budgeted for our lead Psychometrician Dr. Kim and Project Director Ms.

Hopfensperger to attend the semi-annual, one-day meetings, taking place in Lincoln. In addition, either Dr. Karen Barton or Dr. Christina Schneider will attend, depending on agenda topics and needs.

Depending on the specific agenda, NWEA staff can present/introduce topics for discussion, be an active contributor to agenda topics, or simply be on-call if questions arise. It is important to note that additional staff may be required, such as psychometric staff or content staff focused on the alternate assessment. We will work with the state to ensure that the appropriate people are in attendance without including more than are needed.

Dr. Karen Barton

Dr. Karen Barton is a nationally recognized psychometrician, having served as lead psychometrician and senior manager over multiple state-wide general and alternate assessments, as well as serving on state level and federally funded TACs. She continues to contribute to the field in research on accessibility, new item types, and learning analytics over sixteen years. Dr. Barton most recently served as an executive over Learning Analytics and the development of digital instructional and assessment products, technology enhanced items and digital performance tasks, self-paced modules, interactive learning environments, interim assessments, and program evaluations.

Dr. Barton also has experience in the work of state education agencies, working as Assessment Specialist in the South Carolina Department of Education, and serving as Technical Advisory Board member to several state projects and to US Department of Education grants. Dr. Barton began her career in the classroom, as a special education teacher in South Carolina and Virginia. Dr. Barton has a Ph.D. in Educational Research and Measurement from the University of South Carolina, a master of science degree in Special Education and a bachelor of science degree in Psychology from Longwood University.

Dr. Christina Schneider

Dr. Christina (Christy) Schneider comes to NWEA from the National Center for the Improvement of Educational Assessment where she worked to build coherent connections across classroom, interim, and summative assessment systems and to support state and district policymakers in making their content expectations for student proficiency more transparent for teachers. Previously, Dr. Schneider was a Research Scientist and Manager at CTB/McGraw Hill where she led a team of research scientists and associates, and standard setting specialists.

During her tenure at CTB, Dr. Schneider was the lead research scientist for multiple state, large-scale summative assessments and for automated essay scoring on high stakes and formative products. She is the co-author of the innovative achievement level descriptor development framework that since 2012 has been used by 40 percent of states in the summative assessment process. Dr. Schneider is the lead author of two professional development curricula for teachers: one on a formative assessment based process for student learning objectives and one on formative classroom assessment. Dr. Schneider holds a Ph.D. in Philosophy from the University of South Carolina.

Alternate Assessments

DLM psychometric staff will be available to present to the NDE Technical Advisory Committee, as requested, up to once annually.

c. *The Contractor may attend selected meetings of the state assessment advisory group upon request up to two times per year. Costs should be included for the project director and psychometrician to attend two meetings a year.*

Our lead psychometrician Dr. Kim and Project Director Ms. Hopfensperger will attend the State Assessment Advisory Group Meetings upon request from NDE. We have planned and budgeted for attendance for these two staff members at two one-day meetings annually. At these meetings we are happy to present on any topics NDE requests (within our contract), be an active contributor or be there to answer any questions the advisory group may have.

As with the TAC, however, it is important to note that, depending upon the topic, we may suggest other experts attend these meetings. We will work with the NDE to assure attendance by the appropriate staff.

As active collaborators with the NDE, we believe that the success of an assessment system requires thoughtful development planning early in the project, as well as continual discussion and collaboration throughout the life of the contract. If all topics cannot be covered within the two-day planning meeting, we propose utilizing one of the six planning sessions to more thoroughly address the psychometric complexities of a comprehensive assessment system.

d. *This proposal must address how the Contractor will meet the Standards for Educational and Psychological Testing (AERA, APA, & NCME, 2014).*

As referred to in Sections G.6 and H.1.I, the uses of test scores are varied. The purpose of an assessment is valid when the body of evidence collected through development and delivery of the assessment supports that purpose and use. NWEA adheres to *The Standards for Educational and Psychological Testing*³ throughout our content and psychometric development to ensure that test scores are meaningful for the purposes outlined by the NDE. We will also provide NDE with technical documentation that can be specifically cross-referenced to those standards. For example, from the intended inferences of each assessment (Standards for Validity, Cluster 1), to the factors affecting the reliability and thus the validity of those inferences (Standards for Reliability, Cluster 4) such as administration, scoring, and analysis, including the statistical documentation of reliability and validity (i.e., coefficients (Cluster 3), standard errors (Cluster 5), decision consistency (Cluster 6), various forms of validity (such as in Cluster 3). In addition, we will provide specific references for the NDE of our work as it relates to the Critical Elements.

Alternate Assessments

DLM psychometricians and psychometric support staff are committed to upholding *The Standards for Educational and Psychological Testing* for all aspects of the DLM alternate assessment system as demonstrated in existing technical manuals and reports. The psychometric team is responsible for conducting ongoing and new research in support of the DLM theory of action and the validity argument. Annual updates to technical documentation include the addition of annual test results, summary of

³ AERA, APA, and NCME, *Standards for Educational and Psychological Testing* (Washington, D.C., 2014).

operational and field test item statistics, updated reliability estimates, as well as continuous improvements to psychometric methodologies in order to best support the claims and inferences made from assessment results. DLM is also guided by a DLM Technical Advisory Committee that provides advice on design, analysis, and implementation issues with consideration for the professional standards.

3. Training for District Personnel

a. The Contractor and NDE Staff will provide training in:

i. Fall workshops- the Contractor will provide fall workshops each year to provide an annual update to school district personnel.

ii. Enrollment for ordering tests.

iii. Interim System – by October or date agreed upon by NDE in year one; by end of August or earlier in subsequent years.

iv. Test Administration for general and alternate assessment in English Language Arts, Mathematics, and Science.

v. Reporting – one month prior to the release of results.

b. With the exception of i. above, which requires in-person presentations, the above identified training can be provided through workshops or Web-Exes. Costs should be provided separately for workshops and for Web-Exes. In-person Workshop costs should include on-site registration, materials, and facility costs (average cost of \$500-\$1000 for a minimum of ten half-day workshops held across the state for at least 75 attendees for each of the four (above) required trainings. NDE will cover any other costs associated with on-site workshops.

At the foundation of a successful test administration, is a well-designed intuitive platform coupled with a strategic system of training and support. Our proposed training plan, displayed in Table 16, outlines our proposed modalities for the various requested trainings. The plan includes face-to-face and virtual live trainings for district personnel to ensure a successful administration of the summative, interim, and alternate assessments. We recognize the need for trainings to be available to educators on-demand and presented in a format that is clear, succinct and efficient. Online trainings available in real-time and in a recorded format allow educators to access trainings as their schedule permits and in a modality that best meets their learning needs. We pride ourselves in creating materials and trainings in a format that provides clear directions, complete with screenshots, in the least amount of time necessary.

As described in Section A.1.I, we place great importance on the quality of training, and believe that successful learning by attendees is essential. We will use a review process that ensures the quality of training content. This includes an initial collaboration with NDE on the general outline of the training and development of workshop agendas. The trainings are written and designed by NWEA resources with experience in adult learning. All content will be reviewed by the Program Management team. Program Management will collaborate with internal stakeholders to ensure adherence to quality standards and NDE's agreed upon schedule. The development of all materials will include a review cycle with NDE and final approval from NDE prior to delivery and publication.

Table 16: Nebraska Statewide Assessment Training for District Personnel

Training	Content	Mode of Delivery	Frequency/ Duration	Proposed Delivery Timeframe
Face-to-Face Fall Workshops	Annual update to school district personnel on all assessments, general preparations, and upcoming trainings	Face-to-face	Half-day workshops at 10 locations throughout Nebraska (regional locations to be decided at kick-off meeting)	August/September 2017
Interim System Training	Registration and administration of the interim assessment system for district and school level personnel	Recorded via web-based production	Maximum duration of 45 minutes <i>Recording available on demand</i>	August/September 2017
Summative Enrollment Training	Processes for ordering summative paper and pencil assessments	Recorded via web-based production	Maximum duration of 20 minutes <i>Recording available on demand</i>	November 2017
Alternate Assessment Test Administration Training	Required test administration training for the alternate assessment	Face-to-face in Year One Self-paced modules in subsequent years	Half-day workshops at 10 locations throughout Nebraska (regional locations to be decided at kick-off meeting) for year one	September 2017
Summative District Assessment Contact (DAC) Test Administration Workshop	Registration and administration information for the summative assessment	Live virtual training with a Q&A session. <i>For district scheduling flexibility, the same live training will be offered five different times, with one of the trainings being recorded.</i>	Maximum of 2 hours each <i>Recording available on demand</i>	February 2018
Summative Report Training	Access and interpretation of results	Recorded via web-based production	Maximum duration of 30 minutes <i>Recording available on demand</i>	May 2018

Face-to-Face Fall Workshops

In the fall of 2017, NWEA will host 10 half-day workshops at locations throughout Nebraska that will be determined in agreement with NDE at the kick off meeting. These workshops will introduce district personnel to NWEA program staff, provide an overview of the new assessment system and assist district staff to begin the preparation for interim, summative, and the alternate assessments. Participants will be provided with detailed calendar of assessment testing windows, general district and school staff responsibilities for testing, and a descriptive list of resources and materials that will be provided throughout the 2017-2018 school year. NWEA will work with NDE to integrate any specific state policy information or updates and would welcome NDE staff to join in the presentation and sharing of state specific information. We have budgeted for four program staff to attend each workshop. NWEA will assume all program staff travel costs. Per NDE requirements, we have also budgeted for facility rental and light refreshments at each session.

Interim Assessment Training

We are proposing off the shelf Measures of Academic Progress (MAP) as our interim solution. To support administration of this assessment, we recommend an online recorded training. This allows users to access the training at a convenient time and location. The majority of districts in Nebraska are familiar with MAP and administration procedures used for this assessment. For these districts, the Interim Assessment Training will serve as a reminder of best practices. For districts unfamiliar with MAP, this online training will introduce users to the administration practices and procedures.

Enrollment

In November, we will provide District Assessment Contacts (DACs) with an online recorded enrollment training. This training will include step by step directions, including corresponding screenshots, on how to order summative paper testing materials. Although we believe the intent in this training is to address the paper ordering process, we recommend including information in this session on managing student registration records for the online summative assessment. This would include topics such as how to add and edit student enrollment data and details about the appropriate use and selection of online accessibility features for students. The format of this training allows users to access the information at convenient time and location.

Alternate Assessment Test Administration Training

We are proposing Dynamic Learning Maps (DLM) as our alternate assessment solution. DLM requires training annually for educators who serve as test administrators and administer the DLM alternate assessments. Test administrators are not allowed access to their students' log-in information for KITE, the DLM testing platform, until their training is successfully completed. Training is provided in two formats: facilitated (in-person training with post-tests in Moodle, an online learning platform) and self-directed (all content and post-tests within Moodle). We are proposing facilitated in person trainings for year one and self-directed trainings for all subsequent years. In year one, DLM has budgeted up to ten on-site half day test administrator trainings. Each training will be designed for up to seventy-five attendees. Per NDE requirements, we have also budgeted for facility rental and light refreshments at each session.

Successful completion of the training requires test administrators to complete four modules and pass all four post-tests with a score of 80 percent or higher. Test administrators are able to retake post-tests as many times as needed in order to pass all parts of the training. Returning test administrators (those who successfully completed required training the previous year) must successfully complete a single

combined module with a score of 80 percent on each of four post-tests before being allowed access to their students' log-in information. Training time is estimated at less than one hour. If the module post-test is not successfully completed on the first attempt, additional training is required. The additional training can take an added thirty minutes to four hours, depending on the areas in which the test administrator is not successful on the first attempt.

The four modules for new test administrators instruct in the following areas:

- **About the DLM System:** Topics include illustration and discussion of the DLM maps, Claims and Conceptual Areas, Essential Elements, testlets, linkage levels, and the security demands of the DLM system.
- **Accessibility by Design:** The training emphasizes how Universal Design for Learning is used to ensure that test content is optimally accessible. Test administrators are also introduced to KITE Client, the technology platform used to deliver testlets.
- **Understanding and Delivering Testlets in the DLM System:** Topics include testlet structure, item types, completing testlets, standard test administration process, accessibility supports, allowable practices, and practices to avoid.
- **Preparing to Administer the Assessment:** Test administrators learn to check data, complete the First Contact survey, use practice activities and released testlets, and plan and schedule assessment administration.

The module that returning test administrators complete is a review of the information contained in these four modules as well as additional changes in DLM assessments that may have occurred since the previous year.

District and school level administrators are able to track test administration training through KITE Educator Portal by downloading the Training Status report. The report can be generated by district or school. Test administrators are listed by name, School ID number, and email.

While required test administrator training content is standardized, NDE has some flexibility in configuring their state's version of the course in Moodle. For example, NDE may choose to include additional required or supplemental DLM professional development modules. NDE can also choose to require face-to-face training and not make self-directed training available.

District Assessment Contact Test Administration Trainings

In February 2018, we will host up to five live virtual trainings for District Assessment Contacts (DACs). These training will provide DACs with essential information for a successful summative test administration. Topics will include best practices in test administration, using the student management system to confirm the accuracy of student demographic information, set individual student test settings and accommodations as appropriate, establish test sessions, monitor students during testing, and test security. Providing numerous virtual trainings allows DACs freedom to select a time that works best with their schedule. The format also allows for personal interaction and the integration of a live question and answer segment. After all virtual sessions have been conducted, NWEA will provide a final recorded version of the training. We will also consolidate attendees' questions into a frequently asked questions (FAQ) document to provide as an additional resource for district personnel. NWEA is skilled at providing virtual trainings and is confident that the information can be provided in this format. If, however, NDE would prefer the sessions to be conducted face-to-face, we can provide additional costing for the trainings.

Report Training

Near the end of the summative test window, we will provide District Assessment Contacts with an online recorded report training. This training will include step by step directions to access assessment results, including corresponding screenshots. Directions will also include how to use the various features within the reporting system to support district and schools' interpretation of assessment results.

Similar to the report training for the summative assessment, a video will be available for the alternate assessment. This video guides teachers through the contents of the individual student score report and how to interpret the contents.

Additional Training Supports

In addition to the array of trainings listed above, the test platform and assessment systems have been strategically designed to provide easy to navigate and on-demand support. Throughout the platform users will experience intuitive and easy to navigate screens as well as embedded page-specific help, guides, and tutorials. By design, the system also provides an on-demand system of support through each assessment system's help center.

In addition to the face-to-face fall workshop and the Alternate Assessment Test Administration Training, DLM has produced a number of supplemental training resources. These help videos will be referenced in trainings and will be available to all NE educators. These videos are available online at <http://dynamiclearningmaps.org/district-staff-training-resources-im>.

Quality Assurance: Process for Partner Training Content and Delivery

We place great importance on the quality of product training for our partners and believe that successful learning by attendees will positively impact the overall assessment program. We use a review process that ensures the quality of training content:

1. Content will be reviewed by the NWEA Program and Product Management teams to ensure both product and content are complete and accurate.
2. A second review will be conducted by the NWEA User Assistance group to confirm proper delivery, style, typographical, and formatting of the content.
3. Content will go through a final review by the NWEA Program Management team.
4. A draft of the document(s) will be sent to the NDE for final approval prior to publication and distribution.

The quality of our training delivery includes two parts: Ensuring understanding of the material, and the facilitation of the training. Learning assessments during the training will allow the participants and the NWEA trainer to ascertain learning obtained and detect trends suggesting that changes to the training curriculum are required. In addition, surveys of the training presentations will be distributed to track quality and performance of our facilitators. NWEA will ensure seamless integration of our subcontracted resources when appropriate

4. Online Support

a. The Contractor will provide toll-free telephone support to schools throughout the school year for general and alternate assessments and for the interim system. The proposal should discuss options for staffing the support center, training support personnel, and duration of support during peak usage times, such as prior to and throughout the testing windows. The proposal must also discuss procedures for ensuring that efficient service is provided in the event of a breakdown in telephone service.

We are pleased to offer NWEA Partner Support Services to Nebraska districts, schools, and educators. Our Partner Support Services teams have provided site readiness and timely, knowledgeable, and courteous support services. We are proud of the high marks we have received in this area from partner satisfaction surveys. In our most recent partner (customer) surveys, 80 percent of respondents indicated that we were able to resolve their issue in a single contact.

NWEA will provide resources to support Nebraska and its educators, providing assistance with generating roster files, configuration of the assessment program, accessing online reports, and general questions that may arise in the use of the system. The primary function of this Partner Support team is to provide telephone (toll-free), email, and chat support to schools and educators of Nebraska. Our Support representatives take complete ownership of all issues from beginning to end. Our Tier 1 representatives routinely resolve over 80 percent of support requests on first contact. Our high first call resolution increases end-user satisfaction and allows the NWEA staff to resolve issues quickly and with fewer handoffs.

We have an extensive database of industry-standard support resources, which we use to resolve service issues quickly and consistently. The support representatives actively review assessment materials to remain informed about the latest updates to the assessment platform and its supporting systems. We will use Nebraska specific materials and be familiar with all aspects of the program, policies and procedures to provide a high-quality support experience for Nebraska educators.

Staffing and Training

A culture of continuous improvement coupled with hiring practices focused on selecting individuals with strong customer-service orientation has created an excellent Support team that is well respected by our partners.

The NWEA Partner Support Services team will be staffed to meet the needs of Nebraska throughout the year. We monitor all service activities through daily, weekly, and monthly reports and will make adjustments as needed to ensure appropriate coverage for Nebraska support needs during peak usage times, such as prior to and throughout the testing windows.

Our experience working with over 8,700 partners gives us the knowledge, expertise, and ability to lead in diverse technology configurations. Given our work in 95 percent of Nebraska districts, as shown in Figure 6, we have Nebraska-specific knowledge and will ensure that NWEA Partner Support Services representatives are familiar with all policies and procedures to effectively and efficiently handle support requests.

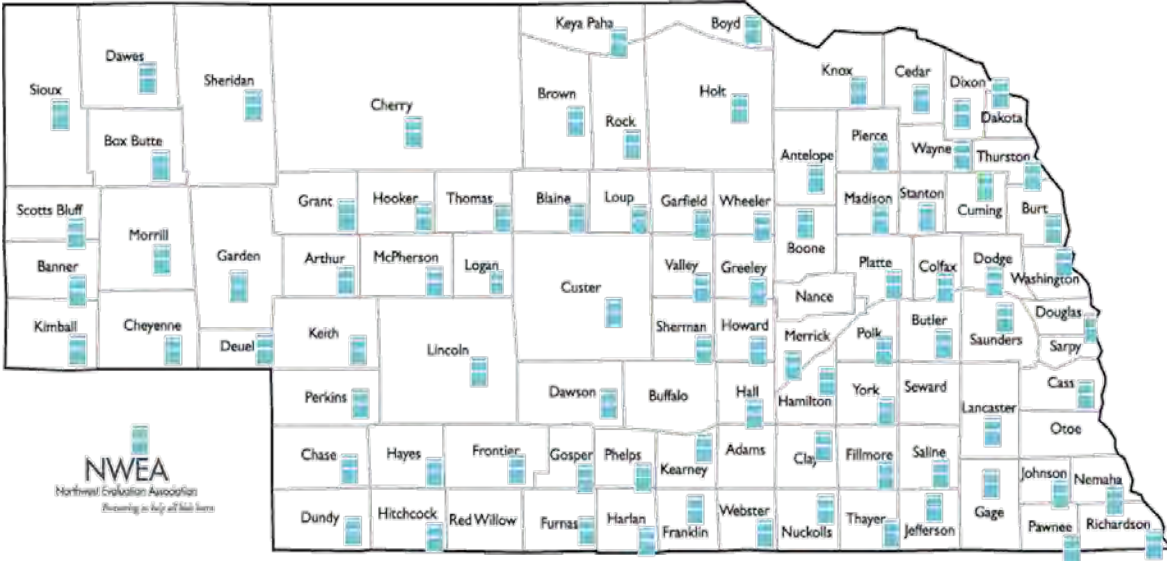


Figure 6: NWEA in Nebraska. Our interim MAP assessments and professional development are used in 95 percent of districts in the State.

We believe that every partner interaction should be a positive one. Our Partner Support Services team has established service protocols for efficiency, developed internal training programs to assure consistent high quality service, and incorporated partner feedback loops for continuous improvement.

All of our Tier 1 and Tier 2 Support staff members are required at hire to undergo a three-week training program led by our Senior Support Specialist team and team trainers. The training program consists of a combination of instructor-led and self-paced eLearning courses, covering all relevant team policies and procedures, including security requirements of handling student data, product expertise, and troubleshooting requirements. In addition, several days of “phone shadowing” are built in to our program, to ensure each new staff member has the opportunity to participate in calls with veteran staff monitoring, prior to working independently. Senior Support Specialists are responsible for continually updating training program content, to ensure all Support team staff members are knowledgeable of current policies.

In addition, the project managers and Product Training resource dedicated to NDE’s program will train the support staff on Nebraska-specific policies. Reports from our phone system and customer relationship management (CRM) tool, as well as call monitoring tools, will be used in monitoring quality and in the determination of additional training needs.

Multiple Methods of Accessing Support

The NWEA Partner Support Services staff phone schedule is structured to ensure maximum availability of specialists during key hours of the day while maintaining coverage throughout business hours.

Phone Support

Our Voice Over Internet Protocol (VOIP) phone systems allow callers to quickly reach the first available representative. VOIP also provides remote access capabilities for our staff, enabling Partner Support team members to provide seamless service even during times of inclement weather or office closure.

Email Support

Emailed support requests are also handled quickly and efficiently.

It is our goal to respond to all emails within twenty-four hours from time of receipt. Emails received within NWEA business hours are responded to on the same business day.

Chat Support

Chat is a convenient method of contacting support for in-the-moment questions or for use in the rare occurrence of a phone service disruption.

Partner Support Services Availability

We will ensure that all representatives who handle calls, emails and chats are trained on the assessment platform and familiar with the unique policies and procedures established by the State.

NWEA will provide Partner Support availability to Nebraska from 8:00 a.m. to 5:00 p.m. Central Time (CT) Monday through Friday, and 7:00 a.m. to 5:00 p.m. CT during the testing windows. We will work with Nebraska to refine support hours if necessary.

In the unlikely event of a breakdown in telephone service, we maintain redundant phone servers; if the primary server fails calls are rolled to the secondary server. If these fail, an in-product message will be posted pointing users to our chat service. Partner Support staff can be put into the chat queue or respond to email to handle incoming support requests.

Quality Assurance: Process for Partner Support Operation

The NWEA Partner Support team is committed to providing quality care for our partners and maintaining the high level of service we have established. To support this commitment, we use a variety of structures, processes, and requirements for NWEA partner support staff members, as shown in Table 17.

Support Statistics

- In 2016, we handled over 76,000 phone calls with an average hold time of **1:23 minutes**.
- During 2016, we handled **100 percent** of emailed support requests within twenty-four hours – over 19,000 emails.
- During 2016 we handled over **12,000 chat support requests** usually within two minutes.

Table 17: Partner Support Quality Assurance

Process	Description
Staff Policies and Procedures	Our Partner Support team adheres to documented policies and procedures to provide accountability for delivery of consistent, accurate information to our partners. Each member of the NWEA Partner Support team is responsible for the accuracy of information shared and the tools, resources, and workflows utilized each day to support this responsibility. Our internal knowledge base, containing thousands of articles that span from troubleshooting techniques through team processes, is updated on an ongoing basis and regularly reviewed for accuracy. Nebraska policies and expectations will be available as part of our internal database of industry-standard support resources. Internal communication methods, including alert mechanisms, instant messaging, and discussion forums, are all integral to the distribution to our staff the most current information to be shared with our partners.
Case Management Standards	NWEA staff members are required to follow established support case management standards, including regulations on capturing all actions taken and technical advice provided, and requiring that all partner concerns reach a successful conclusion prior to case closure. Through the use of our customer relationship management application, we ensure that all partner emails receive timely responses, all interactions are thoroughly documented, and all relevant details are captured in order to provide the fastest service possible.
Scheduling to Ensure Consistent Phone Coverage	The NWEA staff phone schedule is structured to ensure maximum availability of specialists during key hours of the day while maintaining coverage throughout business hours. Our Voice Over Internet Protocol (VOIP) phone systems allow callers to quickly reach the first available representative. VOIP also provides remote access capabilities for our staff, enabling Partner Support team members to provide seamless service even during times of inclement weather or office closure.
Incident Response/Bug Reporting Processes	Our internal reporting and alert processes are built for early identification of system-wide technical issues as they emerge. These processes include documented steps staff members are required to follow to verify and escalate problems for prompt resolution. Our escalation procedures include providing frequent and accurate messaging to users during the rare occasion when there is a problem, providing visibility into the issue and estimated time to resolution. NWEA will adhere to negotiated escalation and approval policies prior to communicating out to Nebraska stakeholders.
Standardized, Comprehensive Nebraska-specific Training	NWEA staff members are required to complete an instructor-led, three-week training program. This training includes competency assessments and required resolution of real-life use cases. Staff members are also required to participate in ongoing trainings through the same program to maintain up-to-date knowledge and skills.

Table 17: Partner Support Quality Assurance

Process	Description
<p>Caller Satisfaction Surveys</p>	<p>The goals of the NWEA Partner Support team are to answer calls promptly, furnish appropriate assistance to partners, and provide callers with a positive support experience. Partner support staff members sustain each phone call until the caller confirms that an incident is either resolved or that he or she fully understands the next steps. NWEA will send satisfaction surveys after each case is closed, not more often than once every 90 days. This survey measures support quality and experience, experience of the support representative, and resolution perspective.</p> <p>The survey results are reviewed regularly by Partner Support Leadership and used for coaching opportunities with staff. Additionally, team managers review cases regularly and call randomly selected partners for follow-up to confirm professional, knowledgeable, helpful support service.</p> <p>We will share the State’s summary data of the Satisfaction Survey with NDE during the end-of-year sessions and use data to drive decision-making going forward.</p>

Our feedback systems, customer satisfaction surveys, and manager case history reviews are designed to inform continuous improvement. Results are regularly compiled, evaluated, and incorporated into the support system to create even more consistent and positive client experiences.

Help Desk Support for Alternate Assessments

Dynamic Learning Maps’ Service Desk operates year-round to support educators with their questions related to DLM alternate assessments. The Service Desk is open 7:00 a.m. to 6:00 p.m. CT Monday through Friday during the spring testing window and 8:00 a.m. to 5:00 p.m. CT at other times of the year (except national holidays and December 26 through January 1). Tier 1 support will provide a response or resolution back to the originating caller within 24 hours. Tier 2 help desk support will trouble shoot problems not solvable by Tier 1 support. Tier 2 support will be available 8:00 a.m., to 5:00 p.m. CT Monday through Friday (except national holidays and December 26 through January 1).

DLM will provide a dedicated toll-free number for Nebraska callers. Individuals may also contact the Service Desk by emailing DLM-support@ku.edu.

The DLM Service Desk is staffed with experienced team members, including Tier 1 and Tier 2 support. New team members complete a formal training program, followed by a period where they are partnered with an experienced team member. Twice per year, DLM staff works to develop and provide supplemental training on the DLM assessment system for all Service Desk agents. Topics may include changes in individual state policies, reminders about consortium policies and best practices, enhancements to the Educator Portal, and anticipated hot topics. As part of the training, Service Desk agents are directed to contact DLM staff with any questions that require state input or the state to develop or amend a policy.

The DLM Service Desk effectiveness is monitored with a dashboard, updated every weekday, that shows statistics on call volume, call time, ticket volume, and ticket resolution. In the event that service metrics drop below the threshold established for high-quality and timely service, leaders collaborate to identify

solutions ranging from broadcast communication on topics generating high call volume to shifting staff resources to meet demand during peak times.

In the event of a datacenter failure, telephone or email outage, DLM will provide a timely status update to the NDE. If the primary datacenter is lost, the DLM website will fail over to the backup datacenter within 4 hours. The DLM website may be updated remotely and includes a page with KITE and Educator Portal status messages. The DLM test updates listserv is also used to communicate urgent messages if needed during the testing window. In case of a service interruption, the DLM project manager will also contact NDE directly to explain the issue and expected resolution.

b. The Contractor will provide NDE with reports analyzing use of customer support services. At the discretion of NDE, weekly reports that track resolution of issues reported in customer service calls may be requested, especially if issues arise that cause dissatisfaction with the assessment and/or interim system.

NWEA will provide NDE with weekly reports analyzing use of customer support services. These reports will track resolution of issues reported in customer service calls, especially if issues arise that cause dissatisfaction with the assessment and/or interim system.

As part of the weekly status report NWEA will provide a technical support status report that lists the following items:

- First-call resolution percentage
- Number of incidents resolved in less than thirty minutes
- Top four incident categories
- Call volume
- Peak call time(s)
- Contact Trends
- Average call duration

Please see Appendix M, *Sample Customer Service Reports*, for an example of this weekly report.

We will notify NDE of any prominent issues in the weekly status meetings, and we will record them in the meeting minutes. Additional information can be made available to NDE by request.

Review of the incidents reported by the partner and solutions applied may inform future product development, system enhancements, technical training, product training revisions, and/or FAQs provided to NDE, district, and other stakeholders during future training and ongoing support.

NWEA will provide NDE a summary report of all incident transactions at the end of the quarterly testing season. The delivery schedule of the report, along with the format and the information contained within the report, will be defined through negotiation between NDE and NWEA. Our standard summary report contains the following information:

- Caller/emailer name
- District/School
- Date and time
- Summary of issue
- Category/sub-category of the issue

-
- Resolution
 - Date and time of resolution
 - Knowledge base solution number and description

This electronic record shall be delivered in a format that will allow the NDE to sort by district, school, date, etc. This report will be helpful in quarterly reviews of program performance and help inform any changes that may be made to the program after each test administration.

Service Reports for Alternate Assessments

The DLM Service Desk provides service reports as requested regarding ticket volume, topics, and resolution. Reports will be provided monthly at a minimum and may be provided weekly if issues arise that the NDE would like to address quickly in order to minimize local dissatisfaction or concern.

The Service Desk uses a ticket tracking system to maintain customer contact history and contribute to the team's continuous improvement processes. Inbound calls and emails are logged within this system, including:

- Contact name
- Contact email
- District
- School
- Date and time of event
- All subsequent communication related to the incident, summary, and resolution time.

Each incident is categorized according to a set of predefined topics and subtopics aligned with defined support categories. These categories are continuously refined to ensure that both metrics and the resulting questions are classified to provide valuable information when constructing future training and documentation.

Information from the ticket system feeds into monthly summary reports showing aggregate communication trends. A detailed report including individual contacts will also be provided to NDE to show the individual communications as logged by the customer support team. Tickets for all DLM states are also evaluated at the consortium level to identify areas for future training or improved documentation. Common topics are shared with state partners during periodic partner calls.

5. Technology for All Assessments

a. Online Assessment Security

Proposals must include a detailed description of the methods that will be used to ensure the security of the online assessments.

As an organization that seeks to aid in the improvement of educational outcomes for all children, NWEA is dedicated to the privacy and appropriate use of student information and recognizes the importance of its protection. NWEA has policies in place to protect personally identifiable information (PII) derived from student information and maintains student information in accordance with Family Educational Rights and Privacy Act (FERPA).

As a custodian of partner data, NWEA is committed to ensuring the confidentiality, integrity, and availability of NWEA information assets and resources, including, but not limited to, the data of our partners. In doing so, NWEA information security controls are developed and implemented under the following principals to:

- Protect the confidentiality, integrity, and availability of NWEA information assets and those of its partners;
- Comply with applicable privacy and data protection laws;
- Enable the business to take necessary and calculated risks through risk assessments;
- Grant access to sensitive, proprietary, or other confidential information only to those with a need to know and at the least level of privilege necessary to perform their assigned functions;
- Provide security training opportunities and expert resources to help individuals understand and meet their information security obligations; and
- Follow the policies and procedures established by the Center for Internet Security Critical Security Controls.

Figure 7 shows many of the security concerns NWEA addresses through our policies and procedures.

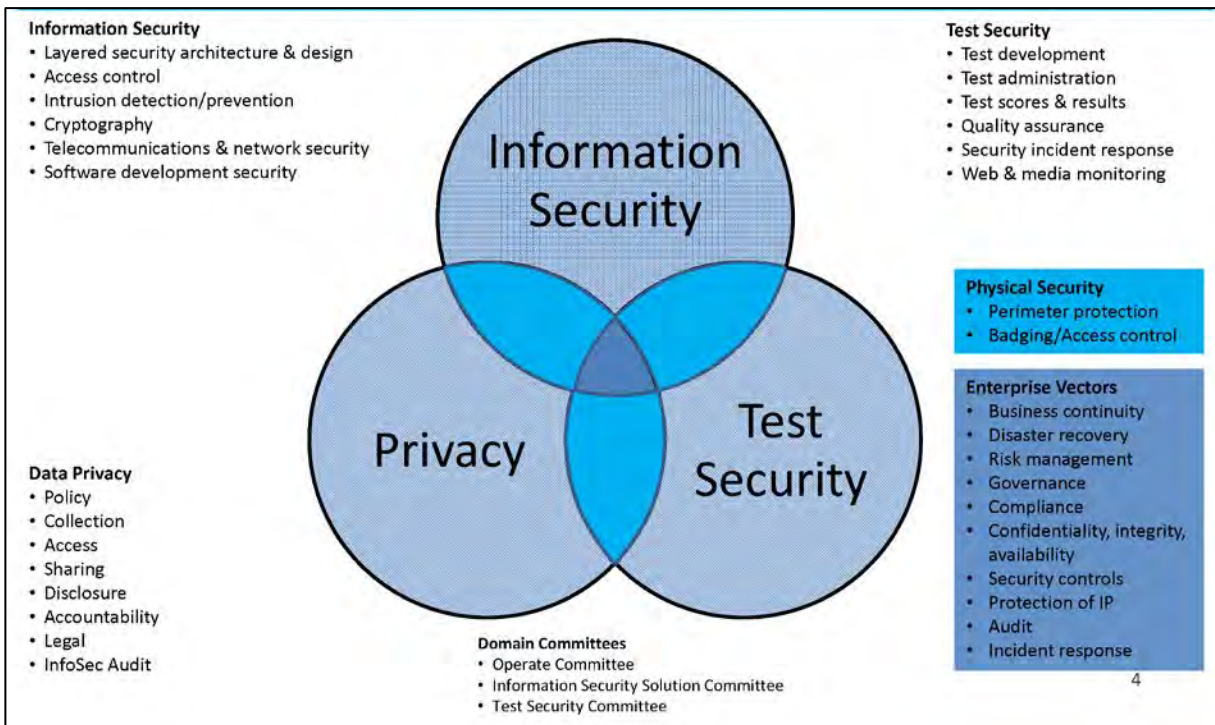


Figure 7: NWEA Security Domains. This image shows many of the security concerns NWEA takes into consideration in each of our partnerships, including with the NDE for Nebraska Statewide Assessments.

Test Security Program

The integrity of state assessment results, and the fairness and validity of decisions based on those results, are dependent on a robust test security program. Credible test security provides equal testing opportunities for all students. The goals of test security are to:

1. Ensure accurate scores by securing test items and the data channels they utilize to ensure that the assessments measure what they are supposed to measure, and
2. Preserve student privacy throughout the processing chain by limiting access to all of that data to authorized users and providing test item security.

The NWEA test security framework is based on a continuous improvement cycle to prevent, detect, investigate, resolve, and improve. A formal Test Security Plan is generally organized around the assessment life cycle and is based on a foundation of industry best practices and standards. The plan enhances security by establishing policy, processes, procedures, and training to maintain test security throughout the development and administration of tests, and responding well when an irregularity is detected or a security breach occurs.

Our Test Security Plan

NWEA contracted with an industry-leading test security vendor to conduct a security audit in 2016. Following the audit, a Test Security Plan is in development, and will be available to the NDE upon request when it is complete – expected in February 2017. The Test Security Plan incorporates the audit's results and recommendations into a framework that covers the test security goals, regulation, and management.

Appropriate management of test security, as described in the Test Security Plan, intersects with every aspect of our organization. It encompasses aspects of:

- Budget and finance
- Exam development and maintenance
- Maintenance of intellectual property and student privacy
- Secure item and exam design
- Exam administration
- Monitoring activities
- Incident response

NWEA will work with the NDE to ensure test security policies and procedures are written into the ancillaries to communicate a clear message maintaining the security of the test.

In relation to online assessment, our test delivery platform is designed to ensure the highest security throughout the testing process. When a student logs in to a test session, the test is not started and no test questions are made visible to the student until the proctor has confirmed the student and activated the test session by using the proctor dashboard.

All data transmissions during the entire assessment process are encrypted and secured via SSL encryption methods. Item responses are not stored/cached locally. Responses are captured in real-time and stored in our secure servers before presenting the next item to the student.

A lock down browser will prevent students from initiating other browser sessions and/or to have access to other content on the testing device, unless they exit the test. In the event students exit the test during test administration, they will need to log back in and have the proctor re-activate the test before proceeding. In these instances where a student has exited the test and been allowed to log back in, as an additional security feature, our adaptive test engine will present a new item in place of an item that was presented in its place before exiting the test. This alleviates any item exposure the student had, both from a test security and test validity perspective.

Online Security of Alternate Assessments

DLM maintains security in administration of the KITE system and the storage and transfer of private information.

DLM fully understands the importance of test security to ensure valid interpretation of test data. We comply with physical security requirements by using hosting providers that conform to SAS 70 auditing standards for physical access and PCI compliance. Most of the project management, test development, and data analysis activities take place at DLM. The on-campus offices are in a secure wing that can only be accessed with a key; all hallways have video surveillance as well. Most work is done at one of our sites using secure server systems. DLM staff accesses those servers via a secure VPN connection when they need to work remotely.

All KITE applications handle educator and administrative passwords using industry-standard encryption techniques; users must create strong passwords and may change their own passwords in accordance with the password policy. All applications generate access records that can be reviewed by system administrators to track access. All items used for released testlets exist in a separate pool from items used for summative purposes, ensuring that no items are shared among secure and non-secure pools. Only authorized users of the KITE assessment system have access to view items.

In accordance with FERPA rules, students', teachers', operations', and administrators' access to personal student data is limited to student records in which that person has a legitimate educational interest. All users in the system are provided the minimum amount of access required. Throughout the lifetime of the product, security levels, groups, and the access provided will be reviewed periodically to ensure continued compliance.

Operational access to all servers is controlled by keys that are provided only to system administrators who manage the production data center in the operations team. Access to the networking equipment and hardware consoles is limited to the data center itself; remote access to these devices is limited to the data center-specific administration host.

Access to individual KITE applications is controlled according to the policies set forward for that application and the data the application maintains. All access policies and accounts are reviewed periodically to ensure that access to systems is limited to the appropriate populations.

In addition to physical and electronic security measures, test security is promoted through required training and certification requirements for test administrators. Test administrators are expected to deliver DLM assessments with integrity and to maintain the security of testlets. State, district, and school users are expected to complete the security agreement within Educator Portal each year. By accepting the security agreement, users agree not to store or save assessment materials to computers or personal storage devices, to not print testlets, and to not share personal passwords with others.

b. District Capacity

The proposal must describe a procedure and timeline for evaluating district capacity for online assessments including local storing (cache) for large districts. The system proposed must assure that districts are able to meet the capacity demands of online testing at peak times.

Our web-based online assessment system uses very minimal bandwidth and has been used across the nation for the past several years. Our implementation support team provides documentation that outlines network bandwidth recommendations and implementation steps for districts and schools, to ensure they are able to meet the capacity demands of online testing. Our support teams will work with districts and the NDE to alleviate any concerns and enable Nebraska districts to meet the capacity demands, even at peak times.

As part of the onboarding process, 3-4 months in advance of the testing window, NWEA Implementation Support staff will work with districts to identify any bandwidth or other network related issues that may impact online testing. Where needed, our support team in collaboration with the district technology staff will run diagnostic tools to identify any problems and provide specific recommendations. Our online assessment system architecture is designed such that there is no need for local storing (caching). This eliminates the need for district staff to install programs on every device that may be used for assessment, as well as procuring and setting up caching servers. It also eliminates the need for uninstalling these same programs from every device in the district following testing. The district, thus, avoids this huge time and resource drain. A typical computer lab with 20-30 workstations require ~2MB of bandwidth. With 95 percent of the districts currently administering MAP Online testing, we are confident with the capacity demands districts are able to meet.

c. Online Assessments

Online assessments should maximize the use of technology while facilitating ease of use by students of all levels. The proposal should describe appropriate testing tools such as:

Our mission – *Partnering to help all kids learn* – includes those who have specific learning needs. Our approach is situated within the framework of universal design, in which accessibility is increased and the need for accommodations is minimized. Our experience in accommodations research and in the development of our platform and items reflects our philosophy of universal design and the creation of assessment experiences that reflect what each child is accustomed to during learning.

Please see our alternate assessment partner, DLM’s, response to sub-requirements i.-xiii. of this requirement, beginning on Page 95.

i. Audio capacity with human-voice-recorded text-to-speech for appropriate accommodations and/or to provide directions/instructions.

With an adaptive test administration, the extent of the adaptivity is reliant upon the depth and breadth of the item bank. As such, many, many items are leveraged during each administration. We have found the creation of human voice audio to unnecessarily limit the benefits from an adaptive experience. Embedded text-to-speech technology will be available to students during summative administration. The student is able to control the speed and volume, and stop the audio at any time while the text is

being read. This allows for students needing this accommodation to also experience an adaptive test administration.

ii. Speech-to-text capacity if open-ended items are included.

The Nebraska Statewide Assessments will not currently have open-ended items that require text entry and, therefore there is no need for speech to text at this time. However, should such item types be desired in the future, NWEA will work with NDE to assure an expedient timeline for supporting this need.

iii. Ability for the online system to provide hard stops for students who need extended testing time, without compromising the security of the test or burdening districts or NDE with manual reactivations.

NWEA understands the critical need for all students to have a positive experience during testing, irrespective of any testing accommodations. Our systems are designed to be configurable so that situations, such as the need for a hard stop, can be handled with ease without compromising the security of the test.

For students who need extended testing time, proctors will be able to allow students to hard stop the test and resume later to come back and finish. These actions (pause or hard stop, resume test) do not require any manual intervention by the district or the NDE, and can be completely managed by proctors using the dashboard. In the event students pause or hard stop the test, they will need to log back in and have the proctor re-activate the test before proceeding. *Upon students resuming the test, as an additional security feature, our adaptive test engine will present a new item in place of an item that was already presented before exiting the test. This alleviates any item exposure the student had, both from a test security and test validity perspective.*

iv. Font size, contrast, and coloration that is adaptable for students with special needs or age appropriateness.

While taking an assessment, students that have a need to change the size of an image or text can do so by changing the font size on their device. They or their teacher or proctor can also change the color and contrast of the screen.

v. Assessment items with reading passages should use a split screen so as to keep the passage visible while moving through the items.

Our platform supports use of a split screen to keep passages visible while moving through items or to keep items visible while scrolling in a passage, as seen in Figure 8. We will work with NDE to create an item-writing style guide that aligns with our platform. If items adhere to this style guide, our system can keep the reading passage visible while moving through the items.

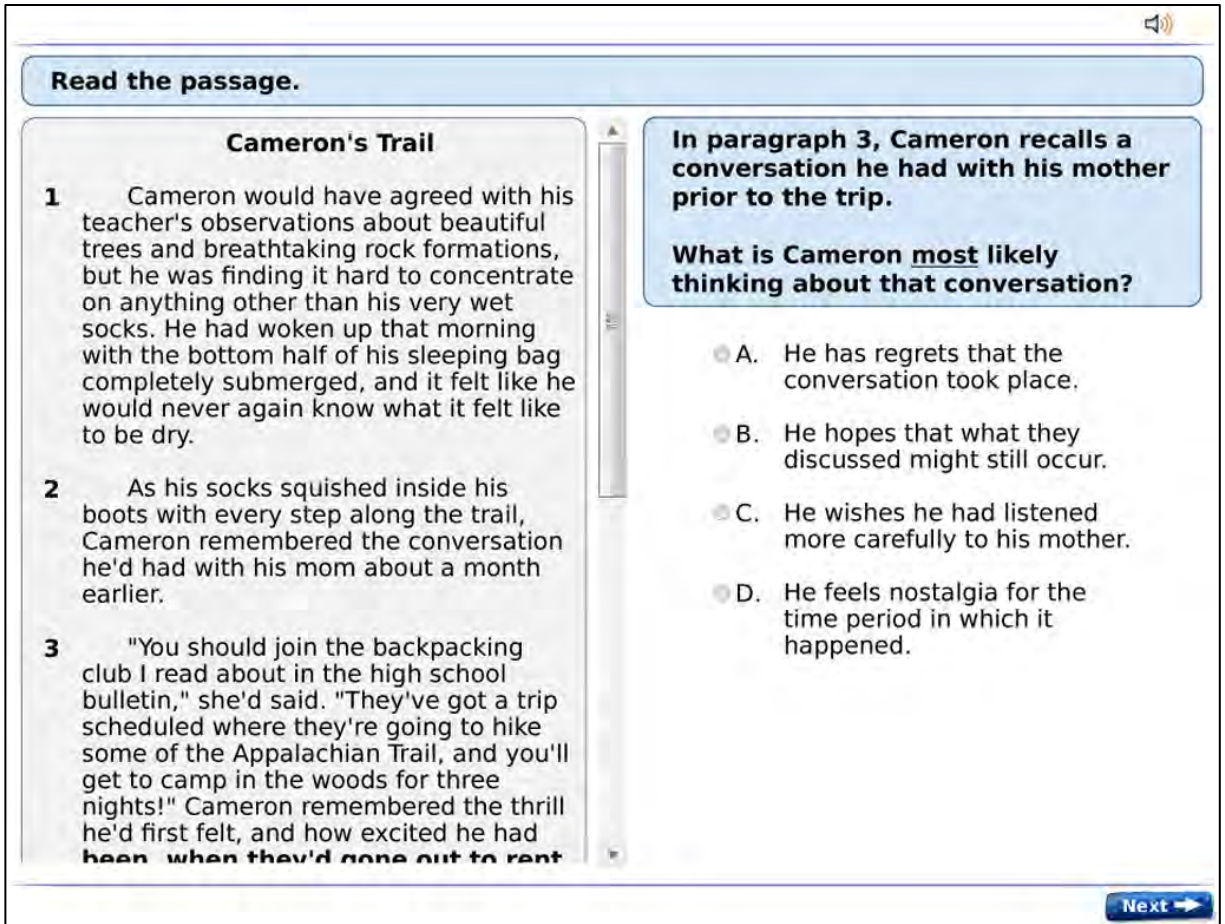


Figure 8: Split-Screen Scrolling. Our system supports keeping one side of a split screen static while a student scrolls through the other side.

vi. Acceptable range of screen resolutions.

NWEA assessments can be delivered on computer displays with resolutions of 1024 x 768 or more.

vii. Need to scroll down or to the right is kept to a minimum.

We follow content development best practice to minimize the need to scroll down or to the right during test-taking.

viii. Capability to mark an item for rechecking before finishing the test.

This is not applicable to computer adaptive testing because the student is not allowed to move back and/or forward within the test.

ix. Notification to students who attempt to exit the test if items are incomplete or marked for rechecking.

This is not applicable to computer adaptive testing because each item is required to be answered before moving on to the next item. The answer from what items is what determines the next.

x. A visual indication of the items answered.

While computer adaptive testing cannot provide a number of items remaining, the number of items answered is displayed at the bottom of the test screen, throughout the assessment.

xi. Capability to reactivate a test, if needed, for incomplete tests.

The assessments can be paused at any time and resumed within a designated period of time – determined collaboratively with NDE.

xii. In the possibility of an interruption in a testing session, the system should minimize loss of student responses.

Our system is designed to gracefully handle machine, local-network, and internet outages. After each student responds to a test question, the student’s progress through the test is preserved. This ensures that regardless of the type or duration of outage, a test may always be resumed exactly where it left off once connectivity is restored. The proctor dashboard will show the status of students who were impacted by an interruption.

xiii. Online system that must track students’ use of tools and accommodations so research can be conducted into the effectiveness of the use of tools and accommodations provided to students.

Our system tracks tools and accommodations assigned to students, and is being enhanced to also track when these tools and accommodations are used, at the item level. See our response to A.6.c. for further details.

Online Assessment Technology for Alternate Assessments

DLM alternate assessments were designed using Universal Design principles. The assessments are delivered through a user interface designed specifically for students with significant cognitive disabilities. The navigation features, layout, methods for answer marking, and submission processes are optimized for students who are eligible for alternate assessments. In this context, the DLM assessment system also includes a variety of accessibility supports to meet students’ unique needs.

For DLM assessments, there are three categories of supports available. The first category provides supports within the KITE Client (the online assessment delivery system), including magnification, invert color choices, color contrast, overlay color, and spoken audio. Table 18 provides a list of accessibility supports in the DLM system.

Table 18: Accessibility Supports in the DLM Assessment System

Category 1 Supports Provided in KITE Client	Category 2 Supports Requiring Additional Tools/Materials	Category 3 Supports Provided Outside the System
<ul style="list-style-type: none"> ▪ Magnification ▪ Invert Color Choice ▪ Color Contrast ▪ Overlay Color ▪ Spoken Audio 	<ul style="list-style-type: none"> ▪ Uncontracted Braille ▪ Alternate Form-Visual Impairment ▪ Single-switch System/Access Profile Enabled ▪ Two-switch System ▪ Individualized Manipulatives ▪ Calculator 	<ul style="list-style-type: none"> ▪ Human Read Aloud ▪ Sign Interpretation of Text ▪ Language Translation of Text ▪ Test Administrator Entering of Responses for Student ▪ Partner-Assisted Scanning (PAS)

The requirement to scroll down or to the right will vary depending on magnification level of a testlet and the screen size of the testing device. Testlets that have no magnification will not need scrolling, while a testlet with x5 magnification may require some scrolling.

The second category of supports require additional tools or materials outside of KITE, including uncontracted Braille, alternate form-visual impairment, Single-switch System, Two-switch System, Individualized Manipulatives, and Calculator. The third category includes supports provided outside of KITE Client such as Human Read Aloud, Sign Interpretation of Text, Language Translation of Text, Test Administrator entering the responses for the student, and Partner-Assisted Scanning (PAS).

Changes to supports may be made at any time. The test administrator changes supports by editing the Personal Needs and Preferences (Access) profile for that student in Educator Portal, then logging back into KITE. Changes in category 1 supports and single switch configuration changes take effect immediately.

DLM assessments are administered in short testlets that contain 3 – 8 items and an engagement activity. Each testlet is treated as a separate test in KITE. The student controls when to move to the next screen in a testlet. There is no time requirement for a testlet, and students may go back to an item to change a response or respond to an unanswered item.

The final screen of the testlet asks the student to verify that they have completed the testlet by showing which items have responses and which do not. Each item will have a green check mark if it has a response. A blank red box means that an item has no response. A student may select the blue Go Back button, as seen in Figure 9, to return to the item that needs a response. After the item has a response, that item’s box on the final screen of the testlet will have a green checkmark.

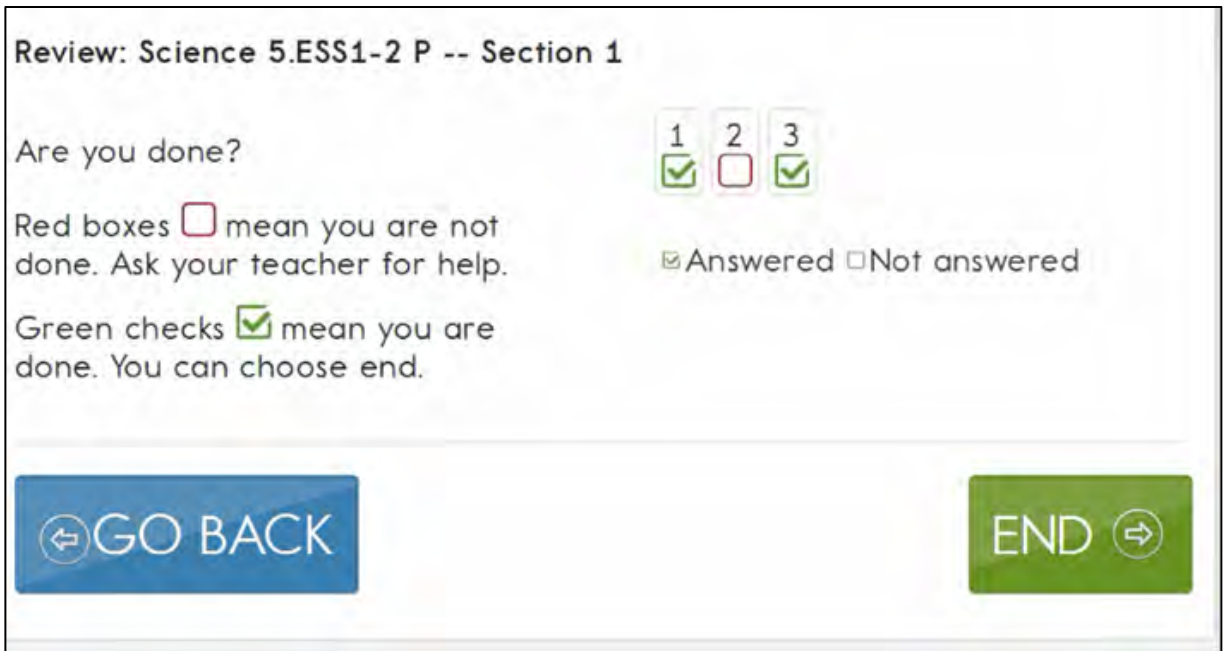


Figure 9: Go Back Button. At the end of testing, a student will see a green checkmark in a box for items with a response and a red box without a checkmark for items without a response. He or she may select the blue "Go Back" button to return to items needing responses.

A student's responses will not be saved if the student exits mid-testlet. The green End button must be selected on the final screen of the testlet for all responses to be saved. A warning message appears when End is selected, and the student or teacher must confirm they are ready to submit the testlet.

Each DLM testlet is created as a separate test in the KITE system and each testlet typically takes less than ten minutes to complete. Once a testlet is submitted, it is no longer available. Test administrators are encouraged to administer very few testlets consecutively and to take breaks between testlets.

Test administrators are also encouraged to allow students to take breaks during a testlet in the case of fatigue, disengagement, or behavioral problems that are likely to interfere with a valid assessment of what students know and can do. The KITE system allows for up to 90 minutes of inactivity without timing out to allow teachers and students to pause for breaks during testlet administration. When administration begins but the student is unable to engage and respond for any reason and a short break is not sufficient, the EXIT DO NOT SAVE button is available on every screen and may be used to exit the testlet, allowing the teacher and student to return to it at another time. If this option is used, the testlet begins at the beginning the next time it is selected from the list of available testlets. No manual reset is required. Because the testlet is designed as an intact assessment experience and items are placed in the context of an engagement activity, previously selected answers are not saved and the student starts from the beginning of the testlet when re-entering after using EXIT DO NOT SAVE.

d. Online Student Training

The proposal should include a solution in each subject area to allow students to learn how to navigate the online assessment system and utilize accommodations and tools.

Our assessments are designed to support our mission to help all kids learn, so our goal is to eliminate any barriers to Nebraska students' success on assessments. We have online training and sample tests currently available for our interim assessments, and will collaborate with NDE to create online student training solution for the Nebraska's summative assessments in each subject area. Please see our response to Section B.1.p., beginning on Page 157, for details on our practice tests for Nebraska's general assessments.

As examples, we have created a student-friendly informational video and practice tests for MAP, which are available at http://warmup.nwea.org/warmup_start_educators_map.html. During implementation, we recommend educators help students prepare by visiting this site, sharing the video, and administering a warm-up test.

We offer other optional resources to help students prepare for taking a MAP test, including presentations and reading materials. Figures 10 and 11 show sample slides from a Microsoft PowerPoint® presentation created to help students prior to taking a test. NWEA will develop a unique Nebraska presentation for each content area to assist student in understanding how to navigate the online assessment system and utilize content specific accommodations and tools. These presentations will include screenshots to display the various navigation features and content relevant tools and accessibility features. Each presentation will include talking points to assist educators in presenting the information to students.

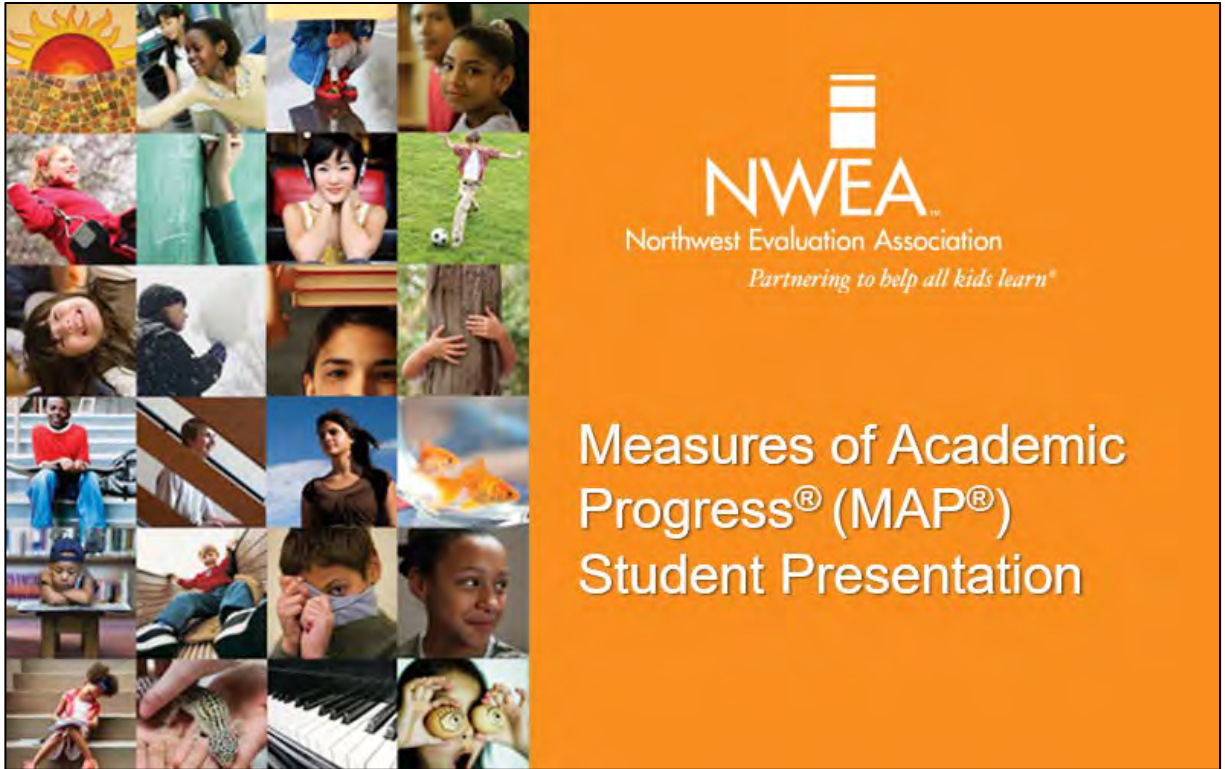


Figure 10: Preparing Students for Testing. This PowerPoint presentation is a sample of one created to prepare students for MAP assessments.

Sample Math Question Using Calculator

Math Test

Name: Jean Brooks (4) ID: 564

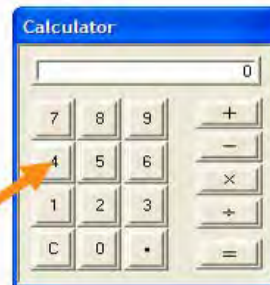
Question: 2 [Item 30006070]

Solve for x .

$$|2x + 4| = 20$$

- A. $x = 8$ or $x = -12$
- B. $x = -8$ or $x = 12$
- C. $x = 8$ or $x = -8$
- D. $x = 12$ or $x = -12$
- E. $x = 4$ or $x = -8$

- Notice the calculator.
- To use it, click the numbers with your mouse.



Hide Calculator

Go on

Figure 11: Student Tutorial. This presentation serves as a tutorial to help students understand how to use the assessment system and its built-in tools, such as a calculator available on some questions.

Online Student Training for Alternate Assessments

The portal includes a practice area that is separate from the section where tests are delivered. The DLM consortium provides demo student logins in the Test Administration Manual. These logins allow a student access to practice activities so that they may become familiar with the technology prior to assessment. The practice activities are tutorials on how to navigate the system, use the available features, record and change their answers, revisit previously answered items, and finish a test. Along with released DLM testlets available in the same practice area, the practice activities also provide opportunities for students to try out various accessibility supports. Each demo student account has different PNP (Access) profile options selected. The Accessibility Manual also encourages use of these demo accounts to evaluate accessibility supports prior to testing.

e. Test Management System

NDE expects an intuitive Test Management system to accompany the test delivery. It must be fast, agile, and designed for effective use by educators. The system must make it easy for educators to add students to test sessions, to indicate accommodations, and to do uploads of multiple students. NDE expects the Contractor to have sought feedback from end-users during development of the system and on an on-going basis.

The test management system must be accessible via all of the following web browsers:

-Safari

-Google Chrome

-Firefox

-Internet Explorer

The proposal should include description of the test management system and include the following criteria:

i. Speed—the system should retrieve information quickly

ii. Facile student look-up

iii. Efficient filtering to retrieve data or to locate information

iv. Easy method of determining who has tested and who has not

v. Intuitive operation

vi. Easy method of entering and deleting students from the system in batches and/or individually

vii. Real-time reports of technology issues so districts can react quickly with methods of notifying school district personnel.

viii. NDE is interested in a system that allows state or district users to login as another user for support purposes.

Our web-based test management system is accessible via all of the web-browsers listed in the Table 19 below, and we continue to keep our platforms and systems updated. We support the latest versions of browser and/or operating system releases.

The system provides functionality for district and school personnel, such as rostering and managing student data, managing test sessions, including proctors having the ability to view student testing progress and/or to restart and rest tests. This comprehensive system enables user-role-based permissions and privileges to manage student and assessment data, and is very easy to use.

Table 19: Accessible Operating Systems and Web Browsers

Device	Operating System	Internet Explorer®	Safari®	Firefox®	Chrome™
Windows® PC	Windows 7, 8, 8.1, or 10	10 or 11		45 or higher	41 or higher‡
Macintosh®	Mac® OS X v10.8, .9, .10, or .11		6.2 minimum – 9 maximum	45 or higher	41 or higher‡
Chromebook®	Google Chrome OS™ (41 or higher is best)				41 or higher‡

Our test management system is efficient and intuitive for educators to use; in fact, 95 percent of Nebraska districts are successfully using our system. With regard to the ability for a user to login as another user for support purposes, we recognize the need for quick and efficient resolution of support issues. NWEA is highly attentive to both PII and FERPA regulations and has designed a system that allows for rapid resolution of support issues without compromising user login security.

Figures 12 and 13 show screen shots of useful search filters that are available for educators. This search functionality provides users an opportunity to search students or students in testing sessions by applying several sub-filters.

The screenshot shows a web interface titled "SET UP TESTING" with a sub-section "Find Students". A message states: "Search is restricted to the current term. School must be specified first." Below this are two tabs: "Student Search" (selected) and "Test History Search". The "Student Search" form includes several dropdown menus: "School" (set to "All Schools"), "Grade" (set to "All Grades"), "Instructor" (set to "All Instructors"), and "Class" (set to "All Classes"). There are also text input fields for "Last Name", "First Name", and "Student ID". At the bottom of the form are "Search" and "Clear All" buttons.

Figure 12: Student Search. This functionality lets users search students using several sub-filters.

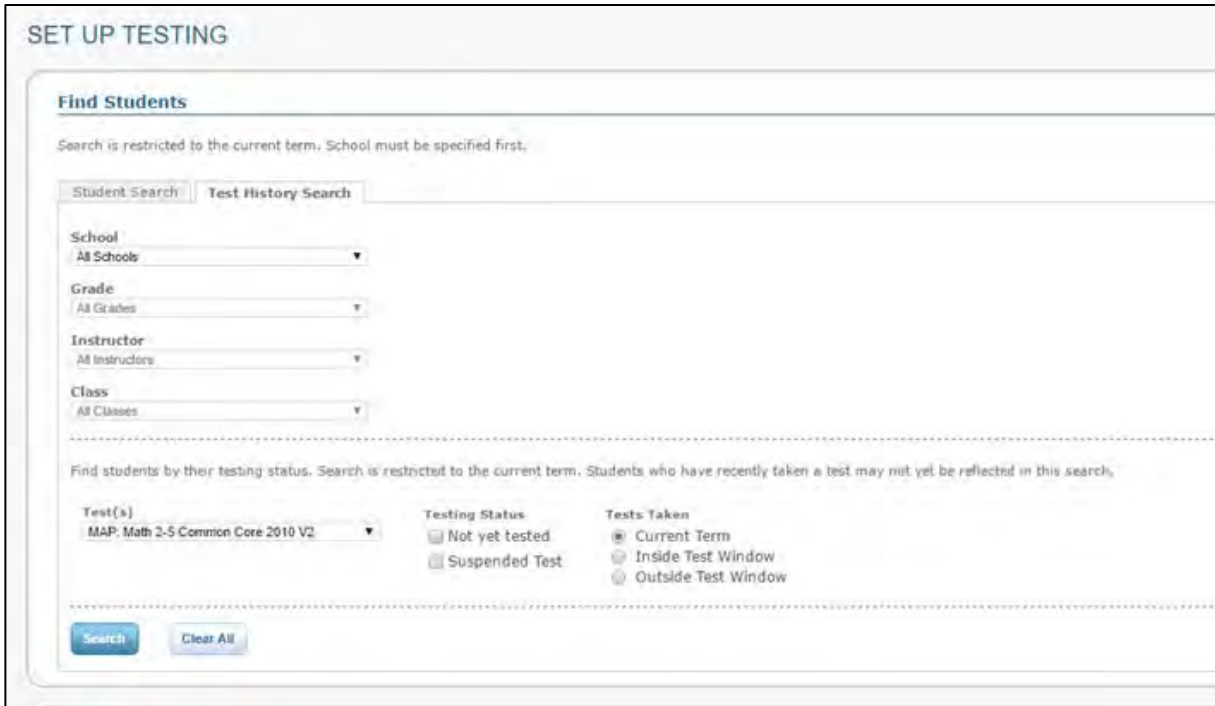


Figure 13: Test History Search. This functionality lets users search test history using several sub-filters.

Figure 14 shows a screen shot of our proctor dashboard that provides real-time status of student testing progress, and allows proctors to manage students' testing activities such as confirming to start, suspending, and/or restarting after pause/hard-stop. This dashboard also provides critical testing information for each of their students, such as number of items they have responded to, and number of minutes in the test.

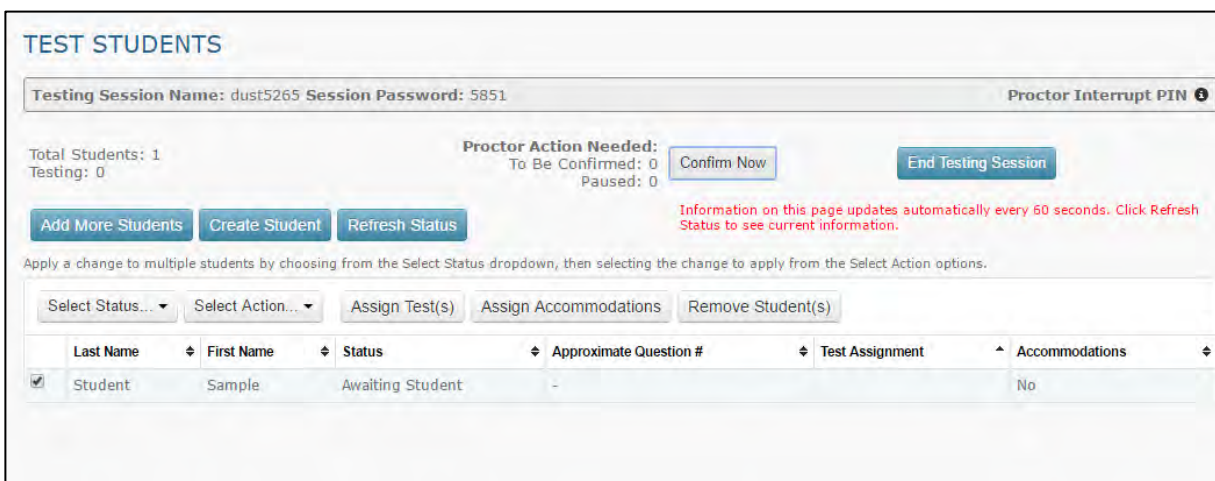


Figure 14: Proctor Dashboard. This dashboard gives educators and proctors a real-time view of student testing progress. They can also manage tests from here.

Quality Assurance: Software, System, and Platform

NWEA employs a Software Quality Assurance (SQA) process within the software development life cycle (SDLC) that routinely checks the developed software to ensure it meets desired quality measures. SQA processes test for quality in each phase of development – from unit and feature/function level tests at the component level (i.e., assessment engine, reports, administration, etc.) by the scrum teams, to enterprise level tests for both integration and reliability, in production-like environments, by dedicated teams.

Our focus on integration and performance, with dedicated teams and environments, has been instrumental in providing the best possible user experience for our partners.

In addition, our culture and practices assure continual improvement of our processes, tools, and organizational structures. After each of our releases, in accordance with Agile practices, we conduct formal retrospectives to collect and act on dimensions of our release process where opportunities for improvement have been identified. These steps have paid significant dividends for our teams, specifically around our automation and deployment process as we moved to a continuous integration/delivery model.

We also employ a DevOps methodology, illustrated in Figure 15, which emphasizes tight collaboration and communication between development, quality assurance, and operations during the software development and release process.

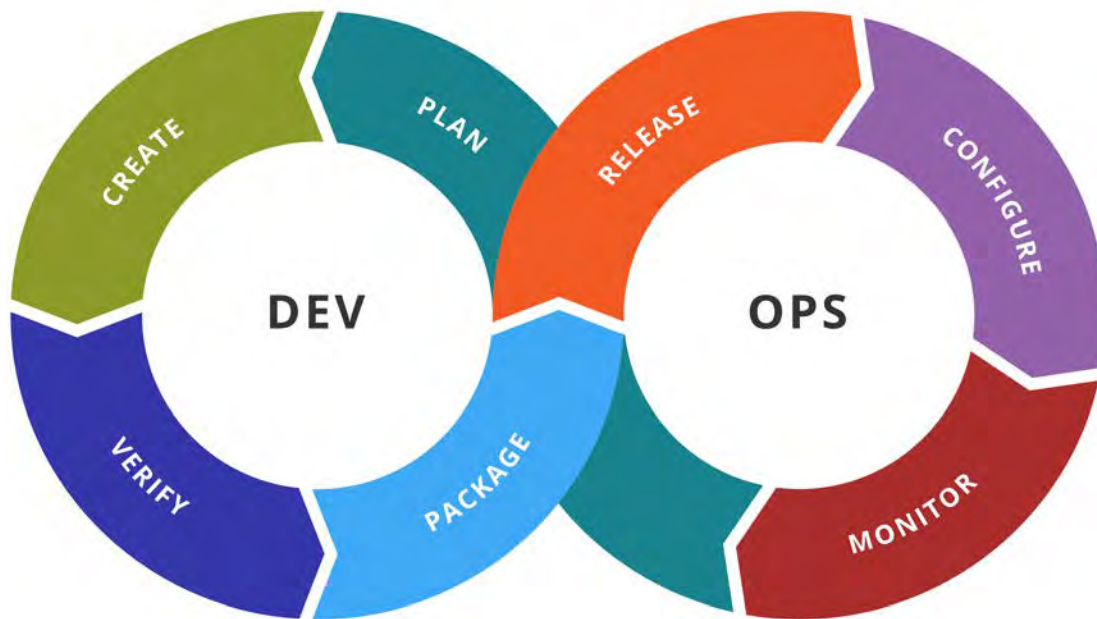


Figure 15: DevOps Toolchain. This methodology ensures cohesion between development and operations teams⁴.

We are involved in the continuous improvement throughout the entire software development cycle. During this process of developing and releasing software, QA is involved in recommending improvements based on what we learn during development, testing, and feedback from the operations group. Through our continual involvement in this DevOps model we are able to detect problems earlier in the cycle, which gives us time to correct the issues and results in better quality when we release software.

In addition to these core functionality and reliability testing practices, we employ a number of other approaches to ensure the integrity of our software, as described in the Table 20.

⁴ Kharnagy, via Wikimedia Commons, Creative Commons BY-SA 4.0 (<http://creativecommons.org/licenses/by-sa/4.0>).

Table 20: Ensuring Software Integrity

Approach	Description
Ad-Hoc Testing	A testing phase where the tester tries to “break” the system by randomly trying the system’s functionality.
Black Box Testing	Functional testing based on requirements with no knowledge of the internal program structure or data. Black Box testing indicates whether or not a program meets required specifications by spotting faults of omission – places where the specification is not fulfilled.
Boundary Testing	Testing that focuses on the boundary or limit conditions of the software being tested.
Breadth Testing	A test suite that exercises the full functionality of a product but does not test features in detail.
Browser/Platform Testing	A test suite that exercises cross-platform web application accessibility from any of various web browsers within different operation systems.
Concurrency Testing/Group Testing	Multi-user testing geared toward determining the effects of accessing the same application code, module, or database records.
Depth Testing	A test that exercises a feature of a product in full detail.
End-to-End Testing	Testing a complete application environment in a situation that mimics real-world use, such as interacting with a database, using network communications, or interacting with other hardware, applications, or systems if appropriate.
Exploratory Testing	Exploratory testing seeks to find out how the software actually works, and to ask questions about how it will handle difficult and easy cases. The tester configures, operates, observes, and evaluates the product and its behavior, critically investigating the result, and reporting information that seems likely to be a bug.
Functional Testing	Application test derived from the specified functional requirements without regard to the final program structure.
Reliability Testing	Confirms that the application under test recovers from expected or unexpected events without loss of data or functionality.
Negative Testing	Testing aimed at showing software does not work.
Performance Testing	Testing conducted to evaluate the compliance of a system or component with specified performance requirements. Often this is performed using an automated test tool to simulate large number of users. Also known as “load testing.”
Regression Testing	Selective retesting to detect faults introduced during modification of an application or system component, to verify that modifications have not caused unintended adverse effects, or to verify that a modified application or system component still meets its specified requirements.
Scalability Testing	Performance testing focused on ensuring the application under test gracefully handles increases in workload.
Smoke Testing	A scaled-down regression test of an applications major functionality.
Stress Testing	Testing conducted to evaluate a system or component at or beyond the limits of its specified requirements to determine the load under which it fails and how.
System Testing	System-level tests verify proper execution of all application components, including interfaces to other applications. Tests are performed to verify that the system meets both functional and nonfunctional requirements.

Table 20: Ensuring Software Integrity

Approach	Description
Unit Testing	The testing is done to show whether a unit (the smallest piece of software that can be independently compiled or assembled, loaded, and tested) satisfies its functional specification or its implemented structure matches the intended design structure.

NDE User Acceptance Testing

The above section provides the quality assurance processes and the rigor we follow during our software development life cycle, to ensure product deliverables meet utmost quality. In addition, NWEA will work with the NDE to establish and facilitate a User-Acceptance-Testing (UAT), so that the NDE staff can engage in review of the systems that are configured for their use. It also provides the NDE an opportunity, before being released to districts/schools, to validate agreed upon business rules that are programmed and established in each of the test delivery life cycle.

In collaboration with the NDE, NWEA will establish a UAT plan using an environment (mock/simulated students and data conditions) that is separate live data. In this environment, staffs will perform final user acceptance testing for the entire process from test taking through reporting.

Test Management System for Alternate Assessments

DLM has designed and created the proprietary software to be used by both teachers and students in DLM alternate assessments. District staff and teachers and students will use the portal to administer and take assessments. User feedback has been sought throughout the creation and revision process, with consortium states suggesting feature improvements and voting for a list of priorities for technology enhancements for the coming year.

Educator Portal is accessible through:

- Firefox 38.7.1 or above
- Safari 9.0.3 or above
- Internet Explorer 11
- Chrome 35 and above

Educator Portal and KITE Client are developed using responsive design principles that leverage HTML5 and CSS3, enabling fast response times for educators managing data and for assessment delivery to students on multiple devices ranging from desktops to tablets.

Educators (users) and students are listed in browsers, and lists may be filtered or sorted for ease of use. Most browser columns also have search boxes so that typing the first characters of the search will auto-populate possible results. Users, students, and rosters (which connect users to students) may be created manually through the user interface or for one or more records via .csv upload.

NDE will select which district personnel will manage user and roster uploads. NDE chosen data managers can add and remove user (teachers, test administrators, test proctors) and student data either in batches or individually. Student look-up is quick, with results varying by the individual user's role and permissions in order to comply with PII requirements. For example, a state-level user will see students

across the state, a district-level user will see students across the district, and a teacher will see students rostered to them.

Teachers, as well as state, district, and select building personnel, are able to monitor students' assessment progress through Educator Portal. They can also easily access each student's information, including the Access Profile and First Contact survey as well as testing progress, on the View Students screen.

To aid educators in monitoring testing and other aspects of data management, there are several reports and data extracts available on demand in Educator Portal. The Educator Portal User Guide, provided in Appendix N, includes procedures for accessing and understanding reports and data extracts. Many reports and data extracts may be downloaded and saved to a user's computer for viewing or printing at a later time. Access to reports and data extracts is based on an individual user's role and associated permissions in Educator Portal. Many reports and data extracts may be filtered for viewing at the state, district, or building level, but limited by the user's role. A list of reports and extracts available in 2016-2017 is provided in Table 21.

Table 21: DLM Reports and Extracts in 2016-2017

Report or Data Extract Title	Description
DLM Test Administration Monitoring	Number of testlets assigned, in progress, and completed, by subject, for each student.
Monitoring Summary	Summarizes student testing completion information at school, district, or state levels.
Blueprint Coverage	Monitor a student's actual testing compared to the blueprint for his or her subject and grade. (Used during the instructionally embedded assessment window only.)
Student Progress	Summarizes the progress of each student in a subject area for instructionally embedded assessments, including assessments planned and completed, and mastery status for linkage levels tested.
Class Roster	Displays the most recent assessment and current instructional goals for one or more students participating in instructionally embedded assessments.
Year End Student Reports (Individual and Bundled)	Individual student score reports from the year's DLM assessments.
Accessibility Profile	Access Profile settings by student
Accessibility Profile Counts	Student accessibility profile counts by organization.
Current Enrollment	Current enrollment information for active students.
Roster	Student assignment by educator and subject.
Security Agreement Completion	Completion of security agreement by user.
Training Status	Report of educators who completed test administration training requirements.
Users	Educator Portal users and their associated role(s).

To comply with data security practices and ensure the integrity of Personally Identifiable Information (PII), users are not allowed to access Educator Portal via another user’s credentials. Rather, users may be assigned to more than one role, and toggle between those roles to see different information relevant to each role without logging out and back in to Educator Portal. The system uses roles and permissions to define which information is visible to each user. A state-level user may view state, district, and building level details, while a teacher may only view details of students rostered to them. A list of roles and permissions and best practices for assigning those roles is presented in Appendix O, *Data Management Manual*, as part of the procedure for a data manager when uploading users into Educator Portal.

The DLM consortium uses several methods to communicate quickly about technology issues that may arise. For example:

- The KITE status page on the DLM website provides updated information on KITE and Educator Portal functionality. The indicator is green if systems are performing normally, yellow if there is limited functionality (e.g., slow response, intermittent problem), and red if the system is offline.
- There is an area in Educator Portal where announcements may be posted for quick visibility when users first log in.
- DLM produces test updates when there are urgent messages about testing, including potential technology problems. Updates are posted to the DLM website and educators may self-register for listserv delivery so that copies of the messages are automatically delivered to their email.

DLM staff communicate regularly with state education agency staff from the partner states regarding critical issues so that agency staff may use additional communication channels within their states (e.g., technology director listserv) to share information.

f. District Access to Assessment Information

i. The system must have a secure access web-based system for district administrators and District Assessment Contacts (DAC) to verify information such as enrollment by grade/school, and to collect or confirm information provided by the state such as contact information of district personnel and grade configurations.

We recognize the importance of district staff to have access to grade-level enrollment data and to verify or make changes as appropriate. NWEA will implement Educational Data Systems’ (EDS) proprietary Internet-based software application called CORE (Custom Orders, Retrieval, Editing system). EDS has successfully implemented the CORE system for multiple large-scale assessments. CORE resides on EDS’ secure, password-protected, encrypted (Secure Socket Layer certificate—SSL) Web server. Districts will access CORE’s functionality by using a single sign-on through the NWEA portal. EDS and NWEA will ensure a seamless and accurate secure login for districts, so that system user credentials customize access to data in CORE.

CORE will be the primary source for all online and paper/pencil enrollment counts. EDS will preload the Nebraska entities master file (i.e., file of district and school names, counts, grade configurations, etc.) provided by the NDE and will check the file to be sure it is up to date and complete. Included in the file will be grade configurations and enrollments by grade and school. This information will be presented on screen, along with an editing function so that DACs can update the information, as needed.

Each DAC will be provided access to CORE for viewing and verifying enrollment by grade and school, and to collect or confirm information provided by the NDE, such as contact information of district personnel and grade configurations.

CORE's functionality will be customized for use with this program. An example of an administrator portal home page with editing capabilities is shown in Figure 16.

District CELDT Information

If any of the contact information below is incorrect, please submit a new SDF form as soon as possible. To ensure timely delivery of materials, verify that the shipping address below is correct. If it is not, please update it by selecting the link below.

District: State Unified

Primary Contact:
Peg Goerges
renuka@eddata.com
12456789

Materials Shipping Address: [Update] State Unified School District Attn: Peg Goerges 456 Nortree St San Jose, CA 95148	Billing Address: [Update] State Unified School District Attn: Peter Whitmore 1256 Main Street San Jose, CA 95148
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[Password Reset](#)

Use the link above to change your password to this secure District Portal.

Figure 16: Administrator Portal Home Page. District Assessment Contacts will be able to verify and change information as necessary.

An example of an editing screen used to update shipping information is provided in Figure 17.

District Portal > Update Shipping Information

Update Shipping Information

Use this form to update the district "Ship To" contact person and shipping address. This is the address to which Educational Data Systems will ship all testing materials and reports.

Note that changes made below do not affect the CELDT District Coordinator designation. To modify coordinator information, complete a new [Superintendent's Designation of CELDT District Coordinator 2016–17 Edition form](#) and send it to Educational Data Systems.

Entry fields marked with an asterisk (*) are required.

CONTACT PERSON / RECIPIENT NAME: *

(An individual's name, not a district name, is required.)

STREET ADDRESS: *

STREET ADDRESS LINE 2:

CITY: *

STATE: California

ZIP CODE: *

Figure 17: Update Shipping Information Screen. Shipping information can be verified and updated through CORE.

All information regarding district access to enrollment information for alternate assessments is provided in response to A.5.f.iv.

ii. The system should have appropriate levels for viewing and changing information and must have appropriate security.

The design and functionality of CORE allows for different configurations and user rights and will be fitted to NDE's needs. Based on user roles, those within in the system will have access to only the items for which they have identified based on their role.

The CORE system is a secure web-based administrator portal housed on EDS's secure, password-protected, encrypted (Secure Socket Layer certificate—SSL) web server. The system has been used by over 1,500 district coordinators each year for the last seven years for the management of the California English Language Development statewide assessment program. It houses millions of student records, thousands of private contact records, thousands of data files, and a secure document archive, as well as other secure pieces of assessment information for California districts.

EDS web servers are backed up locally by Rackspace, EDS's third-party Managed Internet Service Provider. In addition, EDS uses real-time continuous database backups using a third-party provider, Hewlett Packard® LiveVault®. Data is encrypted at all times, during transit and storage, and resides at LiveVault's ISO 27001-compliant off-site data centers. Archival backup media will be stored in a geographically separate and secure location. EDS will allow only EDS owned and provided equipment to be directly connected to EDS networks; all unused data ports will be disabled.

iii. Changes made to information in the system should have a success pop-up notice and/or confirmation notices sent to the responsible party in the school/district and NDE.

Based on the configurations and user rights, CORE provides confirmation notices through e-mail of changes made to data to the responsible parties for that data.

Once a user makes a change, a message will pop up on the screen asking the user to verify that the changes should be made. Another message will confirm the changes has been made, and an email message that a change was made will be sent to the DAC email address on file.

iv. The system must be accessible by the appropriate NDE staff. The proposal must describe how these requirements can be met.

Also based on the configurations and user rights, NDE staff will be able to gain any detailed information they choose. EDS will customize the user roles for NDE, including a role that has access to all district and school information for authorized NDE users. NWEA will provide NDE authorized users a login and password that gives them access to the DAC contact information, grade configurations, enrollments, and other pieces of information. When an NDE-level user logs in, he/she will use a drop-down menu to select the district. Once the district is selected, the user will be able to view the district's information.

District Access to Alternate Assessment Information

State and district personnel are able to access student information, including the Access Profile, First Contact survey, personal information, and assessment progress through a secure connection to Educator Portal. Only specific roles at the state, district, and building level are permitted to change information in a student's EP account, including the Access Profile and First Contact survey. NDE will determine who will have this access in Educator Portal. The integrated assessment model includes both instructionally embedded and spring assessment windows, and management of both types of assessments takes place in Educator Portal. Both teachers and administrators have accounts. Educator Portal is enhanced on a regular basis, with input from state-level stakeholders about priorities for improvement each year. Enhancements are planned for 2017-2018 to expand the information that may be stored in the system and provide notifications when changes to data are made.

v. The interim system also requires a secure access web-based system which may be separate from the summative system because the interim system will be accessed by classroom teachers as well as administrators.

Our interim assessments operate on a secure user-friendly platform where users of all technical skill levels can easily access student data and assessment results. The administration and reporting center is available from any location with an Internet connection so users can perform the following administration tasks:

- Manage user, student, organization, program, and test data
- View on-demand reports, test results, comparative data, and operational reports
- Access instructional resources
- Create testing sessions and administer tests

g. Data

All assessments, including the interim system, must use the NDE Student ID as the link for demographic data in the Nebraska Student and Staff Record System (NSSRS) and assessment results. The NSSRS is the current official source of all student and staff information for the NDE and maintains the longitudinal data on all students and all assessments. NDE will provide a complete set of demographic data for each student at the point-of-time of assessment. The proposal should describe the process and security measures used for data transfer to and from NSSRS. The proposal should describe a process that can be used to link online assessments to the appropriate student information via the NDE Student ID. The NSSRS is scheduled for deprecation at the end of the 2017-18 year and will be replaced by the Ed Fi® based ADVISER data system.

NWEA will provide a web-based user interface to manually upload roster data and student demographic data via a roster file native to NWEA. The format of the roster file will ensure the cleanest possible data exchange between Nebraska school districts and NWEA. The user interface will require a student id as a unique identifier and the student id will remain as a unique key identifier throughout the NWEA systems and data stores. The user interface will be available only over SSL and will require a user login to access the page. The web-based user interface will allow authorized users to upload, update, and delete student data. It is assumed that the Nebraska school districts will use NDE Student IDs as unique identifiers. The use of NDE Student ID will ensure a smooth transition to the data available from the NSSRS. For existing MAP district partners, NWEA will work with the NDE to create a cross reference between student ids that have been rostered and the NDE Student ID

Data transfer from NSSRS will be supported by the following mechanisms as demonstrated in Figure 18:

- Multiple Standards compliant APIs (Ed-Fi, OneRoster™, and others) will be exposed to allow for the collection of roster data as well as student demographic data. Student APIs will be keyed by the NDE Student ID and the NDE Student ID will remain as a unique key identifier throughout the NWEA systems and data stores. The SSL (https) based APIs will be further secured by the standard OAuth 2.0 client credentials flow.
- Secure File transfer will be available to upload roster data and student demographic data. The file format will be native to NWEA to ensure the cleanest possible data exchange between NDE and NWEA. The student data structure within the file will be keyed by the NDE Student ID and the NDE Student ID will remain as a unique key identifier throughout the NWEA systems and data stores. SFTP will be the only protocol available for file transfers to ensure a secure delivery of student data.
- A user interface will be available to manually upload roster data and student demographic data. The user interface will require the NDE Student ID as a unique identifier and the NDE Student ID will remain as a unique key identifier throughout the NWEA systems and data stores. The user interface will be available only over SSL and will require a user login to access the page.

Data transfer to NSSRS will be supported by the following mechanisms:

- APIs will be exposed in NWEA native and Ed-Fi compatible formats. Student APIs will be keyed by NDE Student ID. The APIs will expose the demographic data previously provide by the NDE. The SSL (https) based APIs will be further secured by the standard OAuth 2.0 client credentials flow.
- Secure File Transfer will be available download student, assessment, and demographic data. The file will be keyed by NDE Student ID. The file format will be native to NWEA, known as a Combined Data File (CDF), similar to the files that some Nebraska districts receive currently.

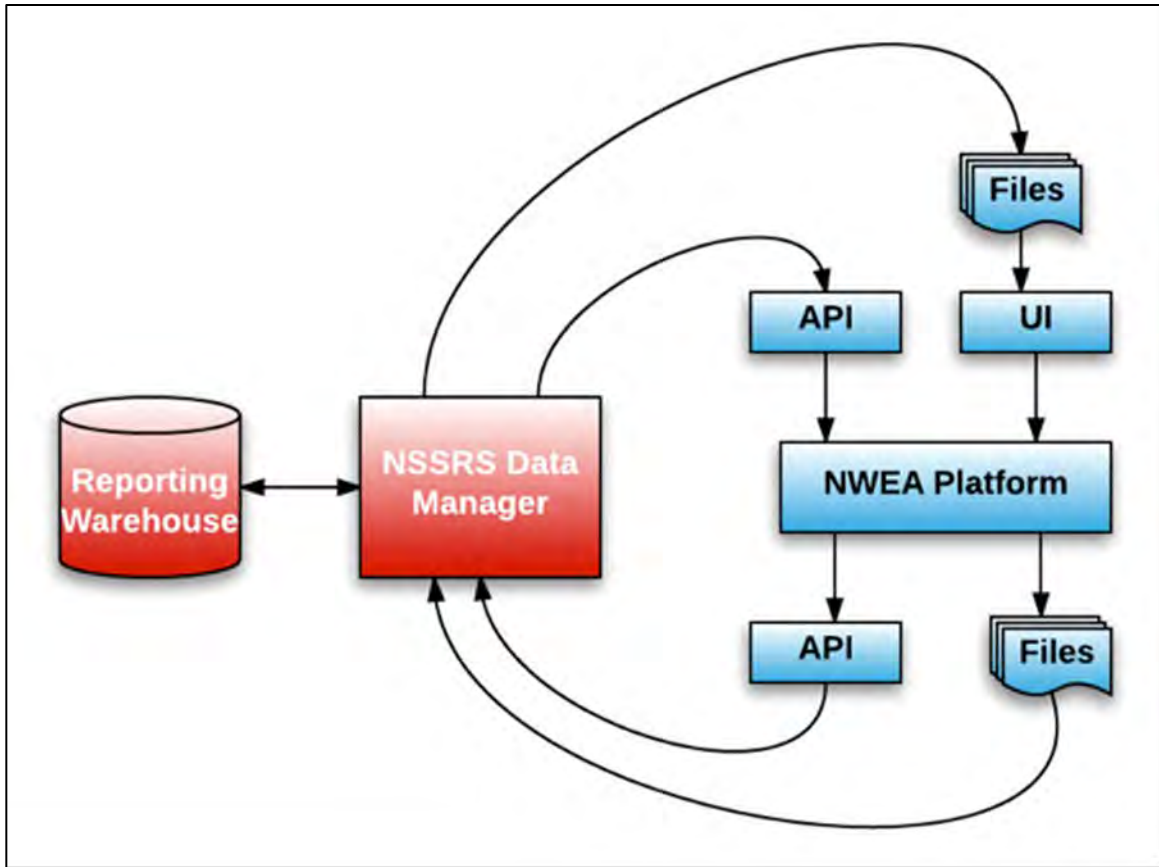


Figure 18: Data Transfer Process. Our system provides accuracy and security throughout the process.

For more information on data integration, and Figure 19, see our Confidential and Proprietary Volume.

More information about data transfer is provided in Section H.1.e.

Alternate Assessment Data

DLM student enrollment records, including state student identifier, demographic information, grade level, school, and assessment program, are maintained in KITE Educator Portal. Nebraska students would be identified by their NDE Student ID as the unique identifier. All subsequent DLM assessment management, administration, and score reporting is based on the unique student record. CETE will accept one file per year from NDE for the purpose of populating student records for the school year, prior to the start of testing in the fall. Educator Portal offers capability for district and school staff to manage changes in student enrollment data after the initial data load.

h. Software Updates/Maintenance

Any software updates and maintenance to the assessment software system should be kept to a minimum, preferably once a year, to ease the burden on districts. If possible, annual updates should occur in the summer before the school year starts. Software updates should always allow ample time for district technology staff to complete the work prior to the testing window and include time to verify the system is prepared for testing.

Updates that are unavoidable, should be able to occur automatically and without the necessity of an uninstall/reinstall process. NDE and Districts should receive as much advanced notice as possible for any software updates and the processes involved.

Nebraska educators should not be burdened by software updates and system maintenance that take place during prime testing season or that take a great deal of time. Our web-based assessments keep updates to a minimum, and we will give NDE and Nebraska educators advance notice when updates or maintenance will occur. These updates or maintenance will be during non-peak testing times (usually weekends), and we can also designate a blackout period with no maintenance or updates during the NDE testing window.

Alternate Assessment Software Updates/Maintenance

Software updates and maintenance for Educator Portal and KITE are planned on an annual basis. The majority of Educator Portal updates are made in the summer, when traffic is at a minimum. However, the DLM assessment system is open September through June each year. When additional updates are needed beyond summer months, the goal is to only implement high-priority items and at a time when there would be the least burden to local educators. Each enhancement is carefully tested before it is released. Software updates are communicated to consortium partner states as they are planned, and again after the updates are released. Updated documentation is updated quickly for each release and the availability of updated documentation is publicized via the DLM updates (website and listserv). Since Educator Portal is accessed via browser, there is no need to reinstall any software after an update.

New versions of the KITE client are released each fall for each operating system. Once released, every effort is made to push out updates in the background and without requiring installation of a new or updated KITE client.

i. The proposal is to include a link to an online video that demonstrates the test engine and test management system. If the video contains proprietary information, the start of the video should indicate so.

For the NDE's consideration, NWEA includes our video link, which demonstrates the NWEA test engine, test management system and student testing experience for the Interim Assessment currently used in Nebraska districts. This video is intended to not only highlight our system functionality but to also represent in-house video capabilities that could be used to support the NDE's program and stakeholders. As we work with NDE on the proposed multi-component system, we could choose to create similar videos for a variety of Nebraska audiences as a separate cost option.

The link is <https://vimeo.com/199941929>

Video Demonstrating Alternate Assessment

Online videos that demonstrate Educator Portal and KITE can be found at the following link:

<http://kiteassessments.org/overview>

6. Accessibility and Design

a. NDE is committed to the use of technology to facilitate the efficiency and accessibility of the assessments. Throughout its response, Bidder will provide specific examples of how technology will be applied to support the assessment system including meeting the requirements of accessibility as defined by the Americans with Disabilities Act as amended in 2008.

NWEA believes that accessibility applies to all students. Our philosophy underscores elements of universal design and individualization for student users with diverse needs, and our approach focuses on accessibility, tools and accommodations. We are active in research nationally and we have taken critical steps in contributing to the field of accessibility and universal design, as we describe in detail below. We will strive to maximize the validity of our assessments for the greatest number of students, including those with disabilities and those who are English language learners (ELL). At the heart of our efforts is a commitment to providing assessments which are adaptable to a combination of unique learning needs, easily perceived and clear to each student; yielding valid information about what each student knows and can do.

The information below provides examples and explains how NWEA defines Accessibility, Tools and Accommodations, followed by specific examples of how NWEA has and continues in our dedication to meeting the needs of all kids through nationally collaborative efforts specific to accessibility.

Accessibility, Tools, and Accommodations

Accessibility is the foundation for the systems that create our assessments because we focus on universal design. If you start with accessibility first, then test and item aids follow, and the more you attend to universal design and accessibility, the less kids need accommodations. In our context, this means that all content areas will be created considering universal design and accessibility standards from the start. For example, alternative text descriptions (alt-tags) for images are an important feature on a website to provide access to those using screen readers. Alt tags provide descriptions of pictures, charts, graphs, etc. to those who may not be able to see the information. Laying this foundation ensures our product is accessible for students using various accommodations. Utilizing national standards such as WCAG 2.0 and ARIA, help to guide the creation of our accessible foundation.

We also have contributed to the field specific to ensuring universal design and accessibility. NWEA, with support from the National Center for Accessible Media (NCAM), has created detailed and thorough guidelines for describing many variations of images, charts, and graphics targeted specifically to the disciplines of reading, language usage, science, and mathematics. The guidelines review concepts such as item integrity, fairness, and the unique challenges image description writers face in the context of assessment. These guidelines result in consistent, user-friendly, and valid image descriptions that support the use of screen readers. This approach pushes NWEA to the top of the competition. Given our mission to help all kids learn, NWEA is firmly committed to high quality accommodations and expects to continue to build on our offerings in the years to come.

Table 22 shows our accessibility information and definitions.

Table 22: NWEA Accessibility Information and Definitions

Term	Definition or Description
Accessibility	Accessibility allows access for all people, including those with disabilities, to participate.
Follow WCAG 2.0 Guidelines	Web Content Accessibility Guidelines (WCAG) 2.0 defines how to make web content more accessible to people with disabilities.
Accessible Rich Internet Application (ARIA)	ARIA is a W3C protocol that defines ways to make web content and web applications (especially those developed with Ajax, JavaScript and HTML) more accessible to people with disabilities
Keyboard Navigation	This accessibility feature makes all of a site or application’s functionality available through a keyboard, with no mouse required
Image Description (alt-text/tag)	The alt-tag is used by screen readers to describe what is in the image and the function of the image on a webpage
Universal Design for Learning (UDL)	UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone – not a single, one-size-fits-all solution, but rather flexible approaches that can be customized and adjusted for individual needs

Tools are made available for all students on the assessment. These tools are embedded into the user interface for each item and are at the appropriate test level. Tools are not specific to a certain population but will be available to all users whenever necessary so that students can use these tools during their testing experience. Table 23 includes examples of tools and their functionality on our assessments. We will work with the NDE to determine the most appropriate, construct-relevant tools needed on the Nebraska Statewide Assessments.

Table 23: Sample System Tools

Tool	Use
Highlighter with eraser	The highlighter is available for students to highlight desired text to make it easier to read
Calculator	The calculator is embedded in relevant questions for mathematical computations

When tools are thought about *during the test design phase*, accommodations become more precise to individual needs. Accommodations have an intended audience. The audience typically includes students who are either on an individualized education plan/program (IEP) or students receiving accommodations under Section 504. It is vital for validity and reliability that these accommodations are tracked from the beginning of a student’s testing experience. Table 24 on the following page includes accommodations that we currently support on our platform.

Table 24: Currently Supported Student Accommodations

Accommodation	Purpose
Refreshable Braille	A refreshable Braille display or Braille terminal is a device for displaying Braille characters, usually by means of round-tipped pins raised through holes in a flat surface. Blind computer users who cannot use a computer monitor can use it to read text output.
Screen reader	A screen reader is a software application that attempts to identify and interpret what is being displayed on the screen (or, more accurately, sent to standard output, whether a video monitor is present or not). Screen readers are used by students with no or low vision.
Color contrast	This accommodation tool allows a student to change the color contrast of the screen from item to item throughout the entire test. For example, a student may choose an inverse color scheme that makes dark items light and light items dark.
Magnification	This accommodation tool allows students to enlarge text and graphics onscreen while preserving clarity, contrast, and color.

More can be found in our NWEA FAQ document specific to accessibility and accommodations provided in Appendix P.

We are excited to be developing many additional accommodations and test aids (such as integrated Text to Speech, digital notepad, dictionary, screen masking) that will be available in early 2018.

Commitment to Innovations in Accessibility and Accommodations

NWEA is continuously looking to be innovative with technology so that students with disabilities, English language learners (ELL), and ELLs with disabilities all have access to an assessment. By making accessibility part of the NWEA processes, our assessments and supports will become more user-friendly for all.

We work directly with teachers and students who use accommodations and assistive technologies in multiple states and with national organizations, including the Center for Assistive Technologies, Gallaudet University, Freedom Scientific®, American Printing House for the Blind, and the WGBH National Center for Accessible Media (NCAM®). In partnership with NCAM, NWEA created an instructive style guide for describing images using words or phrases, known as alt text (alternative text), or alt tags.

This ongoing and collaborative research and development will directly benefit Nebraska students who need either online or paper-based accommodations.

Students requiring extra accommodations or support will benefit from our pioneering work to make our tests available to all students.

Unlike assessment providers who make their products accessible on a single accommodations technology, we listened to students who already use these technologies (such as those in Figure 20) to make various accommodations work with our adaptive assessments. Earlier this year, we conducted a usability study of our available accommodations, to get feedback from the students and educators working with these technologies.



Figure 20: Familiar Technology. In a recent study of third- through twelfth-grade students, our interim assessment, MAP, was used with Job Access with Speech (JAWS) screen reader, voiceover, and refreshable Braille technologies. Adapting our tests to current accommodations technology rather than creating our own, ensures the accuracy of test scores by eliminating the possibility that students will score lower due to their struggles with a new technology.

“It felt really good,” said one student at Arizona School for the Deaf and Blind in Tucson. “I can easily do everything on my own...just like anybody else would.”

Our new accommodations demonstrate that “these young people are capable,” as stated by William Koehler, assistant superintendent at Arizona School for the Deaf and Blind. “They have the capability and the capacity to demonstrate their proficiency in those content areas, and we have a testing process that will honor the skills that they know. But for those skills that they have yet to learn, it will allow us to drill down into those skills more effectively and more efficiently because we won’t be spending all that time wondering what they can do.”

For a video about the important work we are doing to make assessments accessible, please go to: <https://www.nwea.org/assessments/map/accommodations-accessibility/#scrollNav-2>

Accessibility Development

NWEA understands that building accessibility into a product is not something you do overnight and cannot be just an add-on to a platform. Rather, when building in accessibility, it is a commitment for the entire organization and is something that needs to be thought about during the planning stages of every development release. With our accessibility offerings being online, NWEA has created an accessibility checklist that follows accessibility standards and protocols provided by the ADA, 508 compliance and WCAG 2.0 Guidelines.

Figure 21 indicates our current process for ensuring that accessibility is not just thought about at the beginning, but that accessibility is part of our process at every step. This figure shows our internal accessibility checklist. The accessibility checklist is a combination of Section 508 standards, WCAG 2.0 Guidelines, and other various sources such as standards from CAST and National Center of Educational Outcomes (NCEO).

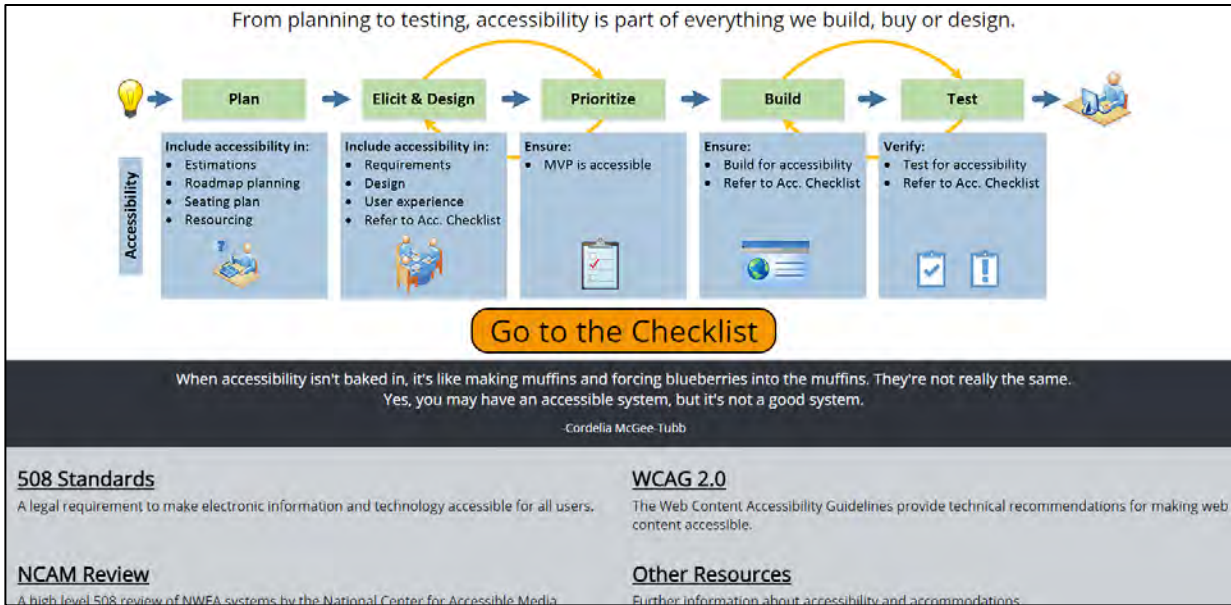


Figure 21: NWEA Accessibility Development. In our internal accessibility checklist, each of the four categories and their sub-categories is considered during assessment development.

The checklist is broken down into four different categories, Visual Standards for Accessibility, Accessible Navigation, Alternatives for Inaccessible Content and Accessible Multimedia. Each of these four categories have different sub-topics explaining and showing with examples, how we can build in accessibility. Each category and each sub-topic is evaluated and considered during our development process.

b. The proposal must address the principles of Universal Design as articulated in materials developed by the National Center for Educational Outcomes at the University of Minnesota (NCEO) and available at: <http://www.cehd.umn.edu/NCEO/TopicAreas/UnivDesign/UnivDesignTopic.htm>

Ensuring our assessments are accessible to students with a variety of needs, including those with disabilities, is a core part of our mission, *Partnering to help all kids learn*. With a strong foundation in Universal Design for Learning (UDL), NWEA is committed to making our assessments engaging and accessible for all students.

Trained by the Center for Applied Specialized Technology (CAST), our content team ensures each item is created with the principles of UDL in mind. These principles, which provide a framework for developing flexible items to support many kinds of learners and maximize options for assessments provide multiple means of:

- Representation
- Action and expression
- Engagement

Applying UDL principles to our assessments helps to reduce barriers and minimize irrelevant information from the items, so the assessment can show what each student knows.

Partnering with experts in the field, including CAST and the National Center for Accessible Media, has given us opportunities to participate in and conduct frequent training around UDL. We have also worked with our partners to develop a variety of flexible items and aids, designed to enhance the assessment experience for all students. We offer flexible accommodations that allow students to use their own third-party assistive technology with our assessments. For tools and supports that are not currently available in or compatible with our assessments, we have a dedicated plan to expand our accommodations and supports to meet the needs of every student.

The computer adaptive tests we offer as our solution for Nebraska’s assessment needs increase the amount and quality of information educators can glean about students of all abilities. Adaptive tests minimize testing time while maximizing the amount of psychometric information (with a lower standard error of measurement) educators can have about each child. This ensures that scores are highly reliable and accurate, even for students at the high and low ends of a normal distribution of scores.

We will use the principles of Universal Design during our reading passage development process, to make sure that the passages we bring forward to NDE and Nebraska educators are accessible to the widest range of students possible, and that passages do not create obstacles that interfere with measuring student ability. During passage review with Nebraska educators, we will provide coaching to participants so that they may verify that reading passages are appropriate for the assessments.

During item writing workshops with Nebraska educators, NWEA will provide information and instruction around Universal Design. When the item writing workshops are completed, all written material will undergo an internal review from our experts at NWEA. For the delivery of online material, this includes a check for adherence to the Accessible Portable Item Protocol (APIP). These protocols include (but are not limited to) verifying that items are accessible for the widest range of students possible, avoiding potential bias, and ensuring items are good candidates for accommodations such as Braille and large print.

Universal Design in the Alternate Assessment

DLM staff employ universal design principles during the development process of the alternate assessment to account for the student population’s characteristics, including accessibility and bias considerations. Universal design principles were applied in the design of the assessments and in the technology used to deliver the assessments.

For assessment content, universal design principles were implemented to make the node content accessible by changing how the skill would be assessed (i.e., allowing for multiple ways to demonstrate skills). The application of these principles ensure that learning map model nodes represent skills and understandings that are not dependent on information exclusively available through one sense. These decisions are largely guided by universal design principles of flexibility of use and equitability of use. In other cases, it has been clear that some students need to acquire cognitive skills differently than the general education population in order to achieve a learning target. If alternate nodes are required, developers have attempted to identify an alternate path around the problematic node(s) by describing the specific instructional method or the cognitive skills required to circumvent the node(s) and achieve the learning target.

The portal provides students with accessible content. Teachers complete the Access Profile (Personal Needs and Preferences) to provide accessibility supports within the portal (e.g. magnification, color contrast, spoken audio), as well as to alert the test administrator to necessary accessibility supports

used outside of the system during the assessment (e.g. uncontracted Braille, human read aloud, sign interpretation of text). Prior to the release of the first testlet, teachers complete the First Contact survey to determine the linkage level recommendation.

Students' assessment experiences are customizable. Educators use the Access Profile in the Educator Portal to select the appropriate accessibility supports delivered within the system, and thus tailor each student's assessment experience based on individual needs. Test administrators should complete the Access Profile before the assessment begins. The Access Profile can also be adjusted as a student's need change, even during an assessment window. Supports such as display enhancements or Text-to-Speech can be changed at any time, even in the middle of a testlet.

The portal supports include magnification, overlay color, invert color choice, color contrast, switch use, and spoken audio. Additionally, the test administrator may use an interactive whiteboard, projector, or any magnification device that works with the computer screen. For familiar texts in ELA assessments, the test administrator may retrieve the texts from the DLM references and print the texts in the size and contrast the student needs or read the text to the student.

Alternate forms for students who are blind or have visual impairments (BVI) but do not read Braille have been developed for certain Essential Elements and linkage levels. BVI testlets are teacher-administered, requiring the test administrator to engage in an activity outside the system and enter responses into portal. The general procedures for administering these forms are the same as with other teacher-administered testlets. Additional instructions include the use of several other supports (e.g., human read aloud, test administrator response entry, individualized manipulatives) as needed. When onscreen materials are being read aloud, test administrators are instructed to (1) present objects to the student to represent images shown on the screen and (2) change the object language in the testlet to match the objects being used. Objects are used instead of tactile graphics, which are too abstract for the majority of students with the most significant cognitive disabilities who are also blind. However, teachers have the option to use tactile graphics if their student can use them fluently.

c. The online technology must track student use of accommodations/tools provided for students with IEPs, 504 plans, or for students who are English Language Learners.

Authorized district or school personnel will be able to identify and assign testing accommodations to students, prior to testing, based on their IEP, 504 plan, or English language learner identification. Our system tracks these assignments and is an invaluable data point to our psychometric team in applying this during their calibration, equating, and other activities.

Tracking Accommodations in the Alternate Assessment

Two extracts provide information to educators about the accessibility features (i.e., accommodations/tools) recorded for students. They are the Accessibility Profile extract and the Accessibility Profile Counts 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. See Figure 22 for an example.

	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	#87cfd	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						

Figure 22: Accessibility Profile .csv file. This file lists accessibility settings for students enrolled in a particular school or district.

The file indicates whether or not a feature or support has been selected for a student, and, if a feature or 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. Each record also indicates the last time the Access Profile was modified, and by which user.

The Accessibility Profile Counts extract shown in Figure 23 creates a .csv file that lists the total number of students who have a particular setting on their Access Profile. The report includes columns of information about the Access Profile settings in use.

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

Figure 23: Accessibility Profile Counts Extract. This file lists the number of students with a particular setting on their Access Profile.

Depending on the level of Educator Portal access, a user can retrieve summary data in several configurations. User with district-level or state-level access will select filters for the report. The 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.

B. Assessment Development

1. Tests for General and Alternate Assessments Statewide Assessment Design

a. NDE is looking for an innovative approach to assessment as it moves forward in assessing College and Career Ready standards in ELA, mathematics, and science. Assessments may include multiple choice items; however, NDE seeks assessments that test standards at higher depth of knowledge and include rigorous new item types that are effective in assessing higher order thinking skills while also better at engaging students than multiple choice items.

The innovative statewide assessment system we hope to develop with NDE can provide measures for interim and summative purposes and attends to the tenets of Accountability for a Quality Education System, Today and Tomorrow (AQuESTT). We envision a balanced assessment system of multiple measures developed cooperatively to meet the needs of Nebraska learners and educators, and to provide NDE with purpose-driven, valid assessments.

A balanced assessment system, according to the National Research Council, in “Knowing What Students Know,” should exhibit **comprehensiveness** (range of approaches and measures of and for student to demonstrate what they know), **coherence** (models of learning connected across instruction and

assessments), and **continuity** (progress over time).⁵ Our proposed design encompasses each of these three “Cs.”

Comprehensiveness

Often with fixed form assessments, students are given a very limited opportunity to show what they know. The amount of error in resulting scores is much higher for students in the upper and lower performance ranges, limiting the validity of the results. Adapting the test in real time to provide students with greater opportunity to demonstrate what they do know increases the statistical information and validity of their scores. And, as is now allowable per ESSA, these assessments can adapt above and below the student’s assigned grade. With an adaptive statewide assessment providing timely results, teachers can have the information they need to help students at the right level at the right time. The Nebraska Statewide Assessment program will benefit from our years of experience and research in successfully delivering adaptive assessments.

Variations in item format and measured constructs also provides more comprehensiveness in assessments. Formatively, teachers are able to observe student performances in many different ways, from projects, peer interactions, presentations and research, to quizzes and exams with a variety of item types. NWEA will provide multiple item types and ways in which students can interact with assessment content that align to Nebraska standards, allowing for demonstrations of complex thinking.

Coherence

There are multiple ways to bring coherence across assessments in your system. Often there is little connection between formative assessments and the classroom level and the cumulative summative at the end of the year. Interims are often linked to summatives to provide predictive information of how students might do at the end of the year. When a system of assessments can be tied together more directly, while supporting multiple approaches, there is coherence. One way to consider building the coherence is through achievement level descriptors, ensuring those are clearly, vertically articulated, and can be understood and operationalized from the classroom to the summative reporting.

In addition, when standards are unpacked to reveal possible learning paths (such as through a learning continuum), teachers have examples of how they might operationalize the intentions of standards, the achievement level expectations for summative and interim, into formative opportunities relevant to their own curriculum and student needs. From formative and interim opportunities, through to summative assessments – for general and alternate student groups – our design intentions are to support *all* students throughout their learning and assessment experiences. Such learning paths can further be connected from the general to the alternate assessments, as NWEA works in collaboration with DLM, to find meaningful inflections in student pathways, particularly for higher functioning students in the alternate assessment population.

To provide a stronger link between interim and summative, the assessments in the future could share similar adaptive constraints and provide results in light of the achievement levels and learning

⁵ James W. Pellegrino, Naomi Chudowsky, and Robert Glaser, eds., Committee on the Foundations of Assessment Board on Testing and Assessment, Center for Education, and National Research Council, *Knowing What Students Know: The Science and Design of Educational Assessments* (Washington, D.C.: National Academy Press, 20011)

continuum to provide instructionally relevant links beyond the statistical. We can bring this to life through Nebraska specific achievement levels, with items and skills tied to a learning continuum, and with our advances in adaptive assessments across interim and summative.

Continuity

As students engage in comprehensive and coherent assessments over time, the measures can be flexible to timing and frequency of administrations. The adaptive nature of our assessments will also minimize testing burdens and maximize usefulness of information with rapid results. And as assessments can be connected in terms of learning, teachers and students will be able to see and interpret growth throughout the year, across the assessments in the system.

Theory of Development

At NWEA, student learning is central to our mission and the starting point for all assessment design and creation. To meet that mission, our assessments must improve student learning. As a result, every item developed is not only well aligned by the standard and complexity; each option or wrong answer is linked to instructional feedback that can be used by educators to help determine what is next for students in their learning. We do this with a combination of students' progress both across grade and within grade, and by leveraging first and foremost the standards, learning progressions, and expectations of achievement delineated in Achievement Level Descriptors.

Learning progressions – the road or pathway that students travel as they progress toward mastery of the skills needed for career and college readiness – form the core of our thinking. Learning progressions are usually captured as a visualization of student progress in a subject area, and there are many ways to think about them. For NWEA, they were created and refined in order to understand how students learn and what they are ready to learn next. Learning progressions cross grades to show how students learn topics and underpin content development for both interim and summative assessment products at NWEA. While not included in this proposal, we are interested in working with NDE to refine learning progressions for the Nebraska standards and innovatively to connect learning across general and alternate populations.

Under the leadership of Dr. Christina Schneider, NWEA focuses on the standards down to their Achievement Level Descriptors (ALDs) to align content more fully to understand where a student's learning is within a standard. ALDs are described in more detail in Sections B and I.

The ALD development framework enables valid inferences about student content area knowledge and skill in relation to a state's content standards measured on a large-scale assessment. The evidence documentation should be consistent with learning progressions so that teachers, item writers, and parents have an understanding regarding what student growth within the content area looks like, both within a single grade and across multiple grades.

Standards

Because the standards truly represent the foundation of what is expected of students in terms of their learning, the item and test development begins with a review of the standards. As part of the standards review, the content specialists on the Nebraska program will work toward an understanding of how Nebraska interprets the standards and how the interpretations may affect development. If item and passage specifications are available, we will study these documents to make sure we understand the various nuances of how they should be interpreted for assessments. If these documents do not exist, we

will work closely with NDE to develop them. Our content specialists will take particular note of content standards versus process standards and then determine primary performance expectations that can be covered from each standard.

Specifications, Alignment, and Style

Coordinating overall passage and item specifications as well as the program's unique qualities in a Nebraska-specific Style Guide will be critically important to the program's success. A solid set of item specifications will make it easier to create content that aligns to Nebraska standards at the depth and breadth required. Each standard will be examined and unpacked. These specifications will drive which item types and even which stimulus types can be used to appropriately measure the standards.

The alignment process is another area in which we will work closely with NDE. After any existing items are imported into the NWEA item management system, we will use those that we and the NDE agree upon. In this way the NDE staff can feel confident that their assessment will rigorously represent the appropriate range of content, and NWEA can also determine the most urgent needs for development based on gaps in the bank. The close analysis of existing items will also help our content specialists better understand the Nebraska standards and development targets for new development.

NWEA will work with NDE staff to discuss and determine NDE's desired approach to cognitive complexity. This includes Depth of Knowledge (DOK) criteria and text complexity, which includes reading load for test takers. NWEA staff members are versed in multiple approaches for such work and will be happy to discuss them with NDE staff.

The Nebraska Style Guide will capture layout and other preferences not captured within the Item Specifications documents. These style requirements track qualities such as font and font size for each grade level and preferred layouts for charts, graphs, and maps. They can also indicate which types of emphasis words or topics are acceptable to use and which are best to avoid.

Item Development Plan for ELA and Mathematics

NWEA proposes custom development of test items for the Nebraska assessment program, starting with embedded field test items for spring 2018 in English language arts and mathematics, and embedded field test items for science in spring of 2019. In order to make sure that the new field test material is truly appropriate for Nebraska's students, we plan to utilize the expertise of Nebraska educators in the item writing process as described in B.1.h. This way, Nebraska can be sure it is using content that is specific to its students' needs and measuring its standards as intended. As during passage and stimulus development, we will rely heavily upon specifications documents during the development phase. NWEA will propose a development plan in partnership with the state, with the expectation that field test items will be embedded into an operational form administration derived from items in the NDE bank for the spring 2018 administration.

As we transition to a computer adaptive tests, we have assumed that the existing Nebraska item bank will suffice for both English language arts and mathematics through the transition. Our development plans are based on that assumption, as shown below in Table 25. If incorrect, the number of items to develop may need to be modified and costed appropriately to cover such a change.

The development plan will specify how many items will be written within each content area.

Table 25: Nebraska Item Development Targets

	Year 1 Dev 1		Year 1 Dev 2		Year 2 – 4 (each year)	
Grade	Multiple Choice Items	Technology Enhanced Items	Multiple Choice Items	Technology Enhanced Items	Multiple Choice Items	Technology Enhanced Items
English Language Arts						
3	120	90	96	72	96	72
4	120	90	96	72	96	72
5	120	90	96	72	96	72
6	120	90	96	72	96	72
7	120	90	96	72	96	72
8	120	90	96	72	96	72
Mathematics						
3	30	90	48	72	48	72
4	30	90	48	72	48	72
5	30	90	48	72	48	72
6	30	90	48	72	48	72
7	30	90	48	72	48	72
8	30	90	48	72	48	72

The numbers of items written will account for loss during the item writing process, as well as attrition at content and bias review.

Stimuli Development Across Content Areas

At the start of the development cycle for each content area, we will perform a gap analysis of existing items to determine what needs to be developed to maintain a robust bank. A key component of determining our development targets involves analyzing how many stimuli need to be developed to support items. With all stimuli that we develop, we will provide a level of rigor and depth that will allow us to develop a wide range of items across a variety of item types. Additionally, stimulus material for all content areas must seem authentically representative of the stimulus material students might encounter in a classroom setting to allow the assessment to measure accurately students’ college and career readiness.

In order to best meet the level of rigor and cover the broadest range of standards for Nebraska, we propose a blend of Public Domain and Commissioned passages for English language arts. Our English language arts passage development plan is detailed in Section B.1.m. All stimuli created for Nebraska within the scope of this program are owned by the State during and after the contract term unless agreements are made otherwise.

Item Review and Development

Our item development process relies upon the involvement of Nebraska educators and stakeholders. We understand that no one can better help us deliver material that is reflective of current practices and

teachings in Nebraska’s classrooms than its teachers and stakeholders; we plan to leverage this expertise by enlisting educators to write test items across all content areas. We will continue to enlist the expertise of Nebraska educators throughout the review process, including their participation in passage review and item content/bias review.

After items are written by Nebraska educators, the material in question begins to move through a thorough review cycle designed to evaluate content, style, and accessibility. This review cycle and the various participants is elaborated upon throughout this section. All NWEA team members are well-versed in best practices for assessments and will also be well-versed in Nebraska’s expectations and specifications. Checklists will be used within each step of the process to make sure that each item is reviewed thoroughly.

NDE Pre-Review

NWEA will post 25 percent of passages and items across all grades for Nebraska review as part of the item development process. This will occur prior to stakeholder item content and bias review meetings. Nebraska’s feedback at this stage will allow NWEA to make sure that item development is meeting the needs of Nebraska and to make adjustments as appropriate to material that will be presented to stakeholders.

Item Content and Bias Review Meetings

To make sure that all stimuli and items are appropriate for Nebraska’s assessments, it is critical that stakeholders review all material. After material travels through the NWEA internal review processes, we will bring educators together to review items for content validity and an absence of bias and sensitivity issues. Giving stakeholders the opportunity to review and inform items guarantees that the material reaching students is appropriate and meaningful.

Exposure to content review is extremely valuable to state educators as well as to the community members who serve as bias and sensitivity experts. Similarly, the better understanding of bias and sensitivity issues is particularly valuable for educators to consider in their classroom work and environment.

NWEA will train the stakeholders participating in the content and bias review. For example, participants will learn to review items for qualities including (but not limited to):

- Proper alignment and cognitive complexity
- Clear and concise wording
- Presence of a correct answer
- Diversity of background and cultural representation
- Avoidance of stereotypes
- Avoidance of topics that may cause discomfort to test takers
- Stimuli and item accessibility, and adherence to universal design

During content and bias review, NWEA facilitators will help manage time and keep discussions productive. NWEA facilitators will also track committee decisions and recommendations and present this information to Nebraska for the purposes of reconciliation. A list of all meetings we are proposing for this project is provided in Table 14, beginning on Page 62.

Quality Assurance: Item Development, Field Testing, Test Implementation

Item Development

NWEA will collaborate with NDE to interpret their standards and develop item specifications that will ensure high quality items for the assessments. The processes are described throughout our response to this requirement. Table 26 shows how we will measure quality.

Table 26: Item Development Quality Assurance Processes

Process	Description
Staff Policies and Procedures	The NWEA Implementation Support staff follow documented policies and procedures to lead a new partner through the start-up of the content development.
Standardized, Comprehensive Training	Our content staff complete a training on state summative content development practices. Staff members are required to participate in ongoing trainings through the same program to maintain up-to-date knowledge and skills.
Documentation	The NWEA content staff are required to follow established documentation standards. This assures the accuracy and quality of the initial setup, and provides a historical record of a partner's experiences during the implementation of your program. Documentation is monitored for accuracy by the content lead.
Customer Feedback	NWEA relies on customer feedback to help inform improvements in service. At the each stage of development, the NDE staff and Nebraska educators are asked for feedback on the current process and requested changes moving forward. Our goal is to make the Nebraska content development effort as smooth as possible for our new partners.

Test Specifications

NWEA will collaborate with NDE to develop test specifications at the beginning of the contract to provide a smooth transition between previous and new assessments. As this will be an adaptive administration, decisions relevant to the desired test specifications are not form-specific and will need to be considered against the size of the available item pool. As is customary, test specifications will include the blueprint, required accommodations for the overall test, and documentation of decisions needed to create adaptively administered operational forms with embedded field test items. These specifications, which are essentially constraints and rules which guide our adaptive engine, in addition to the item bank analysis, will also inform the item development plan. Test specifications will be reviewed by NWEA content and psychometric staff and NDE staff each year prior to development and test construction. Given that our solution for Nebraska relies heavily upon teacher-written items, we understand the requirement for meeting onsite with NDE for finalization of test items. Details for all project meetings are included in Section A.1.

Field Testing

NWEA will provide embedded field test items for English language arts and mathematics for the spring 2018 online administrations, as per NDE's request. Even though the items will not have data attached to them until after they have been field-tested, psychometric and content collaboration at this point in the

contract will make sure the items, layout, and administration is in line with the test specifications and goals of the assessment.

Data Review

NWEA will facilitate a data review of the field-tested items to allow Nebraska and its designees to determine whether the items are eligible to appear on operational administrations.

After being trained on the data review criteria and given an overview of the assessment development process as a whole, Nebraska educators and stakeholders will review items and their data. The committee will determine if the items accurately measure the content or if other factors may have affected the data. Feedback from the committee and Nebraska will be used to determine whether each field-tested item can be used operationally, edited and re-field tested, or rejected. Data review participation is an excellent professional development opportunity for educators, as it allows detailed insight as to how students perform on various items. Educators can see firsthand whether there are particular areas of success or struggle for students and how students perform on various item types across the range of standards.

Following data review, all items accepted by the committees and the NDE as being ready for operational testing will be added to the operational bank for possible use during test construction.

Logistics of the data review meetings are provided in Table 14 in Section A.1.h.

Operational Test Construction

For Nebraska, NWEA will follow the vision for an innovative assessment system laid out in the RFP and recommends the following operational construction:

Prior to operational test construction, NWEA and Nebraska staff will review all necessary materials and plans for test construction. The process for test construction for adaptive administrations will vary slightly from the traditional fixed-form review process. The review will consist of validation steps to ensure the desired blueprints and test specifications result in aligned student test events. For example, once the constraints for the engine have been set, through blueprints and specifications, we will run simulations against the item pool and provide summary statistics to demonstrate the resulting administrations typify what is expected. We will run analyses and graphics, similar to those described in Section G on test calibration and equating analyses.

In the first administration, in order for all items to be on the same scale, items will need to be administered that are in common with last year's administration and in common across randomly equivalent groups. Each administration will have common items to link to each other, including anchor items to link to previous administrations. These items will contribute to the student's individual score, along with the unique operational items that make up the remainder of the items administered adaptively to each student. NWEA psychometricians will work with NDE and NWEA content staffs to select the appropriate linking item characteristics to ensure coverage of content and statistical measures and constraints in the engine to support consistency in the scales. Nebraska staff will be able to review and approve the design, the test specifications, and the constraints that drive the adaptive engine.

When embedded field-testing is used, field-test items will be selected based on the needs of the program and embedded in the agreed upon item administration sequence within the operational administration.

After forms are finalized, NWEA content and publishing staff will review forms in the testing environment as a quality check to confirm that each form is accurate in its entirety.

Innovative Approach to Alternate Assessments

The Dynamic Learning Maps (DLM) Alternate Assessment System assesses student achievement in English language arts (ELA), mathematics, and science for students with the most significant cognitive disabilities in grades 3 – 8 and high school. The purpose of the system is to improve academic experiences and outcomes for students with the most significant cognitive disabilities by setting high and actionable academic expectations and providing appropriate and effective supports to educators.

The DLM Alternate Assessment System is based on large, fine-grained learning map models. These innovative learning map models are highly connected representations of how academic skills are acquired, as reflected in research literature. The DLM maps consist of nodes that represent discrete knowledge, skills, and understandings in either ELA or mathematics, as well as important foundational skills that support student learning of the targets associated with grade-level content standards.

Seen in its entirety, the DLM map is highly complex, as shown in, Figure 24, which displays a large section of the mathematics map, with the nodes in red boxes and the connecting lines in black.

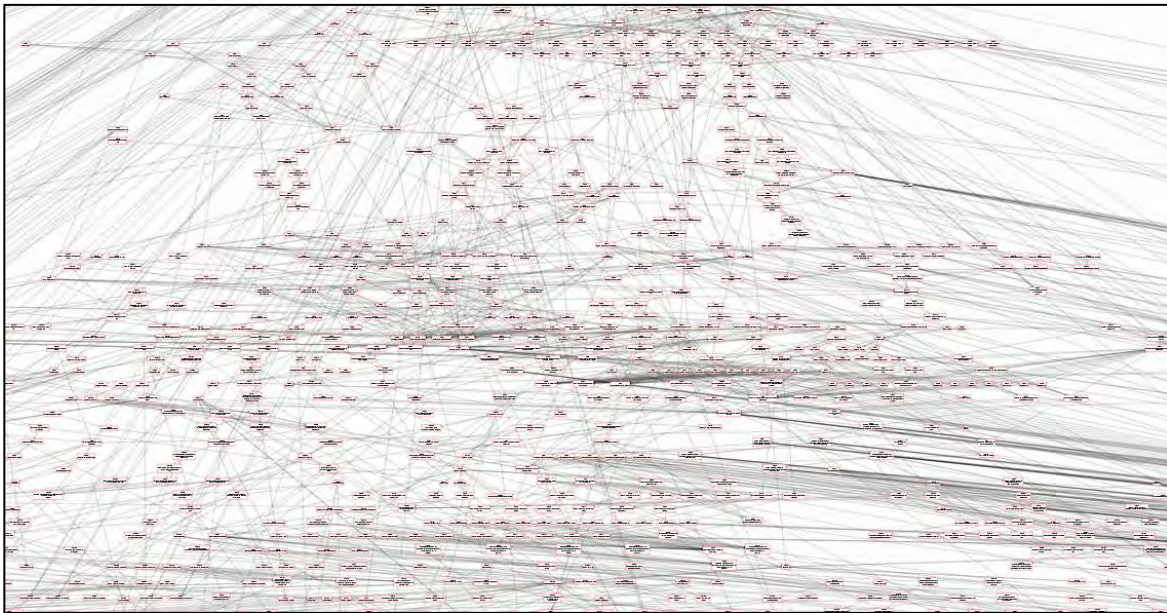


Figure 24: DLM Map. This depicts a section of the mathematics map

A closer look at smaller sections of the map reveals how the discrete nodes are described and connected. Figure 25 provides an illustration of a small segment of the English language arts map. DLM maps are read from the top down, moving from the least to most complex concepts.

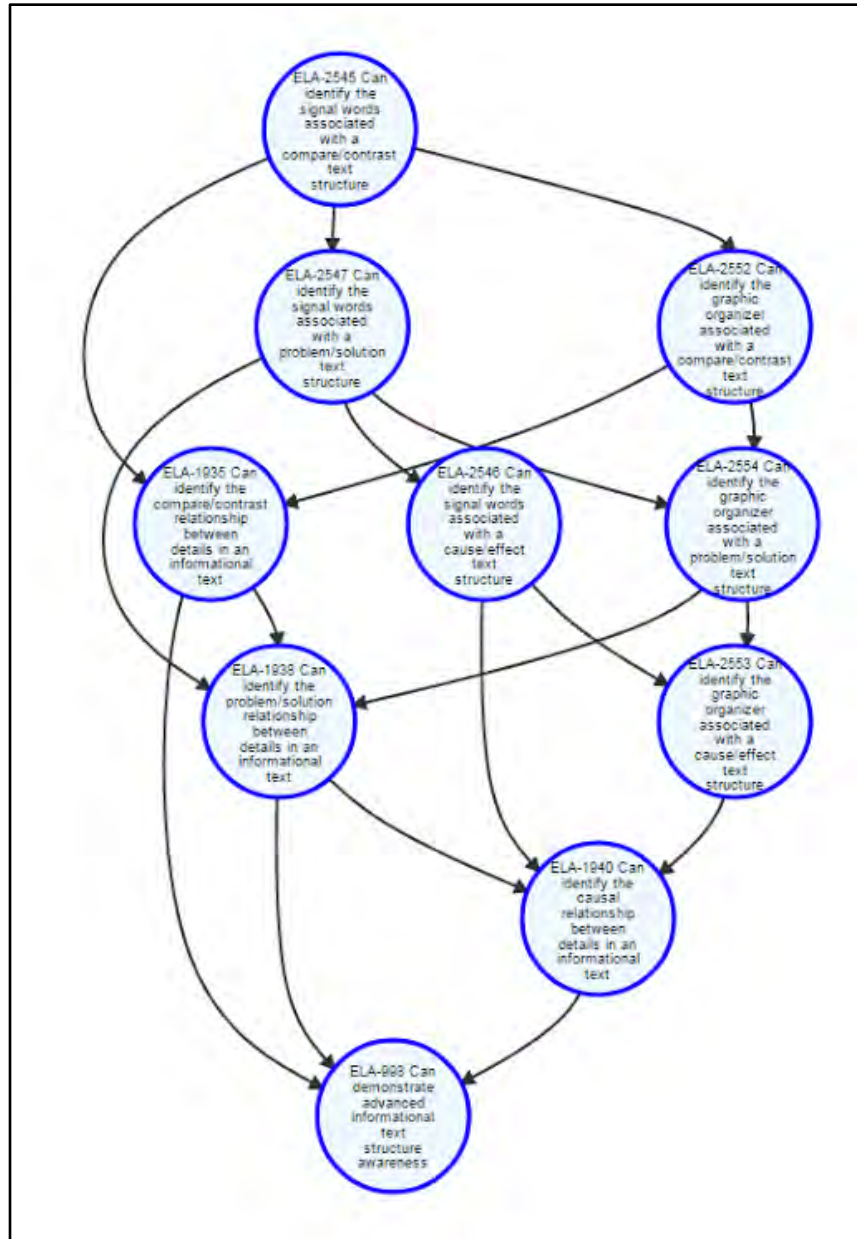


Figure 25: DLM ELA Map. This image is a sample excerpt from the map.

The Essential Elements (EEs) specify academic targets, while the DLM maps clarify how students can reach those targets. For each EE, neighborhoods of nodes, called linkage levels, are identified as assessment targets. In ELA and mathematics, assessment items are based on nodes at the five linkage levels: Initial Precursor (IP), Distal Precursor (DP), Proximal Precursor (PP), Target (T), and Successor (S). In science, there are three linkage levels, Initial, Precursor and Target.

The overall structure of the DLM Alternate Assessment System had four key relationships between system elements (see Figure 26):

1. College and career readiness standards and Essential Elements for each grade level
2. An Essential Element and its target-level node(s)
3. An Essential Element and its associated linkage levels
4. DLM map nodes within a linkage level and assessment items

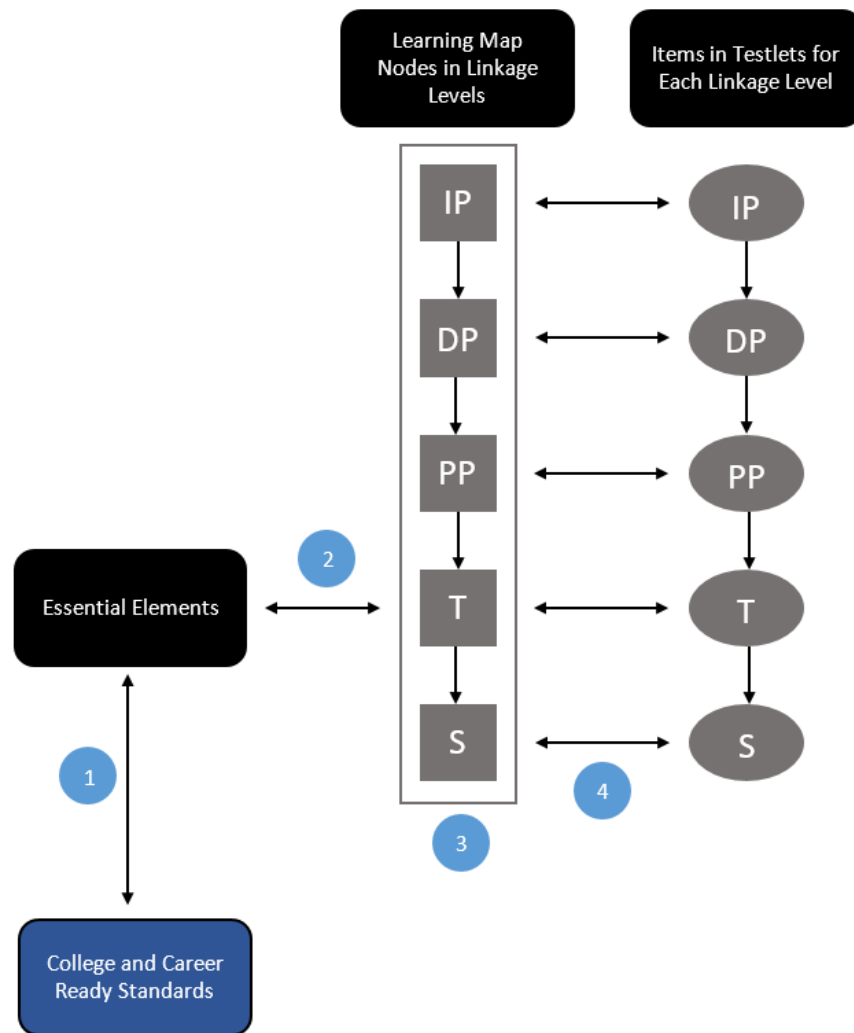


Figure 26: Relationships in the DLM Alternate Assessment System. Linkage levels for ELA and mathematics are Initial Precursor (IP), Distal Precursor (DP), Proximal Precursor (PP), Target (T), and Successor (S).

The DLM assessments are delivered as a series of testlets, each of which contains an unscored engagement activity and three to nine items. Assessment items are written to align to nodes at one of the five linkage levels and are clustered into testlets (see Figure 27). Therefore, each linkage level is specifically assessed. Students are placed in the assessment at the appropriate linkage level based on information collected about their expressive communication and academic skills. Adaptive suggestions for the next appropriate testlet are provided by the system, based on the student's performance.

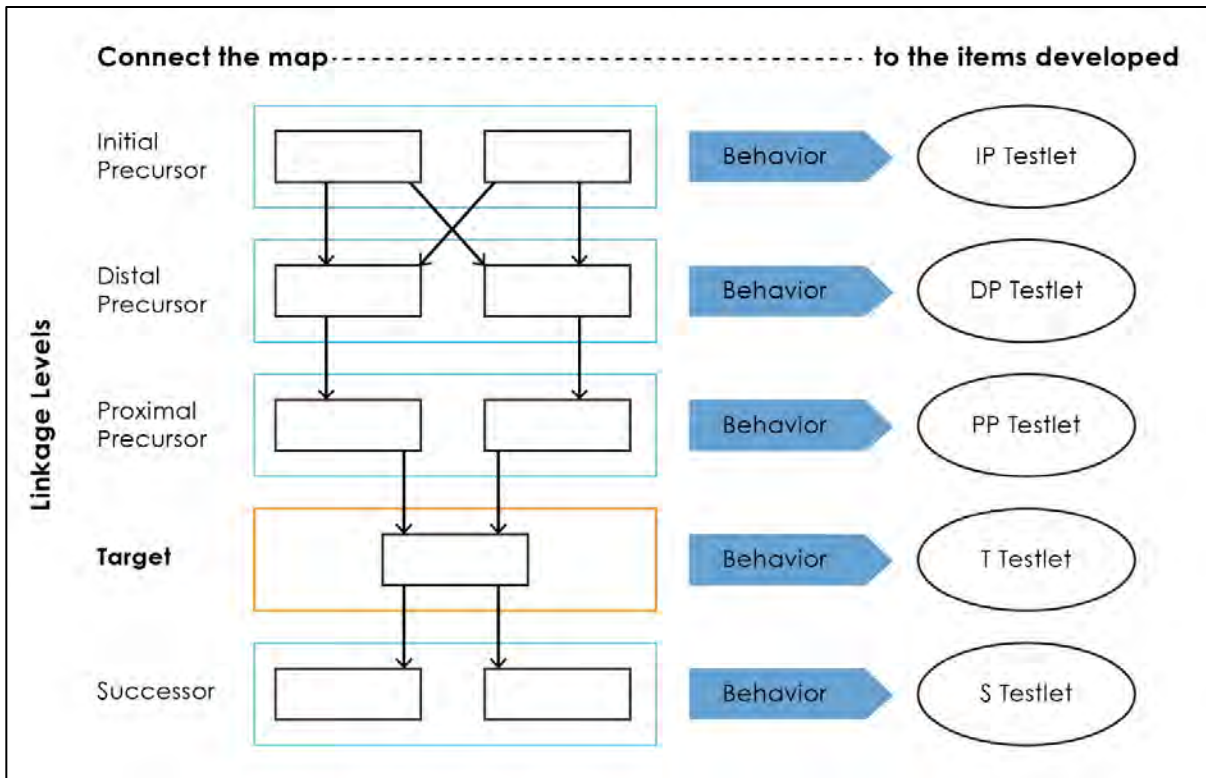


Figure 27: DLM Testlets. Assessment items clustered into testlets.

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 use the Educator Portal online application to manage student data, assign instructionally embedded assessments, retrieve resources needed for each assigned testlet, and retrieve reports. The KITE Client is the student portal that allows students to log in and complete assigned testlets. Practice activities and released testlets are also available to students through the KITE client. The KITE Client, a customized version of Firefox, launches in kiosk mode and prevents students from accessing unauthorized content or software while taking secure, high-stakes assessments. The interface is supported on desktops and laptops running Windows® or Mac® OS X; Chromebook®; and iPad® tablets.

The DLM alternate assessment is designed to map students' learning throughout the year, using different item types in testlets that are embedded in day-to-day instruction. In this way, assessment happens as part of instruction, which both informs teaching and benefits students. Assessments are selected by teachers for delivery throughout the fall and winter. In the spring, assessments are delivered using an adaptive algorithm to gather additional information about what students know and can do at the end of the school year. Results from the entire year are used to produce summative results.

There are two general modes for DLM testlet delivery: computer-delivered and teacher-administered. Computer-delivered assessments are designed for students to interact independently with the computer, using special assistive technology devices such as alternate keyboards, touch screens, or switches as needed. Computer-delivered testlets emphasize student interaction with the content of the testlet, regardless of the means of physical access to the computer. Teacher-administered testlets are designed for educator to administer outside the system, with the test administrator recording responses

in the system rather than the student recording his or her own responses. These teacher-administered testlets include onscreen content for the test administrator that begins by telling, in a general way, what will happen in the testlet. Directions for the test administrator then specify the materials that need to be collected for administration. After the educator directions screen(s), teacher-administered testlets include instructions for the engagement activity. After the engagement activity, items are presented. All teacher-administered testlets have some common features:

- Directions and scripted statements guide the test administrator through the administration process
- The engagement activity involves the test administrator and student interacting directly, usually with objects or manipulatives
- The test administrator enters responses based on observation of the student's behavior

Testlet organization, the type of engagement activity, and the type and position of items vary depending on the intended delivery mode (computer-administered or teacher-administered) and content being assessed (reading, writing, mathematics, or science).

ELA reading testlets have been built around texts adapted from or related to grade-level appropriate general education texts. Short narrative passages have been constructed from books commonly taught in general education, and short informational texts were written to relate to thematic elements from narratives. All passages have been deliberately written to provide an opportunity to assess specific nodes in the maps associated with different EEs and linkage levels. Text complexity for passages has been reduced from the grade level texts for students without significant cognitive disabilities, focusing on core vocabulary, simple sentence structure, and readability.

ELA reading testlets include an engagement activity, which outlines the structure of the testlet and instructs the student and/or test administrator how to proceed through the testlet. In reading testlets, the first reading of the text is considered a part of the engagement activity. In computer-delivered testlets, the engagement activity instructs students to read the text on their own or with read-aloud support as a selected accessibility support. In teacher-administered testlets, the engagement activity introduces the testlet to the test administrator, who will read the story or text with the student.

Teacher-administered testlets require the test administrator to assess the student outside the KITE system and enter responses. For ELA reading teacher-administered testlets, the engagement activity is also the first reading of the text. In this case, the directions for the engagement activity are presented to the test administrator.

All English language arts writing testlets are teacher-administered. For writing testlets, the test administrator engages in a scripted activity with a student outside the KITE system and then enters observations and ratings of the student's writing process and product into KITE Client. Mathematics testlets start with an engagement activity that provides a context for the questions. Mathematics testlets are built around a common scenario activity to investigate related facets of student understanding of the targeted content. Similar to mathematics testlets, science testlets begin with an engagement activity that provides a context for the questions and are built around a scenario or activity related to scientific knowledge and practices.

Results from the DLM alternate assessment are intended to support interpretations about what students know and are able to do and support inferences about student achievement, progress, and growth in the given content area. Results provide information that can be used to guide instructional decisions as well as information appropriate for use with state accountability programs.

b. Technology-enhanced items must contribute to a significant portion of the assessment unless an off-the-shelf solution is being provided that does not include technology-enhanced items. NDE is interested in inclusion of adaptive testing. While open-ended items may be included, the Contractor must include analysis of student time to administer and demonstration of ability to return assessment results to students, schools, and parents on a timely schedule. Evidence of timeliness of return of results is a critical part of this RFP.

Our summative assessment solution for Nebraska is to develop and deliver computer adaptive assessments for English language arts, mathematics, and science that include multiple-choice and technology-enhanced items. In order to deliver timely results and score reports to students and educators, we will rely upon technology-enhanced items that can be machine-scored.

As NWEA content specialists begin our work with Nebraska, an area of particular focus is item type appropriateness as it relates to Nebraska’s content standards. NWEA content specialists will scrutinize the Nebraska standards closely in order to see which standards are best measured by technology-enhanced items. We will not recommend technology-enhanced items (TEIs) simply to meet a particular quota, but we will support NDE’s desire to include more technology-enhanced items on the assessments, as we believe an increased use of technology-enhanced items will:

- Provide coverage of broader ranges of DOK levels,
- Provide students with a more authentic and engaging test experience that also offers a deeper assessment of standards, and
- Enable deeper and more meaningful interactions with items and texts

Below is a list of item types and item aids that are available for use in the Nebraska Statewide Assessments.

- | | |
|---------------------------------------|--|
| ▪ Choice Interaction (TEI) | ▪ Number Line Association (gap and graphic gap matching) |
| ▪ Choice Multiple Interaction (TEI) | |
| ▪ Gap Match Interaction (TEI) | ▪ Label Image Drag & Drop |
| ▪ Drag & Drop (TEI) | ▪ Label Image Click & Pop |
| ▪ Click & Pop | ▪ Sort into Containers |
| ▪ Cloze Drag & Drop | ▪ Classification |
| ▪ Match List | ▪ Common Stimulus Reading Items |
| ▪ Graphic Gap Match Interaction (TEI) | ▪ Calculator – Basic |
| ▪ Drag & Drop | ▪ Calculator – Advanced |
| ▪ Click & Pop | ▪ Calculator – Scientific |
| ▪ Text Entry Interaction (TEI) | ▪ Highlighter |

We have also added many TEI item types and interactions to our item bank, including those below, which will be available for Nebraska Statewide Assessments.

- Evidence-Based Selected Response/Choice Interaction
- Equation/Text Entry
- Grid item –Drag and Drop, Hot Text
- Composite items combining types above

We are confident in our capability to support computer adaptive testing. NWEA is a pioneer in the field of adaptive testing. By design, our flagship Measures of Academic Progress assessments, proposed as the interim system for Nebraska, are fully computer adaptive at the item level and each student experiences a unique test based on each of his or her responses. This level of adaptivity can be incredibly powerful for students with special needs, as well as those who are in need of remediation or who are ready for advanced instruction – all while minimizing overall testing times and standard errors of measurement in each score, and maximizing psychometric information for each student.

We recommend using computer adaptive testing for the general assessment to capitalize on many of the advantages mentioned above, such as minimizing overall testing times. We will work with NDE to balance the depth of your existing pool with the desired constraints of our adaptive engine. Our solution for English language arts does not include any items that require human scoring. Thus, we have dropped the constructed-response items from our test design for ELA. We will include sets of stimulus-based multiple choice and machine-scored TEIs to fully assess the required sections of Nebraska’s English language arts standards. It is with these TEIs specifically, as shown by one of Nebraska’s released items (Figure 28), that the concept of writing may be assessed without human or artificial scoring.

INDEPENDENT WRITING ITEMS

17. This question has two parts. Answer part A, and then answer part B.

Read the paragraph.

I like many kinds of pets, but I think dogs are the best. Dogs can learn to obey when their owners say, "Sit," or "Come." Dogs wag their tails or bark when they are excited. They are easy to feed because they seem to like almost everything. Dogs need to go for walks, and walks are good exercise for dog owners.

Part A

Which sentence BEST concludes the paragraph?

- A. Cats are good pets too.
- B. All in all, dogs are the best pets.
- C. Some dogs shed lots of fur in the spring.
- D. In the end, every pet is someone's favorite.

Part B

Why is your choice in part A the BEST choice?

- A. It is a fact.
- B. It restates the opinion.
- C. It states another opinion.
- D. It gives a fact that supports the opinion.

Figure 28: Assessing Writing. Items such as this released item from Nebraska's bank can be used to assess writing without human or artificial scoring.

If, in the future, Nebraska wishes to discuss adding constructed-response items back into their design, we would be happy to discuss another plan.

We understand the considerable time and energy invested statewide in preparing for and administering an assessment. Our proposed solution for Nebraska incorporates the great work Nebraska educators have contributed to your item bank. This approach demonstrates our respect for classroom instruction and our desire to minimize testing time and to be good stewards of Nebraska educator resources invested in developing the item bank.

Timeliness of Results

All items are machine-scored and students will receive their test results immediately once they have completed their tests. Please see our responses to Section H, Reporting for All Statewide Assessments, for further details on timeliness of return of results.

Item Types in the Alternate Assessment

Several item types are used in DLM testlets. Most types are used in both English language arts and mathematics testlets, while science testlets only use Multiple Choice Single Select (MCSS) items. Some types are used only in testlets for one content area. The following item types are used in DLM testlets:

- Multiple-choice single select (MCSS)
- Multiple-choice multiple select (MCMS)
- Select text (English language arts only)
- Matching lines (mathematics only)
- Drag-and-drop (mathematics only)

Most items within the testlets have answer options presented in a multiple-choice format using either text or images. Technology-enhanced items are used on a limited basis due to the additional cognitive load they can introduce. Some assessed nodes in the DLM maps require complex cognitive skills such as sorting or matching that are difficult to assess efficiently in a multiple-choice format while keeping the length of the assessment constrained. In these cases, technology-enhanced items that matched the construct described by the nodes were used in order to avoid having to use many multiple choice items to assessment same construct. Evidence for the accessibility and utility of technology-enhanced items was collected from item tryouts and cognitive labs.

c. NDE is interested in a proposal that will meet the requests of Nebraska stakeholders in response to options allowed under the ESSA. Assessments must meet the requirements of peer review under ESSA and include:

-measurement of higher order thinking skills,

-measurement of growth on a vertical scale, and/or

-adaptive items in order to measure growth in student learning more accurately.

As the National Research Council's pivotal work, *Knowing What Students Know: The Science and Design of Educational Assessment* sets forth, multiple assessments should be designed for multiple purposes and attend to the three pillars of the assessment triangle: how students learn (cognition), how learning is measured (observation), and how useful is the reported information (interpretation).⁶ Given the innovative flexibility in the ESSA, NDE and NWEA are in a pivotal position to move assessment towards engaging, interactive, and helpful learning opportunities that reflect the three pillars of the assessment triangle. *The summative assessment we are proposing for Nebraska will meet the requirements of peer review under the ESSA.*

In terms of how students learn and integral to ESSA's focus on higher order thinking skills, NWEA assessments are built upon formative instructional principles, providing immediate feedback and valid,

⁶ James W. Pellegrino, Naomi Chudowsky, and Robert Glaser, eds. Committee on the Foundations of Assessment. Board on Testing and Assessment, Center for Education. Division of Behavioral and Social Sciences and Education. *Knowing what Students Know: The Science and Design of Educational Assessment*. (Washington, DC: National Academy Press. National Research Council. 2001).

reliable data that can be used to inform instruction, improve learning, and monitor progress and growth over time. Student learning can be measured by items of multiple types. Items will be included in the assessments that meet the rigor of a summative test in terms of alignment to and complexity, depth, and breadth of coverage of Nebraska standards.

ESSA also supports the use of adaptive testing, with some flexibility relevant to grade level item administration. The adaptive nature eases the burden of testing time for students and teachers, while individualizing the assessment to each student's ability, and thereby maximizing the reliability of all students' results. We will work with NDE to ensure that the breadth of adaptivity is consistent with ESSA flexibility (i.e. above and below one grade level) as desired by NDE and the extent to which the item bank supports.

All of the items will be concurrently calibrated and vertically articulated across grades to support strong measures of growth from year to year. Based on item response theory measurement scales, a consistent record of student achievement and growth can begin in kindergarten and continue through high school. Individual student scores and growth are comparable across students and across time – within and across years.

These multiple measures are key to meeting multiple goals of and intended uses for the assessments. Further, the adaptive nature eases the burden of testing time for students and teachers, while individualizing the assessment to each student's ability, and thereby maximizing the reliability of all students' results. Together, the multiple measures will provide information to Nebraska students and teachers about student learning (cognition) along a learning continuum, and measure student learning (observation) relative to standards students are really ready to learn and are already achieving⁷.

Peer Review and the Alternate Assessment

The DLM essential elements (EEs) are alternate or extended content standards that link to college and career readiness standards and represent rigorous expectations for students with significant cognitive disabilities. The development of the EEs began in February 2011, when initial planning meetings were held between DLM project staff; Edvantia, Inc., a DLM subcontractor; state partners; and state educational agency content experts. The structure of the EEs ensures that expectations increase in complexity from grade to grade. This approach was key to ensuring that the EEs represented the highest possible expectations for students with the most significant cognitive disabilities. The learning map models developed by DLM project staff were used to prioritize EEs for inclusion in the blueprint in each content area. EEs were evaluated by determining the position within the maps of EE-aligned nodes. EEs selected for inclusion in the blueprint had the potential to maximize student growth in higher order thinking skills across grades. The linkage levels associated with each EEs provide differentiated access to grade-level connected content at different levels of complexity.

In the instructionally embedded window for English language arts and mathematics (Approximately September-February) teachers are able to select EEs and linkage levels within some constraints on which individual students will be assessed. The system provides teachers with the necessary supports and

Vygotsky, L.S., *Mind in Society: The Development of Higher Psychological Processes*, Cambridge, Massachusetts: Harvard University Press (1978).

assessments to support student growth. As students learn over time, teachers can choose to assess them at higher linkage levels to demonstrate growth. These choices are implemented in the Instructional Tools Interface (ITI) in The Educator Portal. A teacher can make instructional plans in ITI and then testlets are assigned to the student after instruction is complete. In the spring assessment window, students take a series of testlets in ELA, mathematics and science that are adaptively assigned based on the requirements of the test blueprint. In English language arts and mathematics, the testlets are selected based on the EEs on which the student was assessed during the instructionally embedded window with preference given to ensure that students met the requirements of the test blueprints. Science is currently a spring-only assessment, but the consortium is working toward a full integrated model science assessment that parallels English language arts and mathematics.

The integrated model is designed so teachers can flexibly use instructionally embedded assessments over most of the school year to track student growth. Teachers have access to a student progress report in Educator Portal that summarizes information about instructionally embedded assessment results. 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 level tested, and, for levels tested, the student's mastery status.

Summative results from the DLM alternate assessment are intended to support interpretations about what students know and are able to do and support inferences about student achievement, progress, and growth in the subject. With advice from the DLM Governance Board and Technical Advisory Committee, work is underway on appropriate measures of growth given the nature of DLM assessment psychometrics and the students who take these alternate assessments.

d. For ELA and mathematics, the Bidder shall respond with information on a summative assessment for grades 3-8 for operational administration in spring 2018 that is:

-An off-the-shelf assessment (commercially available, published, or Contractor-owned), or

-An assessment developed with items from other sources that is augmented or customized for Nebraska, or

-An assessment developed with items from Nebraska's item bank.

NWEA is proposing a general assessment for grades 3 – 8 developed with items from Nebraska's item bank for the first year, with the addition of new items developed with Nebraska educators in future years.

NWEA proposes the use of the Dynamic Learning Maps Alternate Assessment System for Nebraska's alternate assessment. DLM assessments are available in grades 3 – 8 and high school in English language arts and mathematics and in grade bands in science. For Nebraska, science would be delivered in grades 5, 8, and 11. The DLM assessments would be delivered as an off-the-shelf product. However, NDE would have the option to join the consortium governance board and have input on continuous improvement of the assessment system.

e. For science, the state expects a Contractor may use Nebraska's current science items and test blueprints to provide a summative science assessment in spring 2018 and 2019. If an off-the-shelf assessment is proposed, the assessment must include alignment to the current Nebraska State Standards of Science. In subsequent years when college and career ready science standards are adopted, NDE expects a new assessment design that is aligned to the future Nebraska College and Career Ready Standards of Science, meets the intent of the new generation of

innovative science assessments, and can contribute to a system to measure three-dimensional science learning. The proposal must address assessing the legacy standards and solutions for measuring the College and Career Ready Standards for Science, with field-testing to begin in 2019.

NWEA proposes to use Nebraska's current science items and test blueprints for the summative science assessments in spring 2018 and 2019. However, we recommend moving to a partially computer adaptive model, whereby the students experience a similar administration as in English language arts and mathematics, while the extent of adaptivity can be limited to the items and blueprints specified. This will minimize testing time and allow for field testing to begin as soon as possible in order to be prepared to move to a new generation science test based on the Nebraska College and Career Ready Standards of Science in spring 2020.

Alignment, Specifications, and Style

NWEA will begin our work with Nebraska by engaging in a thorough analysis of the Nebraska College and Career Ready Standards of Science and any specifications already generated by the state. If specifications documents do not exist, we will begin working on developing them as soon as possible in conjunction with Nebraska. Our ability to align material to the standards is critical for us as we work to develop a meaningful measurement tool that fits the needs of Nebraska's stakeholders.

As such, we will begin our work with the content specialists on the Nebraska program to gain an understanding of how Nebraska interprets the standards and how the interpretations may affect development. They will take particular note of multi-dimensional nature of the new standards. Another key component in our standards review process will be considering which item types are most appropriate to assess each standard in terms of allowing a range of skills and rigor to be assessed practically and meaningfully.

The alignment process is another place where we will work with Nebraska. After any existing items are imported into the NWEA item management system, we will use those that we agree upon. In this way the NDE staff can feel confident that the assessment will rigorously represent the appropriate range of content, and NWEA can determine the most urgent needs for development based on gaps in the bank.

NWEA will work with NDE staff to discuss and determine the best approach to cognitive complexity. This includes DOK criteria and text complexity, which includes reading load for test takers. NWEA staff members are versed in multiple approaches for such work and would be happy to discuss them with NDE staff.

We will coordinate overall passage and item specifications as well as the program's unique qualities in a Nebraska-specific Style Guide. A solid set of item specifications will make it easier to create content that aligns to Nebraska standards at the depth and breadth required. Each standard will be examined and unpacked. These specifications will drive which item types and even which stimulus types can be used to appropriately measure the standards.

The Nebraska Style Guide will capture layout and other preferences not captured within the Item Specifications documents. These style requirements track qualities such as font and size for each grade level and preferred layouts for charts, graphs, and maps. They can also indicate which types of emphasis words or topics are acceptable to use and which are best to avoid.

Item Development Plan

NWEA proposes custom development of test items for the Nebraska assessment program starting with field testing in 2018. This way, Nebraska can be sure it is using content that is specific to its students' needs and measuring its standards as intended. As during passage and stimulus development, we will rely heavily upon specifications documents during the development phase. NWEA will propose a development plan in partnership with the state.

The development plan will specify how many items will be field tested within each content area. Table 27 includes our proposed field test targets for the summative science assessment.

Table 27: Nebraska Science Field Test Targets

Grade	Year 1 Dev 1			Year 1 Dev 2			Year 2 – 4 (each year)		
	Multiple Choice Items	Technology Enhanced Items	Forms to field test	Multiple Choice Items	Technology Enhanced Items	Forms to field test	Multiple Choice Items	Technology Enhanced Items	Forms to field test
5	60	60	12	120	120	24	120	120	24
8	60	60	12	120	120	24	120	120	24

The numbers of items written will account for loss during the item writing process, as well as attrition at content and bias review. These assumptions are 50 percent for the first year first development and 20 percent in all subsequent developments.

Stimuli Development Across Content Areas

At the start of the development cycle for each content area, we will perform a gap analysis of existing items to determine what needs to be developed to maintain a robust bank. A key component of determining our development targets involves analyzing how many stimuli need to be developed to support items. With all stimuli that we develop, we will provide a level of rigor and depth that will allow us to develop a wide range of items across a variety of item types. Additionally, stimulus material for all content areas must seem authentically representative of the stimulus material students might encounter in a classroom setting to allow the assessment to measure accurately students' college and career readiness.

All stimuli as well as items created for Nebraska within the scope of this program are owned by the State during and after the contract term unless agreements are made otherwise. For example, if an outside bank is procured to meet passage and item needs, the material in said item bank will likely remain in the ownership of the proprietors of the bank in question.

Item Writing

When possible, NWEA will use Nebraska educators to write the science items. However, NWEA will also work with independent item writers to assist in development. NWEA has item-writing experts who are skilled in creating high quality content of varying item types across content areas, including science. We will use item writers who have, at minimum, bachelor's degrees and extensive experience in science. Once we have screened and entered into contracts with our writers, NWEA content specialists will create custom item writer training. Once the training is approved by Nebraska, we will deliver item writer training as needed.

Once items are submitted, item writers will receive clear and specific feedback from NWEA content specialists as they review the items. Stimuli and items that do not meet the needs of Nebraska will be returned to item writers for revisions. Writers will be expected to adhere to the stimuli and item specifications documents provided to them. Item writers will also need to be mindful of Universal Design principles to develop material that is accessible to the most students. All expectations for the writers are discussed during their training.

During review, NWEA content specialists will make sure that items follow the principles of Universal Design to allow accessibility to the greatest range of students. NWEA content specialists will also review items to make sure that the item type used makes the most sense for the item in question. We will provide a range of item types that demonstrate a range of depth and complexity for each content area.

Internal Item Review and Development

Regardless of the source of the new items, the material begins to move through a thorough review cycle designed to evaluate content, style, and accessibility once received by NWEA. All NWEA team members are well-versed in best practices for assessments and will also be well-versed in Nebraska's expectations and specifications. Checklists will be used within each step of the process to make sure that each item is reviewed thoroughly.

NWEA science content specialists have experience in developing science content that will serve Nebraska’s purpose in developing a reliable assessment tool. This experience includes formal training in their content areas as well as classroom and large-scale assessment experience. Our content specialists are also trained in Universal Design as well as bias and sensitivity awareness.

Editorial review is a crucial component of our item development cycle. NWEA editors will use quality checklists to make sure that items adhere to Nebraska’s style guide. An area of focus for our editors will be to ensure that items are free of problems or issues that may limit item accessibility for students. Editors will collaborate with content specialists when necessary to resolve queries.

Items will also undergo fact checking when appropriate. Content specialists scrutinize factual material presented in stimuli and items upon initial review, but independent fact-checking by editors provides yet another opportunity to guarantee the accuracy of all material presented on Nebraska’s assessments.

NDE Pre-Review

NWEA will post 25 percent of stimuli and items for NDE review as part of the item development process. This will occur prior to stakeholder item content and bias review meetings. Nebraska’s feedback at this stage will allow NWEA to make sure that item development is meeting the needs of Nebraska and to make adjustments as appropriate to material that will be presented to stakeholders.

Item Content and Bias Review Meetings

To make sure that all stimuli and items are appropriate for Nebraska Statewide Assessments, it is critical that stakeholders review all material. After material travels through the NWEA internal review processes, we will bring educators together to review items for content validity and an absence of bias and sensitivity issues. Giving stakeholders the opportunity to review and inform items guarantees that the material reaching students is appropriate and meaningful. Exposure to content review is extremely valuable to state educators as well as to the community members who serve as bias and sensitivity experts.

Similarly, the better understanding of bias and sensitivity issues is particularly important for educators to consider in their classroom work and environment.

NWEA will train the stakeholders participating in content and bias review. For example, participants will learn to review items for qualities including (but not limited to):

- Proper alignment and cognitive complexity
- Clear and concise wording
- Presence of a correct answer
- Diversity of background and cultural representation
- Avoidance of stereotypes
- Avoidance of topics that may cause discomfort to test takers
- Stimuli and item accessibility, and adherence to universal design

During content and bias review, NWEA facilitators will help manage time and keep discussions productive. NWEA facilitators will also track committee decisions and recommendations and present this information to Nebraska. Meeting assumptions and details are provided in Table 14 in Section A1.h.

Test Construction

NWEA will collaborate with Nebraska to develop test specifications at the beginning of the contract to provide a smooth transition between previous and new assessments. Test specifications will include the blueprint, required accommodations for the overall test, and documentation of decisions needed to create the operational and field-test item banks. These specifications, in addition to the item bank analysis, will also inform the item development plan. Test specifications will be reviewed by NWEA content and psychometric staff and Nebraska staff each year prior to development and test construction.

Alternate Assessment in Science

DLM science assessments use EEs in science in grade bands in 3 – 5, 6 – 8 and high school, and achievement standards have been set for specific grades including grades 5, 8, and 11. The DLM science Essential Elements (EE) are aligned to the Next Generation Science Standards, and the grade-level expectations in the Essential Elements reflect multi-dimensional science learning. Although Nebraska is transitioning from legacy standards to new standards, NWEA proposes the use of DLM science assessments beginning in spring 2018. A staff-generated crosswalk of the DLM Essential Elements to the Nebraska State Standards of Science. DLM would provide materials and support to an NDE-hired third party that will conduct an independent alignment study on the relationship of the science EEs to the Nebraska College and Career Ready Standards of Science. An external alignment study providing evidence of links between the EEs, NGSS and DLM assessments was conducted for the consortium in 2016-2017. After evaluating the links between DLM EEs and the NCCRSS, NDE will be able to rely on the consortium-level alignment evidence of the relationships between the DLM Essential Elements, linkage levels, and assessments.

f. NDE requires delivery of alternate statewide assessments in English Language Arts and mathematics for grades 3-8 & 11 and science for grades 5, 8, & 11. NDE is open to an innovative technology approach to assessing students with the most significant cognitive disabilities.

Dynamic Learning Maps provides alternate assessments for students with the most significant cognitive disabilities in grades 3 – 8 and in high school in English language arts and mathematics and in grade bands for science including 3 – 5, 6 – 8, and high school. Nebraska will be able to administer the high school assessments in grade 11 for all three subjects. The DLM system relies on an innovative, learning map model-based approach to measuring student learning over time. In the proposed integrated assessment model, Nebraska teachers will have access to a cutting-edge, online assessment system that maps student learning throughout the year in English language arts and mathematics. The spring assessment window collects additional information using adaptive, online delivery of testlets that measure student knowledge skills and understanding in English language arts, mathematics and science.

g. Nebraska's assessments must measure the depth and breadth of Nebraska's standards, demonstrating a balance of content emphasis and cognitive complexity through all depths of knowledge levels. If an off-the-shelf test is proposed, the proposal must provide evidence of alignment to Nebraska state standards that has been completed by using non-Contractor consultants or a non-Contractor organization, that includes evidence of the alignment of forms of the assessment in terms of distribution of content (i.e. knowledge and cognitive process) across the full range of the State's grade-level content standards. If a custom or blended assessment is proposed to be developed, the assessment must be aligned to Nebraska's standards and the Contractor will be responsible for providing an independent alignment study and review in the first year of implementation. Nebraska does not intend at this time to assess the listening and speaking standards of ELA.

NWEA is proposing a custom assessment for the summative assessments for Nebraska and will work with the NDE to meet the requirements of an independent alignment study. Our staff will prepare materials to support the contractor that the NDE selects for this study. Once completed, NWEA content staff will collaborate with the NDE in order to determine the outcomes of the alignment study.

Valid interpretations of student performance can only be made when items are aligned with targeted skills, standards, and expected performance. We have more than three decades of experience aligning assessments to specific state standards, using an evidence-based process. We start with a thorough review of the Nebraska College and Career Ready Standards and alignment criteria documents, which describe skills to be measured and expected level of performance.

Each item is reviewed by content specialists for alignment to the Nebraska standard being assessed, as well as the targeted DOK and cognitive demand. Content specialists also review the items for adherence to the item specifications and aligned reporting categories.

The Nebraska Statewide Assessments program must meet the depth and rigor of your standards. To ensure this, we will partner with the NDE to select item reviewers, including Nebraska teachers.

By combining Nebraska's educators' expertise with our depth of experience, independent alignment studies, and reviews throughout the assessment development process, NDE will have strong evidence of alignment for material that we provide for the Nebraska assessments.

Alternate Assessment Alignment to Standards

DLM blueprints cover a broad range of content connected to college and career ready standards. However, the NDE requires additional evidence of alignment between Nebraska's content standards and the DLM Essential Elements. DLM will provide materials and support to a third-party vendor hired by the NDE to conduct an external alignment study focused on the relationship between Nebraska's College and Career Ready Standards for English language arts and mathematics and the Essential Elements. Additionally, the relationship between the Nebraska College and Career Ready Standards for Science and the Essential Elements will be evaluated, pending the Nebraska standards' completion in 2017. Results will inform the degree to which the DLM Essential Elements align to the Nebraska Standards.

On behalf of the consortium, independent alignment studies have already been conducted on the relationships between the DLM Essential Elements, learning maps in English language arts and mathematics (and linkage levels in science), and the assessments. Evidence addressed both content and cognitive processes. Copies of the full technical reports from those alignment studies would be provided to the NDE upon award.

h. If the proposal is not for an off-the-shelf test, item development for new assessments will continue to involve Nebraska educators.

The solution we propose for general assessments for Nebraska will rely heavily upon Nebraska educator involvement. Nebraska teachers know best what is accurately reflective of classroom learning and meaningful to the student population. They work daily with students and provide the best gauge as to whether assessment material is appropriate for Nebraska students. Therefore, we plan to engage Nebraska educators in item writing for the assessments. With their deep knowledge of the Nebraska Content Area Standards, Nebraska teachers will provide the sharpest insight as to what questions students should be asked at each grade in each subject, and how to create items that span a range of

complexity and standards. We plan to draw educators from a wide range of districts across the state in order to ensure the best representation of student knowledge and populations for the assessment.

The knowledge and expertise of Nebraska educators will blend seamlessly with the expertise NWEA will provide in the item-writing process. While we know that Nebraska has numerous educators who have participated in the item writing process in the past, we will continue to make sure we provide teachers with proper levels of support, guidance, and feedback. We will make sure that Nebraska educators continue to be exposed to the most current principles and philosophies around best practices in item writing, and we will provide specific and targeted feedback during workshops that will allow educators to continue their professional development in this area. While the majority of time in the workshops will be devoted to the actual item writing process, we will designate time each day to review as a group items that have been written that day, and brainstorm whether changes or refinements are needed and how they should be applied.

Many of our NWEA content specialists have experience with teacher-written items, and we look forward to meeting face-to-face with Nebraska educators to produce material that will result in a truly collaborative assessment for the state of Nebraska. Our content specialists with experience in teacher-written items recommend that we populate committees with a mixture of experienced teacher item writers and those who have never participated in a workshop of this nature. We will provide coaching and support to all participants, while the experienced teacher item writers will also be able to offer coaching and pointers to new writers. We understand that the workshops in which Nebraska teachers create assessment material are critical in the development of a greater level of teacher enthusiasm about the assessments, and the experience provides an opportunity to promote a better understanding of the goals of the assessment through schools and communities across the state.

i. If an off-the-shelf solution is being proposed, the proposal shall include ways in which the Contractor plans to include Nebraska educators in aspects of the process of providing the state summative tests.

Although DLM alternate assessments are treated as an off-the-shelf test for this proposal, there are several ways in which Nebraska educators may join those from other consortium states to contribute to the ongoing development of the system. Educators from consortium states are often invited to participate in item writing, item review, and operational studies, and asked to provide feedback on new ideas. Regardless of consortium involvement, Nebraska educators would specifically be recruited as panelists for the standards validation process described in Section I.

j. The proposal shall describe a process for ensuring that all test items are linked to the Nebraska State Standards or provide evidence of alignment to sufficient number of Nebraska state standards, or provide plan for completing alignment. The current Tables of Specifications are available in the Technical Report available on the Assessment website at: https://www.education.ne.gov/Assessment/NeSA_Technical_Reports.html

Standards

-September 15, 2014 the Nebraska State Board of Education adopted Nebraska's College and Career Ready Standards for English Language Arts.

-On September 4, 2015, the Nebraska State Board of Education adopted Nebraska's College and Career Ready Standards for Mathematics..

- In 2010, the Nebraska State Board of Education adopted the Nebraska Science Standards.

Standards review will be the first content development step of Nebraska's contract with NWEA. As part of the standards review, the NWEA content specialists on the Nebraska program will work toward an understanding of how NDE interprets the standards and how the interpretations may affect development. If item and passage specifications are available, we will study these documents to make sure we understand the various nuances of how they should be interpreted for assessments. If these documents do not exist, we will work closely with NDE to develop them. Our content specialists will take particular note of content standards versus process standards and then determine primary performance expectations that can be covered from each standard.

Coordinating overall passage and item specifications as well as the program's unique qualities in a Nebraska-specific Style Guide will be critically important to the program's success. A solid set of item specifications will make it easier to create content that aligns to Nebraska standards at the depth and breadth required. Each standard will be examined and unpacked. These specifications will drive which item types and even which stimulus types can be used to appropriately measure the standards.

The alignment process is another area in which we will work closely with the NDE. After any existing items are imported into the NWEA item management system, we will use those that we and the Nebraska agree upon. In this way the NDE staff can feel confident that their assessment will rigorously represent the appropriate range of content, and NWEA can also determine the most urgent needs for development based on gaps in the bank. The close analysis of existing items will also help our content specialists better understand the Nebraska standards and development targets for new development.

Our plan to involve Nebraska's educators throughout the development cycle will help us to develop and maintain items that align strongly to Nebraska's Content Standards. From item writing to item content and bias review, educators will be called upon to confirm whether items are aligned accurately.

Our ability to ensure strong alignment to Nebraska's content standards will be bolstered tremendously by our collaborative work with the NDE and Nebraska's educators on the development of ALDs for Science during standard setting. Under the leadership of Dr. Christina Schneider, NWEA focuses on the standards down to their Achievement Level Descriptors (ALDs) to align content more fully to understand where a student's learning is within a standard. ALDs describe a student's level of achievement (e.g., Basic, Proficient, Advanced) on a large-scale assessment⁸. ALDs are created to guide:

- Item writing
- Cut scores
- Score interpretation on student reports

⁸ Lewis, D. M. & Green, D. R. (1997, June). The validity of performance level descriptors. Paper presented at the 1997 Council of Chief State School Officers National Conference on Large Scale Assessments, Colorado Springs, Co.; Perie, M. (2008), A Guide to Understanding and Developing Performance-Level Descriptors. *Educational Measurement: Issues and Practice*, 27: 15–29.

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- Teacher understanding of expectations for the progressions of student performance at each achievement level

Schneider and Egan⁹ recommend that these ALDs be developed sequentially so that the ALDs are interrelated, consistent with the ALD development proposed by Egan, Schneider, and Ferrara¹⁰.

The ALD development framework enables valid inferences about student content area knowledge and skill in relation to a state’s content standards measured on a large-scale assessment. The evidence documentation should be consistent with learning progressions so that teachers, item writers, and parents have an understanding regarding what student growth within the content area looks like, both within a single grade and across multiple grades.

As NWEA is proposing custom development for Nebraska’s assessment, we will adhere to the requirement of the RFP to conduct an independent alignment study and review.

By combining Nebraska’s educators’ expertise with our depth of experience and the independent alignment study and review, NDE will have an abundance of documented proof of strong alignment for material that we develop for the Nebraska assessments. This strong alignment is critical to us as providers of quality assessments, and we look forward to partnering with NDE for all of these efforts.

Alignment Process for the Alternate Assessment

On behalf of the consortium, independent alignment studies have already been conducted on the relationships between the DLM Essential Elements, learning maps in English language arts and mathematics (and linkage levels in science), and the DLM alternate assessments. Evidence addressed both content and cognitive processes. Once the NDE-hired contractor completes an independent alignment study on the relationships between the DLM EEs and Nebraska’s State Standards in all three subjects, the combined evidence from the reports will be used to provide evidence of alignment to a sufficient number of Nebraska state standards. Assuming the independent alignment study is complete by spring 2018, the combined evidence could be analyzed by end of summer 2018.

k. If items are to be written by Nebraska educators, the proposal should include the costs of the Contractor assistance in editing of test items. Nebraska would consider proposals that include Contractor supplied test items.

Once the item writing workshops with Nebraska educators are complete, our internal processes include reviews of all items by our experienced content specialists as well as other experts within NWEA. Even after the teacher workshops are complete, item development remains a collaborative effort that relies upon extensive quality checks before we deem an item ready to appear before students. Figure 29 displays our thorough item development review process.

⁹ Schneider, M.C., and K. Egan. 2014. “A Handbook for Creating Range and Target Performance Level Descriptors.” NCIEA. Retrieved from http://www.nciea.org/publication_PDFs/Handbook%20091914.pdf

¹⁰ Karla L. Egan, Steve Ferrara, Christina Schneider. Writing Performance Level Descriptors and Setting Performance Standards for Assessments of Modified Achievement Standards: The Role of Innovation and Importance of Following Conventional Practice, in Peabody Journal of Education 84(4):552-577 · October 2009

RIGOROUS ITEM DEVELOPMENT AND REVIEW



Figure 29: Item Development and Review Process. NWEA content experts employ a comprehensive review cycle for all test content.

Feedback from NDE is critical in the development process, as it will allow us to continue to hone the quality of the material we develop. NDE will have opportunities to review items and provide feedback to NWEA regarding any refinements that need to be made prior to testing.

An exhaustive review by our Editorial team is a critical part in our ability to provide quality items for the Nebraska assessment. Our editors review all material for clarity as well as to make sure the items contain appropriate and accurate language for the grade level. Our editors will use checklists to review items, and they will consult with NWEA content specialists to resolve any queries they may have about the material. Once our editors complete their review, the assigned content specialists will review and revise the items based on the editorial feedback.

In addition to editorial review, NWEA will require that research librarians review items for which such a review is appropriate (i.e., items involving fact-based material, historical references, scientific data, etc.). We believe it is of the utmost importance to provide material for the Nebraska assessment that is accurate, verifiable, and defensible; our research librarian review is critical to help us do this. While our content specialists are experts in their particular subject areas, we rely upon research librarians to verify and confirm sources provided by our content team.

While the expertise of Nebraska teachers will help us potentially avoid many bias, sensitivity, and fairness issues in newly developed items, we will still have all items reviewed in order to make sure the items are appropriate for all test-takers. Our internal review for bias, sensitivity, and fairness will utilize a checklist of topics that need to be avoided for Nebraska's assessments, as well as rely upon best practices knowledge from our team.

All items will also be reviewed for adherence to principles of Universal Design. While we will guide teacher item writers as much as possible about Universal Design, we still apply a review internally to make sure the items are suitable. For the delivery of online material, this includes a check for adherence to accessibility requirements. These protocols include (but are not limited to) verifying that items are accessible for the widest range of students possible, avoid potential bias, and are good candidates for accommodations such as Braille and large-print.

It is most likely clear, due to the numerous "eyes" that will be on all Nebraska material, that NWEA believes all material for Nebraska's assessments must be reviewed many times, and by individuals with different areas of expertise. It is critical to our core beliefs that we do our utmost to deliver material to Nebraska that is of the highest quality possible, and material that is accessible to the widest range of students.

Item Writing for Alternate Assessments

Assuming Nebraska joins the DLM consortium, Nebraska educators would be invited to serve as item writers. All item writing costs are covered by the consortium and no additional costs would be required for NDE.

l. Unless proposing an off-the-shelf solution, the proposal must address converting current test items to a new Contractor's system, including any costs. If proposing an off-the shelf product, the proposal must include ways in which Nebraska educators can be involved in development, review, and/or alignment of assessment items and the cost for educator involvement.

We recognize that the successful integration of any external data and content to an existing system is key. Items that are Question and Test Interoperability (QTI) 2.1 compliant can be integrated into our systems. However, we also know that even fully compliant items vary in their ease and completion of the conversion. For example, we may consider items by technology type and address each batch in a manner that will best accomplish our goals. Our approach will take all of our experience in this area into account when we finalize our process for Nebraska. We will work with NDE to ensure that the integration of content from external item banks results in seamless item curation, test delivery, presentation of items to students, including quality assurance on how items are rendered as well as valid response capture and scoring. Costs for this effort have been included in our separate Cost Proposal.

Alternate Assessment Item Conversion

Although DLM assessments are treated as an off-the-shelf test for this proposal, there are several ways in which Nebraska educators may join those from other consortium states to contribute to the ongoing development of the system. Educators from consortium states are often invited to participate in item writing, item review, and operational studies, and asked to provide feedback on new ideas. Nebraska educators would also be eligible to serve as panelists for future alignment studies on behalf of the DLM consortium.

m. If the proposal is designed for Nebraska educators to write items, the proposal budget should include a minimum of ten (10) reading passages per grade each year supplied by the Contractor for use on the ELA assessment. NDE will select and pay only for passages used. The proposal must include the cost per passage as well as the total cost. The proposal must identify if passages are purchased or original (Contractor developed). The Contractor is responsible for securing all permissions and copyrights for the passages.

The foundation of a meaningful English language arts test relies heavily upon the mindful development of Reading passages. To that end, NWEA will develop or acquire passages across genres that reflect a range of text complexity. A passage's appropriateness will be measured by both quantitative and qualitative analyses. NWEA will work closely with NDE to make sure the appropriate specifications documents are in place to guide and inform passage development.

During passage development and acquisition, special consideration will be given to topics that are of particular interest and relevance to NDE, or, conversely, topics to avoid due to potential sensitivity issues. Another critical issue to consider during passage development is the reading load for the test takers.

Our goal at NWEA is to find passages with a range of lengths that can be distributed across test forms in a way that does not put an undue burden on the student. Additionally, a wide range of texts that demonstrate varying degrees of complexity will allow students to engage with texts, particularly the use and analysis of textual evidence, in a manner that better demonstrates college and career readiness.

Criteria for passage use and appropriateness include (but are not limited to):

- The content is engaging, or worthy of reading and careful study.

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- The content of the stimulus supports the development of items that allow for a range of cognitive complexity to drive student engagement and deep understanding.
 - The content of the stimulus will allow students to use evidence to support analyses of their answer.
 - The content of the stimulus will support the development of items that assess analytical and technical reading.

To best meet the passage needs of the Nebraska assessment, we recommend a combination of public domain and commissioned passages. We propose 40 percent Public Domain and 60 percent commissioned passages. While public domain passages are likely to be more authentic in terms of what is presented in Nebraska’s classrooms and most reflective of college and career material, the use of commissioned passages will allow us to create logical passage pairings and also to create items across the full spectrum of standards and complexity levels. In addition, using commissioned passages in our solution allows us to maintain appropriate readability levels for the lower grades, which is not always possible with public domain passages. Another benefit is that commissioned passages will allow us to create passages about topics requested specifically by NDE.

For the public domain passages, NWEA will search for texts that are not heavily exposed or cliché for Nebraska. Many of the passages presented to NDE will undergo fact-checking at NWEA. Obvious exceptions include fictional passages with no reference to historical events (for example) and most poems. For commissioned passages, the authors will be required to provide source material to NWEA that will then be verified by our internal team. Commissioned passages will also undergo a plagiarism check in order to make sure all material is truly original and unique for Nebraska’s assessment. NWEA will transfer ownership of commissioned passages to Nebraska through a contractual arrangement.

With each passage we provide for NDE’s consideration, we will include readability information that is both quantitative and qualitative in nature. For quantitative analysis, we will provide the Lexile® rating of the passage in question, along with any other quantitative measure specifically requested by NDE. For qualitative analysis, we will complete the NWEA Text Complexity Qualitative Rubric for each passage. Some of the aspects of a passage measured by the NWEA Text Complexity Qualitative Rubric include:

- Text Structure
- Language Features
- Meaning and Purpose
- Knowledge Demands
- Potential Bias and Sensitivity Concerns

To meet the proposed design of the Nebraska assessments, NWEA proposes the following passage development in Year One of the contract in Table 28:

Table 28: Year One Passage Development

Grade Level	Passages to be developed
3	30
4	30
5	30
6	30
7	30
8	30

Overage is set a little higher for Year One as our staff learn Nebraska’s specific preferences. It is planned for a minimum of twenty passages to survive the development and both the content and bias review processes in order to have items developed.

In each of the four remaining development cycles, NWEA proposes developing the following number of passages, shown in Table 29.

Table 29: Years 2 – 4 Passage Development

Grade Level	Passages to be developed
3	24
4	24
5	24
6	24
7	24
8	24

n. The proposal budget shall include costs for providing Spanish versions of online and paper/pencil tests for general assessments in mathematics and science and Spanish directions for online and paper/pencil general assessments in English Language Arts. It shall include an auditory version of the translated Spanish paper/pencil tests.

NWEA will work with a translator to provide Spanish versions of online and paper/pencil tests for the general mathematics and science assessments, and the directions for the general English language arts assessment. Items will be sent to our translation subcontractor, Responsive Translation, for translation to Spanish. Not every item will receive a literal translation but rather may receive a transadaptation, which combines translation with adaptations, to fully capture the meaning of each assessment item in Spanish. NWEA will provide an auditory version (CDs) of the translated Spanish paper/pencil tests. We have provided costs for Spanish versions of the assessments in our Cost Proposal.

Spanish Translations of Alternate Assessment

Students with the most significant cognitive disabilities who are also English learners are a very small and diverse population, whose language acquisition may be complicated by limited expressive communication. DLM assessments do not have Spanish translated forms. However, test administrators may provide language translation support during the assessment. Guidance on this process is provided in the Test Administration Manual and on Testlet Information Pages. There are no additional costs.

o. Items to be field tested are to be embedded in the annual assessments for both general and alternate assessments. NDE is open to an innovative approach to field-test items with Nebraska students for increased efficiency and decreased test time. Or the proposal must include the methodology of field-testing that shows field-testing of items is accomplished with a student group representative of Nebraska students.

Field testing of assessment items for use in future assessments to determine what a child knows and can do is an important part of assessment development. In an effort to field test as many items as possible with the operational assessment, we propose embedding and adaptively administering field test items for the online test only in Year One. Starting in Year Two, we will field test items in both online and paper/pencil assessments, as appropriate. Specifically, we will incorporate field test item needs as part of the adaptive engine's constraints to ensure ample field test exposure for successful calibration into the operational item bank. It is imperative that educators review all items for content alignment and to ensure items are free from bias/sensitivity ahead of exposure on student assessments. These content and bias meetings will occur ahead of test construction to ensure Nebraska educators and the NDE have opportunities to verify the appropriateness of the item content.

Following administration, both classical and item response theory indices will be calculated for each item. In Section G.3.a., we will detail the data analyses conducted on all field test items. Items that do not meet certain statistical parameters, as agreed upon by NWEA and the NDE, will be flagged for educator review during data review meetings to be held ahead of the following year's test construction preparation. Following reconciliation between NWEA and NDE, items will be incorporated into the operational item bank for future administrations.

Alternate Assessment Field Testing

Field tests are embedded each year in the instructionally embedded window and the spring window according to plans developed in consultation with the consortium governance board. Nebraska may decide on a year-by-year basis to opt into field testing in the spring window in which students take an additional testlet in one or more subjects. Field tests are administered to evaluate item quality for Essential Elements assessed at each grade level for English language arts, mathematics, and science. Testlets are made available at the different linkage levels for each Essential Element. An annual report on each year's field testing includes demographic characteristics of students who participate.

p. The system must provide a practice test for each subject and grade level. Practice tests should be available online through the online test engine and in paper/pencil format. Paper/pencil practice tests should be made available via a website or download procedure. The proposal should describe the process for meeting these requirements. Practice tests should be available in accommodated forms, such as Braille and large print.

NWEA will work closely with NDE to develop appropriate stimuli and items for the practice tests. NWEA believes that material developed for practice tests must match operational material as closely as

possible in terms of covering a range of standards at varying levels of complexity across the representative item types.

NWEA proposes that the practice tests for English language arts, mathematics, and science are separated by content and by grade. Each practice test will consist of twenty items that draw upon a range of standards and complexity levels as appropriate for the grade and content area in question. Practice tests will be delivered through the online test engine. Making the practice tests available through the online test engine provides students yet another opportunity to engage with and develop greater comfort with the online testing platform, including interacting with accessibility and accommodation tools as needed, prior to the operational testing. NWEA will work with the NDE and finalize the approach to how these practice tests can be made available to students and educators, aligned to the NDE's needs and testing policies.

Print-ready PDF versions of the practice tests in English will be produced and provided to NDE for posting for users to print. Print-ready PDF versions of the practice tests in Spanish for mathematics and science, plus Spanish translated instructions for English language arts will be produced and provided to NDE for posting for users to print. Braille and large-print practice tests will be available for ordering and shipping.

The format and layout of the paper/pencil test booklets will meet the requirements of the style guide developed and agreed upon by NDE and NWEA. Once all of the design elements are incorporated into test materials templates, reviewed, and approved by NDE, the templates will be used to efficiently create multiple similar documents for each grade level. Each grade level will be distinguished by different color-coded covers and spine markers.

Practice tests at all subjects and grade levels also will be provided in Braille format by using a professional Braille service. Printed hardcopy Braille documents will be prepared and inventoried by EDS, and will be shipped to districts upon request.

Practice tests will also be provided in large-print format. Large-print documents will be provided as both hard copy printed documents and as PDF files. PDF documents can be downloaded by districts and used either on-screen to enlarge to very large-sized fonts, or printed locally by districts onto large format paper. Printed hard copy large-print documents will be shipped to districts upon request. Additional instructions and answer documents will be provided with both Braille and large-print document versions.

All documents will be quality checked by content staff and document editors using carefully developed QC checklists. Multiple staff will review each document against the checklist, as well as read it for style, grammar, content, and clarity prior to providing a draft for formal review and approval by NDE.

In addition, the documents will undergo a "three-way" check, where staff will take the exam at each grade level to verify that the Administrator manuals, test booklets, and scannable answer documents all correspond. Once these quality checks are complete, all draft documents will undergo one more formal review before final approval.

Alternate Assessment Practice Test

Practice activities are provided for teachers and students to allow them to become familiar with the test delivery environment, item types and navigation. Released testlets are available for each grade or grade band in each subject, for a variety of Essential Elements and linkage levels.

The KITE client includes a practice area that is separate from the section where tests are delivered. The DLM consortium provides demo student logins in the Test Administration Manual. These logins allow a student access to practice activities so that they may become familiar with the technology prior to assessment. The practice activities are tutorials on how to navigate the system, use the available features, record and change their answers, revisit previously answered items, and finish a test. Along with released DLM testlets available in the same practice area, the practice activities also provide opportunities for students to try out various accessibility supports. Each demo student account has different PNP (Access) profile options selected. The Accessibility Manual also encourages use of these demo accounts to evaluate accessibility supports prior to testing.

q. The proposal is to include samples or access to samples of test items for English Language Arts, mathematics, and science that demonstrate the high quality of items the Contractor is able to provide.

Please see Appendix Q, *Sample Items*, in our Confidential and Proprietary Volume for samples of test items for the general assessment in English language arts, mathematics, and science.

Sample DLM testlets in English language arts, mathematics, and science are provided in Appendix R.

2. Item Bank For General And Alternate Assessments if Contractor is not Proposing a 100% Off-the-Shelf Product

a. The Contractor will accept, from NDE, items and tasks for the item bank. The Contractor's system must be able to accept the items from the current item bank. The proposal must identify the format for accepting test items and tasks. The proposal must describe a process to ensure that all assessments generated from the item bank are field tested, equated, and validated either individually or as part of a single test.

We recognize that the successful integration of any external data and content to an existing system is key. Items that are Question and Test Interoperability (QTI) 2.1 compliant can be integrated into our systems. However, we also know that even fully compliant items vary in their ease and completion of the conversion. For example, we may consider items by technology type and address each batch in a manner that will best accomplish our goals. Our approach will take all of our experience in this area into account when we finalize our process for Nebraska. We will work with NDE to ensure that the integration of content from external item banks results in seamless item curation, test delivery, presentation of items to students, including quality assurance on how items are rendered as well as valid response capture and scoring. Costs for this effort have been included in our Cost Proposal.

b. The system must provide NDE electronic access to each item (text and graphics) as well as pertinent information for each item, including history (placement, item statistics for all administrations of the item, editing, and context). The proposal should describe the process for meeting these requirements.

Details of our NWEA Item Management system are provided in our Confidential and Proprietary Volume. Figures 30, 31, 32, and 33, are included in the Confidential and Proprietary Volume.

3. Paper/Pencil Assessments for General Education and Alternate Assessments

Paper/pencil assessments for the general English Language Arts, Mathematics, and Science will be provided only for students with accommodations as English Language Learners or as identified on an Individual Education Plan (IEP) or 504 plan. All Alternate English Language Arts, Mathematics, and Science assessments are currently paper booklets. NDE is open to an innovative technology approach to assessing students with the most significant cognitive disabilities. If proposing online solution for alternate assessments, requirements of paper/pencil below may not apply.

a. The format and layout of the paper/pencil test booklets will meet the requirements of a style guide agreed to by the NDE and the Contractor. The proposal budget should include costs to support a one-day style guide meeting at NDE if Nebraska educators are writing items. A central component of the style guide will be the application of “universal design” principles and procedures in areas such as the design and layout of the booklet, use of graphics, and format of directions to ensure access by the broadest possible population of students. The proposal must address methods and procedures used to inform test booklet design. Costs in the budget should be provided for all black/white printed tests and instructions with color-coded covers. Use of colors within the assessments may be included as an optional cost.

The NDE and Nebraska educators are committed to providing students with IEPs or 504 plans with a fair assessment experience. NWEA content experts and researchers have extensive experience with accommodations and universal design, and will work with the NDE to meet these commitments. NWEA content specialists will work with the NDE to document style guidelines for the paper and pencil test forms. We will review any existing Nebraska style guides and base our first draft on that guide and add to it as necessary to meet the needs of Nebraska. We will document all of the agreed upon styles in a style guide that will contain both online and paper requirements. Each style entry will refer to paper only, online only, or both forms. Once baselined, this style guide will be reviewed at the beginning of each year’s development cycle for revisions.

The format and layout of the paper/pencil test booklets will meet the requirements of the style guide developed and agreed upon by the NDE and NWEA. Additionally, NWEA will adhere to UDL requirements as discussed in Section A.6.b for all aspects of the development of the paper and pencil forms. These requirements will be incorporated into the style guide to ensure compliance in the development of paper and pencil forms.

Other than Braille and large-print booklets, paper/pencil test booklets will be printed on 11 x 17-inch paper, folded and saddle-stitched to form an 8.5-by-11-inch test booklet. Printing will be in black ink, and booklet covers and instruction documents will be color coded to clearly distinguish each grade level.

All documents will be quality checked by content staff and document editors using established and proven QC checklists. Multiple staff will review each document against the checklist, as well as read it for style, grammar, content, and clarity prior to providing a draft for formal review and approval by NDE.

In addition, the documents will undergo a “three-way” check, where staff will take the exam at each grade level to verify that the Administrator manuals, test booklets, and scannable answer documents all correspond. Once these quality checks are complete, all draft documents will undergo one more formal review before final approval.

Alternate Assessments Based on Universal Design

DLM alternate assessments were designed based on principles of Universal Design for Learning, and intentionally created to be accessible without requiring a paper form. Students taking computer-administered testlets may use a variety of accessibility supports provided inside and outside the KITE system to facilitate their engagement with the content. Students also have the flexibility to use their available response modes to indicate their responses to items, even if they do not use a standard mouse and keyboard. Teacher-administered testlets involve interaction between the teacher and student and answer options are often objects or response cards. Accessibility supports and options for flexible administration are routinely evaluated for their effectiveness in serving the diverse group of students who take DLM assessments.

4. Content of Test Forms for General and Alternate Assessments

a. If Contractor proposes an assessment system developed with educator support, the Contractor will support meetings at NDE of the NDE management team and the Contractor to select items to be included on test forms for both the general and alternate assessments in English Language Arts, Mathematics, and Science. The proposal budget should include costs to support meetings in NDE for each subject area for general and alternate assessments.

We are proposing an assessment system developed with the support of Nebraska educators. We will support meetings at NDE of the NDE management team and the NWEA project team as described in this requirement. Please see our response to Section A.1. for further details on these meetings, and see our Cost Proposal for costs.

b. The budget should include costs to develop an operational form per year per subject per grade. NDE agrees to use of a previous year's test instead of developing a breach form or if off-the-shelf propose a contingency plan.

NWEA is committed to creating a computer adaptive system which will create a new operational administration per year per subject per grade for each student test taker, and where a field test plan ensures increasing depth of the item pool each year. Because each student will see the pool of items adapted individually for them, it will limit exposure of the full item bank and the impact of any security breach. We will be using the previous year's paper and pencil test as the breach form. NWEA has assumed use of the spring 2017 operational forms as the breach form for Year One. Costs to cover this work have been included in the Cost Proposal, with the exception of a Braille breach form, which has not been budgeted due to the low counts, high cost to Braille, and the heavy teacher involvement in the administration.

Paper/Pencil Breach Form

To prepare for the possibility of a breach in the operational form of the test, NWEA will publish test booklet covers for the breach forms at each grade level. Breach form covers will include updated dates and other details related to the current edition, and correspond to the look-and-feel of the operational test forms (e.g., titles, markings, colors). Breach test forms will contain separate and unique security barcodes from the operational test forms in order to distinguish them and to enable EDS to account for these test materials upon their return.

NWEA will use the existing breach forms in their current file format to publish forms with new covers and to reflect any other design elements needed to update them for the current edition (e.g., headers and footers, security barcodes, etc.).

All documents will be quality checked by content staff and document editors using carefully developed QC checklists. Multiple staff will review each document against the checklist, as well as read it for style, grammar, content, and clarity prior to providing a draft for formal review and approval by NDE.

In addition, the documents will undergo a “three-way” check, where staff will take the exam at each grade level to verify that the Administrator manuals, test booklets, and scannable answer documents all correspond. Once these quality checks are complete, all draft documents will undergo one more formal review before final approval.

NWEA will retain these updated breach test forms on file for use in the event a breach form is needed. If needed, the breach paper/pencil test booklets will be printed on 11-by-17-inch paper, folded and saddle-stitched to form an 8.5-by-11-inch test booklet. Printing will be in black ink, and booklet covers and instruction documents will be color coded to clearly distinguish each grade level.

Alternate Assessments Breach Form

The DLM alternate assessment system does not have fixed forms. Each student takes a variety of testlets across instructionally embedded and spring windows, which means each student’s test form is unique. The DLM consortium funds ongoing test development to deepen and replenish pools of available testlets across the Essential Elements and linkage levels. The instructionally embedded and spring windows also have separate testlet pools. Priorities for test development are proposed by DLM psychometricians and reviewed annually by the DLM TAC and DLM governance board.

c. The selection and ordering of items on the test forms, whether Nebraska educator developed or off-the-shelf will be based on appropriate psychometric procedures, must measure Nebraska State Standards, and meet the coverage requirements of USDE peer review. The proposal must include a description of the proposed process for item selection. The NDE will have final approval of the selection of items and test forms.

NWEA is proposing that the Nebraska assessments be adaptive to the extent possible. Hence, the algorithm for item selection will be developed in collaboration with the NDE to meet test specifications that take into account appropriate measure of the Nebraska State Standards, and provide evidence necessary for USDE peer review.

In adaptive testing, the algorithm programmed into the delivery engine is the key component. It is this algorithm that takes into account a variety of constraints, both statistical and non-statistical, when delivering the next item to the student. Examples of statistical constraints are target item information, whereas examples of non-statistical constraints are content specifications and blueprints, item format, and depth of knowledge. As it is imperative that test forms meet the same constraints across individual examinees, the selection of an item in a computer adaptive test needs to be done in a way to combine the objective of maximizing information with a strategy that can impose the same set of non-statistical specifications on the items selected for administration.

To that end, NWEA plans to use a more flexible form of the shadow test approach (STA) described in van der Linden and Reese (1998)¹¹. STA is a mathematical programming method. It employs a constrained sequential optimization approach that treats test specifications as constraints that must be imposed on item selection. Unlike other item selection methods, the STA can guarantee perfect adherence to test specifications while providing accurate ability estimates. By leveraging a mathematical programming method which treats test specifications as constraints, along with desired guidelines, that are imposed on item selection during administration.

We will work with the NDE to review the item pools and selection constraints. We understand the need for NDE to approve these prior to administration.

Alternate Assessment Testlets

The DLM alternate assessment system does not have fixed forms. Each student takes a variety of testlets across instructionally embedded and spring windows, which means each student's test form is unique. Blueprint coverage analyses and the spring adaptive algorithm are designed to ensure all students meet coverage requirements. Psychometric evidence of the appropriateness of this design is ongoing. Examples of previous studies include the impact of initial linkage level assignment on outcomes and patterns of adaptation between testlets. Studies underway in 2016-2017 include analysis of teacher choice within the integrated model blueprint and fidelity of implementation of use of the instructionally embedded assessment system. All analyses are designed with input from the DLM Technical Advisory Committee and results shared with the consortium governance board. While DLM assessments are proposed as an off-the-shelf alternate assessment solution and NDE will not be able to approve individual items or forms, NDE would join other consortium member states in guiding future analysis and development to ensure the assessment system meets peer review requirements. Consortium-level peer review notes from the 2014-2015 assessment administration indicate that the DLM assessment system has met expectations for content coverage.

d. The proposal must describe an efficient procedure for cycles of item and test form review.

Passage and item reviews provide another opportunity in which to engage the expertise of Nebraska educators. NWEA proposes that committees of Nebraska educators and stakeholders participate in onsite meetings to review material for the assessments.

Nebraska educators will gather together to review passages selected and proposed by NWEA for the English language arts assessments. For the Public Domain passages, edits must be kept to a minimum to preserve the integrity of the material, but educators will be asked whether the material is appropriate for the proposed grade level in terms of readability and topic. For commissioned passages, educators will be allowed to make suggestions for edits that may create greater coherence or opportunities for items that will engage students. Passage review meetings also provide an important opportunity for NWEA content specialists to improve our understanding of topics that are of interest and relevance to Nebraska educators and students, as this is an expertise they can share with us. We will also use these

¹¹ van der Linden, W. J., & Reese, L. M. (1998). A model for optimal constrained adaptive testing. *Applied Psychological Measurement*, 22, 259-270

meetings to learn more about the student population, topics that are considered boring or overused, and topics that may be well-received for future development cycles. After passages are reviewed by the educator committees, the results will be shared with NDE. NDE will review suggestions and provide their feedback to NWEA. Following NDE approval, NWEA will incorporate all approved edits. Passage review will be held each year for which NWEA is granted either the contract or contract extension(s) and new passages are developed.

As described in Section B.1.h, Nebraska educators will write the items for the assessments. Once the items are written and moved through our internal review processes (see Section B.1.k), items will be brought before committees of Nebraska educators and stakeholders. While Nebraska educators will have served as the originators of the items, NWEA believes educator involvement in item review will provide yet another opportunity to make sure that the material is appropriate for Nebraska's assessments, as well as a chance for further professional development for participants. Item review is also a stage at which we will engage community members who can help advise as to whether the items are as free as possible of potential bias, sensitivity, and fairness issues for Nebraska's students. Once committee members review all items, proposed edits will be shared with NDE for approval. Following NDE approval, NWEA will incorporate all approved edits. Item review will be held each year for which NWEA is granted either the contract or contract extension(s) and new items are developed.

For all review meetings with educators, NWEA will lead and provide materials for a training session to help inform participants. We will also provide checklists for participants to refer to during the reviews. Our experienced facilitators will answer questions from participants during the workshops and help to make sure that the reviews remain productive and engaging for all attendees.

Given that our proposal relies heavily on the use of teacher-written items, we will conform to the requirement to hold test construction meetings for each content area on-site with NDE. A detailed discussion of this process can be found in Section B.1.a. of this response.

Alternate Assessment Review Cycles

Each year more than 250 new testlets are developed in English language arts and mathematics. In 2016-2017 more than 100 new testlets are being developed in science. Every testlet goes through multiple rounds of review by DLM staff, internal content and accessibility specialists, editors, and educators in DLM states who served as external reviewers. The entire test development cycle, and steps within the cycle, have been refined over the years and reflect efficient, flexible procedures that support an annual development cycle. Once field tested, testlets are reviewed before being approved for operational use. Once testlets are operational, item stats are reviewed at the end of each school year. Testlets may be retired due to evidence about item functioning, the availability of additional high-quality testlets for that EE and linkage level, or due to exposure.

Because DLM's integrated assessment system has a flexible blueprint and a spring model in which testlet assignment is adaptive, test forms per se are not reviewed. However, DLM staff annually analyze students' blueprint coverage during the instructionally embedded window and monitor spring testlet delivery to ensure the adaptive algorithm is working as intended. Results are reported in annual technical documentation updates and to the consortium governance board.

5. Test Schedule for All Assessments

The proposal shall propose a schedule for conducting the general and alternate assessments in English Language Arts, Mathematics, and Science. Final approval of the schedule will be determined by NDE in cooperation with the Contractor.

The NWEA management team and staff will prepare a detailed project plan, a component of which is a project schedule, for NDE review and approval within two weeks of the execution of the contract. This document will likely serve as the basis for a significant portion of the kick-off meeting discussed in Section A.1.i. The project plan is intended to be a living document, subject to approved modification throughout the life of the program.

Alternate Assessments Timeline

The Dynamic Learning Maps Consortium provides two long testing windows. Each state has flexibility in setting its own window within the consortium window. Specific consortium-wide dates are set annually with input from the consortium governance board. The instructionally embedded window typically runs September through late February, although the instructionally embedded assessment management system in Educator Portal, called the Instructional Tools Interface, is typically closed during the December holiday. The consortium's spring window runs mid-March through early June. When states set their own spring window, testlets are not delivered until the state's own window opens and are unavailable as soon as the window closes.

Depending on NDE's decision about the testing schedule for general assessments, DLM may recommend an identical window for the spring summative assessment or a slightly longer window. Most states have a 4-6 week spring window that allows sufficient time for teachers to administer testlets 1:1 and to complete a student's testing over days or weeks.

Draft Timeline

Below in Table 30 is a draft timeline for the general and alternate assessments in English language arts, mathematics, science and alternate assessments for Year One of the contract. NWEA will work collaboratively with NDE to finalize milestone dates and build a detailed project plan for the assessments.

Table 30: Major Tasks for 2017-2018

Task	Proposed Date for General Assessments	Proposed Date for Alternate Assessments, if applicable
Contract Awarded	May 2017	May 2017
Contract Start Date	July 1, 2017	July 1, 2017
Kick-Off Meeting	July 2017	July 2017
Program Plan to NDE	July 2017	
Passage Writing	July 2017	
Passage Content and Bias Review Meeting (1st development cycle)	August 2017	

Table 30: Major Tasks for 2017-2018

Task	Proposed Date for General Assessments	Proposed Date for Alternate Assessments, if applicable
Item Writing Workshop (1st development cycle)	August 2017	
Import Items from NDE Item Bank	August 2017	
Create Ancillary Material	August 2017	
Fall Workshops – annual update to school and district personnel (face-to-face)	August/September 2017	September 2017
Interim System Training (recorded online training)	August/September 2017	
Interim - MAP Fall Testing	September 2017	
Pull Paper/Pencil Fixed Forms	September 2017	
Item Content Review Meeting (1st development cycle)	September 2017	Ongoing (Recruit Nebraska educators as early as September 2017)
Item Bias Review Meeting (1st development cycle)	September 2017	Ongoing (Recruit Nebraska educators as early as September 2017)
Test Construction Finalization for Spring 2018 (adaptive assessment)	November 2017	
Enrollment Training (recorded online training)	November 2017	August/September 2017 (includes fall workshops and consortium webinars).
Districts Order Paper/Pencil Test Materials	January 2018	
Ancillaries Available for Districts	January 2018	September 2017
Districts/Schools Complete Student Management Activities for Online Testing	January 2018	September 15, 2017 for instructionally embedded testing January 2018 for spring testing
Test Administration Workshop Training (live virtual training)	February 2018	September 2017
Practice Tests Available for Students (through Online Test Engine and PDF format)	February 2018	September 2017
Passage Content and Bias Review Meeting (2nd development cycle)	February 2018	
Paper/Pencil Materials Delivered to Schools	February 2018	

Table 30: Major Tasks for 2017-2018

Task	Proposed Date for General Assessments	Proposed Date for Alternate Assessments, if applicable
Item Writing Workshop (2nd development cycle)	March 2018	
Test Administration Window	March-May 2018	March – May 2018
Districts Return Paper/Pencil Material	May 2018	
Score Report Training (recorded online training)	June 2018	May 2018
Annual Debrief/Planning Meeting	June 2018	
Standard Setting Meeting	July 2018	June/July 2018
Data Review	July/August 2018	
Standard Setting Report to NDE	August/September 2018	July/August 2018
Spring 2018 Score Reports and Interpretive Guide Posted for Districts	August/September 2018	Customized Interpretive Guides June 2018 Score reports to be determined, depending on standard setting, August/September 2018
Technical Report to NDE	No later than 3 months following release of results	The DLM Consortium technical manual will be released approximately October 2018.

C. Delivery of Assessments

1. Preparation

a. NDE will provide the contact information for a District Assessment Coordinator (DAC) for each district. NDE will provide an updated database of districts, schools, and grade level counts. The proposal should identify the roles and responsibilities for district staff needed for implementing both paper/pencil and online assessments. These might include test coordinator, test administrator, technology coordinator, etc.

Our assessment system defines several static user roles, each with specific permissions that control levels of access to implementation, configuration, data management, testing, and reporting tasks. Each user has a unique user name to which one or multiple roles can be assigned. Table 31 summarizes available system roles. User roles for the alternate assessment are provided in Appendix KK.

Table 31: Nebraska User Roles

System Role	Typical Role	Permissions & Responsibilities
State Administrator	State-level administrator; anyone trusted to create and manage top-ranking roles at NDE, who interfaces with assessment vendor and makes decisions	<ul style="list-style-type: none"> ▪ Super user access to all data, at both district and school level ▪ Import district and school data, including enrollment data ▪ Import student level data ▪ Determine permissions and create user profiles, if needed ▪ Manage test session information, viewing testing status ▪ View and download reports
System Administrator	District-level administrator; anyone trusted to create and manage top-ranking roles, including assessment coordinator and data administrator	<ul style="list-style-type: none"> ▪ Plan and oversee testing ▪ Assign and communicate with team members ▪ Determine permissions and create user profiles ▪ Determine district-specific settings and configure the system ▪ View and download reports
District Assessment Coordinator	District-level leader for assessments across Nebraska schools (for example, director of student assessment)	<ul style="list-style-type: none"> ▪ Import student, instructor, and programs information from the student information system into the system ▪ Modify incorrect student and instructor information and add missing information ▪ Create user profiles ▪ Modify incorrect test event data ▪ Place orders for paper/pencil material
Data Administrator	District-level expert in student information system (for example, chief technology officer)	<ul style="list-style-type: none"> ▪ Create test sessions in advance ▪ Prepare computers before test sessions ▪ Prepare students for tests ▪ Start and supervise tests ▪ Resolve technical difficulties during tests
Proctor	School staff member or volunteer	<ul style="list-style-type: none"> ▪ View system reports at school, class, and student levels ▪ Guide staff in using data effectively
Administrator	<ul style="list-style-type: none"> ▪ Principals ▪ Educators ▪ School-Level Staff 	<ul style="list-style-type: none"> ▪ View system reports at class and student levels ▪ Adjust instruction based on test results ▪ Use instructional resources to adapt instruction to the level of individual students
Instructor	Teachers	<ul style="list-style-type: none"> ▪ View reports at class and student levels ▪ Adjust instruction based on test results ▪ Use instructional resources to adapt instruction to the level of individual students

2. Student Identification and Tracking

a. The NDE will provide the Contractor with data files containing the NDE Student ID, demographic, grade level, school and program information prior to the assessments on a date agreed to by both the parties.

i. For paper/pencil tests, the Contractor will use this information to link assessments to the appropriate student information via the NDE Student ID (e.g. labels) and identify any costs.

ii. For online assessments, the Contractor will use this information to ensure appropriate student access and tracking of student results. The proposal should discuss methods that will be used to link online assessments to the appropriate student information via the NDE Student ID and identify any costs.

NWEA rostering systems are designed to identify and accept student enrollment data with the NDE student ID, which will be configured in our systems as the key match-ID for all subsequent test and reporting actions related to student data.

NWEA currently supports several options to roster student data, the details of which are further elaborated in the rostering process and serve to clarify how assessments are linked to appropriate student information. Nebraska schools already using NWEA assessments have processes in place for submitting student enrollment data into our current assessment system. Most Nebraska partners import a roster file for each testing term at the district level, and NWEA will be able to configure this import process to make NDE Student ID as a mandatory required field during rostering import. Similar business rules can be implemented with the state rostering import process as well.

For paper/pencil tests, the roster data uploaded with NDE Student ID will be used to generate student labels, and this NDE Student ID will be associated with the student data in all of the paper/pencil scanning and data integration processes.

Our scoring and reporting systems can be configured to meet the needs of states from merging online and paper-pencil tests, prior to generating score reports. NWEA will configure systems to use the unique State Student ID as the primary key and match/merge student responses from online and paper-pencil tests as needed, and create one master data source file (i.e., for scoring and assigning scale scores), prior to generating score reports.

Alternate Assessments Student Information and Tracking

DLM student enrollment records, including state student identifier, demographic information, grade level, school, and assessment program, are maintained in the Educator Portal. Nebraska students would be identified by their NDE Student ID as the unique identifier. All subsequent assessment management, administration, and score reporting is based on the unique student record. DLM will accept one file per year from NDE for the purpose of populating student records for the school year, prior to the start of testing in the fall. Educator Portal offers capability for district and school staff to manage changes in student enrollment data after the initial data load.

Print Report Data Files

NWEA will receive and prepare a District Assessment Coordinator (DAC) data file, which will include districts, schools, and grade level counts. NWEA will also receive and prepare a student demographics

data file. NWEA will provide both files to EDS, and EDS will load the information into its secure database to prepare the paper/pencil student pre-identification data. EDS will use the database of entities and student demographics to prepare a pre-identification data file.

The file will contain one record per student and include the district, school, and student demographic data to be used for pre-printing onto the scannable answer documents and for complete and accurate merging after scanning. Pre-identification data is used to link assessments to the appropriate student information via the NDE student ID.

Student demographic records will be sorted to ensure printed documents can easily be distributed to schools and classrooms (e.g., by district, school, grade, classroom, period, student last name). School, district, and student information will be printed in the appropriate fields on the scannable documents and then packaged by grade and school for inclusion in the school materials shipments. To quality check the printed student documents, EDS will prepare a summary listing of the number of student records within each school and district and compare that listing to the numbers of documents printed. EDS staff will also periodically review printed documents during the printing runs to look for accuracy in placement of text and bubbles and printing quality.

EDS will use the database to pre-print scannable school and classroom header sheets. The header sheets will be provided to schools in their materials shipments. Schools will use bubble grids on the header sheets to capture the counts of student answer documents being returned for scanning. EDS will use this information to reconcile school counts with processed counts. If there are differences in counts (i.e., number of documents schools indicate are included in the shipment and the number processed by EDS), EDS will recount the processed counts and report any discrepancies to NWEA for further follow up with the school.

Prior to using the file, EDS will provide quality checks on the entities file by reviewing a summary of the districts and schools and comparing it to a known list (e.g., from the NDE website). EDS will also provide the summary to NWEA for review and approval.

3. Paper/Pencil Tests

a. The proposal will describe a system for schools to order special test materials (e.g., large-print, Braille) and counts of paper/pencil needs prior to testing.

To collect and validate paper/pencil test materials order quantities, NWEA will implement EDS's proprietary internet-based software application called CORE (Custom Orders, Retrieval, Editing system). EDS has successfully implemented the CORE system for multiple large-scale assessments. Please refer to Appendix F, *Subcontractor Summary of Corporate Experience*, for additional details regarding EDS experience and customer base. CORE resides on EDS' secure, password-protected, encrypted (Secure Socket Layer certificate, or SSL) web server. Districts will access CORE's functionality by using a single sign-on through the NWEA portal. EDS and NWEA will ensure a seamless and accurate secure login for districts, so that user credentials customize access to data the system.

In preparation steps prior to implementation, EDS will customize the CORE modules with project-specific relevant data. EDS will:

- Preload the Nebraska entities master file (i.e., file of district and school names, counts, etc.) provided by the NWEA/NDE and will check the file to be sure it is up to date and complete.

-
- Preload the specific list of test materials and ancillary materials to be ordered and shipped to districts and schools for both initial ordering and additional ordering.
 - Program a custom ordering webpage to collect counts of students and test materials from districts.
 - Prepare packing lists and materials lists based on orders from districts.
 - Make any other modifications to accommodate the program requirements.

General assessment, large-print, and Braille document counts will all be ordered through the same interface. In the example below, districts enter the numbers of answer books and test books for each grade that will be testing. If enrollment counts or previous year's testing counts are available, EDS will pre-load the form to include those numbers so districts will only need to update them for the current testing population. This screen will be customized to collect the information needed for placing orders for the paper/pencil assessments as shown in Figure 34.

District Portal > Order Management > Initial Order Summary Matrix Form

Initial Order Summary Matrix Form

This Initial Order form is pre-populated with the number of students tested during the 2015–16 Edition Annual Assessment (AA) Window. Verify that the number in each cell reflects the approximate number of students to be tested during the 2016–17 Edition AA Window. If not, edit the quantities by typing over the numbers in the cells and/or entering quantities in empty cells. Enter the number of students to be tested; do not include the overage. The overage will be automatically calculated and provided in the shipment.

Gr = "Grade," AB = "Answer Books," and TB = "Test Books."

Regular Materials

School	Gr K		Gr 1		Gr 2		Gr 3		Gr 4		Gr 5		Gr 6		Gr 7		Gr 8		Gr 9		Gr 10		Gr 11		Gr 12	
	AB	TB	AB	TB	AB	TB	AB	TB	AB	TB	AB	TB	AB	TB	AB	TB	AB	TB	AB	TB	AB	TB	AB	TB	AB	TB
Amber Jr. High	5	5	5	10	10	8	8	15	15																	
Azure High	11	1	1	1	1	1	1	1	1	1																
Lilac Elementary	5	5	5	5	5	5	5	5	5	5																
Persimmon High	8	7	6	5	4	3	3	2	2																	

Large print and braille materials are available as single packages only and are not pre-populated. You must enter these as needed each year.

Large Print Materials [\[Hide Large Print Order Form\]](#)

School	Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Amber Jr. High				1									
Azure High					2								
Lilac Elementary	1		1			4							
Persimmon High				1									

Braille Materials [\[Hide Braille Order Form\]](#)

School	Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Amber Jr. High	1												
Azure High		1											
Lilac Elementary			1										
Persimmon High							1						

Totals

Gr K	Gr 1	Gr 2	Gr 3		Gr 4		Gr 5		Gr 6		Gr 7		Gr 8		Gr 9		Gr 10		Gr 11		Gr 12	
AB	AB	AB	AB	TB	AB	TB	AB	TB	AB	TB	AB	TB	AB	TB	AB	TB	AB	TB	AB	TB	AB	TB
31	19	19	23	20	19	17	27	23	1	0	0	0	0	0	0	0	0	0	0	0	0	0

Save Order

This option will save any changes made during this session. The Initial Order may be edited and saved as many times as needed throughout the Initial Ordering Window.

Cancel Edits & Return to Order Mgmt.

This option will cancel any edits made during this session, revert to the previous quantities, and return you to the Order Management main menu.

Submit Order

This option will submit this order for processing. This action cannot be undone.

All orders must be submitted by the end of the Initial Ordering Window.

Figure 34: Initial Order Summary Matrix Form. The form is populated with enrollment information, which can be updated as needed.

To prevent excessive orders, CORE will include a warning message if users enter numbers beyond established thresholds. Additionally, EDS staff will review all orders for reasonableness and question any figures that seem excessive to prevent materials inventory issues.

Once test materials quantities are entered by the district, the system will present the user a summary of the numbers for review and verification. This report is provided in a form that can be printed and shared by administrative staff, as necessary, as shown in Figure 35.

EDUCATIONAL DATA SYSTEMS		2016–17 Edition Initial Order Confirmation														Generated on: Jan 16, 2017 1:10 AM								
		District: State Unified District Code: 88-88888																						
Regular Materials																								
School Name	School Code	Gr K	Gr 1	Gr 2	Gr 3		Gr 4		Gr 5		Gr 6		Gr 7		Gr 8		Gr 9		Gr 10		Gr 11		Gr 12	
		AB	AB	AB	AB	TB	AB	TB	AB	TB	AB	TB	AB	TB	AB	TB	AB	TB	AB	TB	AB	TB	AB	TB
Amber Jr. High	9900005	5	5	5	10	10	8	8	15	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Azure High	9900003	11	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lilac Elementary	9900004	5	5	5	5	5	5	5	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Persimmon High	9900006	8	7	6	5	4	3	3	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Large Print Materials														
School Name	School Code	Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Amber Jr. High	9900005	0	0	0	1	0	0	0	0	0	0	0	0	0
Azure High	9900003	0	0	0	0	2	0	0	0	0	0	0	0	0
Lilac Elementary	9900004	1	0	1	0	0	4	0	0	0	0	0	0	0
Persimmon High	9900006	0	0	0	1	0	0	0	0	0	0	0	0	0

Braille Materials														
School Name	School Code	Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Amber Jr. High	9900005	1	0	0	0	0	0	0	0	0	0	0	0	0
Azure High	9900003	0	1	0	0	0	0	0	0	0	0	0	0	0
Lilac Elementary	9900004	0	0	1	0	0	0	0	0	0	0	0	0	0
Persimmon High	9900006	0	0	0	0	0	0	1	0	0	0	0	0	0

Figure 35: Initial Order Confirmation. Users can use this summary to review and verify numbers. It can then be printed as a form to share with others.

For all orders placed by districts (original and additional orders), CORE presents an order history, shown in Figure 36, which provides a unique order number, the type of order, the date the order was placed and the status. It offers a link to the order screen for editing (up to the point it is in process), and once the order is processed, it provides a link to download the detailed packing list that will be used to pack and ship the order.

Order History					
Order #	Type	Date Created	Last Modified	Status	Action
137850	Additional	January 16, 2017	January 16, 2017	Processing	[View Packing List]
137849	Initial	January 16, 2017	January 16, 2017	Submitted	[View Order]

Figure 36: Order History Screen. This screen shows the unique order number, type of order, date, and status. Users can also download the packing list through CORE.

Using the order information collected from districts, EDS will prepare test materials packing lists that will provide a complete list of materials and quantities to be packed and shipped for each school. The CORE system will use formulas (e.g., one administrator manual for every classroom, one test coordinator manual for every school, one manipulative for every student, etc.) for inclusion of an adequate number of ancillary and support materials in every shipment.

All components of CORE go through extensive coding and quality assurance checks prior to the release to users. The EDS application team uses an established and proven application development process that begins with a detailed written specifications document. To create the customized CORE specifications, the EDS application team will document the requirements of the applications, methodologies to implement the desired functionality, the timeline, and supporting documentation such as the user training guide.

Once the specifications document is approved, an application-specific checklist is created. The application developer and quality control specialist work both independently and together in reviewing application requirements and ensuring functionality is as expected.

For all software applications and programs, EDS will develop and use a test deck of quality control data that has known values to read through the systems. Once the known values are verified to be correct within the application, it is deemed ready. The application is not released until all requirements are met.

b. The Contractor will produce large-print versions of test booklets and related test materials (one test form per grade level). The proposal should comment on the research and best practice for providing accommodations for visually impaired students, particularly the issue of multiple sizes of large-print versions. The proposal should budget for the production of large-print materials using the counts provided in the Introduction to this Technical Approach.

We will produce large-print versions, following American Printing House for the Blind's best practices for printed documents¹². The following are best practices and guidelines for large print documents:

- In general, font size is usually 15- to 18-point (usually 16-point), bold, sans serif, mono or fixed space font.
- Typical sans serif fonts include Verdana, Helvetica, Tahoma, Arial, and Typography's Gotham Rounded fonts. (Gotham is the NWEA brand guideline font)
- Large-print documents, with a line spacing (leading) of at least 1.5 to help reduce eye strain and have good readability.
- Large-print documents are typically printed on 11.5-by-15-inch paper.
- Large-print usually consists of two or three pages for every one page of 11-point font original print.
- Titles and headings should be larger than the text of the document and contain both upper and lower case letters. Titles and headings should be aligned left where possible.

¹² Kitchel, J. Elaine, "APH Guidelines for Print Document Design," *American Printing House for the Blind*, Louisville, Kentucky: American Printing House for the Blind, Inc., accessed January 26, 2017, <http://www.aph.org/research/design-guidelines/>

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- Large-print documents that display the text in blocked paragraphs which are aligned left are preferable. Double spacing between paragraphs is necessary for readability.
 - Bulleted text should be identified by large solid dark bullets, with double spacing between items.
 - Eliminate “widows” and “orphans” when continuing text from one page to the next.
 - Page numbers should be the same font style and of at least the same font size as the document text.
 - In single-sided, unbound documents, the page number should be positioned in the top right corner. In book formatted documents, the page number should be located in either the upper or lower outer corner of each page. In either case, a margin of at least 0.75 inches is needed to accommodate the page number.
 - The paper used in large-print documents should have a non-glossy, matte or dull finish to reduce glare. An off-white color minimizes eye strain.
 - Paper used in large-print documents should avoid bleed-through when printing on both sides.
 - Emphasis is best achieved by the use of asterisks, dashes, double bolding, or by simply underlining an individual word. The use of color or italics is not acceptable for low vision readers.
 - Horizontally connect two columns of information with leader dots, as in a table of contents. When a table appears in a large-print document, it should be kept on one page. Horizontal and vertical lines between rows and columns will facilitate tracking in tables with multiple columns.
 - Binding large-print documents that are up to approximately 20 sheets of paper can be saddle stapled. Thicker documents must be bound with an appropriate spiral or wire-o binding to facilitate flattening for ease of reading. An ample margin is needed to accommodate the binding.
 - Charts, graphs and pictures or miscellaneous items that are not straight text, will require some modification. They may be enlarged and included on a separate page; information in tables, columns, and charts may need to be arranged so that it can easily be read. Column formatting may be removed. Data in tables and charts should be explained in the text.
 - Large-print documents produced with a high degree of contrast is best when possible. Bold the entire document so that the print will be dark enough to offer an additional level of contrast between the print and the paper.

Enlarging on a copier does not produce large-print documents. Copiers may create fuzzy text or create smudges or dirty copies not acceptable for a low vision reader.

Alternate Assessments Support Visually Impaired Students

DLM alternate assessments are administered online, with a variety of accessibility supports for students with visual impairments. The available accessibility supports were developed based on research regarding instruction and assessment for students with significant cognitive disabilities, and from input of educators with expertise in students who are deafblind and also have significant cognitive disabilities.

Options include on-screen magnification, the option to use an interactive whiteboard or projector, or a magnification device that works with the computer screen to enlarge the assessment to the needed size. For other students who are blind or have visual impairments there are several strategies used for ensuring access to assessment content. Synthetic and human read aloud supports are also available. Depending on the content being assessed, there are some alternate testlet forms that use concrete objects or tactile materials instead of on-screen presentation.

Computer-delivered testlets for students who are blind or have visual impairments begin with an instruction screen for the test administrator, then continue with content intended for the student to access. These testlets may require materials that the educator uses to represent the onscreen content directly to the student. Needed materials are listed on the Testlet Information Page (TIP) and substitutions are allowed as directed.

c. The Contractor will produce UEB Braille, with Nemeth for mathematics, versions of test booklets and related test materials (one test form per grade level). The proposal should budget for the production of UEB Braille materials using the counts provided in the Introduction to this Technical Approach.

Nebraska is a UEB state and 2016 was its implementation year. APH will be using UEB for Nebraska's Braille format. Please see Appendix S, *Nebraska UEB Implementation Plan*, for more information. We have budgeted for the production of UEB Braille materials based on the counts provided in the introduction to the Technical Approach.

Alternate Assessments

For students who read Braille, educators make a selection in the Access profile that leads the system to deliver Braille forms. A Braille form includes the same onscreen presentation as a general form, and a downloadable BRF file so that the testlet can be printed in Braille locally. Not all testlets at every level on the blueprint have a Braille equivalent. When Braille forms are not provided, test administrators will use other approaches to deliver assessments to students who are blind or have visual impairments. Braille forms are available for grades three through five at the Target and Successor linkage levels and in grades six through high school at the Proximal Precursor, Target, and Successor levels in English language arts and mathematics. For science, Braille forms are available at the Target linkage level.

Current Braille forms use uncontracted English Braille, American Edition (EBAE). Plans are being developed to begin offering UEB forms in addition to EBAE forms beginning in 2018. Mathematics testlets use Nemeth code rather than technical symbols or words for operations. Braille forms are transcribed to be as similar as possible to online testlets, but will have some minor changes to help the student best access the information. Page numbers are included on all testlets to help with organization. Answer choices are lettered to help the student let the teacher know which answer choice they have chosen so the teacher can input the answer choice into the KITE Client. English language arts text is double spaced to help students whose Braille tracking skills are not strong yet.

d. All student answer document images, student answer documents, and actual student booklets shall be disposed of during the first two weeks of January of the year following the testing. The budget should reflect any costs associated with storage and disposal of documents.

After processing of the tests for each annual assessment is complete, EDS will securely store all test materials, including scannable documents, using a long-term storage process and database system. This system includes packing storage boxes with electronic documentation of the materials included in each box. EDS uses the security barcodes on the test documents and storage box barcodes on the outside of the boxes to link the information in the database. EDS staff load boxes onto labeled pallets and then enter the information into the database. If there is a need to find a stored document, EDS staff can easily and quickly find and pull a document out of long-term storage.

EDS will manage the secure destruction of assessment materials during the first two weeks of January of the year following the testing. Using the long-term storage database, EDS will retrieve the documents

and systematically destroy them through a secure shredding process. The long-term storage database will be updated to reflect that documents are destroyed.

EDS uses a mobile secure shredding vendor that provides services on site at the EDS warehouse to securely destroy materials. The shredding company uses a high-capacity mobile Ultra Shred Paper Predator on-site document destruction vehicle that provides the most advanced document destruction technology in the industry. The shred trucks, equipped with a twenty-inch monitor so EDS staff may monitor the documents going into and being expelled in a pulverized state, provide the quickest, most complete, and most confidential destruction of sensitive documents and CDs.

Trucks that perform the secure shredding will be parked behind locked security fences at EDS's warehouse facility throughout the shredding process. Personnel from the shredding company and EDS monitor the trucks and the materials as they are destroyed. Every sensitive document is pulverized using a *hammermill* process which creates the smallest pieces in the document destruction industry. Technicians are bonded and insured and are the only personnel that handle the secure materials. Additionally, the shredding company does employee background checks, screens output to provide consistent small shred size, has two technicians at every destruction, and shreds up to 7,000 pounds per hour.

After the test materials destruction process is complete, the shredding company provides a certificate of destruction that will remain on file at EDS.

EDS will store electronic images and image clips of scanned answer documents on internal data servers and backup servers or media. EDS data processing staff will document the file locations and file names that are archived for each edition of the test.

During the first two weeks of January of the year following the testing, EDS will delete the answer document images from the server hard drive and all backup drives. The deletion process will securely erase the data to ensure that the images cannot be retrieved through data restorative means. EDS data processing staff will work with the project manager to ensure the correct files are scheduled for deletion. Only after approval will the files be deleted. An EDS data processing supervisor and the project manager will work together and observe the deletion to ensure the correct files are deleted. EDS will provide the NDE with archives of all data files prior to deletion, upon request.

Alternate Assessments Document Disposal

Since DLM is an online assessment, there are no answer documents. The only exception is for writing testlets. Many students who take DLM writing assessments do not produce their writing on paper, so there is no systematic expectation for the distribution, collection, shipping, and destruction of materials. Instructions are provided in training materials for test administrators to destroy any printed materials used as part of the assessment locally after testing is complete, unless otherwise instructed (e.g., for an interrater reliability study). DLM will dispose of materials as specified in this requirement during the first two weeks of January of the year following the testing.

4. Ancillary Materials

a. The following ancillary materials will be produced for all online and paper/pencil statewide assessments. The proposal should discuss the type of information included in manuals, the type and use of shipping labels and control forms, etc. Web- based versions of all ancillary materials should be available for posting on the NDE websites. The following materials are needed:

NWEA understands the importance of having easy-to-understand, comprehensive test coordinator and test administrator manuals available to Nebraska district and school personnel. NWEA will work closely with NDE to develop manuals for all online and paper/pencil statewide assessments that communicate a clear message to the readers. NWEA will also collaborate with the NDE to develop the ancillary materials.

i. A Principal/Test Coordinator manual for each test administration. A common manual will be produced for all grades. A single printed manual will be shipped to each district and school and copies of the manual will be distributed at the administration workshops. The manual should also be accessible online.

Two Principal/Test Coordinator Manuals (TCMs) will be produced, one for summative assessments, and one for alternate assessments. Because MAP is being offered as an off-the-shelf product, there is no custom development of any materials planned for interim. However, NWEA currently provides a robust set of user materials, at all levels to support set-up and administration.

To support end users, manuals will be produced with a unique color scheme to help differentiate the test. NWEA will ship a copy of each manual to all districts and schools. For Interim, users will access the materials from the NWEA web-site, or we can post these to the portal – we have not budgeted for any printing of any materials associated with the Interim MAP assessment. NWEA will also provide a digital copy of the Summative TCM for posting on the NDE website.

At a minimum, the Summative TCM will include:

- Overview of the assessment
- Roles and responsibilities of individuals
- Important dates
- Test security protocols to promote best practices in online and paper and pencil administration
- Technology preparation information
- Paper and pencil ordering information
- Directions and information regarding managing users and student information including accessibility information and student mobility
- General test information including expected testing durations and recommendations for establishing test schedules
- Checklist of activities for the test coordinator
- General troubleshooting tips
- Help desk contact information

Working with NWEA, EDS will contribute content for the manual related to processes for receiving, inventorying, and distributing test materials at the school sites, and for packing, checking, and shipping

materials back to EDS for processing. EDS will work with NWEA to ensure the content of the manual is appropriate for all paper/pencil processes. A common manual will be produced for all grades.

The manual will contain information (e.g., step-by-step instructions, informational diagrams, roles and responsibilities, schedules and deadlines, contact information for questions, etc.) to assist school and district coordinators to successfully prepare for the assessment and for returning shipments for processing. EDS will ensure the manual follows NDE regulations and program requirements related to test coordination. The layout and design of the manual will be professional looking, clear, and organized.

A PDF of the Principal/Test Coordinator manual will be posted on the NDE websites. Additionally, the manual will be printed on 11-by-17-inch paper, folded, and saddle-stitched to form an 8.5-by-11-inch booklet. Printing will be in black ink on white paper. Sufficient quantities of the manual will be printed to ship one per district and school and to distribute at the administration workshops.

Assessment Coordinator Manual for Alternate Assessments

The Assessment Coordinator Manual supports the assessment/test coordinator in preparing schools for testing. This resource provides information for assessment coordinators to oversee the assessment process, and to support the roles of data managers, technology personnel, and test administrators (educators, examiners, proctors, or teachers). The manual delivers an overview of the DLM alternate assessment system and includes a checklist of key duties. Additionally, it addresses planning needs and resources.

The Assessment Coordinator Manual (ACM), which has identical content across all grade levels, will be made available to all districts on Nebraska's webpage. A copy of the Assessment Coordinator Manual is provided in Appendix T.

A Data Management Manual and Technology Specifications Manual are also available to support the individuals assigned to these duties at the local level. The Data Management Manual covers procedures for managing information in Educator Portal, while the Technology Specifications Manual addresses topics such as software requirements and installation. A copy of the Data Management Manual is provided in Appendix O and the Technology Specifications Manual is provided in Appendix U.

ii. A unique Test Administrator manual for each grade level test.

Test Administrator Manuals (TAMs) will be produced for each grade level: one manual for the summative assessment and one manual for the alternate assessment. To support end users, each grade level TAM will be produced with a unique color scheme to help differentiate the grade level. Each TAM will be provided to NDE at a mutually agreed upon date in an electronic format.

Because MAP is being offered as an off-the-shelf product, there is no custom development of any materials planned for Interim. However, NWEA currently provides a robust set of user materials, at all levels to support set-up and administration.

At a minimum, each TAM will include:

- Important dates
- Test security protocols to promote best practices in online and paper and pencil administration

-
- General test administration information including typical testing durations, testing rules (pause, inactivity, etc.), and establishing and monitoring testing sessions
 - Grade level specific information about embedded tools and supports
 - Grade level specific scripts for standardized administration
 - Instructions for returning paper and pencil materials
 - Checklist of activities for the test administrator
 - General troubleshooting tips
 - Help desk contact information

Per the NDE requirement we have budgeted for one manual per grade, however our experience shows that the administration across grades does not vary significantly. As a best practice we would like to propose additional discussion about providing one manual for each assessment, calling out specific grade level information when necessary. We believe a single manual will assist district and school level users in the management of test administration materials and provide a cost savings to NDE. We welcome this discussion during contract negotiations.

NWEA will develop accurate and appropriate Test Administration manual content related to paper/pencil test processes. In addition, the documents will undergo a “three-way” check, where EDS staff will take the exam at each grade level to verify that the Administrator manuals, test booklets, and scannable answer documents all correspond. Once this is done, EDS will provide draft documents to NWEA for review and approval, incorporate necessary changes, and repeat this process. EDS anticipates two rounds of edits through a formal review and approval cycle.

Test Administration Manual for Alternate Assessments

The Test Administration Manual (TAM) supports the test administrator in preparing themselves and students for testing. The TAM includes specific procedures for test administrators and is organized into four sets of tasks for different parts of the school year: (1) before beginning assessments, (2) instructionally embedded assessment, (3) spring window assessment, and (4) preparing for next year. The contents of the TAM are identical across all grade levels, because procedures do not differ by grade. (Specific guidance is delivered through the Testlet Information Page for each testlet, in each grade and subject, as it is assigned to the student.)

The TAM will be made available to all districts online on the State’s DLM webpage. States are able to add state specific content to the manual’s appendices. A copy of the Test Administration Manual is provided in Appendix V.

iii. All forms and labels necessary for the efficient and secure shipment and receipt of printed materials.

EDS will develop forms and labels necessary for the efficient and secure shipment and receipt of test materials.

To prepare for test materials shipments to schools, EDS will prepare detailed packing lists based on orders provided by the schools. The packing lists will clearly identify the school name, school ID, contact person, shipping address, and telephone number. Each item and the quantity to be packed will be listed along with a spaces for control marks for packers and quality checkers.

Along with the packing list, EDS will provide pre-printed school and class headers (see our response to the next requirement, iv., for a description of these documents), and a pre-printed scannable School/Group list, an example of which is seen in Figure 37. The School/Group lists will contain the school and district name, the unique district and school IDs, and spaces to fill in the counts of each group of documents being included in the package for the school.

M
P

SCHOOL/GROUP LIST


2016–17 California English Language Development Test

1 District Name: **STATE UNIFIED**

2 School Name: **AZURE HIGH**

4 Contact Name: _____
Phone Number: _____

3 CDS: **88-88888-9900003**



To complete the School/Group List (SGL):

- Write in the name and phone number for the school's site coordinator. Do not attach labels with this information in this section.
- Write in the exact number of students tested in the appropriate grade row. This number must match the number of students tested as indicated on the corresponding GIS.
 - Do not add your own grade rows. If you have multiple groups per grade, consolidate them into one group with one GIS.
 - Do not write in a "0" or write a slash through the Number Tested field for grades with no Answer Books submitted for this school.
 - Do not write outside of the Contact box and the Number Tested and Comment columns. All other marks will make this document unscannable.
- Keep a photocopy of the completed document for your records.

Refer to Figure 10 and the instructions that follow it in the *2016–17 Edition District and Test Site Coordinator's Manual* for additional instructions.

This is a scannable form. Do not alter it or create your own version. If photocopying this document to use as a master for monthly shipments, only photocopy onto white paper.

Contractor Use			5	6	
Code	Did Not Receive	Received	Grade	Number Tested	Comments
			K		
			1		
			2		
			3		
			4		
			5		
			6		
			7		
			8		
			9		
			10		
			11		
			12		

Contractor Use

Z
■

Figure 37: School/Group List. This example is of a pre-printed School/Group List form showing all of the unique identifying school information, as well as the information that is collected as schools prepare to pack and ship their completed tests back to EDS for processing.

Upon arrival of the test materials at the schools, coordinators will be instructed to review the packing list and inventory the materials inside the box(es) against the packing lists, and to report any issues with their shipment. In the case of an error, EDS will work with customer service to provide additional shipments of materials, as necessary.

EDS will supply return packing materials, including return box labels. Instructions for preparing and packing return shipments will be included in the Principal/Test Coordinator Manual. Schools will be instructed to retain the heavy-duty shipping boxes that their materials arrived in so they can be reused

for returning materials back to EDS. (If districts or schools need additional boxes, they may order them through the CORE order management site.)

EDS will supply pre-printed return address labels (see Figure 38 for an example) for schools to place on their return shipment boxes. Schools will be instructed to place these labels on the outside of their boxes, in addition to the pre-paid UPS shipping label that is supplied by the UPS driver.

2016-17 CELDT
Scorable Documents

From:
CDC: **88-88888-0000**
Dist: **State Unified**

To: Educational Data Systems Ph: (866) 850-1039
15850 Concord Circle, Ste. A
Morgan Hill, CA 95037

BOX _____ **OF** _____

DO NOT COVER THIS LABEL




Figure 38: Pre-Printed Return Address Labels. This example pre-printed label provides the program name, school name, “ship to” address, a space for filling in the box number and total number of boxes, and the barcode of the school (to facilitate receipt of boxes upon arrival at EDS’s warehouse).

EDS will use heavy duty boxes that are sized so that school personnel can safely lift and move materials. The boxes hold up well for shipping to and from school locations. The outside of the boxes will contain color-coded information and program branding to adequately identify the boxes and distinguish them from any other program or shipping box. They will also contain a toll-free telephone number printed on the outside to use if any box is misplaced or inadvertently shipped to the wrong address. This will offer a way for the unintended recipient to contact EDS and arrange for the box’s return.

iv. All control/processing forms necessary for the administration of the tests.

In addition to the School/Group Lists that provide a summary of the number of student documents returned for processing, EDS will provide pre-printed school and class header sheets as control processing forms. The school and class header sheets will be packaged and shipped to districts and schools with their test materials. Instructions will be included for filling out and using the forms for packaging test materials for return.

EDS will use the DAC master entity file to pre-print the district and school names, IDs, grade levels, and other pertinent information for identifying the groups. Class headers will be pre-printed with district and school names, IDs, and other pertinent information. Instructions for filling in the form with classroom teacher information and document counts will be provided. Figure 39 shows an example of a group identification sheet.

v. All sign-off forms necessary to ensure the security of the test materials.

EDS has experience with producing Test Security Agreement/Affidavit documents for large-scale assessments, as described in Appendix F, *Subcontractor Summary of Corporate Experience*. EDS will work with NWEA to provide test security forms that include all required security information and assurances, and that conform to the style guide for the NDE assessments. (See sample security affidavits in Figures 40 and 41.)

I acknowledge by my signature on this form that the CELDT is a secure test and agree to each of the following conditions to ensure test security.

1. I will take all necessary precautions to safeguard all tests and test materials by limiting access to persons within the school district with a responsible, professional interest in the test's security.
2. I will keep on file the names of persons having access to tests and test materials. I will require all persons having access to the materials to sign the Test Security Affidavit that will be kept on file in the school district office.
3. I will keep the tests and test materials in a secure, locked location, limiting access to only those persons responsible for test security, except on actual testing dates.

By signing my name to this document, I am assuring that I will abide by the above conditions.

Signature

Print Name

Title

District Name

County-District-Charter Code

Date

Figure 40: Sample Security Affidavit. EDS will work with NWEA to provide security forms that include all required information and conform to the NDE style guide. This figure and Figure 40 are examples of security affidavits.

I acknowledge that I will have access to the test for the purpose of administering the test. I understand that these materials are highly secure, and it is my professional responsibility to protect their security as follows:

- 1) I will not divulge the contents of the test to any other person through verbal, written, or any other means of communication.
- 2) I will not copy any part of the test or test materials unless necessary to administer the test.
- 3) I will keep the test secure until the test is actually distributed to pupils.
- 4) I will limit access to the test and test materials by examinees to the actual testing periods when they are taking the tests.
- 5) I will collect and account for all materials following each period of testing and will not permit pupils to remove test materials from the room where testing takes place.
- 6) I will not disclose the contents of, or the scoring keys to, the test instrument.
- 7) I will not review any test questions, passages, or other test items with pupils before or after testing.
- 8) I will administer the test(s) in accordance with the directions for test administration set forth in the contractor's manual for test administration.
- 9) I will return all test materials to the designated California English Language Development Test site coordinator upon completion of the test.
- 10) I will not interfere with the independent work of any pupil taking the test, and I will not compromise the security of the test by means including but not limited to:
 - A) Providing pupils with access to test questions prior to testing.
 - B) Copying, reproducing, transmitting, distributing, or using in any manner inconsistent with test security all or any portion of any secure California English Language Development Test booklet or document.
 - C) Coaching pupils during testing or altering or interfering with the pupil's responses in any way.
 - D) Making answer keys available to pupils.
 - E) Failing to follow security rules for distribution and return of secure tests as directed, or failing to account for all secure test materials before, during, and after testing.
 - F) Failing to follow test administration directions specified in test administration manuals.
 - G) Participating in, directing, aiding, counseling, assisting in, or encouraging any of the acts prohibited in this section.

I have been trained to administer the test.

Signature: _____

Print Name: _____

Title: _____

School Name: _____

Date: _____

Figure 41: Sample Security Affidavit. EDS will work with NWEA to provide security forms that include all required information and conform to the NDE style guide. This figure and Figure 40 are examples of security affidavits.

Security Agreement for Alternate Assessments

Since DLM assessments are delivered online, there are no sign-off forms for materials. Users will complete the security agreement after logging into Educator Portal the first time. The security agreement must be completed annually. By accepting the security agreement, the user agrees to follow DLM's security standards, including not storing or saving assessments to a computer, not printing electronic assessment materials used during assessment administration, and not sharing their personal login with another person.

b. Each year the Contractor will provide up to and including three reports related to the tests on issues such as test design, administration, interpretation/use of results, scoring, and validity/reliability. The intended audience for these reports will be educators or the general public. The NDE will determine the topics for each report. These reports will be delivered according to a mutually agreed upon date, and will be provided to NDE in electronic format for posting online.

i. In addition, the Contractor is expected to provide a solution for not only reporting on data forensics, but supporting NDE in its use of the report and follow up on issues of concern indicated in data forensics report.

ii. In addition, the Contractor is expected to provide a report of the online accommodations/tools used by students with IEPs, 504 plans, or for students who are English Language Learners in order to conduct research on the effect on final student scores.

NWEA will provide up to three reports to NDE each year on mutually agreed upon topics. Upon agreement of the report topics, a mutually agreed upon timeline for delivery will be determined. Each report will be provided in an electronic format and given that the report audience is the general public and educators will generally not exceed ten pages and be written to a lay audience. When topics such as test design, administration, scoring are those that appear in a technical report, subsets of the technical report will be the starting point of the report to ensure information is consistently presented.

Data forensics

NWEA will supply NDE data forensic reports on answer choice changes each year. Such reports are evidence of a testing anomaly and can be one indicator that test security was compromised. We will support NDE by providing guidance on testing sites that may need additional auditing and responding to NDE questions and concerns in regard to its use of the report. See our responses in Section G.8 for further information on data forensics.

Online Accommodations/Tools Report

In addition to these three reports, NWEA will provide a report on the online accommodation and tools assigned to students with individualized education plans (IEPs), students with 504 plans, and student who are English language learners. As an uncosted option, it likely is an important consideration to survey students on their perceptions regarding the effectiveness of the accessibility tools to better understand when and how students are using the tools.

Additional Reports for Alternate Assessments

DLM develops and makes available on the DLM website brief reports on topics related to assessment and instruction for students with significant cognitive disabilities. Two different briefs, “Individual Education Programs Based on the DLM Essential Elements” and “Instructionally Embedded Assessments,” are included as Appendix W, *DLM Project Briefs*, and are available online at <http://dynamiclearningmaps.org/about/research/publications>. Additional briefs will be made available in 2017. DLM will collaborate with NWEA to provide additional reports as requested by NDE if a brief is not already available on the desired topic.

Forensic analyses are conducted using procedures described in Section G.8. DLM and their Technical Advisory Committee routinely discuss forensic analysis methods and findings at the consortium level, and data files are made available to individual states along with recommendations for their use.

NDE may generate an extract from Educator Portal that lists all enrolled students and the accessibility options selected on their Personal Needs and Preferences (PNP, or Access) Profile. This extract is available on-demand, and NDE may use the student identifiers to link this file to student results. While the number of students taking alternate assessments in Nebraska is too small for robust analyses of the effects of accessibility feature use on final results, NDE would benefit from ongoing, consortium-level analyses related to accessibility. Those studies are planned with input from the DLM Technical Advisory Committee and the DLM Governance Board.

D. Test Administration for All Statewide Assessments

1. Online Administration

The proposal should identify the process or method(s) used to:

a. Authorize and authenticate users including students, teachers, test administrators, and test coordinators at a minimum plus any other designated district personnel proposed by the Contractor. This includes participation in the statewide SAML single sign on framework and application launch portal.

NWEA will provide an integration solution for general assessments for authorizing and authenticating users that is compliant with Security Assertion Markup Language (SAML) 2.0. Our SAML 2.0 solution will integrate with any other SAML 2.0-compliant authentication mechanism.

Alternate Assessments

For DLM assessments, Nebraska educators and students will use the KITE system, which includes: Educator Portal (EP), used to manage student records, assessments, and results; and KITE Client, which is used to deliver assessments to students. Both systems require a username and password to log in. Authorization to be assigned a role in Educator Portal comes from the state education agency or a district representative that has the appropriate role in EP.

b. Ensure student confidentiality during assessment.

NWEA takes steps to protect student information, including assuring student confidentiality during assessments. No personally identifiable information is displayed on the screen, and student testing passwords will not include Social Security Numbers, birthdates, or other confidential information.

As an organization that seeks to aid in the improvement of educational outcomes for all children, NWEA is dedicated to the privacy and appropriate use of student information and recognizes the importance of its protection. In support of this, we have policies in place to protect personally identifiable information (PII) derived from student information. Policies include an explanation of privacy and security responsibilities to new employees, and an annual review that requires staff to certify understanding and compliance with all privacy and security policies. NWEA maintains student information in accordance with Family Educational Rights and Privacy Act (FERPA), and will employ commercially reasonable efforts to comply with other state and federal laws as they apply to these data.

Access to personally identifiable student information is limited to our employees and appropriate subcontractors with a legitimate educational interest in maintaining, organizing, or analyzing such data to perform services for our partners. Contractors engaged for the sole purpose of maintaining, supporting, and troubleshooting NWEA systems that contain personally identifiable student information may have limited and restricted access to our protected databases for that purpose, after executing appropriate confidentiality agreements. We also require our service providers and other contractors to provide similar protection appropriate to the nature of the personally identifiable student data handled by the providers.

NWEA maintains policies and controls to protect personally identifiable student information, specifically to protect such information from unauthorized disclosure, use, modification, or destruction. An example of this is the memoranda of understanding we have with our Nebraska partners to transfer MAP data to NDE for the Adviser Data Dashboard.

In addition to current policies and practices, NWEA is vigilant in protecting student confidentiality as the needs change with new threats and new technologies.

Alternate Assessments

Student login information, specifically the student's username and password, are available only on the test ticket available through Educator Portal to the test administrator. Test administrators are responsible for shredding student login information or deleting information saved electronically. There are no other materials used during the assessment that are offline or involve printed materials with student identifiers. Student responses are recorded directly in the KITE system by the teacher or student.

c. Use bandwidth efficiently so as not to over burden district capacity.

We have designed our online assessment to use bandwidth efficiently. Approximately 95 percent of Nebraska districts are comfortable using our system to administer MAP. This will help ensure a smooth transition to the use of our system for the statewide assessments.

Please refer to Section A.5.b for additional information related to NWEA bandwidth usage and district capacity.

Alternate Assessments

The KITE Client uses responsive design principles that leverage HTML5 and CSS3, enabling it to deliver assessments to students on multiple devices ranging from desktops to tablets. The KITE Client Bandwidth Requirements (in Appendix X) provides information to guide technology personnel in making

decisions regarding local bandwidth. With relatively few students per school taking DLM alternate assessments, and most testlets being administered with one-on-one support from the test administrator, bandwidth is not typically a concern for districts administering DLM assessments.

d. Limit the time available for online testing should the department choose this option, and to include the options to display test time remaining or hide it.

A benefit of our adaptive assessment design is student skill level is more quickly identified, thus resulting in shorter testing times.

Students receive items within their individual range of ability and have as much time as needed to work, so the assessments become part of their learning process rather than simply a test event. While they are untimed, our adaptive test engine delivers tests as efficiently as possible, typically no more than one class period per content area.

In addition, we have a proctor dashboard that provides testing progress and testing time information to the proctor without distracting the students. We are happy to work with the NDE to be certain stated testing times are honored.

Alternate Assessments

DLM assessments are not timed, nor is there a tool built into the interface that displays test time. DLM assessments are administered via a special user interface designed specifically for students with the most significant cognitive disabilities. The user interface minimizes on-screen tools to make maximum use of space for item content and to minimize the complexity of on-screen information.

The DLM Alternate Assessment is designed to limit the time a student engages in online testing, by breaking down each session into individual testlets. These testlets are short, instructionally relevant measures of student skills and understandings and contain an engagement activity that includes a stimulus related to the assessment designed to help the student focus on the task at hand followed by three to nine items. ELA reading testlets also contain a story or informational text. There is one testlet per Essential Element (EE) and linkage level. Students take a series of testlets to achieve blueprint coverage. There is no time limit for a DLM testlet, though most are completed by students in five to ten minutes.

Each state sets its own testing window within the consortium spring window that runs from mid-March through early June each year. NDE may limit the total time available for online testing by selecting a short spring testing window.

e. Allow for online tests to be segmented by hard stops and re-opened for students with special needs as part of test engine, without compromising the security of the test or burdening districts or NDE with manual reactivations.

The general assessments can be paused at any time and resumed within a designated period of time – determined collaboratively with NDE – without impacting the test event. Given the nature of adaptive test design, the tests are not compromised by students having to stop and restart the test.

Alternate Assessments

Each DLM testlet is created as a separate test in the KITE system and each testlet typically takes less than ten minutes to complete. Once a testlet is submitted, it is no longer available. Test administrators are encouraged to administer very few testlets consecutively and to take breaks between testlets.

Test administrators are also encouraged to allow students to take breaks during a testlet in the case of fatigue, disengagement, or behavioral problems that are likely to interfere with a valid assessment of what students know and can do. The KITE system allows for up to ninety minutes of inactivity without timing out to allow teachers and students to pause for breaks during testlet administration. When administration begins but the student is unable to engage and respond for any reason and a short break is not sufficient, the “EXIT DO NOT SAVE” button is available on every screen and may be used to exit the testlet, allowing the teacher and student to return to it at another time. If this option is used, the testlet begins at the beginning the next time it is selected from the list of available testlets. No manual reset is required.

f. Provide tools to all students.

The NWEA philosophy on accessibility starts with all students from a universal design for learning perspective. It underscores ease of use for everyone and individualization for both our student and adult users with diverse needs. Our philosophy builds upon accessibility, with test aids, item aids and accommodations for NWEA assessments.

Figure 42 illustrates our philosophy that all students will be provided with an assessment that includes elements of universal design for learning and for assessments, as well as attention to ease of user experiences. And, where tools, such as item aids, are commensurate with the construct being assessed, those will be determined through item and test specifications.

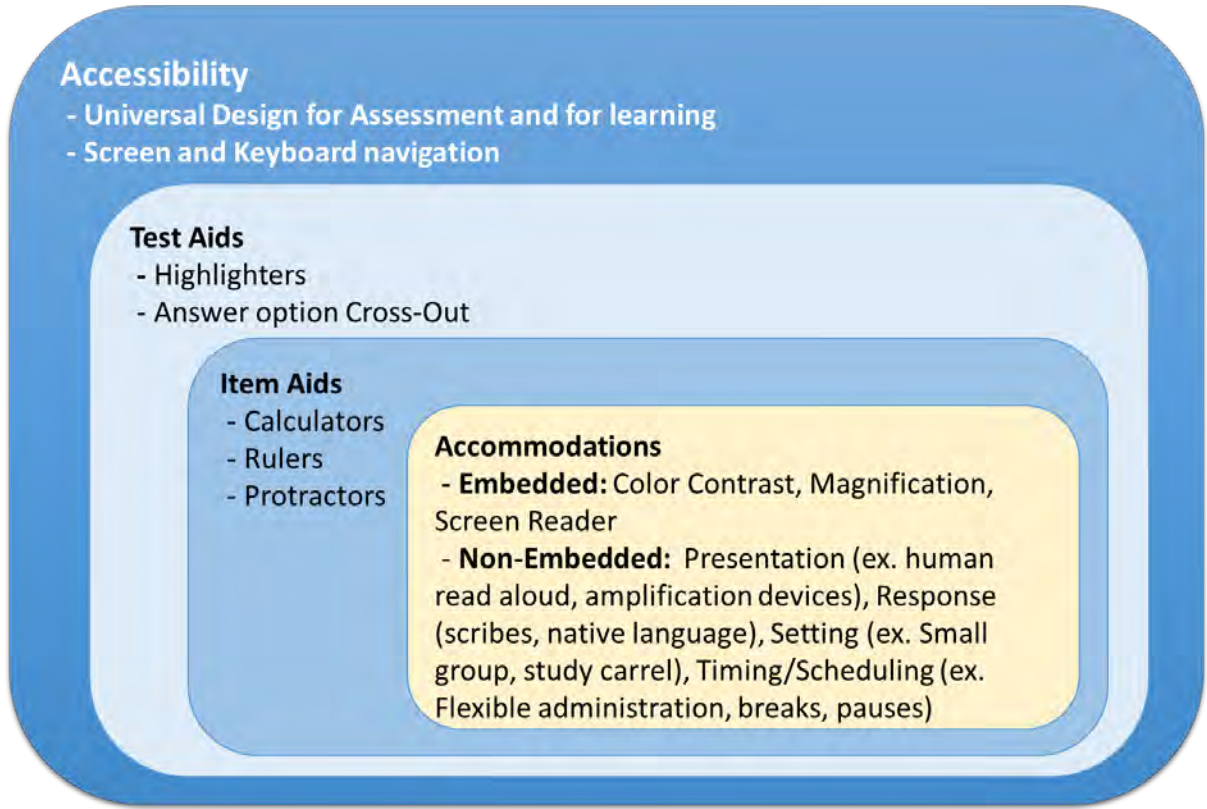


Figure 42: NWEA Accessibility and Accommodations Model. Our philosophy incorporates accessibility in all aspects and stages in order to include all students.

Please see Table 32 for our currently embedded accommodations and tools. In addition to the below, please be aware that we will make available for the Nebraska Statewide Assessments Text-to-Speech, line guides, and rulers.

Table 32: NWEA Accessibility and Accommodations

Tool or Function	Purpose
Accessibility: Web accessibility allows equal access to online content and services for all people - including those with disabilities	
Keyboard Navigation	Make all functionality available from a keyboard
Test Aids Are available for all NWEA test takers. Students can access the embedded technological aids as part of the NWEA testing platform and used at their own discretion.	
Highlighter	An on-screen digital tool is available for students to highlight desired text, questions and answers
Cross-out: Specific technological aids are provided on screen depending on the nature of the test question	The student electronically crosses out an answer option, as needed. When enabled, answers will be crossed out. The student will uncover answer options when ready.
Item Aids Specific technological aids are provided on screen depending on the nature of the test question	

Table 32: NWEA Accessibility and Accommodations

Tool or Function	Purpose
Calculator	An electronic embedded device for the performance of mathematical computations and will be needed to answer specific NWEA test questions
Ruler	An electronic embedded measuring device marked with units used for measuring items and will be needed to answer specific NWEA test questions
Protractor	An electronic embedded instrument used for measuring angles and will be needed to answer specific NWEA test questions
<i>Accommodations: Accommodations are changes in materials or actions that enable students to participate in assessments in a way that assesses abilities rather than disabilities.</i>	
Color Contrast	The student has several color contrast options that can be changed from item to item throughout the entire test.
Magnification	Students can enlarge text and graphics onscreen via a magnification tool (while preserving clarity, contrast, and color)
Screen Reader	Text is read aloud to a student via a text-to-speech device. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control

Alternate Assessment Tools

The DLM Alternate Assessment System includes a range of accessibility supports that are available to all students by design, rather than as accommodations by exception. Within the range of available accessibility supports are tools incorporated into the KITE system. Since all students taking an alternate assessment based on alternate academic achievement standards are students with disabilities, accessibility supports are universally available. The emphasis is on selecting the appropriate accessibility supports for each individual student. The test administrator records the choices of all accessibility supports on the student’s Personal Needs and Preferences (PNP), or Access Profile, in Educator Portal.

Accessibility supports are provided in Table 33 (see Appendix Y, *DLM Accessibility Manual*, for a full description of each support and its appropriate use). Supports are grouped into three categories: those provided through the KITE Client, those requiring additional tools or materials, and those provided outside the system. Changes may be made to the Access profile throughout the year, and the Accessibility Manual describes a process for making decisions about which supports to selected. Changes made to the first category of supports take effect the next time the student logs in to the KITE Client.

Table 33: Accessibility Supports in the DLM Assessment System

Category 1 Supports Provided in KITE Client	Category 2 Supports Requiring Additional Tools/Materials	Category 3 Supports Provided Outside the System
<ul style="list-style-type: none"> ▪ Magnification ▪ Invert Color Choice ▪ Color Contrast ▪ Overlay Color ▪ Spoken Audio 	<ul style="list-style-type: none"> ▪ Uncontracted Braille ▪ Alternate Form-Visual Impairment ▪ Single-switch System/Access Profile Enabled ▪ Two-switch System ▪ Individualized Manipulatives ▪ Calculator 	<ul style="list-style-type: none"> ▪ Human Read Aloud ▪ Sign Interpretation of Text ▪ Language Translation of Text ▪ Test Administrator Entering of Responses for Student ▪ Partner-Assisted Scanning (PAS)

g. Other accommodations/tools in online engine to include:

-Text-to-speech

-Speech-to-text, if open ended items are to be included

Embedded text-to-speech technology will be available to students during summative administration. The student is able to control the speed and volume, and stop the audio at any time while the text is being read. This allows for students needing this accommodation to also experience an adaptive test administration.

The Nebraska Statewide Assessments will not currently have open-ended items that require text entry and, therefore there is no need for speech to text at this time. However, should such item types be desired in the future, NWEA will work with NDE for supporting this need.

Alternate Assessments

Text-to-speech is an accessibility support available in KITE Client, labeled as “Spoken Audio”.

Open ended items are not included in the DLM Alternate Assessment, thus speech-to-text accessibility support is unnecessary.

h. The online technology must track student use of accommodations/tools provided for students with IEPs, 504 plans, or for students who are English Language Learners in order to research results based on use of accommodations/tools.

Our system for general assessments tracks the assignments of accommodations/tools.

Alternate Assessments

Two data extracts are available from Educator Portal with information to track accessibility features selected for student use. The Accessibility Profile extract is a comma-separated values (.csv) file that lists the Personal Needs Profile (PNP), or 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.

The file indicates whether or not a feature or support has been selected for a student, and, if a feature or 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). The file also indicates the date and time that the Access Profile was last modified and the user who made the modification.

The Accessibility Profile Counts extract is 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, a user may retrieve summary data in several configurations (e.g., counts at the building or district level).

i. Limit access to other online sites during test administration.

Students will test using our lockdown browser, which locks out opening other browser sessions while the student is testing.

Alternate Assessments

KITE Client is the portal that allows students to log in and complete assigned testlets, and prevents them from accessing other sites. KITE Client is a customized version of Firefox, which launches in kiosk mode and prevents students from accessing other online sites or desktop content or software while taking secure, high-stakes assessments. The interface is supported on desktops and laptops running Windows or Mac OS X, on Chromebook, and on iPad.

j. Allow districts to edit student identification, school location, student demographics (date of birth, gender, race/ethnicity, LEP/ELL eligible, special education/IEP), not tested codes, alternate assessment, Spanish assessment, accommodations – IEP/504, and linguistic support- ELL during test administration.

Authorized district users are able to edit and change student information through the system or through a roster upload.

Alternate Assessments

State and district personnel may be granted permissions to edit student identification, school location, demographics, and alternate assessment program information before and during test administration. Educators also record the accessibility supports for each student in Educator Portal via the Access (PNP) profile. Test administrators and other local staff may also record a Special Circumstances code, including reasons a student did not test, for any testlet.

k. Permit test administrators to easily monitor test progress for students.

We provide a dashboard within our online test administration system for general assessments, where proctors and administrators can monitor test progress for students.

Figure 43 shows our proctor dashboard that provides real-time status of students' testing progress, and allows proctors to manage students' testing activities such as confirming to start, suspending, and/or

restarting after pause/hard-stop. This dashboard also provides critical testing information for each student, including the number of items to which he or she has responded.

The screenshot displays the 'TEST STUDENTS' dashboard. On the left is a blue sidebar with navigation options: IMPORT PROFILES, MANAGE USERS, MANAGE STUDENTS, MANAGE TEST SESSIONS, SKILLS NAVIGATOR, VIEW REPORTS, and MODIFY PREFERENCES. The main content area shows the following information:

- Testing Session Name: dust5265 Session Password: 5851
- Proctor Interrupt PIN (with an information icon)
- Total Students: 1, Testing: 0
- Proctor Action Needed: To Be Confirmed: 0, Paused: 0
- Buttons: Confirm Now, End Testing Session
- Buttons: Add More Students, Create Student, Refresh Status
- Information: Information on this page updates automatically every 60 seconds. Click Refresh Status to see current information.
- Instruction: Apply a change to multiple students by choosing from the Select Status dropdown, then selecting the change to apply from the Select Action options.
- Dropdowns: Select Status..., Select Action..., Assign Test(s), Assign Accommodations, Remove Student(s)
- Table with columns: Last Name, First Name, Status, Approximate Question #, Test Assignment, Accommodations

Last Name	First Name	Status	Approximate Question #	Test Assignment	Accommodations
Student	Sample	Awaiting Student	-		No

Figure 43: Proctor Dashboard. This dashboard provides the current status of each student’s testing progress.

Alternate Assessments

Test administrators and other Educator Portal users with appropriate permissions may use the DLM Test Administration Monitoring Extract to monitor test progress. The extract is helpful 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. During the instructionally embedded assessment window, local educators may also generate on demand a blueprint coverage report or a blueprint coverage summary report, showing student progress toward completion of minimum blueprint requirements for individual students or groups of students.

I. NDE is open to other online accommodations suggested by respondent.

We are involved in pioneering accessibility research and standards and keep abreast of online accommodations in the industry through our relationships with organizations devoted to this cause, including:

- The Center for Applied Special Technologies (CAST)
- Gallaudet University
- Arizona School for the Deaf and Blind
- Governor Morehead School for the Blind in North Carolina
- National Center for Accessible Media
- University of Kentucky College of Education Program in Visual Impairments

- Freedom Scientific (creator of Job Access with Speech, or JAWS, screen reader).

Please see our responses to A.6. for more information and details on our online accommodations. NWEA and DLM will work with NDE through the life of the proposed contract to ensure that new and/or updated accommodations are appropriately incorporated into this program.

2. Issue and Resolution Log

The Contractor shall keep an ongoing log of complaints and issues, how they were resolved, and an indication of customer satisfaction. The proposal should include a solution for clear, timely communication of customer service contacts and their outcome with NDE.

NWEA will track service data in our customer relationship management (CRM) system and provide a log to NDE on a mutually agreed upon basis, which will include resolution information where applicable. If there is a particular complaint or concern that we are hearing with high-frequency, we will share that with NDE during weekly status calls to determine an appropriate response.

NWEA sends satisfaction surveys after each case is closed. This survey measures support quality and experience, satisfaction with the support representative, and resolution perspective.

Results of those surveys will be reported to NDE. Table 34 is an example of how we will report customer survey results to NDE and an example of the distributed survey.

Table 34: Satisfaction Survey Results (Example)

Action	Phone	Email	Chat	Combined
Invitations Sent Out	XX	XX	XX	XX
Responses	X.X	X.X	X.X	X.X
Response Rate	XX%	XX%	XX%	XX%
Customer Satisfaction Index	X.X	X.X	X.X	X.X
Distributed Survey Questions				
Question			Response Options	
How would you rate the overall quality of support you received from NWEA on this particular issue?			Terrible - Excellent	
How would you rate your recent experience with NWEA Support?			Very dissatisfied – Very satisfied	
Thinking about the support representative that worked with you on your issue, please rate your support experience.			Terrible - Excellent	
Which of the following best describes how your issue was resolved?			<ul style="list-style-type: none"> With one contact to NWEA Support After two or more contacts to NWEA Support I found my own solution My issue was not resolved 	

Alternate Assessments

DLM delivers online annual customer feedback surveys to school and district personnel involved in the administration and delivery of the DLM Alternate Assessment. Because DLM assessments are delivered online through KITE and do not involve shipped materials, the surveys primarily focus on satisfaction with the KITE system, resources to support assessment administration, and customer service. All surveys are delivered via online survey tools.

In addition to annual feedback surveys, educators interacting with the DLM Service Desk staff may be randomly selected to receive surveys regarding their satisfaction with a specific interaction. Annual survey results are compiled and shared annually with the consortium partner states, including NDE. Results are used to ensure that the customer support interactions meet the immediate needs of educators and are also used to ensure and improve the quality of support.

The DLM customer support team uses a ticket tracking system to maintain customer contact history and contribute to the team's continuous improvement processes. Inbound calls and emails are logged within this system, including contact name; contact email; district; school; date and time of event; and all subsequent communication related to the incident, summary, and resolution time. Each incident is categorized according to a set of predefined topics and subtopics aligned with defined support categories. These categories are continuously refined to ensure that both metrics and the resulting questions are classified to provide valuable information when constructing future training and documentation.

DLM customer support communications retained in the ticket system feed into monthly reports showing aggregate communication trends. A detailed report including individual contacts will be extracted from the ticket system each month and provided to NDE to show the individual communications as logged by the customer support team. Tickets for all DLM states are also evaluated at the consortium level to identify areas for future training or improved documentation. Common topics are shared with state partners during periodic partner calls.

3. Shipping Requirements for all paper/pencil assessments

a. The proposal must describe the shipping method, shipping agent, and process that will be used. The method must:

The NWEA subcontractor for this program, EDS, will use UPS ground and two-day shipping services to send materials to and receive materials from districts and/or schools. The system interfaces with the in-house UPS shipping system, thus making certain that deliveries are made to accurate and correct addresses. The system runs an address verification algorithm against the UPS database of known addresses before shipping, giving EDS shippers an opportunity to verify discrepancies.

To ensure correct deliveries to all sites, all boxes belonging to a school or district will be numbered and labeled with unique barcode numbers that are loaded into the system. The labels will also include the name of the site coordinator, the site name, and the shipping address.

Because DLM assessments are delivered online through KITE and do not involve shipped materials this requirement is not applicable to the proposed Alternate Assessment solution.

i. Allow districts to designate date of arrival of shipments to assure district has staff available to receive shipments. Ship test materials directly to schools and notify the District Assessment Contact (DAC) of the shipment. Test materials must arrive in districts in a two-day window 10-15 working days before the first day of testing.

Districts will use the system to designate a materials arrival window that conforms to the requirement that materials arrive in a two-day window 10-15 working days prior to the start of testing.

The system will allow materials to be shipped directly to schools. EDS will pre-load the school addresses and contact person names into CORE for printing on packing lists and into the UPS system for producing out-bound shipping labels. EDS will time the shipping of materials based on the dates designated by each district for receiving shipments. EDS will ship materials two days before the first day of the arrival window, and will use a two-day shipping method to ensure documents arrive within that window.

ii. Have a process for communicating with the schools regarding shipping/receiving. Schools should be able to track shipments online.

Once materials have been shipped, EDS will enter the electronic UPS shipping records into the system and tracking numbers will be available via the Materials Tracking component. Districts, and schools may login to see shipping information (date shipped, order number, tracking number, etc.). will also send an automatic email notifying the District Assessment Coordinator (DAC) and school coordinators that boxes have shipped and providing a link to the appropriate tracking numbers. The DAC will be able to view all tracking numbers and school coordinators will be able to see the school's tracking numbers. NWEA will provide a customer service phone number for resolving any shipping questions from school or district personnel.

Figure 44 shows a sample materials tracking webpage that provides shipment and tracking information for shipments arriving at the district/school (e.g., test materials and reports) and for shipments sent from the district/school arriving at EDS (e.g., returned test materials for processing).

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Text Size: A A A

District: 88888 | [Logout](#)

District Portal > Shipment Tracking Information

Shipment Tracking Information

CELDT materials shipment and tracking information are updated each business day. Below are the inbound and outbound shipments for your district. Select the tracking number to view tracking details on the UPS Web site (Outside Source), including the name of the person who signed for the shipment.

Score Report Shipment(s):
For Request a Pickup # 71179 — March 25, 2016

- [1Z47112W0345241311](#)

Scorable Materials Request a Pickup Shipment(s):

Request a Pickup # 72246 — June 14, 2016

- [1Z47112W2640791961](#)

Request a Pickup # 72993 — July 8, 2016

- [1Z47112W2640911723](#)
- [1Z47112W2641448714](#)

Request a Pickup # 73028 — July 12, 2016

- [1Z47112W2640891059](#)

Figure 44: Sample Materials Tracking Information. This site provides districts and schools with quick access to the status of shipments.

The Materials Tracking component will allow EDS and the district and school assessment coordinators to track the shipment and view who signed for the shipment upon arrival.

To detect and remedy shipping errors quickly, 100 percent of shipments containing test documents will be tracked to and from sites. Should the UPS tracking system show that a box is still in transit or otherwise marked as an exception, the Project Manager will inform customer support immediately who will place a call to the district/school for a verbal confirmation that all materials have been received. If a box is missing, EDS will place a tracer on the box. UPS will institute its standard “tracer” procedure to look for the box in its *Overgoods/unlabeled box* center, as well as the transit hubs the box traveled through. EDS will continue to follow up on the missing materials until the case is resolved.

iii. The NDE must be notified of shipment/delivery of all materials and provided updates on the status of undelivered materials.

As part of the planning and setup, the Materials Tracking component will be customized to produce a report for the NDE that will include notifications of shipment and delivery for all materials, as well as the status of undelivered materials. The report will be updated daily throughout the shipping period and will

reconcile all shipments (i.e., identify all boxes shipped, boxes delivered, date delivered, signature of receiving party, boxes not delivered, and final resolution).

Additionally, through its secure login credentials, NDE will have access to the administrative portal of the Materials Tracking component and may login and review the status of materials shipments for all districts and schools at any time.


iv. The proposal must include a description of procedures to deliver additional materials in a manner that does not delay test administration to schools that receive incomplete shipments or do not receive shipments.

If districts or schools need additional testing materials, ancillaries, or supplies at any time before or during testing, they can place an additional order through the Order Management system. Orders will be processed daily and will be packed and shipped within 48 hours after receipt using a two-day delivery service.

While the UPS tracer procedure is in progress for lost or delayed materials, EDS will fulfill the shortage of materials to avoid any testing delays.

To ensure prompt deliveries of materials, EDS will review reports of delivered materials at all schools and if a school does not receive its shipments within the two-day window and the tracking information indicates the shipment will be delayed or has been incorrectly shipped, within one day EDS will pack and ship a replacement order for materials. EDS will ship any replacement orders so that they arrive at schools so as to not delay test administration.

Figures 45 and 46 show examples of the additional orders webpages. This system will be configured for use with the Nebraska Statewide Assessments.



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Text Size: A **A** A

District: 88888 | [Logout](#)

District Portal > Order Management > Additional Order Entry

Additional Order Entry

Order #	Order Status	Date Created	Last Modified
137850	Open	Jan 16, 2017 1:11AM	Jan 16, 2017 1:14AM

Shipping Address

Attn: Peg Goerges
State Unified
456 Nortree St
San Jose CA, 95148

Instructions

- Add Items:** To order test materials, select the grade span and the item from the drop-down menus. Enter the quantity. Then click on the **Add Selected Testing Materials** button. To order ancillary materials, select the item from the drop-down menu. Enter the quantity. Then click on the **Add Selected Ancillary Materials** button.
- Update Quantity/Delete Items:** After items have been added, use the buttons to the right of each item description to modify the quantity or delete the item.
- Submit:** When the order is complete, select the **View Order Summary** button to check the order summary and submit the order.

Additional Materials

For a suggested combination of Answer and Test Books by grade span and a list of additional items available, see the [Additional Materials List](#) page.

Note: The School/Group List and Return Address Labels may be downloaded from the Order Management Main Menu.

Overage is not added to additional orders.

Available Items – Testing Materials

Add:

Span:

Item:

Form: 1

Quantity:

Available Items – Ancillary Materials

Add:

Item:

Quantity:

Figure 45: Additional Order Entry Form. Districts and schools can easily order additional materials through the CORE Order Management system.

A listing of NDE assessment materials will be loaded into the system and available as a dropdown menu in the additional ordering component. Once a user enters an additional order, the system will present an order summary screen for review and verification. When the order is submitted, the user can see the packing list and see the order status.

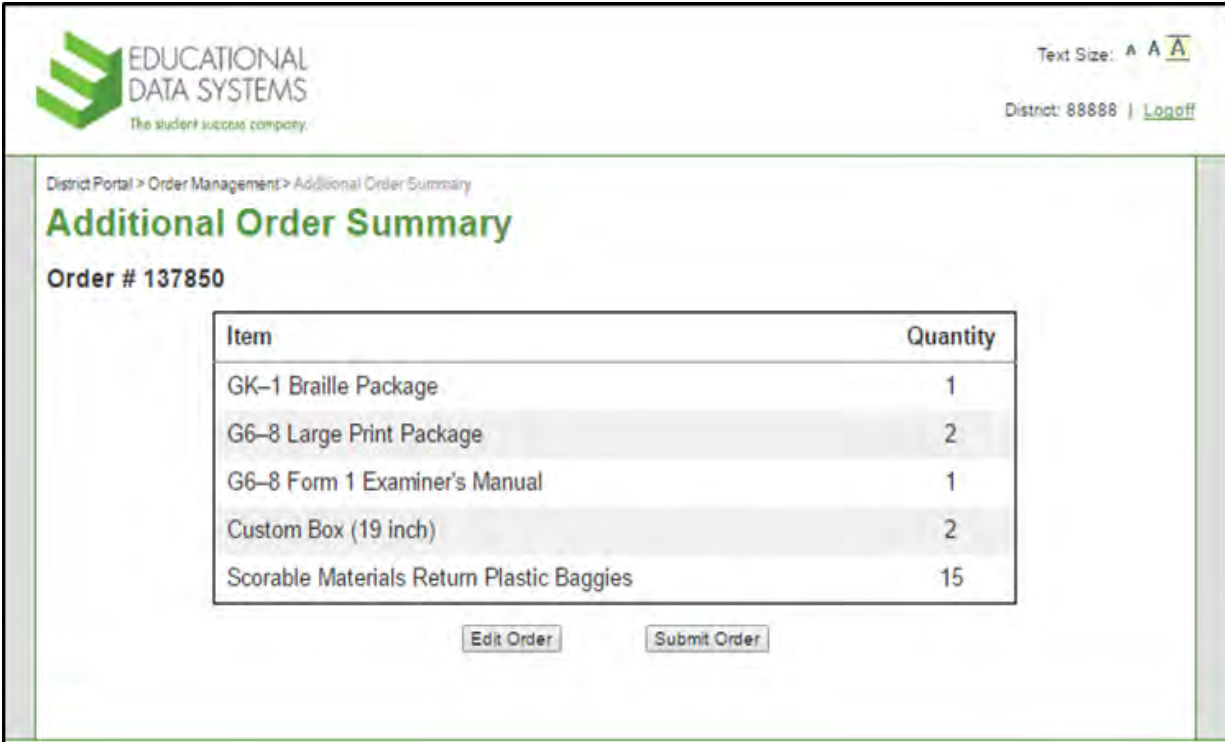


Figure 46: Additional Order Summary. Users can quickly see the packing list and summary of an order.

Every order will be accompanied by a detailed packing list and tracked through the Materials Tracking system. When the additional order is shipped, the electronic record will be fed into the system and the tracking number of the shipment will be available in the Materials Tracking component.

b. The Contractor will pay for the return shipment of testing materials from the schools. Schools will ship all secure materials directly to the Contractor following testing. Schools will be able to track shipments online. The proposal must describe the proposed method of shipping.

For the return shipment of test materials, EDS will provide districts and schools with an online system for requesting a pickup from UPS through the Request-a-Pickup (RPU) component of CORE. District or school coordinators will login to the system and provide the number of boxes in the shipment. If the shipment has thirty-five or more boxes, schools will have the option of creating a pallet and specifying a pallet pickup.

Upon a request by a district or school, the system will generate an electronic request for UPS to provide pre-printed and pre-paid shipping labels, and to pick up the materials at the requested location. A UPS driver will arrive at the location within three days, provide the pre-paid shipping labels, and take the boxes.

After the boxes are picked up by UPS, school site and district assessment coordinators, as well as EDS are able to track the shipments through the Materials Tracking component. A single drop location is provided for the EDS warehouse. All materials will be shipped to the EDS warehouse.

The Test Coordinator’s Manual will provide instructions for packing and labeling all boxes for shipping and provide instructions for how to use the application.

Figure 47 presents an example of a webpage used by districts and schools to enter information needed for UPS to pick up the materials.

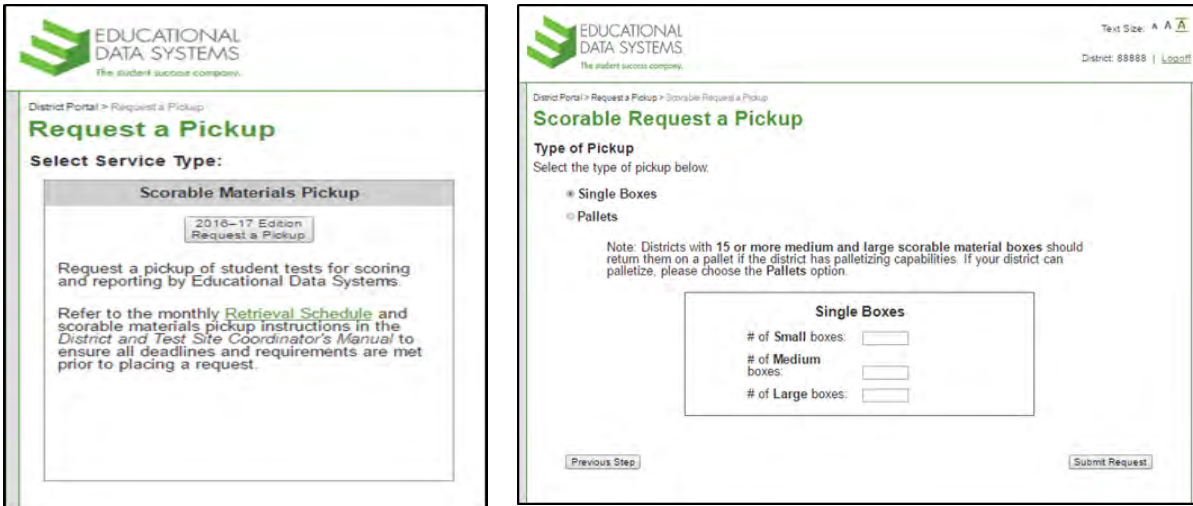


Figure 47: Request a Pickup. Districts and schools can request UPS pick-up through the CORE RPU application.

c. The Contractor must account for the return of all secure testing materials. The proposal must include a description of methods and procedures used to track shipments from schools and follow-up with schools that have not returned materials.

Accounting for and tracking of materials has been covered in the above response. However, our quality process does not end with the boxes arrive at our warehouse.

As boxes arrive at the secure EDS warehouse, the EDS receiving system assigns a unique box ID to every box. Barcode labels are generated and placed onto each box. This allows the database to assign the box to the correct project and unique entity codes. The box identifiers are used throughout the system to account for every box received and to ensure that every box gets processed.

EDS will process all secure testing materials returned for scanning and/or storage using the following secure procedures:

- Upon receipt of secure test materials at the EDS warehouse, all materials will be accounted for as they are removed from the shipping truck.
- Boxes are checked into the receiving system and are given a unique identifying barcode label that begins the tracking audit within EDS’s operations warehouse tracking and inventory system database called OPSYS.
- Box barcode labels are scanned into OPSYS as the boxes move through the check-in process and again when they are disassembled for long-term storage of the materials. (The last scan of the disassembled box label completes the audit of the box through EDS’s processing system.)

-
- To account for all test materials, EDS trained document handlers will open all boxes from a school and retrieve the scannable School/Group List, and scan it into the database. This provides a control count of the number of test documents shipped by the school.
 - All box barcode numbers for the school will be reconciled prior to completing the check-in process to be sure everything for the school is processed together.
 - Scannable answer documents will be removed from the shipping boxes or envelopes, checked against the School Header sheets and School/Group List data.
 - EDS will verify that all groups are included in the shipment. Missing groups are marked in OPSYS and researched by the project management team, or through customer service and the school.
 - For each school the scannable answer documents are placed into a labeled “scan box.” All scan boxes are accounted for by a unique sequence number that is recorded in the OPSYS database and linked to the school name and CD code. Once a scan box is full, it is labeled and scanned into OPSYS, and then moved to the scanning area for further processing. All documents in the scan boxes are documented as belonging to that scan box.

d. The Contractor must notify NDE of the status of the return of all secure test materials. The proposal must include a description of the procedures used to gather information and anticipated timeline for providing the information. The proposal must describe the procedures that will be followed when materials are not returned.

As described above in our responses to a, b, and c, the NDE will remain informed regarding the status of materials as they are distributed and collected from districts and schools.

EDS will notify NWEA of the shipping status of all secure test materials. For non-scannable test materials, EDS document handlers will unpack all documents and count the test booklets and Administrator Manuals returned by the school. The counts will be entered into the system, which will be used to compile a listing of the number of documents received as compared to the number shipped.

Once the scannable answer documents are scanned, barcodes and counts by school will be compared to the number of tests shipped, and all materials will either be accounted for or listed on a report as missing.

On a daily basis throughout the period, EDS will track materials that are to arrive and follow up to ensure all shipments are received. EDS will report missing shipments and any missing materials to customer support who will contact schools and attempt to reconcile and retrieve them. Schools may use the RPU system to return additional items throughout the process. Any missing materials that cannot be retrieved from schools will be reported to NDE.

E. Scanning/Imaging for Paper/Pencil Assessments

1. Efficient, accurate scanning

1. The Contractor is responsible for the efficient, accurate, and reliable scanning and/or imaging of all student responses and any student demographic information provided by the student and/or school principal for paper/pencil assessments. In addition, the Contractor is responsible for scanning or imaging all ancillary materials, as appropriate. The proposal must provide details regarding the accuracy and reliability of the scanning technology system including descriptions of:

EDS will be responsible for the efficient, accurate and reliable scanning and/or imaging of all student responses, and for capturing student demographic information provided on the paper/pencil assessments. EDS will also scan or image any ancillary materials as needed. Figure 48 shows the flow of papers from arrival through scanning.

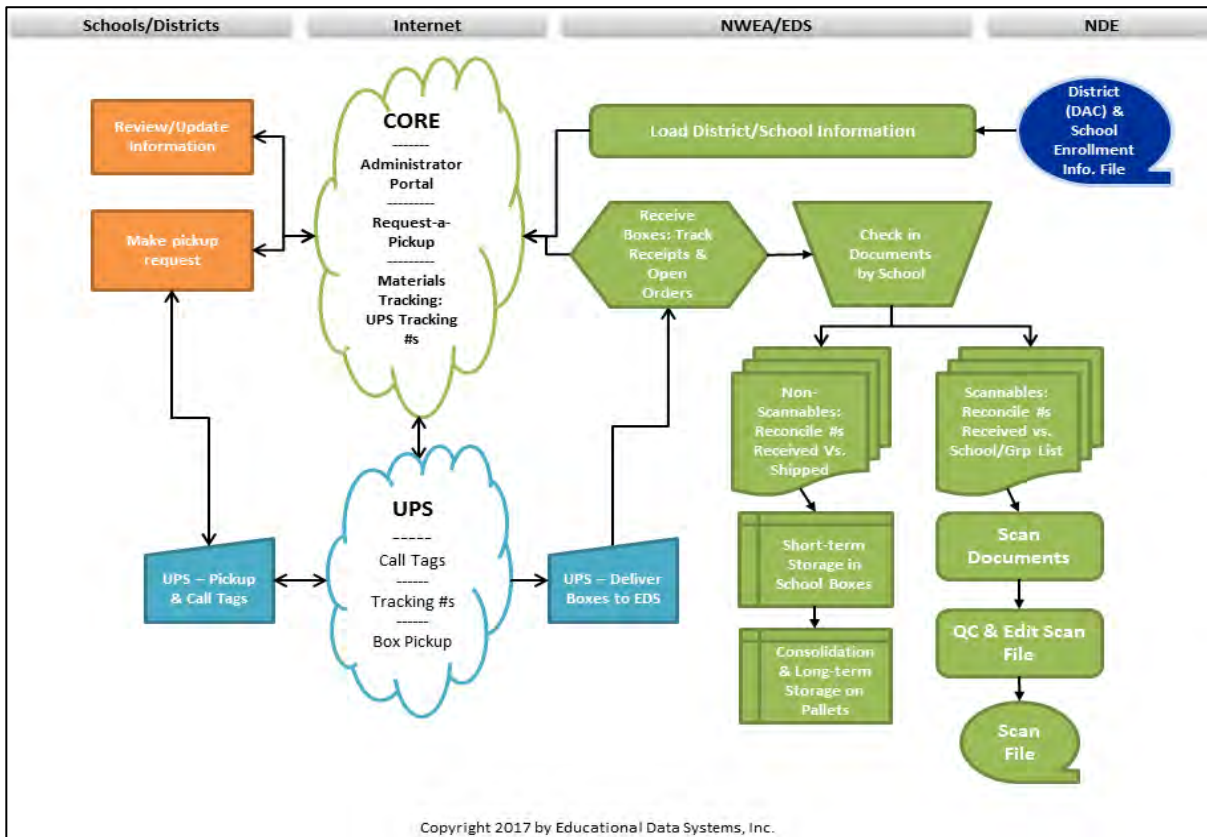


Figure 48: Documents from Arrival to Scanning. Documents move efficiently through the scanning process.

Upon receipt in the EDS warehouse, scannable documents will be placed in labeled and marked scan boxes, and moved into the scanning area. As a quality control check, operations personnel will track the number of documents received and checked in then fill in the number on a scannable header sheet that is placed on the top of the forms in the scan box. This number will be scanned and included as a control number in the electronic scan file, and used to verify the final number of electronic records scanned and the number checked in.

EDS will scan the scannable test documents using NCS 5000i scanners. These scanners are extremely reliable and provide high-speed optical mark reading (OMR) and image scanning with the following features to provide efficient and accurate scanning:

- Automatic feed and dynamic de-skewing of sheets
- Two wait stations for improved scanning control
- Sensors to detect multiple sheets, thickness errors, and jammed documents
- System messages displayed on the system monitor in text and graphics
- Dot matrix transport printer that prints a serial number directly on the edge of every document

-
- Barcode readers that contain two high-powered red LEDs and a single photo diode (sensor)
 - Software to create custom form applications that control the scan method (OMR or image), scanner mark threshold, scanner mark discrimination, grid locations, and number of responses per grid

EDS operations leads perform regular maintenance on the scanners to ensure accurate scanned results. Additionally, EDS contracts with a professional maintenance company for routine preventative maintenance on the equipment, including monthly scanner checks that verify proper functioning of the belts, read heads, transport bed, transport printer, computer system, and electronic boards. This service also includes periodic major maintenance checks after 10 million scans. EDS adheres to strict maintenance schedules for all scanning equipment.

EDS operators routinely run calibration and read verification checks on the scanners. Calibrations are done at the beginning and end of every shift (or more often if errors are detected). Read verification checks are done every several thousand sheets. The read verification check involves scanning a control sheet that provides accuracy values. Read verification determines if the sheet is being skewed, if the dark and light marks are correctly read, etc. The operator reviews those values and determines if they are correct. If they are, scanning can proceed. If the values are not correct, the operator will clean and recalibrate the machine and rerun the read verification test. If needed, the scanners will undergo more major review and repair until the marks are accurately being read.

a. Programs have been prepared to accurately scan and image all test materials.

The NCS5000i scanners are completely programmable, and an EDS scanner programmer will write custom software programs to capture the data and responses to all items on the scannable test documents. EDS will test the accuracy of scanning by preparing and scanning a comprehensive “test deck” of control data. Any discrepancies between the scanned results and the known test deck data will be resolved prior to using the scanner programs with operational test documents.

Scanners will scan both sides of each sheet at the same time and accurately capture the marked bubble grids. The scanning process will capture the NDE student ID to use for linking the scanned response data with existing demographic data. In the event that the documents are not pre-coded, the scanners will collect student demographic data that is filled in on the bubble grids.

In order to provide metadata related to the scanned record, while programming the scanner, threshold and mark discrimination values are set for the application. The threshold determines how dark a mark must be on a form before the scanner detects it. The discrimination determines the degree of difference in the darkness that is permitted for valid marks.

When a mark is read, if it meets or exceeds the threshold value, the scanner returns the mark as a valid response. If there are multiple marks within a grid that requires one valid response, the scanner will perform mark discrimination between two valid marks, compare the marks’ intensity levels, and if the scanner is successful in discriminating between the two marks, it will choose the darkest mark. If it not successful (i.e., the two marks are of the same intensity), the scanner will return a multiple mark code (generally an “*”).

The scanner program will tally the number of valid marks, including the number of times the scanner had to discriminate between marks, the number of light marks, and the number of multiple marks for each response grid. This will provide data that can be analyzed further in the data forensics analysis.

b. Scanning database is error-free and contains valid responses in all fields.

EDS follows a strict set of procedures to ensure all responses are captured accurately and the scanning database is free of errors. EDS will write custom editing programs for the test document scanning based on the design of the scannable response documents and the validity requirements for all data fields. The scanner program is set up to take small snippets of images of editable fields while the sheet is being scanned. These fields are tested for valid data and if they do not pass the test, the snippet is passed to an editing station for review. The editing screen shows the image of the write-in grid and the scanned data (for example, a multiple mark, missing data, or erroneous data), allowing an editor to correct the data on the screen. Editors can move very quickly through the edits without having to review the actual paper documents.

To further ensure validity of the scanning, EDS data processors will create a scanner control header and trailer sheet that will be read at the beginning and end of every scanned batch. The control sheets will server to test the scanner quality using known values and marks. During editing and quality checking steps, data processors will analyze all of the scanned control records to verify that they pass the quality checks (e.g., all marks were picked up and had the correct mark discrimination values, multiple mark values, etc.). If a record does not pass the quality checks, data processors will review the scanned records in the batch to check them all for accuracy. If needed, the batch will be rescanned so that the scanned data is verified as accurate.

Just after scanning, EDS will perform a variety of detailed data checks on all scanned data files. EDS will verify the number of electronic records against the number filled in by operations staff during check in, and check the quality of the scanning to be sure the scanner was properly calibrated and picked up responses accurately. If there are any concerns or abnormalities in these checks, data processors will review the scanned results against the actual scannable document and hand verify the scanning. Additionally, EDS will check the quality of the editing programs with a test deck of known values, and then analyze this for expected results. The source of any discrepancy will be corrected prior to scanning and editing of operational test documents.

After scanning, a final reconciliation of the scanned student records, the scanned number from the School and Class headers, and the School/Group List records will be performed to ascertain that all documents checked in are contained in the scan file.

c. Reports describing any materials that could not be scanned due to damage caused by the school, Contractor or other reasons.

EDS will produce a report for each batch of scanned test documents that will include counts of documents that could not be scanned. The report will also contain a summary breakdown of reasons the documents could not be scanned, for example they were damaged at the school, or they were damaged during shipping or receiving. However, if EDS scanner operators encounter issues with the scannable documents, they will attempt to correct them. For example, they will repair a small tear with clear tape, remove stick-on notes or other foreign objects or paper clips, or remove folds or other issues with the sheet. If a sheet is not scannable for some reason, it will be flagged and provided to a data processing lead who will hand enter the data (and an additional resource will verify the data entry a second time) from the sheet. These measures will allow all student documents to be scanned or otherwise entered into the computer for scoring.

The final edited and verified scanned data will be provided to NWEA in a pre-determined layout for scoring and analysis. Each student record will be identified by the NDE student ID to ensure that the assessment responses are matched with the correct individuals.

F. Scoring for All Assessments

1. General education and alternate assessments

a. The proposal must include a description of the methods used to ensure and verify that the tests have been properly scored.

Ensuring the accuracy of the scoring starts with item development and reviews. Both after field testing and post-operationally, all items will go through a statistical analysis. Items will be flagged according to psychometric criteria to ensure that items are keyed (multiple-choice) accurately and that scoring rules are applied accurately. The flagging criteria are provided in detail in Section G. At the test level, we will run analyses annually to ensure that the overall scores, subscores, and impact data by achievement level are consistent with expectations (i.e., range, distributions, item to subscore, raw score to scale score and cut score). A summary of all item flags and test analyses will be included in the technical report and to guide future item review and development. (Please see Section G for details.)

For printed tests, the processes and procedures are in place to validate scoring and verify that scores are accurate. For instance, scoring keys are applied during scanning of the test/answer documents and are subsequently re-checked and rescored downstream prior to generating reports. For items that are not multiple-choice, it is additionally important to test and verify that the scoring rubric and algorithm for machine scoring is consistent with previous scoring rules for operational items, and reflects desired scoring for new items. This score validation at different stages and by different systems further enhances the accuracy of scoring and reporting.

Additionally, NWEA will work with NDE to create a test deck that will be used as a tool to verify and validate end to end testing of all systems, which includes online and paper/pencil tests. The design of these test cases will ensure checking of test keys and points obtained (scored by our engine), as well as validating the corresponding scale score and proficiency level in the final reporting phase. This end-to-end User Acceptance Testing (UAT) process will be a tool to allow for the NDE to be part of the validation of the various systems and applications configured by us to meet the NDE's scoring and reporting business rules. This UAT process will also be a pre-cursor to the final production release to districts and schools. NWEA has found this activity very valuable, in both demonstrating and providing confidence to the NDE with regards to the accuracy of scoring students' tests.

Additional information about how EDS verifies the accuracy of the scoring system is provided in Section E.1.

Alternate Assessment Scoring Methods

The DLM alternate assessments are administered via a computer based platform and all responses are entered in the computer. There is no hand scoring available for any DLM items. Most items are automatically scored in the KITE platform. For the small number of technology-enhanced items not automatically scored in KITE, scripts written in the R programming language, and carefully checked for quality control, are used to translate item responses to scores for the item. The complete set of item responses is used for calibration and scoring of the assessment.

b. The proposal must include a description of the methods used to merge online and paper/pencil assessment results.

The same scale will be used to score online and paper/pencil versions of the Nebraska Statewide Assessments for the general assessments.

The EDS scoring and reporting systems are customized and configured to meet different states' need of merging online and paper-pencil tests, prior to generating score reports. As stated in the requirements of this RFP, NWEA will configure our processes and systems to use the unique State Student ID as the primary key to identify and match/merge student responses from online and paper-pencil tests, and create one master data source file for scoring and assigning scale score, etc. prior to generating reports. The practice of using unique a student key is already in place and more details about this have been described in the rostering process.

We will run checks with quality control data files in advance of scoring to ensure the merge is planned and carried out successfully.

All DLM assessments will be administered online.

c. The Contractor will provide a report documenting irregular responses such as blank answer documents, excessive item non-response, and excessive multiple marks at the district and school levels. The NDE and Contractor will determine levels of excessive non-response and multiple marks, and other indicators of irregular response. The proposal must describe how this requirement will be met.

NWEA will work directly with NDE to determine the rules for excessive non-response, multiple marks, or other irregular responses. Section E.1. describes the full process that EDS employs to program the NCS 5000i scanners as well as the operational and quality control procedures implemented to capture the raw student response data. Some of the data that we be captured includes darkest marks, intensity levels of all marks, erasures, and blanks. After analyzing this information, we will be able to determine which students displayed irregularities based the predetermined rules.

It will be important for NDE to be able to make decisions about individual students using this data, especially for students who may not have attempted the test (mostly or completely blank) or students who were disengaged (excessive marks). NWEA will provide a report detailing our findings for any student that meets the predetermined criteria at the district and school level

Alternate Assessment Irregularity Reporting

The DLM alternate assessments are delivered via a computer based assessment platform. There are no paper forms. Analysis of potential response irregularities is based on the design of the system. Teachers choose Essential Element and linkage level during the instructionally embedded component, and the system assigns testlets during the spring component. As such, assessments are delivered at a level appropriate to the student which decreases the instances of non-response or blank answers. Testlets at the lowest linkage level include an answer option that allows test administrators to indicate if the student was unable to respond to the item. Furthermore, the KITE platform prohibits multiple marks from being submitted in the system.

Testing irregularities are also identified by evaluating testing time based on start and end date and time stamps collected for each testlet. Additional analyses of testing irregularities are evaluated throughout the window and informed by feedback from NDE.

The online Educator Portal platform also allows the state department to determine if special circumstance codes should be made available to describe reasons for students not participating in the assessment. If the state chooses to make such codes available, and specifies which specific codes test administrators can input, a supplemental file is provided to the state accompanying delivery of the full student data return file to indicate which students were not assessed due to special circumstances (e.g., chronic absences)

d. The proposal must include a solution for real time and end-of-testing support of NDE in data forensics, including irregular responses. The Contractor is expected to provide a solution for not only reporting on data forensics, but supporting NDE in its use of the report and follow up on issues of concern indicated in data forensics report.

We are offering NDE a comprehensive, innovative, and technically sound data forensics plan through our partner, Caveon. This system will ensure that tests are fair and valid for all students. The details of this plan are provided in G.8. Data Forensics.

Alternate Assessment Data Forensics Support

There are a large number of possible forensic analyses available for investigating test data for possible security breaches, all of which require the collection of specific types of data. Over time, testing programs develop and refine their data collection architecture and mechanisms for the purpose of doing more sophisticated and useful data forensics. During this process, feedback is solicited from NDE and the Technical Advisory Committee to inform subsequent analyses.

The DLM alternate assessments currently collects date and time stamps for the start and end of each testlet. These time stamps can be used to identify unexpected values for when students are testing, for example if times are outside normal school hours or on weekends. Additionally, functionality is being built for the 2017-2018 academic year to collect “click history” within the system, which captures a date and time stamp for every selection the student makes while completing the assessment. This extensive click history can be used to detect answer changing behavior, including wrong-to-right answer changes, as well as detect aberrant response time when responding to items.

Additional forensic analyses may include analysis of the relationship of First Contact complexity band and the linkage level of the student’s last testlet, and identification of students who began the assessment at a lower linkage level and continually routed up a linkage level until reaching the successor level. Furthermore, methods will include evaluation of aberrant patterns at teacher, school, and district levels within the State, and methods for evaluating items and testlets for over-exposure. All findings will be delivered to State partners for their use in evaluating the fidelity of implementation.

G. Analysis for Statewide Assessments

1. Calibration and Scaling

a. The Contractor will calibrate test items using an appropriate item-response theory (IRT) model(s). The proposal must include a discussion of the benefits of the proposed IRT model, its appropriateness for the tests, and indicate which software will be used.

The most beneficial assessment system to educators, parents, and students is one whose components provide connected, interpretable data. Where a learning continuum and achievement level descriptors tie content and expectations together, the statistical connection for comparable scores across assessments is the calibration of items across the system.

We understand that the NDE’s current item bank was calibrated using the Rasch item response theory (IRT) model for dichotomous items. We propose using and extending this model to incorporate polytomously scored items with the corresponding generalization of the Rasch model, the partial credit model¹³

Continuing to use the Rasch model to complete this work will also support a more seamless transition to a comparable interim scale – such as on our MAP assessments, already in use in the majority of Nebraska schools – enhancing information on student progress *throughout* the year.

The Rasch model is familiar to the NDE. It is used on the current Nebraska State Accountability (NeSA) assessments in which all items are dichotomously scored, as shown in Formula 1.

$$\pi_{ni} = \frac{\exp(\beta_n - \delta_i)}{1 + \exp(\beta_n - \delta_i)}$$

[Formula 1]

where π_{ni} is the probability of person n answering item i correctly, β_n is the ability estimate of person n , δ_i is difficulty of item i .

With the addition of TEIs to the Nebraska assessments, it is important to use a calibration model that uses all information provided by a student’s response to each item. These item types are optimally scored with the partial credit model. The partial credit model generalizes the dichotomous Rasch model to take into account multiple score points between the score 0 and the maximum points possible for the item. A multiple-choice item, scored either right (1) or wrong (0), can be scored as a partial credit item with 1 point, as Formula 2 shows.

¹³ Masters, G.N., “A Rasch Model for Partial Credit Scoring,” *Psychometrika*, 47 (1982): 149-174.

$$\frac{\pi_{1ni}}{\pi_{0ni} + \pi_{1ni}} = \frac{\exp(\beta_n - \delta_{i1})}{1 + \exp(\beta_n - \delta_{i1})}$$

[Formula 2]

where π_{ni} is the probability that person earning a point on item i given only two outcomes can occur (0,1), and what was in formula 1 δ_i is now δ_{i1} to show this represents the first point of item i ¹⁴.

Formula 3 shows the full partial credit model when more than one score point is used:

$$\pi_{nix} = \frac{\exp \sum_{j=0}^x (\beta_n - \delta_{ij})}{\sum_{k=0}^{m_i} \exp \sum_{j=0}^k (\beta_n - \delta_{ij})} \quad x = 0, 1, \dots, m_i$$

[Formula 3]

where π_{nix} is the probability of person n scoring point x on the rubric to item i , β_n is the ability estimate of person n , δ_{ij} is the measure for the score point category, and m_i is the maximum number of score point for item i . It is based on a defined constraint shown in Formula 4.

$$\sum_{j=0}^0 (\beta_n - \delta_{ij}) \equiv 0$$

[Formula 4]

Appropriateness for Nebraska Statewide Assessments

The Rasch model is appropriate for use on the Nebraska Statewide Assessments because it has a long precedent of use in the state. It is the optimal model with which to maintain the test scale, and because of its use stakeholders are likely familiar with one of its most advantageous properties: it is a sufficient statistic for estimating student ability.

For the Rasch and partial credit models, item difficulty and student ability are estimated on the same continuum. That is, the number of correct responses to a given set of items is a sufficient statistic for estimating student ability. As a result, each student with the same raw score will be assigned the same estimated ability. George Rasch reasoned that one-person parameter (ability) and one-item parameter (difficulty) must govern the interaction between the person and the item. If the person has a higher ability than the item's difficulty, the person has a greater likelihood of getting the item right. If the

¹⁴ Ibid.

person has a lower ability than the item difficulty, the person has a greater likelihood of getting the item wrong.

The above line of reasoning led to the simple logistic model, along with several closely related properties:

- Mathematical separability of the model parameters
- Sufficient statistics that do not involve the parameters
- Specific objectivity in the measurement

Specific objectivity means, mathematically, that the estimation equations for ability do not involve the difficulty parameters, and the equations for difficulty do not involve the ability parameters. In practical terms, this means that students can be ordered along the measurement continuum by their number correct scores and that items can be ordered along the continuum by difficulty. It is specific objectivity that is the cornerstone of Rasch methodology.

Software to Be Used

The unconditional, joint maximum likelihood estimation of items using Rasch and the partial credit model will be accomplished using Winsteps¹⁵. This calibration software is commercially available, widely used in the testing industry, and currently used on the NeSA. The extensive capabilities of the Winsteps program will be utilized to assess unidimensionality, item interdependence, and other deviations from the model. The program has many options for the exploration of person-item residual matrix¹⁶.

Calibration and Scaling the Alternate Assessments

The basis of the DLM alternate assessment system is a learning map model of interconnected skills, called nodes. Nodes are measuring by testlets that consist of multiple items. Testlets measure one or more nodes in the learning map, and are available at different levels of complexity, called linkage levels. In English language arts and mathematics there are five linkage levels: Initial Precursor, Distal Precursor, Proximal Precursor, Target, and Successor. In science there are three linkage levels: Initial, Precursor, and Target.

Because of the underlying map structure and the desire to provide more-fine grained information beyond a single raw or scale score value when reporting student results, the assessment system provides a profile of mastered skills to summarize student performance. This profile is created using a form of diagnostic classification modeling, which draws upon on a well-established research base in cognition and learning theory but only recently applied in operational assessment programs to provide

¹⁵ Linacre, J. M., *Winsteps® Rasch Measurement Computer Program*, Beaverton, Oregon (2016), www.winsteps.com.

¹⁶ Mead, R.J., "Analysis of Residuals with the Rasch Model," unpublished dissertation, Chicago: University of Chicago (1976); Smith, R.N., "Fit Analysis in Latent Trait Models," *Journal of Applied Measurement*, 1 (2000): 199-218; and Ludlow, L.H., "Graphical Analysis of Item Response Theory Residuals," *Applied Psychological Measurement*, 10 (1986): 217-219.

feedback about student progress and learning acquisition. Diagnostic classification models¹⁷, also known as cognitive diagnosis models¹⁸, or multiple classification latent class models¹⁹, are confirmatory latent class models that characterize the relationship of observed responses to a set of categorical latent variables.

To create a profile of mastery, each student is classified as either a master or a non-master of each linkage level within an Essential Element based on their response to all items measuring the linkage level for the Essential Element. Mastery can be demonstrated via a posterior probability from the model $\geq .80$ or by providing correct responses to all items measuring a linkage level $\geq 80\%$. Additionally, mastery at lower linkage levels can be inferred by performance on testlets administered at higher linkage levels.

Latent class analysis²⁰ is the statistical procedure used to obtain the posterior probabilities of mastery, or the likelihood a student has mastered the skill being measured. As such, it does not provide scaled score values, but rather a probability on a scale of 0 to 1 representing the certainty of estimation. A latent class analysis is conducted for each linkage level for each Essential Element in each content area.

The calibration of the model and final scoring procedure make use of an Expectation-Maximization algorithm to iterate over possible values, gradually improving estimates, until the maximum likelihood estimates are obtained. During this process the Expectation step (or E-step) estimates the probability of a student's membership for each latent class (i.e. master or non-master). It is expressed with Formula 5:

[Formula 5]

$$h(j|\mathbf{X}_h) = \frac{\eta_j \prod_{i=1}^I \pi_{ij}^{x_{ih}} (1 - \pi_{ij})^{1-x_{ih}}}{f(\mathbf{X}_h)}$$

where $h(j|\mathbf{X}_h)$ represents the probability of a person's class membership given their responses, the numerator is the person's probability of item responses for a given class, $\prod_{i=1}^I \pi_{ij}^{x_{ih}} (1 - \pi_{ij})^{1-x_{ih}}$, times their probability of membership in that given class, η_j , and the denominator $f(\mathbf{X}_h)$ is the probability of that person's item responses, or the full likelihood.

The Maximization step estimates model parameters, including the item parameter, π_{ij} for each item i and class j , and the proportion of people in a given class, η_j .

¹⁷ Rupp, A. and Templin, J., *Unique Characteristics of Diagnostic Models: A Review of the Current State-of-the-Art. Measurement*, 6 (2008): 219-262; and Rupp, A., Templin, J., and Henson, R., *Diagnostic Measurement: Theory, Methods, and Applications*, New York: Guilford Press (2010).

¹⁸ Leighton, J. P. and Gierl, M. J., editors, *Cognitive Diagnostic Assessment for Education: Theory and Practices*, New York, New York: Cambridge University Press (2007).

¹⁹ Maris, E., "Estimating Multiple Classification Latent Class Models," *Psychometrika*, 64 (1999): 197- 212.

²⁰ Macready, G. B., & Dayton, C. M. (1977). The use of probabilistic models in the assessment of mastery. *Journal of Educational Statistics*, 2(2), 99-120.

The item parameter is determined by Formula 6:

$$\pi_{ij} = \frac{\sum_{h=1}^N x_{ih} h(j|\mathbf{X}_h)}{N\eta_j}$$

[Formula 6]

where $h(j|\mathbf{X}_h)$ represents the probability of a person's class membership given their responses, which was estimated during the E-step, the numerator is the sum of those probabilities across all respondents, weighted by the posterior probability of each respondent actually being in that class, x_{ih} , and the denominator is the number of respondents, N , times the proportion of people estimated to be in the class j . Because the assessment system uses a fungible item model, all items measuring a linkage level have the same parameter for each class.

The parameter η_j is determined by the following formula:

$$\eta_j = \frac{\sum_{h=1}^N h(j|\mathbf{X}_h)}{N}$$

where $h(j|\mathbf{X}_h)$ represents the probability of a person's class membership given their responses, which was estimated during the E-step, the numerator is the sum of those probabilities across all respondents, and the denominator N is the number of respondents.

Model calibration occurs on an annual cycle, prior to the spring window, using all operational data from prior years. The model is calibrated using the Expectation-Maximization algorithm until the convergence criteria, change in log-likelihood to < 0.00001 , is met. During the calibration process, initial values of 0.9 and 0.1 are provided for each class, masters and non-masters respectively, to prevent their definitions from switching during estimation.

After the close of the spring testing window, the final calibrated model parameters from the Maximization step described above are used to run the Expectation step a final time. This results in the final student posterior probabilities for each linkage level, which are used for scoring rather than a raw or scale score value.

For every Essential Element, the latent class results are combined to determine the highest linkage level mastered for each Essential Element. The number of linkage levels mastered is summed across all Essential Elements to determine the total number of linkage levels mastered for each content area. The total linkage levels mastered are used to distinguish between performance levels. The consortium currently makes use of four performance levels (see Section I for more information on NDE specification of performance levels):

- The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.
- The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
- **The student demonstrates** advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Performance levels are differentiated by panels of expert educators during a standard setting event that determines the minimum number of linkage levels required to reach a performance level.

b. The Contractor will translate student composite or total scores to a reporting scale developed for each subject area and grade level test. The proposal must discuss methods for creating a reporting score scale consistent with the reporting requirements.

Creating Nebraska-specific scales will be a collaborative process between NWEA, the NDE, and preferably the Nebraska TAC. Total scores as scaled scores are useful in that they are created to be a more meaningful interpretation of student achievement across test administrations across years and across grades. We propose leveraging and adaptively administering NDE's item bank, followed by concurrent calibrations. For both English language arts and mathematics, items will be concurrently calibrated across grades so that all items are on the same underlying scale. Due to the adaptive nature of the assessments, and the NDE's desire to show growth across grades, we propose a concurrent calibration with items above and below adjacent grades in order to develop a vertically articulated scale, described below.

NDE has the option of leveraging the flexibility in ESSA for off-grade item administration. Beyond scaling, NWEA is ready to support NDE in adapting items operationally specific to a given grade level and to allow for off-grade administration, should off-grade item administration be desired. This can be addressed by adapting the assessments based on grade-level requirements and constraints, and including less prioritized constraints to adapt above and/or below grade for increased precision and instructionally useful information. The resulting scale scores may reflect the grade-level expectations and items only, reflect the ability estimated by items administered above/below grades. The latter provides increased precision and stability in vertical scale score interpretations, which can be difficult in the extreme scores with grade-specific administrations.

c. The proposal will include a plan for strong measurement of growth through vertical scaling or other method.

Measuring student growth from grade to grade and within a grade, is an important part of the educational process. For educators, this data helps determine instructional needs for each student. For the student and the student's parents, this data shows progress over time in such a way that compliments the reported student achievement level. In establishing the numerical scale to be an outgrowth of the underlying concurrent scale, the vertically articulated scale is defined statistically in both English language arts and mathematics. We currently provide a growth index that is a statistical calculation utilizing two test administrations, the student's performance in scale score metric, and standard errors of measurement. While there are multiple methods of calculating growth, it will be important for NDE and NWEA to agree upon the most useful and interpretable calculation. We are happy to apply our existing growth index with the content specific scales, a simple scale score difference in light of conditional standard errors, and/or a value-added type model.

As achievement levels will be vertically moderated across grades to reflect both skill expectations and content expectations from grade to grade, changes in achievement across administrations provide an additional indicator of growth. Educator involvement in defining these content expectations is a key component to consider when the work to establish the scale is mostly statistical. It is this content information that is of utmost importance when interpreting student progress for educators, the student, and the student's parents.

d. The system must provide a method to report subscore results at the concept level at the school, district, and state levels. The proposal must include a description of the proposed method and a rationale for its use and provide information in addition to an overall score (e.g., sub-scores) in each content area to the degree possible within the purpose of the assessment

The NWEA Tradition in Measuring Growth

The NWEA Measures of Academic Progress are used across the nation to track student growth throughout the year. Our thirty-plus Research and Development staff including psychometricians, researchers, and data analysts, conduct analyses to ensure growth measurements are accurate and that data provided are valid and reliable. Subscores are often used to understand where in a content area students have particular strengths and weaknesses. Unlike total scores, ability estimates at the subscore level are difficult to estimate reliably without substantial test items and samples, most summative tests in the US provide raw and percent correct subscores. Valuable instructional and content standards information can be attributed to a subscore, such as the particular standards a concept's subscores represent. These are guided by the established blueprints within grade/content area. Even with raw or percent correct subscores, reliability is still a concern. NWEA will collaborate with NDE to ensure that the established blueprints include enough items, preferably much greater than 5 items measuring each concept to reliably report the desired subscores. We can provide raw scores, percent correct scores, and relevant confidence intervals to ensure the interpretations of student performance at the concept level are reliable and valid.

2. Equating

a. The Contractor will design and conduct analyses required to equate the tests from year to year at each grade level for each subject area: English Language Arts, Mathematics, and Science. The proposal must describe the proposed method for equating the tests and provide a rationale for the proposed method. If measuring the content and standards currently assessed, the proposal is to include an equating method between assessments.

We are recommending a pre-equated assessment design with adaptive administrations. That means that, in order for the test to be adaptive, operationally scored items will need to have associating parameters. (Note that field test items will be calibrated and equated to the item bank after each administration.)

In Year One we will employ a common item anchor design to ensure ample items in common across spring 2017 and spring 2018 for calibration and scaling for all grades and content areas. Embedding these core items into the assessments through prioritizations in the adaptive engine constraints ensures comparable scores across students within an administration and across administrations.

One of the first steps in test construction will be to determine the set of items that will be utilized as the anchor set. This set of items will be representative of the blueprint and of varying item difficulty across the continuum. As the item pool is cultivated in preparation for administration, the test characteristic curve established with this anchor set at the core will inform the engine so that all assessment outcomes are comparable.

It is important to verify the stability of the anchor set before using this set of items for the purposes of anchoring the item calibration. We propose using the robust Z methodology as has been used in many

large-scale assessment programs²¹ as the method for confirming anchor stability. In this method, the robust Z statistic is calculated for each item in the anchor set. If the anchor set meets specific criteria, then all items are deemed stable. If both criteria are not met, then the worst offending item is removed and the criteria are calculated for the remaining item set. As items are removed, note that NWEA psychometricians and content experts will review the remaining item set to ensure that the anchor set continues to adequately reflect the content being assessed.

In Year Two, all operational items will necessarily be pre-equated in support of an adaptive administration.

After each administration, NWEA will conduct various analyses to evaluate the comparability of scores from year to year. For example, we will evaluate raw score to scale score tables, reliability coefficients, standard errors of measure by scale score, testing time, in addition to randomly equivalent samples for validation of the engine constraints on student administrations. Through the latter, we can apply more traditional analyses for “form” comparability, such as with test characteristic curves and equating evaluations. Figures 49 and 50 illustrate the comparison of two computer adaptive “forms” in terms of test characteristic curves and total test information functions, respectively.

²¹ Kim, D.H. and Huynh, H., “Comparability of Computer and Paper-and-Pencil Versions of Algebra and Biology Assessments,” *Journal of Technology, Learning, and Assessment*, 6(4) (2007), retrieved April 2009 from <http://www.jtla.org>.

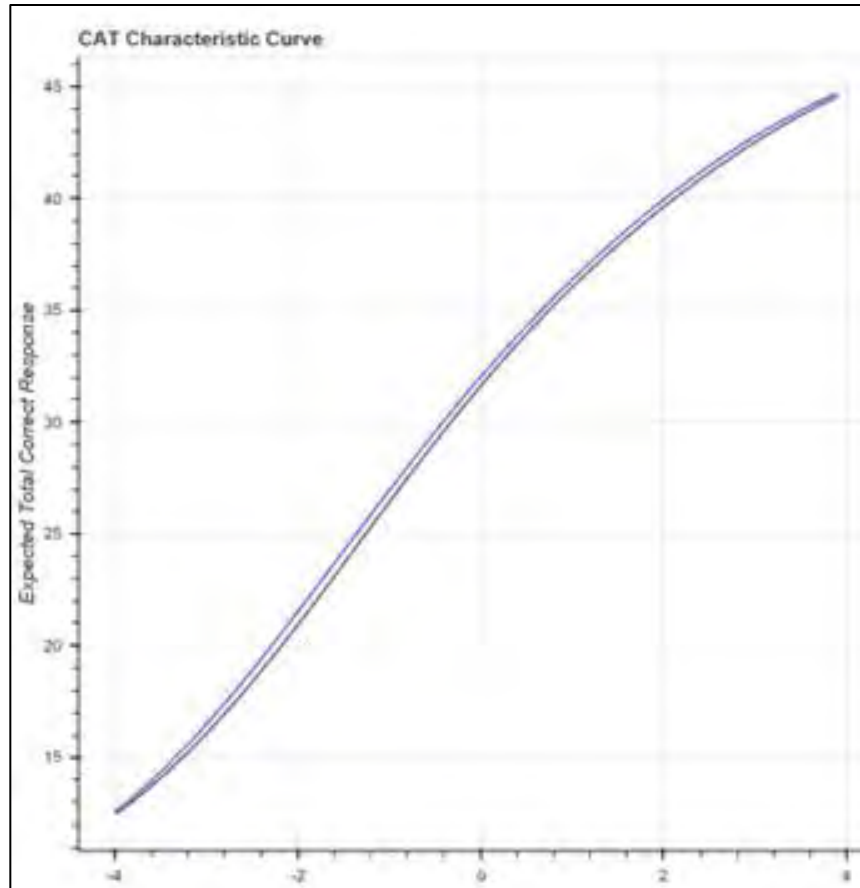


Figure 49: Comparison of Two Computer Adaptive 'Forms.' This figure shows test characteristic curves across two "Forms" for year-to-year scale evaluation.

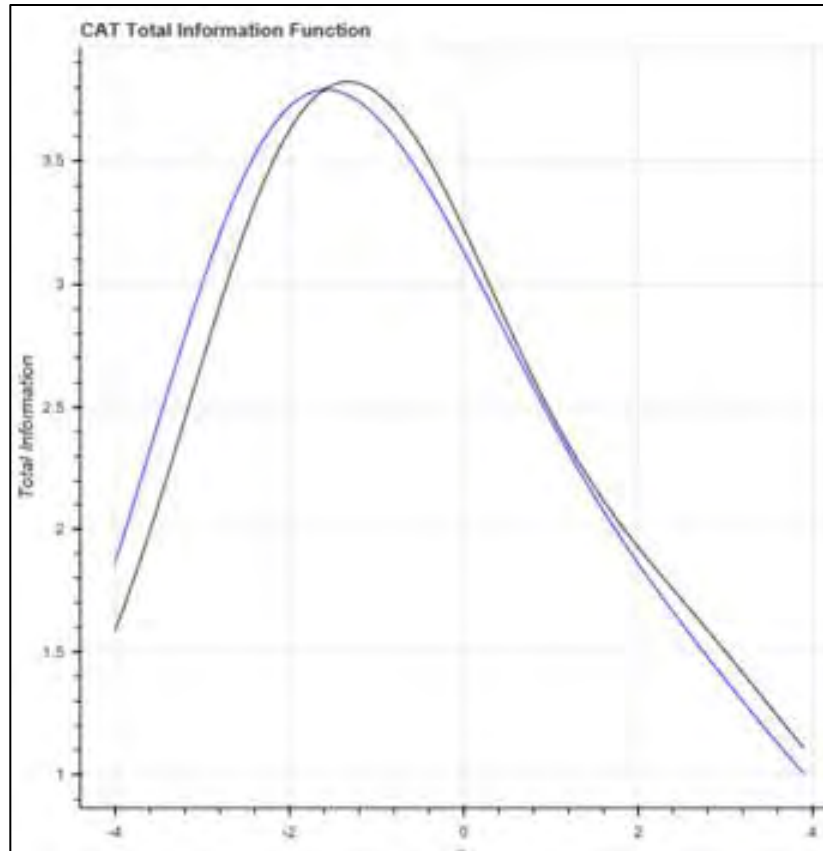


Figure 50: Comparison of Two Computer Adaptive 'Forms.' This image shows total test information functions across two "forms" for year-to-year scale evaluation

Equating the Alternate Assessments

In traditional, score-based psychometrics, equating adjusts scores on a continuous scale to put them on a common metric. For DLM alternate assessments there is no continuous scale. Instead there are dichotomous mastery decisions for each linkage level of each Essential Element. For DLM alternate assessments, we define each item measuring a linkage level to have a common difficulty for masters and for non-masters. All items measuring that linkage level then are fungible, meaning they are interchangeable because each provides about the same amount of information. This process of item selection eliminates the need for equating as the properties of the items are kept similar across the assessment. Such methods are currently in place in assessment programs such as the Lexile framework by MetaMetrics^{®22}.

²² Stenner, A. J., Smith, M., & Burdick, D. S. (1983). Toward a theory of construct definition. *Journal of Educational Measurement*, 20, 305–315.

b. The Contractor will design and conduct analyses required to calibrate and equate test items across test forms within a single year. The proposal must demonstrate an understanding of the test design and describe the method proposed for accomplishing this task.

Since NWEA is suggesting an adaptive approach for all subjects, there will not be unique test forms in the traditional, fixed-form sense. As indicated in the previous section, we will conduct concurrent calibrations of the items administered, along with equating analyses via constraints applied as common anchor administrations. We will evaluate the calibration and equating results to ensure tests are comparable from year-to-year. Once the item pool is calibrated and equated, it is considered a pre-equated pool, which is required for adaptive testing. No post-equating will be conducted in subsequent years, supporting an adaptive design and pre-equating method. Field test items will be calibrated with the operational pool following each administration in common-item (operational items as anchors) post-equating design.

3. Item Evaluation for General and Alternate Assessments

a. The Contractor will produce item statistics for all field test items. The proposal must include a description of the item statistics that should be generated to assist in the evaluation of field test items including a discussion of the appropriate statistics if proposing a state-developed solution. If off-the-shelf solution, provide a description for assuring item quality of field-tested items, including statistical criteria.

NWEA proposes a robust data analysis plan for both field test and operational items. For field tested items, this data analysis plan is intended to provide detailed information on each item for review by content experts and psychometricians at NWEA, staff at the NDE, and Nebraska educators during data review meetings in consideration of whether an item should join the operational pool or not. For operational items, given the volume of items used adaptively, we propose providing any operational items with statistical flags for a round of review, as well. Similarly, statistical flags will be applied to field test items and provided during the data reviews. Our data analysis plan will be provided for NDE review during the planning phase in Year One, and will include suggested flagging criteria to be finalized with the NDE prior to conducting the analyses. Our proposed flagging criteria and item statistics are detailed next.

As is industry standard, NWEA uses the *Standards for Educational and Psychological Testing* and best practices in high-stakes testing to guide our analysis plans. Data analysis, in general, breaks into three categories that can then be disaggregated into type of analysis that can be summarized, as shown in Table 35 and described in detail following the table. Upon contract award, we will work with the NDE to confirm that our data analysis plans meet the needs of the state.

Table 35: Data Analysis Disaggregation

Analysis Category	Subcategory	Some of the statistics produced
Item Level	<ul style="list-style-type: none"> ▪ Classical True Score ▪ IRT ▪ DIF 	<ul style="list-style-type: none"> ▪ p-value (dichotomous) ▪ Item frequency distribution by option and score point ▪ Item, mean and adjusted item mean (polytomous) ▪ Item-total correlation ▪ Point-biserial by score point and option ▪ Logit difficulty ▪ Step values (polytomous) ▪ Item fit indices ▪ DIF analyses, such as Mantel-Haenszel (MH) and standardized mean difference (SMD) ▪ Stability indices (for anchor items)
Test Level	<ul style="list-style-type: none"> ▪ Reliability and Standard Errors of Measurement (SEM) ▪ Summary Statistics (e.g., demographic) ▪ Scaled score distributions ▪ Intercorrelations, reliabilities, and SEM for subscores ▪ Conditional standard error of measurement (CSEM) 	<ul style="list-style-type: none"> ▪ Sub-group performance (e.g., gender, race/ethnicity) ▪ Reliability estimates ▪ Raw and scale score distribution by full population and appropriate sub-groups
Achievement Levels	<ul style="list-style-type: none"> ▪ Classification Consistency ▪ Proportion passing of student in each achievement level by full population and subgroups 	<ul style="list-style-type: none"> ▪ Decision consistency and reliability statistics ▪ Performance distribution

Data Analyses

An assessment system is only as robust as the items it contains. The multiple levels of analysis outlined in the table are purposefully conducted to maintain a high quality assessment system for the state of Nebraska and your students. The results of these analyses will be reported in the annual technical report. For field test items, the item level analyses will be used to inform what items will be reviewed in more detail through data review meetings before marking as operational.

It is standard industry practice to complete both classical true score and item response theory (IRT) analyses at the item and test level. We believe that educator review committees benefit from seeing both classical and IRT indices. Further, both types of analyses are useful when reviewing items to be a part of the operational anchor set when preparing for pre-equating of the item pool.

In Classical True Score Analyses, there are two item statistics of interest: item difficulty and item discrimination. Item difficulty, the p-value, is represented as the proportion of examinees answering the

item correctly for dichotomous items and the adjusted item mean for polytomous items. The item p-value ranges from 0 to 1 so that an item with a p-value of 0.30 means that 30 percent of students responded correctly. For polytomous items, that is, items worth more than 1 point, the adjusted item mean is calculated to allow for a similar interpretation. Consider an item worth 4 points, and the item mean is 3, the adjusted item mean is calculated by dividing the item mean by the maximum number of points available on that item. In this example, the p-value would be $\frac{3}{4}=0.75$.

The second statistic to consider is item discrimination. This is a correlation coefficient that shows how well an item discriminates between the total test score and a correct response on the item. This index ranges from -1 to +1, with large positive correlations indicating that those who responded correctly to the item tended to perform well on the assessment. Discrimination of multiple-choice items use a different method than would be applied to constructed-response items. The biserial correlation is defined as the correlation between two continuous variables with bivariate normal distributions when one of the variables can be measured only in terms of two categories (correct/incorrect). The polyserial correlation is a generalized form of the biserial correlation that accommodates items that are scored in terms of more than two categories. The criterion score for these correlations is the total operational score on the respective test.

The Rasch and partial credit models, as described in Section G.1, provide additional information to consider when reviewing item performance. Item characteristic curves (ICCs) describe the relationship between the probability of a correct response and the ability of the student. The ideal situation is that as the ability of a student increases (the x-axis), the probability of that student (y-axis) answering the item correctly also increases. The ICC provides a visual representation of item functioning across all students. For example, we can show ICCs by item or across items for a variety of item comparisons, such as shown in the plot of multiple ICCs in Figure 51.

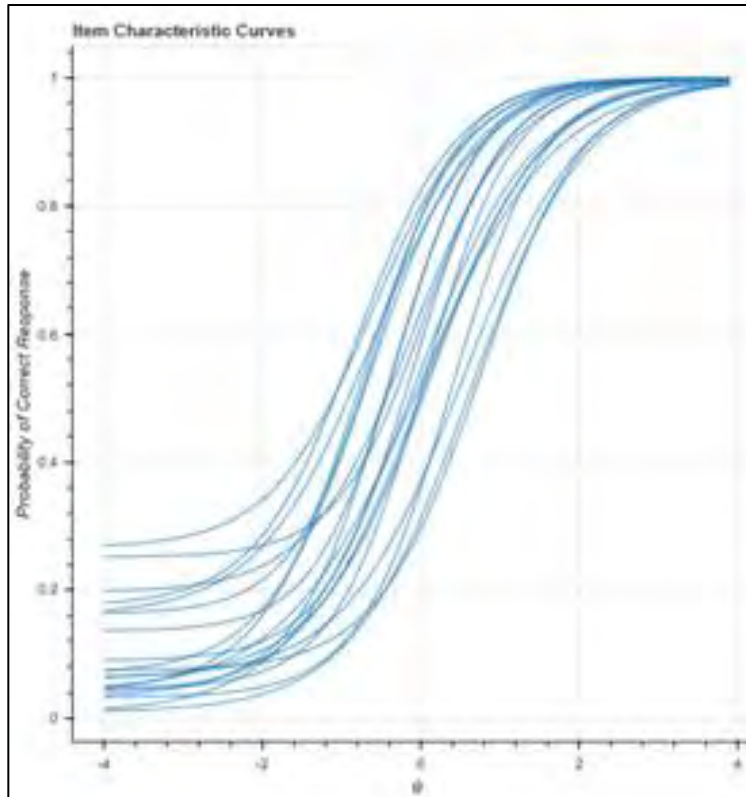


Figure 51: Item Characteristic Curves. We can show ICCs by item or across items for a variety of item comparisons, as shown here.

We will also include analyses of item information, as the amount of item and test information is directly related to the standard error of measurement. As example, we can look at the information at the item level (Figure 52), and across all items at the test level (Figure 53) with item information functions, along with overall standard error curves across the ability distribution (Figure 54). Note that these curves represent a specific sample from a much larger item pool as illustration, and as such standard error curves tend to be much lower at the tails in an adaptive administration, as the engine looks for lower error given the ability estimated for each examinee.

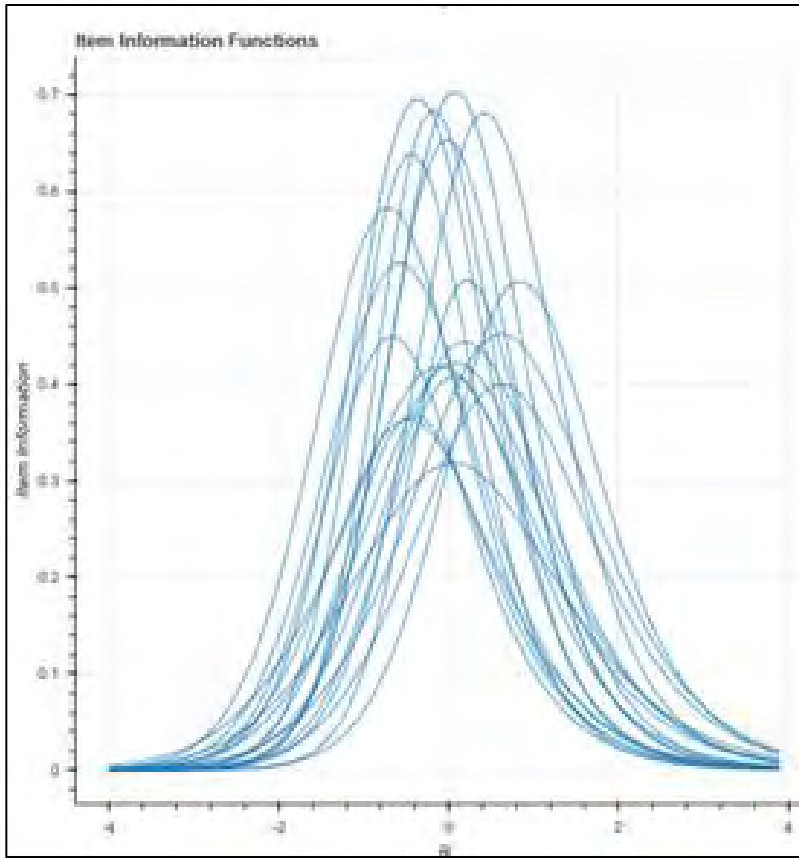


Figure 52: Item Information Functions. We will include analyses of item information, such as at the item level, as seen here.

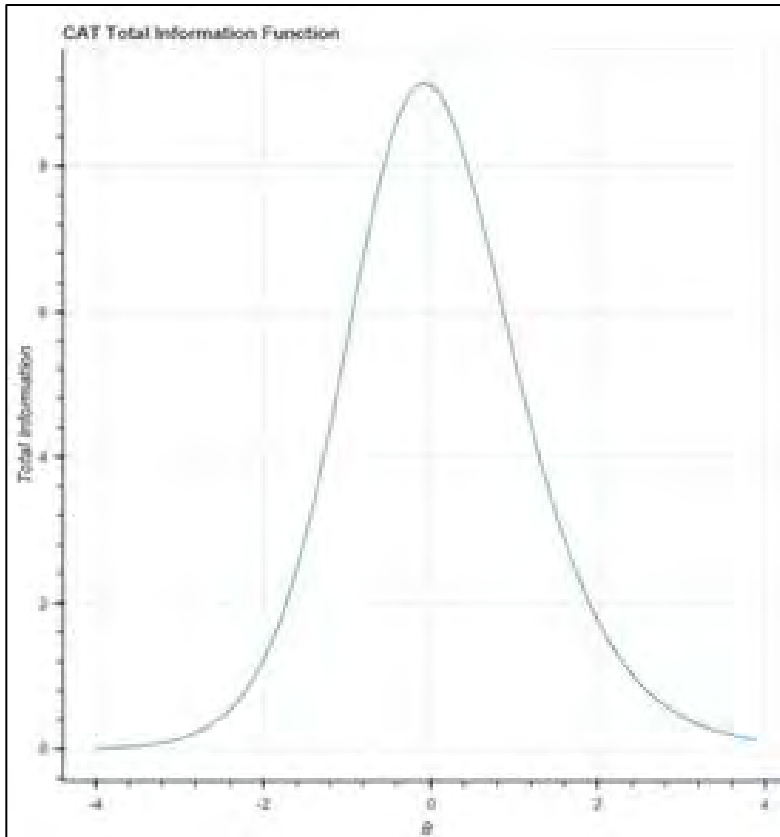


Figure 53: Total Test Information Function. We will also include analyses of item information across all items at the test level, as seen here.

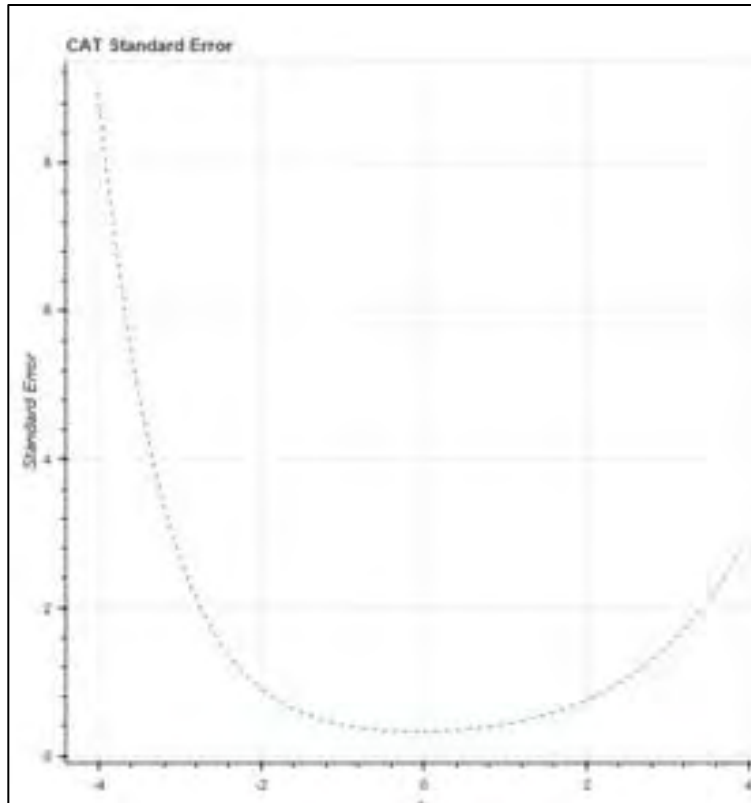


Figure 54: Total Test Standard Error. We will also include overall standard error curves across the ability distribution, as seen here.

DIF Analysis

Differential item functioning (DIF) is a statistical procedure used to review items for potential bias by comparing specific sub-group performance. The underlying assumption is that students who have similar knowledge should perform in similar ways on test items, regardless of gender, race, or ethnicity. All field test items will be analyzed for DIF and flagged items will be reviewed by our content and psychometric experts as well as educators during data review meetings.

NWEA will use the Mantel-Haenszel (MH) DIF statistic for dichotomous items due to ease of use and stability of the results²³, and the standardized mean difference (SMD) procedure for polytomous items.

The MH procedure for DIF detection stratifies the reference and focal groups after matching on the measured trait. Typically, the subgroup with the largest sample size is assigned as the reference group,

²³ Holland, P. W. and Thayer, D. T., *An Alternative Definition of the ETS Delta Scale of Item Difficulty*, (ETS Research Report No. RR-85-43), Princeton, New Jersey: Educational Testing Service (1985).

and the subgroup with the smaller sample size is assigned as the focal group to evaluate DIF. The results typically include an index of the magnitude of DIF, along with a probability of obtaining the DIF index.

For polytomously scored items, the standardized mean difference (SMD) statistic will be used. This statistic was developed as an extension to the MH procedure²⁴.

Once the SMD is determined, a statistic similar to effect size (ES) will then be obtained by dividing the SMD by the standard deviation (SD) for the combined group. A positive SMD or ES value will indicate that the focal group has a higher mean item score than the reference group conditional on the matching variable. A negative SMD or ES value will indicate that the focal group has a lower mean item score than the reference group conditional on the matching variable.

DIF results for both dichotomous and polytomous items will be categorized using the Educational Testing Services (ETS) classifications shown in Table 36, which have become commonplace and can be considered best practice for estimating the magnitude of DIF.

Table 36: DIF Results

DIF Category	Dichotomous Interpretation	Polytomous Interpretation
"A" = negligible DIF	MH D-DIF is not significantly different from zero or has an absolute value less than 1.0.	MH test is not statistically significantly different from 0 (based on probability = 0.05), or $ ES \leq 0.17$.
"B" = slight to moderate DIF	MH D-DIF is significantly different from zero and is either (1) less than 1.5 or (2) not significantly different from 1.0.	MH test is statistically significantly different from 0 (probability < 0.05), and $0.17 < ES \leq 0.25$.
"C" = moderate to severe DIF	MH D-DIF is significantly different from 1.0 and has an absolute value greater than or equal to 1.5.	MH test is statistically significantly different from 0 (probability < 0.05), and/or $ ES > 0.25$.

The DIF index can be influenced by small sample sizes. NWEA will follow the recommendation by Zwick²⁵ that the sample size requirement for DIF analysis be 200 for the focal group and 500 for both the focal and reference groups combined.

A note on IRT methods for detecting DIF: IRT methods for detecting DIF investigate group differences in item parameters based on latent ability instead of observed scores. That is, the item parameters for the

²⁴ Dorans, N. J., and Schmitt, A. P., *Constructed Response and Differential Item Functioning: A Pragmatic Approach*, (ETS Research Report No. RR-91-47), Princeton, New Jersey: Educational Testing Service (1991); and Zwick, R., Donoghue, J. R., and Grima, A., "Assessment of Differential Item Functioning for Performance Tasks," *Journal of Educational Measurement*, 30(3), 233–251 (1993).

²⁵ Zwick, R., *A Review of ETS Differential Item Functioning Assessment Procedures: Flagging Rules, Minimum Sample Size Requirements, and Criterion Refinement*, (ETS Research Report RR-12-08), Princeton, New Jersey: Educational Testing Service (2012).

reference and focal groups are estimated and scaled to allow for comparison of the item characteristic curves. While this allows for investigation of the item difficulty in the single parameter Rasch case, the number of responses within both the focal and reference groups must be large. If requested, we will work with the NDE and your TAC to determine what subgroups might best be investigated with IRT DIF methods and what groups are better investigated using other methods in addition to Mantel-Haenszel.

Flagging Criteria for Field Tested and Operational Items

When planning field test analyses, it is common to use classical item analyses and differential item functioning to flag items for the following reasons: low p -value or mean item score, low discrimination, high ability group more often chooses a distractor over the correct answer choice (for multiple-choice items only), and high mean item score. A single item may be flagged for a number of reasons.

Rules used to flag field tested or operational items can vary by type of test, use of scores, and/or client requirements. We suggest flagging items with low average difficulty of 0.25 (i.e., items that only 25 percent of students are answering correctly) and items with low discrimination of 0.20 or lower (i.e., items that do not discriminate between students who know the material and those who do—high performing students get this item wrong and some low performing students may be getting it right). Additionally, the use of point biserial correlations will be used to flag items that have low correlation to overall student ability estimates (ex. high scoring students tend to provide incorrect response, indicating a possible mis-key). Point biserials will be calculated for the answer key as well as the distractors. Lastly, items that have high p -values or mean item score (e.g., 0.90) will be flagged. If you desire, we can set separate flags for multiple-choice items and constructed-response items (e.g., p -values/mean item scores less than 0.20 for multiple-choice and 0.30 for constructed-response items).

A flag for potential bias will occur when students from different demographic groups with the same overall ability have a different probability of giving a certain response to an item. It should be noted that DIF is not a synonym for “bias.” The presence of DIF will not indicate the existence of bias—it can only be considered as evidence that bears further investigation. The DIF statistics, like all item statistics, point to issues for a specific item that need to be explored further before using the item operationally or assigning scores based on responses to that item.

However, items displaying significant DIF will not be recommended for use in the operational administrations except in rare instances and then only with proper documentation and rationale. Test developers typically avoid selecting items flagged as having shown moderate to significant DIF that disadvantages a focal group. We propose to continue this best practice of not including items with high degree of DIF. Note that our adaptive engine can also invoke constraints to avoid potentially biased items administered to relevant subgroups.

We will work with you and your TAC to determine the best rules of thumb for flagging newly developed and field-tested items.

Quality Assurance of Summative Analyses

Table 37 includes information on the QA methods used by our psychometricians during summative analyses.

Table 37: Summative Analyses Quality Assurance Methods

Process	Description
Item and Test Analyses	Our psychometric staff will develop technical specifications to guide all of the data handling, cleaning, and sampling; methods for item analyses and relevant flagging, calibration, scaling and equating, scoring accuracy checks at the item, subscore, total score, and achievement levels; as well as critical statistics such as reliability, internal structure, and decision consistency. These specifications will include details on data storage, redundancies for quality assurance, and documentation.
Documentation	Our psychometric staff will provide documentation to the NDE to communicate psychometric processes for technical reviews as well as a full technical report provided annually.

Item Evaluation in Alternate Assessments

All items measuring a linkage level are assumed to be fungible by the scoring model, meaning it should not be of consequence to the student which items are received, all perform equivalently well. This assumption is evaluated with item statistics, including item p -values to evaluate difficulty and standardized difference values to determine how much an item p -value differs from the weighted mean for the linkage level.

Flagging criteria are maintained for each statistic to facilitate test development team review of field test items following their administration. A p -value threshold of 0.3 is used to flag items for difficulty. This threshold is based on most testlets making use of three-option multiple-choice items. Items are also flagged for test development team review if the standardized difference value exceeds 1.96 standard deviations from the mean for the linkage level. All flagged items are reviewed by the test development team, taking the context of the item within the testlet into consideration prior to making a recommendation to accept, revise, or reject the item.

The annual DLM technical manual update provides item statistics for all field test items. Typical flagging rates are around 10-20 percent of field tested items requiring review by the test development teams for each content area. Of the flagged items, around 10 percent (less than 2 percent of the total pool) are rejected for operational use, with the remaining items accepted as is (e.g. five-option multiple-choice items where a lower p -value may be expected) or revised and re-field tested.

b. The Contractor will produce item statistics for all operational items. The proposal must include a description of the item statistics that should be generated to assist in the evaluation of these items.

NWEA researchers will collect and product item statistics for all operational items. Please see our response to the previous requirement, G.3.a. for item analysis.

Alternate Assessment Item Statistics

All items in the DLM operational item bank for the instructionally embedded and spring windows have been previously field tested by students taking the alternate assessment. The field test item statistics described in Section G.3.a. are also used to evaluate all operational items at the end of each school year. The annual technical manual update provides item statistics for all field tested and operational items.

Test development teams also review the operational item bank annually to determine which testlets, if any, should be retired from the pool based on the availability of new testlets following field testing. Any decisions about item retirement are also documented in the annual technical manual update.

4. Test Construction

The Contractor will conduct analyses to support the construction of technically sound test forms. The proposal must include a description of the types of analyses that will be conducted and how the results of those analyses will be disseminated and used by appropriate state and Contractor staff to assist in test construction. Testing errors caused by the Contractor shall be corrected by the Contractor at no extra cost to NDE.

NWEA psychometricians and content specialists will create test construction specifications that will contain the blueprint along with specific criteria that must be met by each assessment. This will include specifications for the anchor sets in Year One as well as adaptive algorithm constraints that will be programmed into the delivery engine to ensure that the assessment given to each student is comparable in terms of content and expectations. Typically, test specifications are translated to a set of content constraints that the adaptive algorithm needs to consider while selecting items that can always provide maximum information about a test-taker's ability.

Prior to review by the NDE, a series of quality assurance checks will be performed by NWEA content specialists and psychometricians assigned to the project. First, they will develop and verify the appropriate application of the constraints, per the test specifications. Second, test events from the adaptive algorithms programmed in the delivery engine will be subjected to a thorough and in-depth check before the constraints are used during administration. This is a critical step to ensure the pool will validly support the constraints specified. This check will examine several key components of the adaptive algorithm to also make sure that the codes to be used in production produce the results as intended. These components include the starting points of a test, item selection, content-balancing, item exposure control, and test termination. Third, once the previous step of check ensures that the adaptive algorithm functions as intended, simulation studies will be conducted.

Typically, a simulation study will use the operational item pool, mimic the adaptive tests NWEA proposes, and produce test events simulated for target examinees of varying ability levels. Those tests events will then be analyzed by NWEA psychometricians to provide such information as ability estimation accuracy and precision both at overall and subscore levels, and how well test specifications are met. In addition, those test events can also inform such information as test reliability, conditional standard error of measurement, and classification accuracy and consistency given the achievement level cut scores are known. That information can be shared with the NDE. We believe that information can help NDE and NWEA with future item development plans and improving the test design on an ongoing basis.

For paper based, fixed forms, NWEA uses an automated test assembly engine to create forms specific to test blueprints. We will use this engine to create the form that will then go through test construction for accommodated forms, including Braille, large-print, and Spanish. The initial selection of the fixed form will include overages or items as potential substitutes. This is necessary given that not all items can be transformed into accommodated versions, such as items for which the construct may substantially change when translated into Braille or Spanish.

NWEA will provide results of these analyses directly to the NDE and will be included in the technical report. Any additional analyses specific to testing errors will be provided in technical brief format and those errors will be correct by NWEA at no additional cost.

Alternate Assessment Analyses

As an online adaptive alternate assessment with some teacher flexibility in choice of content, the DLM alternate assessment system does not have pre-constructed test forms. All assessment items are administered in testlets consisting of three to five items and an engagement activity. During instructionally embedded testing, teachers choose which Essential Elements, and at which linkage levels, to administer to their students to meet blueprint requirements. During the spring window, the system administers five testlets to re-assess previously measured Essential Elements, with adaptive routing between testlets to optimize the match of student performance with testlet complexity. As such, the cumulative “test form” a student receives both within and across testing windows is expected to differ substantially from their peers, and does not resemble traditional fixed form assessments. Because test forms in the DLM context are the complete body of testlets administered during the year, and because the student’s experience is directed by the teacher, annual reports are provided to NDE regarding blueprint coverage to be used for revised training and professional development opportunities within the state.

Evidence of item and testlet quality is disseminated on an annual basis in the technical manual update. This includes previously described item statistics (detailed in Section G.3.a), analyses of differential item functioning, and evaluation of alignment, among other operational studies supporting the validity of inferences that can be made from test results. Test development teams make use of each of these types of evidence to evaluate the operational item pool and inform subsequent item and testlet development.

During the spring adaptive testing window, it is conceivable that an error with the adaptive delivery engine could cause a problem with an individual student’s completion of the full test. The adaptive delivery engine is configured to pause testing between testlets when an error occurs, in order to minimize the risk of further misadministration. In the past, these problems have been minimal and primarily due to local data management problems (e.g., changing a student’s grade in the middle of testing). While the DLM system has been enhanced to prevent such errors in the future, DLM researchers use frequent queries and error logs to monitor administration for potential errors.

NWEA and our partners have put into place significant quality controls for the purpose of error free testing for all assessments. However, in instances where a testing error is detected, corrections are immediately taken to correct the issue at no additional cost to the state. If a testing error has the potential to impact scoring (e.g. this issue impacts student routing to a subsequent testlet during the spring window), all students potentially impacted by the issue are provided back to the state in a supplementary file, called an Incident File, that is delivered with the full student data return file at the end of the year. State partners can use this file to make decisions regarding whether to invalidate students results due to the impact of the testing error.

5. Scoring

In addition to the analyses conducted during scoring (above) to monitor the scoring process, the Contractor will conduct additional analyses after scoring to verify the accuracy of scoring. The proposal must include a description of the types of analyses that will be conducted and how the results of those analyses will be disseminated and used.

NWEA is proposing that all items will be created in such a way that no human scoring will be required. Accuracy of the scoring of items, as well as the overall score, subscore, and achievement level is essential in supporting valid use and interpretations of the assessments. Starting with item development the item keys (multiple-choice) and scoring rubrics and algorithm rules will be designed and validated before, during, and after administrations. Before administrations, we will run scoring routines on simulated data. During and after administrations, we can run validation checks based on live data in process by utilizing the various data analyses and flagging criteria described above to ensure the accuracy of the scores. This method lends itself best to delivering an adaptive assessment. It also significantly reduces costs and increases the speed at which test data become available. We will monitor item statistics across time for all items, the analyses will be as described in Section G.3.a.

Alternate Assessments Scoring Analyses

In order to ensure the validity of inferences that can be made from test results, it is important to verify the accuracy of scoring prior to distributing data files or score reports to the state. The DLM Psychometric Team follows a series of quality control procedures that begin with initial data extracts and continue through the delivery of a final score file. These procedures are well documented and are periodically audited by DLM staff.

Quality control efforts begin with data queries of the database housing all student and test data. All SQL database queries are prepared by technology partners with expertise in SQL and evaluated by the psychometric team to ensure accuracy.

All data files distributed to state partners are prepared using scripts written in the *R* programming language. Following their creation, data files are checked for accuracy using a combination of separate *R* quality control programs and visual inspection by psychometric staff. All data fields are checked for reasonable and expected values, that results are provided for the correct Essential Elements, that performance levels are correctly calculated, and that the data file presents data in one row per student per subject. Additionally, performance level results are compared to prior year data files for the state.

Additional evidence of the technical adequacy of the assessment, including evidence in support of the validity argument, development of the model used to score assessments, and additional analyses to support operations (e.g. differential item functioning, data forensics, testlet exposure, etc.) is collected. These results are shared with NDE and the Technical Advisory Committee, and included in annual updates to the technical manual.

6. Reporting

The Contractor will design and conduct all analyses necessary to produce student, school, district, and state results and other information included in published reports of results. The proposal must include a description of the types of analyses that will be conducted and how the results of those analyses will be provided to NDE. The reports must be available on a timely basis each year.

NWEA will design and conduct all the relevant analyses to be able to provide students, schools, districts, and the NDE with valid and accurate results.

- In Year One, students will receive raw scores immediately upon test completion. After item and test level analyses are completed, including the calibration and equating of the items and relevant NDE reviews, we will have an item bank with the necessary parameter estimates to generate student ability estimates in scale score metric. Once the standard setting is completed and the statistical review of impact data relative to existing cut scores for English language arts and mathematics, we will provide achievement level designations.
- In Year Two and beyond, because the scale and cut scores will be set, these data will be available once students have completed their testing.

NWEA will provide the individual student results at the end of each student's test event. ESC will provide the individual student reports (ISR) and aggregated reports in an online-interactive system, as described in Section H at the class, school, district, and state levels. This system supports disaggregated views as well as print-on-demand ISR's and summary reports. All aggregated data reports will be available at the completion of the test window.

To ensure accuracy of each report, NWEA and ESC will work in collaboration through a series of quality assurance steps. NWEA and ESC will create data file and QA specifications to detail file layouts, receipt and delivery steps, and independent verification steps. We will independently run verifications in advance of each administration with dummy files. We will also run user acceptance testing on all data from NWEA to ESC.

In addition, NWEA will work with ESC and DLM to run similar independent verifications on assessment data provided by the alternate assessment for inclusion in aggregated reports. Note that we will work with the NDE through report sample designs to make sure the aggregations are meaningful and valid, and clear with respect to each of the general and alternate assessments.

Alternate Assessments Reporting Analyses

Data Files and Analyses

DLM assessment results will be calculated and delivered to NWEA in the consortium's General Research File (GRF), a return file delivered annually in Excel® (.xlsx) format. The file structure is one row per student per subject. The contents of the file include student information and results, including demographic fields, each student's highest linkage level mastered for each Essential Element (EE) and final performance level for each subject.

Two supplemental data files are delivered with the GRF. The Special Circumstances file provides information about EEs that were impacted by extenuating circumstances for each student, as defined by NDE prior to the testing window. Additionally, if any incidents were reported that potentially impacted

scoring (see section G.4), an Incident File is delivered with the GRF to summarize students impacted by the incident.

The NDE is provided with a two-week review window each year during which review of the data files can occur, edits made to demographic fields or to otherwise modify student records, or invalidate test results prior to the creation of score reports. If edits are made, a modified GRF is returned to DLM staff for use in preparing score reports.

On an annual basis, NDE will have access to an update to the DLM technical manual. The annual update summarizes analyses conducted for the academic year. Analyses include:

- Summaries of item statistics for field test and operational items
- Student participation and demographic information
- Test results, including distributions of students to performance levels and linkage level mastery information
- Updated reliability statistics
- New evidence in support of the validity argument, such as teacher survey responses, test administration observation data, or differential item functioning results

Ongoing conversations and feedback from the DLM Governance Board and the Technical Advisory Committee inform additional analyses conducted throughout the year and included in the technical manual update.

Score Reports

DLM summative assessment results are provided to the state education agency annually to be reported to parents/guardians and to educators at local education agencies. If the state decides, reports can also be delivered electronically to local school districts via the Educator Portal.

DLM proposes to deliver the standard DLM consortium individual student score reports and a supplemental, brief score report customized for NDE. The current DLM individual student score reports are comprised of two parts: (1) the Performance Profile, which aggregates linkage level mastery information for reporting on each conceptual area and for the subject overall, and (2) the Learning Profile, which reports specific linkage levels mastered for each assessed Essential Element.

The performance levels currently reported on the Performance Profile are: Emerging, Approaching the Target, At Target, and Advanced. These labels, which reflect a student's overall performance, are determined through a standard-setting process. The Performance Profile also reports the percent of skills, or linkage levels, the student mastered within each conceptual area. Bulleted lists of grade- and content-specific performance level descriptors follow the results reported for the conceptual area. The Learning Profile shows each Essential Element separated into the different linkage levels. English language arts and mathematics are separated into five linkage levels: Initial Precursor, Distal Precursor, Proximal Precursor, Target, and Successor. Science is separated into three linkage levels: Initial, Precursor, and Target. Sample DLM individual student score reports are provided in Appendix Z, and an excerpt from one is seen in Figure 55.

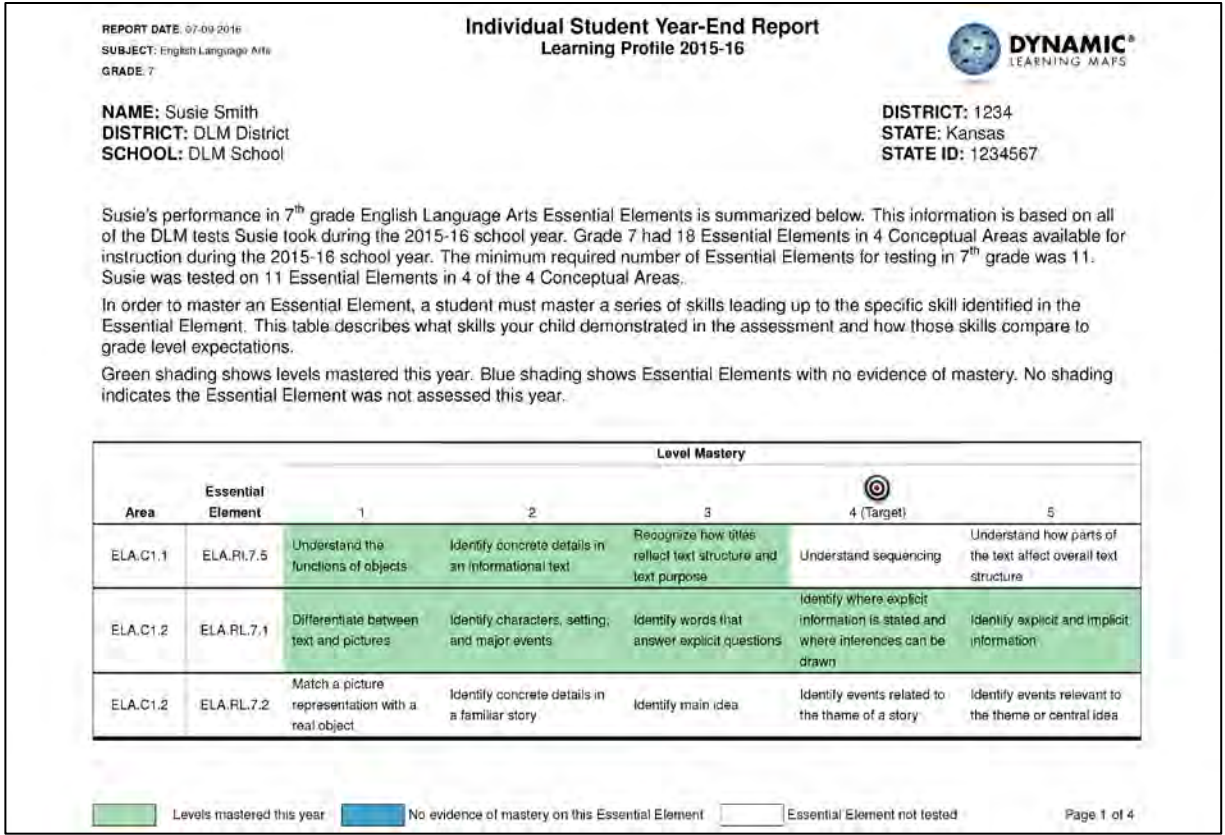


Figure 55: Individual Student Year-End Report. A one-page excerpt from a comprehensive individual student score report is seen here, showing a seventh-grade student's results in ELA.

There is one individual student score report per student per subject. Each student's report is typically two to seven pages in length per subject. While these comprehensive reports are valuable to teachers and parents, it may be cost-prohibitive to print and ship them. Therefore, DLM proposes to design a customized brief report that summarizes a student's overall performance in each subject. The report would include appropriate branding and logos for the statewide assessment system and could be available as a PDF via KITE Educator Portal. The brief report would also be provided to NWEA for printing and shipping along with the general education summative assessment reports.

Student results are also aggregated into several other types of reports. At the classroom and school levels, roster reports list individual students with the number of Essential Elements assessed, number of linkage levels mastered, and final performance level. District- and state-level reports provide frequency distributions, by grade level and overall, of students assessed and achieving at each performance level in each content area.

Individual student results in the GRF will also be provided to NWEA so that students who take DLM alternate assessments may have their results incorporated into school and district aggregated reports.

In addition to summative score reports, progress reports are also available on demand in the Educator Portal throughout the instructionally embedded window to inform instructional decision making and goal setting. The report is structurally similar to the Learning Profile delivered to each student at the end of the year. The progress report lists a row for every Essential Element and linkage level for which the

teacher has created an instructional plan, with shading to indicate whether the linkage level has been mastered, attempted, or is still planned but has not yet been assessed. Educators may generate a progress report and view it online or print it as a PDF.

Quality of Score Reports

Summative score reports are checked for accuracy with a combination of R quality control programs and visual inspection by a quality control team. This includes review of both individual student and aggregate reports. All reports are subjected to the script-based quality control evaluation, and a random sample of approximately 1-2 percent of the score reports generated are checked by human reviewers.

All score reports are compared against the state data files to ensure accuracy and consistency of values. This includes values for individual Essential Elements and overall performance level values for each content area, but also student and school information in the header of the reports. The quality control process also verifies all students receive reports for all content areas in which they were tested and no extraneous reports are provided. Any issues identified during quality-control checks are corrected prior to distribution of data files and score reports to states.

7. Data Analysis

a. The Contractor will provide annual analyses, including but not limited to identifying problems and inconsistencies such as duplicate records, missing data, etc. so that NDE can work with districts to resolve problems.

During the student rostering phase, our systems are designed and can be configured to identify data related issues, such as duplicate or missing data using a State Student ID for example. Such data records can be flagged for districts to edit and re-upload once corrected.

Alternate Assessments Data Analysis

The Educator Portal is designed to prevent problems such as duplicate records and missing data, to the extent possible, while providing flexibility for atypical but legitimate data configurations (e.g., teachers who are assigned to more than one school). Educator Portal prevents most problems through error or warning messages. Data verification and revision procedures outlined in the Data Management Manual provide clear direction for data managers. Data managers may generate extracts on demand to review current teacher and educator records and make revisions as needed. Additionally, the DLM project manager will further support the NDE team to develop best practices and establish revision timelines throughout the school year.

A General Research File (GRF) is returned annually with all student records and summative results, including instances of duplicate records and missing data if those were not resolved before the spring testing window ended. NDE is provided a two-week review window to correct any inconsistencies prior to the creation of student score reports.

Since all DLM assessments are administered online, operational research on the design, administration, and scoring of online alternate assessments is ongoing. On an annual basis, NDE will have access to an update to the DLM technical manual. The annual update summarizes data analysis conducted for the academic year. Analyses include summaries of item statistics for field test and operational items; student participation and demographic information; test results, including distributions of students to performance levels and linkage level mastery information; updated reliability statistics; and new evidence in support of the validity argument, such as teacher survey responses, test administration

observation data, or differential item functioning results. Ongoing conversations and feedback from the DLM Governance Board and the DLM Technical Advisory Committee inform additional analyses conducted throughout the year and those results are also included in the technical manual update.

b. The proposal will include a description of Contractor’s capacities for research that can be conducted for online assessments, for example, test-taking time compared to results.

NWEA is pleased to work with you in determining the best research studies that should be conducted. We have an extensive background in a variety of research areas, as you can see from the sample of studies in each of the named psychometricians’ resumes. As a research based organization, we look forward to partnering with the NDE on studies, and have included up to 3 special studies in our costs. We look forward to planning a research agenda with you. As examples, NDE may consider the following studies:

- Response time considerations across item types
- Relationship between response time and student engagement. Note that Dr. Steve Wise of NWEA is the preeminently published scholar on item response time and student engagement metrics that help support valid ability estimation in adaptive testing²⁶.
- Pool depth and adaptive engine constraint considerations – how many items are optimal for an economical item development plan under an adaptive approach?
- A look at ESSA’s flexibility for off-grade item administration: feasibility, defensibility, and student performance

All analyses will be disseminated in technical brief, and more extensive analyses will be provided in an annual technical report following the Standards for Educational and Psychological Testing and the Critical Elements for the USDE peer review regulations.

Alternate Assessments Research Capacity

The DLM Consortium is an active body of researchers and practitioners who gain from the shared experiences of the consortium members and supporting organizations. Throughout the administration of the DLM, we welcome the opportunity to partner with the NDE in identifying and recommending additional research related to alternate assessment. For additional information, please see the response provided in G.7.a Data Analysis.

²⁶ Wise, S. and Kingsbury, G., “Modeling Student Test-Taking Motivation in the Context of an Adaptive Achievement Test,” *Journal of Educational Measurement*, 53(1) (2016): 86-105.

8. Data Forensics

a. As a component of the overall security for the assessment system, the proposal should include a description of appropriate methods for analyzing data to identify inconsistencies and problems for both online and paper/pencil tests and to include a security incident response plan. The Contractor is expected to provide a solution for not only reporting on data forensics, but supporting NDE in its use of the report and follow up on issues of concern indicated in data forensics report.

As a custodian of State and district partner data, NWEA is committed to ensuring the confidentiality, integrity and availability of NWEA information assets and resources, including, but not limited to, the data of our partners. In doing so, NWEA maintains a Security Incident Response Policy, which outlines the governing principles for Security Incidents and Security Incident Response Procedures. The purpose of this policy is to ensure the confidentiality, integrity, availability of NWEA and partner data and computing systems. The goal of this policy is to mitigate damages and minimize risk to NWEA and its partners through early detection and response. A copy of this policy is included as Appendix AA, *Security Incident Response Policy* in our Confidential and Proprietary Volume. Please see our response to A.5.a. for details on our Test Security Plan.

Test Fraud Detection

Test fraud detection is an integral part of a solid testing program. NWEA is pleased to partner with Caveon Data Forensics™ to provide an independent verification of the NDE program. Caveon Data Forensics uses sophisticated, statistical analyses of test-response data to identify patterns indicative of test fraud. The statistical algorithms detect anomalous²⁷ test response data for districts, schools, classrooms, computer labs, and students. The results of these analyses provide critical information regarding where and when suspect activity occurred, by whom, and its effects on the testing program. Using Caveon Data Forensics will provide NDE with ongoing information directly relevant to the fairness and validity of assessment results. The Department will be able to reduce the chances of “surprise” discoveries of problems by media representatives or other interested parties outside of education.

The use of statistics to detect possible test security issues can be represented graphically, as shown by the Venn diagram in Figure 56.

²⁷ An observation is statistically **anomalous** when the measured attributes are seen to be extremely different than the expected values for those attributes. A common term to describe anomalous observations is “outlier.” Statistical practice for outlier detection or declaring an observation to be anomalous is usually based upon statistical tests where the probability value of the test statistic is extremely small.

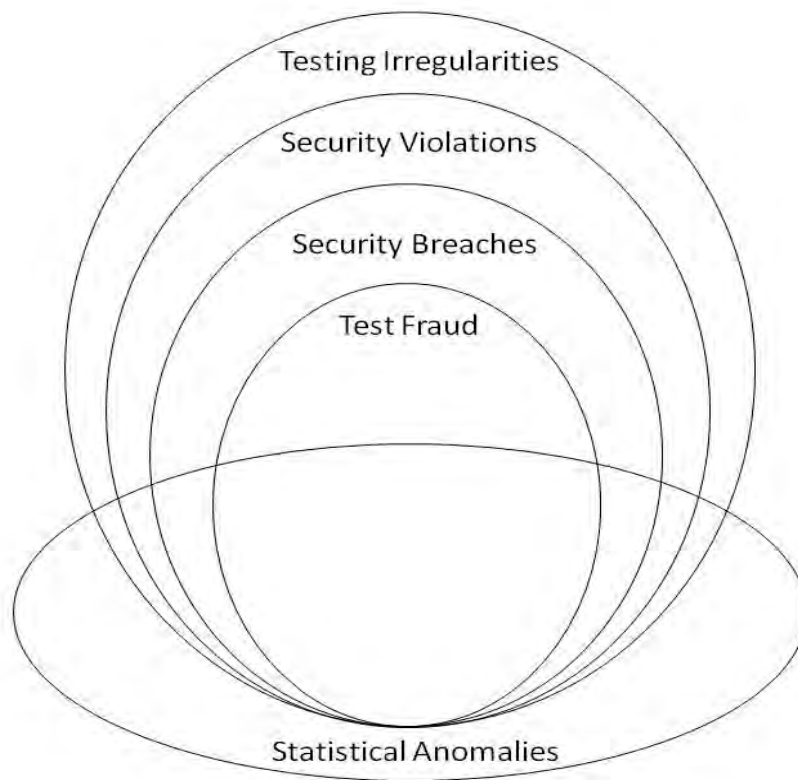


Figure 56: Test Security Threats Venn Diagram. Statistical analyses of test-response data help identify patterns of test fraud

Statistical anomalies are observed data that do not conform to statistical models of normal test taking. An anomaly *may* indicate the existence of a test security issue, but unless the statistical evidence is very strong the anomaly may be inconclusive.

Testing irregularities are abnormal occurrences which may have impacted the test administration. All testing irregularities are not test security violations (e.g., there was an earthquake during the testing session).

Test security violations occur when the security protocols of the test have not been followed. Even so, it does not follow that test security was breached when test security was violated (e.g., the answer booklets were left unattended but no individual accessed them and used them or only one proctor was present when two were required).

A *breach in test security* is an event which has jeopardized the fairness and the validity of the current or future test administrations (e.g., one test taker has copied answers from another or test questions have been posted on the Internet). But, test security breaches are not always willful and wanton acts of fraud (e.g., questions on the test taken from the teacher’s guide were inadvertently disclosed to students).

Test fraud involves intent by a perpetrator to breach the security of the test. Note that statistical anomalies do not entirely enclose the other four levels because, unfortunately, testing irregularities, test

security violations, security breaches, and test fraud are sometimes undetected and do not result in statistical anomalies.

Methods for Analyzing Data

Caveon’s analyses incorporate multiple statistics. The proposed service will be tailored appropriately depending upon the nature of the test (for example, Computer Adaptive) and the test response data that can be provided.

Caveon’s algorithms are specifically designed to detect patterns that correlate highly with different types of potential testing irregularities. In order to learn what security issues may exist with a test administration and whether the test results are valid, the following statistical analyses will be performed, if relevant data are provided (data forensic analysis will be performed for each of grade of the English language arts, mathematics, and science assessments for the 2018 spring test administration of the NDE assessment; all of the statistics will be performed for online and paper and pencil tests, except where noted):

- Similarity in response patterns among groups
- Unusual score gains and drops
- Answer change/erasure analyses
- Synchronicity analysis
- Response time analysis
- Person-fit statistics
- Excessive omitted responses, excessive multiple marks, and blank answer documents
- Other statistics

Similarity Analysis

Similarity statistics compare individual test instances with each other to identify improbable similarities between the responses on the tests. These statistics are useful in identifying unusually similar pairs of tests, where answer copying or sharing may have occurred, or unusually similar groups of tests, where large-scale collusion, coaching, or tampering may have occurred. Large clusters of similar tests may be identified in specific schools or grade-subjects, which may indicate students colluded together or received unsanctioned aid while taking the test. The statistic that will be used for this analysis is referred to as “M4 Similarity”²⁸. For additional information about these statistics, see Maynes 2016²⁹.

Unusual Score Gains and Drops

Score gain/drop statistics flag individuals or groups of individuals who have experienced unusually large score gains or drops from one test administration to the other. Unusual score gains can indicate that an examinee or group of examinees had an unfair advantage during the administration when the gain

²⁸ Maynes, D. D., “Detection of Non-Independent Test Taking by Similarity Analysis.” *Test Fraud*, Chapter 6, Neil M. Kingston and Amy K. Clark (Eds.), New York, New York: Routledge (2014).

²⁹ Maynes, D. D., “Detecting Potential Collusion Among Individual Examinees Using Similarity Analysis,” *Handbook of Quantitative Methods for Detecting Cheating on Tests*, Chapter 3, Gregory J. Cizek and James A. Wollack (Eds.), Abingdon, United Kingdom: Taylor and Francis (2016).

occurred. Similarly, unusual drops can indicate that examinees had an unfair advantage during the prior test administration. The unfair advantage could be gained through a student having pre-knowledge of the test content, teachers providing unsanctioned aid during the testing session, or teachers or administrators tampering with testing materials such as changing answers after the test was taken.

Score gains and drops may be analyzed for students from one year to the next (this is known as a cohort analysis). For example, a student performed at a much higher level on the fifth grade English language arts test in 2018 than they performed on the fourth grade English language arts test in 2017. This analysis would provide information regarding whether the student may have had an unfair advantage on their English test in 2018. Note that this type of analysis requires test data for the student from multiple years.

The analysis also can be performed on groups. For example, an analysis may compare the scores on an English language arts test of fourth graders at a given school in 2017 to fourth graders at the same school in 2018, assuming the test was essentially the same (this is known as a cross-sectional analysis). Such an analysis would provide information about whether something happened at the school that gave the students an unfair advantage during one of the years. The analysis also may be performed for a teacher (e.g., scores on an English test in 2017 among students with Teacher A compared to the scores on an English test in 2018 among students with the same Teacher). Again, the test from one year to the next would need to be the same for the analysis to be informative.

Synchronicity Analysis

Synchronicity statistics detect test instances with synchronized response patterns, i.e. test instances with similar start and stop times for a substantial number of items. In a classroom, this could be the result of a teacher “lock stepping” or pacing the students through the exam and potentially providing correct answers in the process. Only test instances sharing the same school, grade, test date, and test session should be compared. This type of analysis is relatively new and has not yet become an area that has attracted the attention of academic researchers.

Response Time Analysis

Response time statistics measure item response times of test-takers and compare them to the entire test-taking population or to other mathematical models. Inconsistent use of time in responding to items or answering questions in unusually short time intervals are factors that are commonly considered. The analysis is only available if the response times are collected (i.e., through computer based testing). Unusual response time patterns can indicate pre-knowledge of test content or unsanctioned aid given to students.

Person-Fit Statistics

Person-fit statistics are a group of aberrance statistics that use psychometrics and other mathematical models to predict an examinee’s performance on an exam or group of items and compares the predicted performance to actual performance to identify discrepancies. Person-fit statistics can be supportive evidence of pre-knowledge of exam content or unsanctioned aid given to students.

Excessive Omitted Responses, Excessive Multiple Marks, and Blank Answer Documents

Caveon will analyze the data for excessive omitted responses, excessive multiple marks (for paper and pencil tests, if data are provided), and blank answer documents (for paper and pencil tests, if data are provided). Excessive irregular responses can be indicative of answer sheet tampering, unusual distractions during the test, and/or coaching of students during the test.

Other Statistics

Other statistics also may be performed depending on the data that are provided. These may include score difference statistics (i.e., where students' scores on a subset of the items, such as filed test or "anchor" items, are compared with their scores on the remaining items), identical tests (where the number of identical tests within specific groups is compared to the baseline), and perfect tests (where the number of perfect tests within specific groups is compared to the baseline).

All analyses are performed using probability methods to establish an objective measure for making an inference concerning the extent to which a given result is anomalous. The data for a group of tests (i.e., a particular subject and grade) are statistically inconsistent whenever the statistical indicators are anomalous individually or when combined together. In order to control for environmental and endemic effects, population (or whole-sample) rates are used as the baseline rate for each test.

A very conservative statistical approach is used in performing the analyses. The conservative approach ensures that while not every potential source of test security risk is identified, those sources that are identified are so anomalous that reasonable explanations of the data under normal circumstances become improbable. This strengthens the inference that a potential testing irregularity occurred. Because the approach is inferential and based in statistical probabilities, care is required to establish the cause of anomalous data.

Analysis of Groups

All of the statistics described above are computed for every test instance. Some of these are especially suited for the analysis of risk groups (i.e., groups where the probability of a security breach is higher than the norm). Maynes³⁰ describes Caveon's approach to analysis of groups:

- **Districts and Schools.** Caveon will use these statistics to identify potential test security issues in different districts and schools. From these reports, NDE will be able to learn whether specific schools and educators may be providing inappropriate assistance to students or otherwise violating testing rules, and understand the prevalence of test irregularities at these locations. It is important to note, that the power of the statistics decrease as the sample size becomes smaller. This may impact some results for very small classroom sizes. However, there are some statistics that will still remain powerful indicators of irregular test taking patterns.
- **Students.** Caveon will analyze response data from individual students to determine if security-related issues are present. The student analysis answers the questions, "Which individuals might be involved in testing irregularities?" and, to a limited degree, "How many testing irregularities have occurred?" The results are detailed in the summary report, and present the number, percentages, and names of schools where anomalies indicate testing irregularities may have occurred.
- **Test Forms.** Caveon will analyze individual test forms to determine if test form and test item compromise has occurred. This analysis answers the questions: "Are the tests potentially compromised?" and "If so, which items are most likely to be compromised?" Pass rates are compared for the tests using statistical subgroups (e.g., tests with response aberrance) with the

³⁰ Maynes, D. D., "Educator Cheating and the Statistical Detection of Group-Based Test Security Threats," *Handbook of Test Security*, Chapter 8, James A. Wollack and John J. Fremer (Eds.), New York, New York: Routledge (2013).

intent of determining which test-taking behaviors are most likely to be associated with a pass rate advantage. Caveon Data Forensics also evaluates test items using aberrance measures and p-value differences to determine whether any items are potentially over-exposed or compromised.

- **Proctors/Teachers.** Caveon will use these statistics to identify potential test security issues in related to specific proctors or teachers. From these reports, NDE will be able to learn whether specific educators may be providing inappropriate assistance to students or otherwise violating testing rules. It is important to note, that the power of the statistics decrease as the sample size becomes smaller. This may impact some results for very small classroom sizes. However, there are some statistics that will still remain powerful indicators of irregular test taking patterns.

Effects on Pass Rates

Caveon will perform an analysis of the effect of potential testing irregularities on “pass /fail”. This analysis answers the question: *“What is the impact on test scores and pass rates when measured statistical inconsistencies are present?”* Typically, overall results reveal a complex relationship between pass rates and test results when the measured statistical inconsistencies are present. When pronounced effects of these inconsistencies are associated with higher than expected performance, a testing irregularity may have occurred.

Case Analyses

Caveon will extract and provide specific data elements which can be used for follow-up review of anomalous circumstances relating to students and/or schools. These illustrations help identify the nature of security risks being encountered and provide guidance for follow-up work to improve test and exam security. For example, a typical case analysis of similar tests presents an alignment of identical answers with charts and graphs to support the observed probability.

Data Forensics Reporting and Follow-up Support

Once all of the data have been fully processed for the spring 2018 administration, Caveon will provide a written summary report and one or more (usually several) spreadsheets with detailed data. This is further described in detail in the section below. Caveon will provide follow-up support for review and interpretation of the results as follows:

- **Education and Interpretation:** Caveon will provide NDE with information about how to understand and interpret the statistical outputs. To accomplish this, Caveon may host conference calls, web meetings, and/or attend in-person meetings with NDE and the testing vendor. Caveon also may prepare presentation materials and review training materials, as appropriate.
- **Prioritization:** Caveon will aide NDE in prioritizing actions based on statistical results. Caveon will review anomalies with NDE and provide recommendations to NDE, subject to NDE guidelines, regarding thresholds to use for taking action and possible actions that may be taken. Such actions might include professional development for testing practitioners and proctors, additional monitoring of testing sessions, collection of seating charts, analyses of the physical security of testing environments, academic probation, instructor reprimands, personnel file notations, score invalidations, and exam retakes.

Reporting of Testing Irregularities

Deliverables

Once all of the data have been fully processed, Caveon will provide a written summary report and one or more (usually several) spreadsheets with detailed data. The spreadsheets contain the fine-grained

results of the Data Forensics processing, and the written report contains an interpretation of the results which are intended to identify the greatest security risks, to discuss the salient findings and to recommend actions in order to strengthen exam security. Caveon will provide consultation and interpretation concerning detected anomalies, if any.

Caveon will tailor its Data Forensic reports to address the areas of greatest interest to NDE. Specifically, the results will identify high-risk groups at the district, school, proctor/teachers, and individual level, as relevant data are provided. All written results will be reviewed with appropriate NDE staff to assist with results interpretation and provide support for any subsequent investigations.

All results of the Data Forensics analysis will be provided in an appropriate “draft for review” format, unless specified otherwise. Caveon is prepared to assist with consultation in preparing materials, results, and presentations for both pre- and post-analysis. This will ensure that goals of strengthening test security and communicating efforts to strengthen test security are addressed.

Recommendations

The summary reports will include recommendations for specific actions based upon the findings, such as recommendations for further investigation of groups as well as recommendations for improving overall security processes, such as proctor training and test session monitoring.

Caveon Data Forensics not only identifies risks and inconsistencies that already have occurred, but is also a powerful aid to initiate preventative actions. The Data Forensics results enable states to:

- Review current security training practices and materials and enhance security training for test administrators;
- Inform all stakeholders (e.g., students, teachers, principals, and district leaders) that data are being collected and used to detect potential testing irregularities;
- Monitor individual classrooms or testing centers or within test delivery networks where testing irregularities appear to be most prevalent;
- Manage item and test exposure and compromise by identifying and replacing material that may no longer be secure;
- Confirm the validity of individual test results in a timely manner;
- Identify the number and percentage of students who pass with significant test irregularities;
- Discipline and impose sanctions on individuals who may be involved in organized cheating or who have violated exam policies.

Protection of Student Data

In addition to usual and customary security practices (such as confidentiality agreements and data encryption), Caveon employs security measures at its data processing facility such as isolated data processing servers, and secure file transfer of data. Caveon’s data handling procedures conform to FERPA regulations, including the requirement that information which could be used to identify any student be excluded from any and all written reports. Because of the nature of Caveon’s work, students and other individuals may be identified in data forensics outputs (usually delivered in the form of spreadsheets). If desired, clients may provide data that have been anonymized.

Security Incident Response Plan

Caveon will work with NDE to create a Security Incident Response Plan that will provide policy-driven processes for identifying, managing, and resolving test security irregularities, incidents, and investigations. Flow charts and matrices will be developed to standardize the investigative process and to articulate and implement sanctions consistently. Tools such as data forensics analysis results and information identified from web and media monitoring will be used in conjunction with this plan to determine root cause of testing irregularities so that they can be handled swiftly and completely. A communications process will be defined so that any test security incidents identified are communicated via the right protocols to media, stakeholders, and constituents. The Security Incident Response Plan will be created in a Word document and delivered in DRAFT format.

Security Incident Management

CaveonCore Overview

State assessment programs deal with a number of test security incidents on a regular basis. These incidents range from test administration irregularities, to inappropriate test content sharing via the Internet, to improbable score results. Keeping track and managing these incidents can be burdensome and time-consuming. Additionally, testing incidents periodically capture the attention of constituents, stakeholders, and the media. When this happens, it is often a frenetic fire drill to provide a snapshot of the current test security environment.

CaveonCore™ is a secure, Internet-based incident management and reporting platform that will enable NDE to easily and accurately input, view, and monitor test security incidents in real-time to better manage and mitigate risks. Details about incidents within CaveonCore are customer-configurable, allowing NDE to specify the types of information to collect and review.

CaveonCore will be licensed to NDE on an annual basis for use in collecting, managing, and reporting incidents for statewide assessments. This client-configurable tool will allow NDE to gather important information from districts across the state, allowing for a centralized state repository of incident information. Incidents will be identified, managed, and resolved using CaveonCore. Once an incident has been logged, it will be managed throughout the process to problem resolution. Incidents can be classified and prioritized to allow users to understand the volume and type of incidents reported.

CaveonCore will provide a secure, web-based test security tip line link (URL). This link can be affixed to both internal and external websites and will allow both educators and constituents to report testing irregularities. Once the information is entered into the web-based form, it is populated into the CaveonCore database for response and management.

On a larger scale, CaveonCore will provide aggregated incident data, painting a bigger picture of the program's test security.

Alternate Assessments Data Forensics

The DLM alternate assessments are delivered via a computer-based assessment platform. There are no paper forms. Analysis of potential response irregularities is based on the design of the system. Teachers choose Essential Element and linkage level during the instructionally embedded component, and the system assigns testlets during the spring component. As such, assessments are delivered at a level appropriate to the student and decreases the instances of non-response or blank answers. Testlets at the lowest linkage level include an answer option that allows test administrators to indicate if the

student was unable to respond to the item. Furthermore, the KITE platform prohibits multiple marks from being submitted in the system.

Testing irregularities are also identified by evaluating testing time based on start and end date and time stamps collected for each testlet. Additional analyses of testing irregularities, including monitoring adaptive system routing in the spring window, are evaluated throughout each testing window and informed by feedback from NDE and the Technical Advisory Committee.

The Educator Portal also allows the state department to determine if special circumstance codes should be made available to describe reasons for students not participating in the assessment. If the state chooses to make such codes available, and specifies which specific codes test administrators can input, a supplemental file is provided to the state accompanying delivery of the full student data return file to indicate which students were not assessed due to special circumstances (e.g., chronic absences). NDE may wish to use this file in conjunction with other sources when evaluating potential irregularities.

There are a large number of possible forensic analyses available for investigating test data for possible security breaches, all of which require the collection of specific types of data. Over time, testing programs develop and refine their data collection architecture and mechanisms for the purpose of doing more sophisticated and useful data forensics. For the DLM assessment system, feedback is solicited from the DLM Technical Advisory Committee and Governance Board to inform subsequent analyses.

The DLM system collects date and time stamps for the start and end of each testlet. These time stamps can be used to identify unexpected values for when students are testing, for example if times are outside normal school hours or on weekends. Additionally, functionality is being built for the 2017-2018 academic year to collect “click history” within the system, which captures a date and time stamp for every selection the student makes while completing the assessment. This extensive click history can be used to detect answer changing behavior, including wrong-to-right answer changes, as well as detect aberrant response time when responding to items.

Additional forensic analyses may include analysis of the relationship of First Contact complexity band and the linkage level of the student’s last testlet, and identification of students who began the assessment at a lower linkage level and continually routed up a linkage level until reaching the successor level. Furthermore, methods will include evaluation of aberrant patterns at teacher, school, and district levels within the state, and methods for evaluating items and testlets for over-exposure. All findings will be delivered to consortium state partners, including NDE, for their use in evaluating the fidelity of implementation.

b. The Contractor will provide a report documenting irregular responses such as blank answer documents, excessive item non-response, and excessive multiple marks at the district and school levels.

As described in the previous section, Caveon will analyze the data for excessive omitted responses, excessive multiple marks (for paper and pencil tests, if data are provided), and blank answer documents (for paper and pencil tests, if data are provided). Excessive irregular responses can be indicative of answer sheet tampering, unusual distractions during the test, and/or coaching of students during the test.

c. The NDE and Contractor will determine levels of excessive non-response and multiple marks, and other indicators of irregular response. The proposal must describe how this requirement will be met. The proposal must include a solution for real time and end-of-testing support of NDE in data forensics. The Contractor is expected to provide a solution for not only reporting on data forensics, but supporting NDE in its use of the report and follow up on issues of concern indicated in data forensics report.

As described above, once all of the data have been fully processed for the spring 2018 administration, Caveon will provide a written summary report and one or more (usually several) spreadsheets with detailed data. This is further described in detail in the section below. Caveon will provide follow-up support for review and interpretation of the results as follows:

Education and Interpretation

Caveon will provide NDE with information about how to understand and interpret the statistical outputs. To accomplish this, Caveon may host conference calls, web meetings, and/or attend in-person meetings with NDE and the testing vendor. Caveon also may prepare presentation materials and review training materials, as appropriate.

Prioritization

Caveon will aid NDE in prioritizing actions based on statistical results. Caveon will review anomalies with NDE and provide recommendations to NDE, subject to NDE guidelines, regarding thresholds to use for taking action and possible actions that may be taken. Such actions might include professional development for testing practitioners and proctors, additional monitoring of testing sessions, collection of seating charts, analyses of the physical security of testing environments, academic probation, instructor reprimands, personnel file notations, score invalidations, and exam retakes.

d. NDE anticipates that the Bidder will use multiple methods to analyze results. Bidder will submit samples of data forensics reports illustrating how the results can be used by NDE. The RFP response must include detailed specifications of the statistical analyses used to provide the data forensics analyses.

As described previously, Caveon Data Forensics uses multiple methods to analyze results. A sample data forensics report is included in Appendix BB.

e. Analyses must include a plan for Contractor to work with NDE to establish parameters for decision-making of outlying testing aberrations. The proposal must describe how this requirement will be met.

Caveon will work with NDE staff to determine appropriate thresholds for extreme outliers in aberrant test performance. Using statistical illustrations, Caveon will identify the most extreme results for each of the forensic analyses conducted and make recommendations for establishing a cut point based on multiple probability levels so that NDE can make a decision about the level of risk they are willing to assume.

f. The proposal must include a solution for real time and end-of-testing support of NDE in data forensics.

Real time monitoring of potential threats is an integral part of test security. Regular monitoring of social media and internet sites can supplement data forensics analyses to provide ongoing support for NDE in evaluating test security. Caveon Web Patrol™ can provide broad, consistent real time monitoring of a program to watch for any discussion, dissemination, and exposure of secure test item content.

Caveon will work with NWEA and Nebraska Department of Education (NDE) to identify unique goals and priorities for Web Patrol and will tailor the service, the notifications, and reporting in a manner that is most powerful for the identified assessments. Caveon Web Patrol leverages the best of both automated technologies and our human capacity to judge and analyze. The result of this unique combination is a service that continually and systematically finds and tracks threats to a testing program. By taking on many of the complicated, time consuming chores involved in monitoring the Internet, Caveon Web Patrol helps protect against the worst-case scenario of an unforeseen testing breach.

Description of Caveon Web Patrol

Caveon Web Patrol addresses the risk to tests and items posed by illicit discussion, distribution, and sale of test content on the Internet. Caveon Web Patrol leverages technology tools and human expertise to identify, prioritize, and monitor websites, discussion forums, peer-to-peer servers, etc., where sensitive test information may be disclosed or is at risk of disclosure.

Patrolling efforts routinely find and evaluate social media channels and forums; “brain-dumps” (websites where test questions have been posted, or where disclosed test content may be inexpensively resold); test preparation training/education sites that may use actual (operational) test questions in the training; online auctions and classifieds like eBay & Craigslist; and other websites where actual test items may be revealed. Regular updates are provided that categorize identified threats by level of actual or potential risk to your testing program based upon the representations made on the web sites, or actual analysis of the proffered content. Web sites and Internet extracts are ranked from CLEARED (lowest risk but should be monitored) to SEVERE (highest risk). The reports contain specific URLs, and other content extractions that represent and depict the categorized threat. Additionally, the reports include overall and specific threat analysis, with actionable recommendations to follow in minimizing and removing the dangers.

Comprehensive, Consistent Monitoring

In conducting web patrol operations, Caveon has built a team of specialists who spend days and evenings continually scanning the Internet for our clients’ intellectual property. The team leverages numerous search technologies, some licensed and some publicly accessible (e.g., “open source”), to ensure comprehensive, consistent, and continual monitoring of the web. Continual, daily web monitoring is critical before, during and after test administration windows. The web is a dynamic, sprawling entity, constantly changing and evolving. The way search tools index the web means that two searches in the same day may yield different results. One search may find nothing, but a search, moments later may discover a site that is aggressively distributing test content.

Verifying Threats

Casting such a broad net across the web means the team must cull through thousands of search results (each is a possible threat) for each test program. This is no small task, requiring hours of human effort to review possible threats and gauge their risks by drilling deeper to explore whether a result is benign or a legitimate worry.

This daily sifting is the most challenging aspect of web patrolling. The value in Caveon Web Patrol involves the “heavy lifting” our experienced web patrollers provide. Team members have, after years of service, become experts at quickly reviewing a search hit and discerning a level of risk. Most of the team has been with Caveon for over seven years (the Caveon Web Patrol Director has been with the company

since its inception in 2003). Despite technology innovations in other aspects of the service, this work requires human judgment and is vitally necessary to take action against real threats to test security.

Removing Threats

Unfortunately, discovering and validating threats is only part of the challenge. Once a threat is verified, the Caveon team systematically works through the steps necessary to have infringing content removed. Dealing with unethical website operators can be challenging, but through close collaboration with our clients' and partners' legal teams we have achieved tremendous success in protecting copyrighted test material.

An escalation path of legal remedies is available. That path begins with formal "bystander" notifications and cease-and-desist letters. The path ends when the website operators remove copyrighted material and/or cease operations, either voluntarily or by compulsion. Caveon endeavors to complement existing activities of clients' organizations, including issuing formal notices under existing U.S. copyright laws to offending website owners, ISPs, search engines, etc. Keys to successful threat removal include:

- **Timeliness of notification:** By continually, systematically patrolling for new threats and monitoring existing ones, Caveon Web Patrol quickly ascertains when a breach has occurred or may be imminent. When discovered, we immediately notify clients by email, phone, instant message, or a combination of these. A planned, timely response can be critical in minimizing impacts to a testing program.
- **Item Match Analysis:** When Internet sources of disclosed test information matching predefined criteria are identified, Caveon can purchase the proffered test materials, perform a sophisticated item match analysis for overlap with confidential, program test content, and report the similarity percentage between the materials. These analyses are useful in gauging the scope of security breaches, and are powerful supplemental evidence in legal actions. Item Match Analyses are provided on a per-incident basis for an additional fee.

Client Collaboration

Several factors contribute to successful client engagements with web patrol. First and foremost, we request frequent collaboration with a client contact to discuss search terms, search term changes, search techniques, and results. Many comprehensive testing programs (including medical licensure programs, college admissions programs, state departments of education) use Caveon Web Patrol year after year — in these cases we've forged a tight, collaborative partnership where our team leaders and their client counterparts work in tandem to identify risks and aggressively manage them.

H. Reporting for All Statewide Assessments

1. Reporting assessment results

The Contractor is responsible for the reporting of results from all assessments on a timeline jointly developed in the beginning of project annual meeting to facilitate project planning through the establishment of intermediate milestones that include, but are not limited to, a) the completion of scoring and processing, b) the development, review, and approval of reporting specifications, and report shells, c) the review and approval of equating procedures and analyses, d) the delivery, review, and approval of preliminary data files, and e) the delivery, review, and approval of sample reports. Reports must include results from the alternate assessments. Penalties for failing to meet final reporting dates and intermediate milestones will be negotiated in the contract.

a. Timeliness of reporting is critical in meeting NDE's expectations. Students should receive results as soon as they complete the test. School staff should see results in the online system within a day of student testing and the proposal must include methodology for score reports to be meaningful. Solutions that workaround post-equating should be included, in order to expedite the reporting of meaningful results.

NWEA will work with the NDE during the annual meeting to establish all relevant reporting milestones. We will participate in the initial kick-off meeting, contribute to the timeline, and share the process for report development and review, report specifications, and report shells. Sample reports will be provided with mock data, followed by approved reports with mock data in advance of final reporting. NWEA will conduct the equating and provide details on the procedure and planned analysis, as well as lead the development and coordination of all data file and sample report delivery, review, and approvals. We understand there will be penalties for failing to agreed-upon dates and milestones.

In Year One, NWEA will be conducting item pool calibrations and scaling to be able to support the adaptive nature of the assessments, as well as equating to support comparability and growth measures across years. As such, student level raw scores will be made available immediately after each student's test event. Once calibration, equating, and standard setting are complete, student scale scores, subscores, and achievement level performance will be provided.

In Year Two, items will be pre-equated, supporting the immediate provision of student level results at the conclusion of each test. Once the test window has closed, NWEA will provide all Nebraska student data to our reporting subcontractor, Education Strategy Consulting (ESC) for integration into the Matrix online, interactive reports. These reports, described more fully throughout this section, provide both online and printable summaries. Individual student reports (ISRs) can also be printed on-demand in pdf format, along with aggregated data that can be disaggregated by desired subgroups, and summary reports in pdf format readily available.

Alternate Assessment Reporting

Progress reports that describe student performance on instructionally embedded assessment are available on-demand in the Educator Portal to users with appropriate roles. The reports show the Essential Elements (EEs) and linkage levels with assessments planned and completed, and for the completed assessments, whether the student demonstrated mastery of the skills. Results are available the same day as assessments are completed.

DLM summative reports provide information about student mastery of all possible skills across all Essential Elements. While DLM's psychometric approach does not rely on post-equating, the scoring

process takes place outside of Educator Portal and the results are much more fine-grained and multidimensional rather than consisting of a scale score and subscores. DLM makes annual refinements to the scoring process to reduce the time needed to create and certify score reports before they are released to the state.

b. Expectations for the type of information on the state summative assessment reports have increased over the last several years by both educators and parents. Information of current statewide assessment reports is available at: <https://www.education.ne.gov/Assessment/Index.html>. The proposal will provide evidence of reporting that effectively communicates sub-scores and summative scores.

NWEA will work with NDE to customize comprehensive, automated, statewide assessment reports. The process to develop the reports will include opportunities to view multiple reporting options and templates. Using feedback from NDE, our partner, Education Strategy Consulting (ESC), will develop a report for automation within our delivery system.

Summative assessment results provide unique and actionable insights on student performance. Many of these insights can be delivered within a traditional reporting framework. Other insights must come through individual or group exploration. Providing both options to stakeholders increases the likelihood these insights will be used and acted upon.

NWEA chose ESC as a subcontractor for this opportunity because ESC's tools have the ability to view multiple combinations of aggregate and disaggregate information of results, by demographics, and other filtering options to answer key questions about the data that will be meaningful for different stakeholders. This system, referred to as the Matrix and described more fully in Section G., also allows users to save and print specific plot and screen images from the interactive visualization. ESC understands that the comprehensive, automated report will cover the majority of information educators, parents, and other stakeholders want to access quickly. However, ESC also understands that individuals often seek additional information that goes beyond the automated report. The ability to save and print both screen and plot images from the Matrix provides a unique opportunity for flexibility and customization.

Alternate Assessments Reporting of Subscores and Summative Scores

DLM's individual student score reports were developed by the consortium through a series of focus groups conducted with parents/guardians of students with intellectual and developmental disabilities, and with professionals (e.g., parent advocates, teachers, district staff) who serve students who take alternate assessments. Reports provide fine-grained information about study mastery of skills, consistent with the design of DLM assessments and the use of cognitive diagnostic modeling for scoring.

DLM Individual student score reports are comprised of two parts: (1) the Performance Profile, which aggregates linkage level mastery information for reporting on each conceptual area and for the subject overall, and (2) the Learning Profile, which reports specific linkage levels mastered for each assessed EE. There is one individual student score report per student per subject, and each report is approximately 3-5 pages long. A sample score report is provided in Appendix Z. Studies on stakeholder evaluation of

prototypes³¹ and teachers' ability to interpret and use results³² indicate the reports meet stakeholders' informational needs about student performance in ways that previous alternate assessment score reports did not.

Standard DLM individual student score reports will be available via the Educator Portal. NDE controls the timeline for the release of these reports to the district level.

To facilitate local communication of concise information to parents and reduce shipping costs that would result from shipping ten-plus-page reports, DLM will also work with NDE to design a customized one-page summary report that describes overall performance and results by conceptual area (roughly analogous to the concept of subscores) for all tested subjects. The timeline will include opportunities for NDE to review prototype reports before the contents are finalized. Reports will be produced in PDF format and made available in Educator Portal at NDE's request. The one-page summary reports will also be bundled for delivery to NWEA for printing and shipping with the general assessment results. DLM will provide NWEA with a student-level data file so that NWEA can incorporate alternate assessment student results into customized aggregated school and district score reports.

c. The Contractor will be responsible for providing timely reporting of test results to schools and districts to better inform student learning. The proposal will provide evidence of timely reporting of results to districts and students. Evidence of timely reporting is a critical component of the proposal.

NWEA is committed to providing timely reporting to schools and districts to inform learning. The pre-qualified design, adaptive nature of the assessments, and the inclusion of fully machine-scorable item types support immediate reporting at the student level. This allows for teachers and students to see where students are in their learning with respect to the standards before the end of the school year, even for a summative test. Then, once the statewide testing window has closed, the aggregated results can be returned quickly and efficiently.

NWEA has decades of experience providing immediate results to students and teachers that are instructionally informative and relevant to learning through our learning continuum. We provide a 24-hour turn around for proctored assessments. Similarly, we understand the need to transform data into usable information for policymakers, district leaders, and principals in a timely fashion. ESC's proprietary software allows for the rapid and efficient handling (ingestion, scrubbing, and processing) of large data sets. For example, ESC has successfully processed data for states with student populations exceeding one million. Finally, the NWEA proposed project team has the expertise to work with NDE to plan and manage all milestones relevant to the efficient turnaround of reports.

³¹ Clark, A. K., Karvonen, M., Kingston, N., Anderson, G., and Wells-Moreaux, S., "Designing Alternate Assessment Score Reports That Maximize Instructional Impact," Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, Illinois (April 2015).

³² Karvonen, M., Clark, A. K., and Kingston, N., Alternate Assessment Score Report Interpretation and Use: Implications for Instructional Planning, Presentation at the 2016 annual meeting of the National Council on Measurement in Education, Washington, D.C. (April 2016).

Timely Reporting for Alternate Assessments

Student progress reports are available through the Educator Portal during the instructionally embedded testing window to provide teachers and students timely reporting of progress towards skill mastery during the year. The Student Progress report summarizes student mastery of skills associated with each Essential Element (EE), based on instructionally embedded assessments taken that year. Test administrators may use the report when planning or reviewing instruction for a student, or discussing student progress with parents. The report displays the conceptual area(s) tested, the grade level expectation, the specific levels tested, and mastery evidence for tested levels.

Summative individual student score reports are delivered via the Educator Portal and accessible only to users with specific Educator Portal roles and permissions. Reports are produced on a timeline that balances demand for timely reporting with quality control procedures that ensure accuracy of report contents, consistent with the Standards on Educational and Psychological Testing³³.

DLM is in the midst of a multi-year plan to build accurate, high-quality score reports and deliver them in a timely manner. By 2017-2018, DLM has scheduled individual student reporting to take place within forty-eight hours of the end of the testing window. Certified reports are delivered after the assessment window ends, rather than mid-window and on different timelines per student, in order to provide sufficient time to complete quality control processes.

Final individual student score reports, including learning profiles and performance profiles, will be delivered two weeks following the conclusion of the standards validation process in July 2018 and NDE adoption of the cut points.

Final score files are delivered in a General Research File following the close of each spring operational testing window. The timeline for delivery each year is set based on annual improvements to data queries, scoring procedures, and quality control checks. DLM's proven processes for timely delivery have been demonstrated beginning with the first operational delivery in 2014-2015.

d. Students should know results at the time of testing or shortly thereafter. The proposal should include a solution for timely reporting that is not impeded by equating of forms. Providing students raw scores, but not being able to provide either a meaningful final determination if the student passed the test or provide a growth score is of little meaning.

In Year One, students will receive only raw scores immediately after testing due to the analyses and decision making necessary after the initial administration. Other scores will be made available at the conclusion of scaling, equating, and standard setting.

In Year Two, however, because of the pre-equating design and adaptive nature of the assessments, each student will see their scores, subscores, and achievement level performance immediately at the completion of their test event. Growth scores will also be provided in Year Two and beyond for all students for whom a valid Year One score is available.

³³ AERA, APA, and NCME, Standards for Educational and Psychological Testing, Washington, D.C. (2014).

Student Results for Alternate Assessments

Student Progress reports are available through Educator Portal during the instructionally embedded testing window to provide teachers and students timely reporting of progress towards skill mastery during the year. The Student Progress report summarizes student mastery of skills associated with each Essential Element, based on instructionally embedded assessments taken that year. Test administrators may use the report when planning or reviewing instruction for a student, or discussing student progress with parents. The report displays the conceptual area(s) tested, the grade level expectation, the specific levels tested, and mastery evidence for tested levels.

Reports are produced on a timeline that balances demand for timely reporting with quality control procedures that ensure accuracy of report contents, consistent with the Standards on Educational and Psychological Testing³⁴. The DLM psychometric approach does not rely on post-equating. The summative scoring process takes place outside of Educator Portal and yields information about the highest linkage level mastered for each Essential Element. The results are much more detailed than a scale score and subscores. DLM makes annual refinements to the scoring process to reduce the time needed to create and certify score reports before they are released to the State.

Once produced, summative individual student score reports are delivered via Educator Portal and accessible only to users with specific Educator Portal roles and permissions.

e. The Contractor will provide the reports listed below for each test. All reports of results must be available in an electronic file for downloading and delivered in web-based format in addition to the paper/pencil versions of the Individual Student Reports (below). The proposal must include a detailed description of a proposed method for web-based reporting that provides easy access to results while ensuring security and confidentiality. The web-based reporting system must enable NDE access to all district and school reports and district access to appropriate school reports.

i. School Report Package containing whole school aggregated and disaggregated achievement level results and subscore results as specified by NDE. School reports shall also include, at a minimum, district and state comparisons.

ii. District Report Package containing statewide aggregated and disaggregated achievement level results and subscore results.

iii. State Report Package containing statewide aggregated and disaggregated achievement level results and subscore results.

iv. District confidential student-level database containing information such as school identifying information, student identifying information, demographic information, raw score totals, scaled scores, and performance level.

³⁴ Ibid.

Report Packages

As stated in Section B, NWEA will work with NDE to customize individual, school, district and state level reports. This process will provide the opportunity for several iterations before finalizing what is included in each of the School, State, and District Report Packages.

For the Alternate Assessment results, we recognize that all students in a school need to be included in aggregated views. NWEA will coordinate with DLM and ESC to integrate reports for the alternate assessment into the Matrix system.

The ability to explore, customize, save, and print queries within the system will also be constant across all levels of reporting. Figure 57 was created using the functionality of The Matrix to save a specific query. In this example, the relative performance of a selected (focus) elementary school is compared to all other elementary schools in the state.



Figure 57: Focused Query. This specific visualization is from Georgia, where the College and Career Ready Performance Index (CCRPI) is used. On the right of the screen, the subscores of the CCRPI for the focus school is presented in one column, which allows for easy comparison to state averages presented in the next column.

In addition to aggregated, whole-school performance, disaggregated data can be examined. In Figure 58, summative assessment results are disaggregated by subgroup. ESC will include the requested subgroups and apply business and suppression rules for their inclusion in The Matrix.

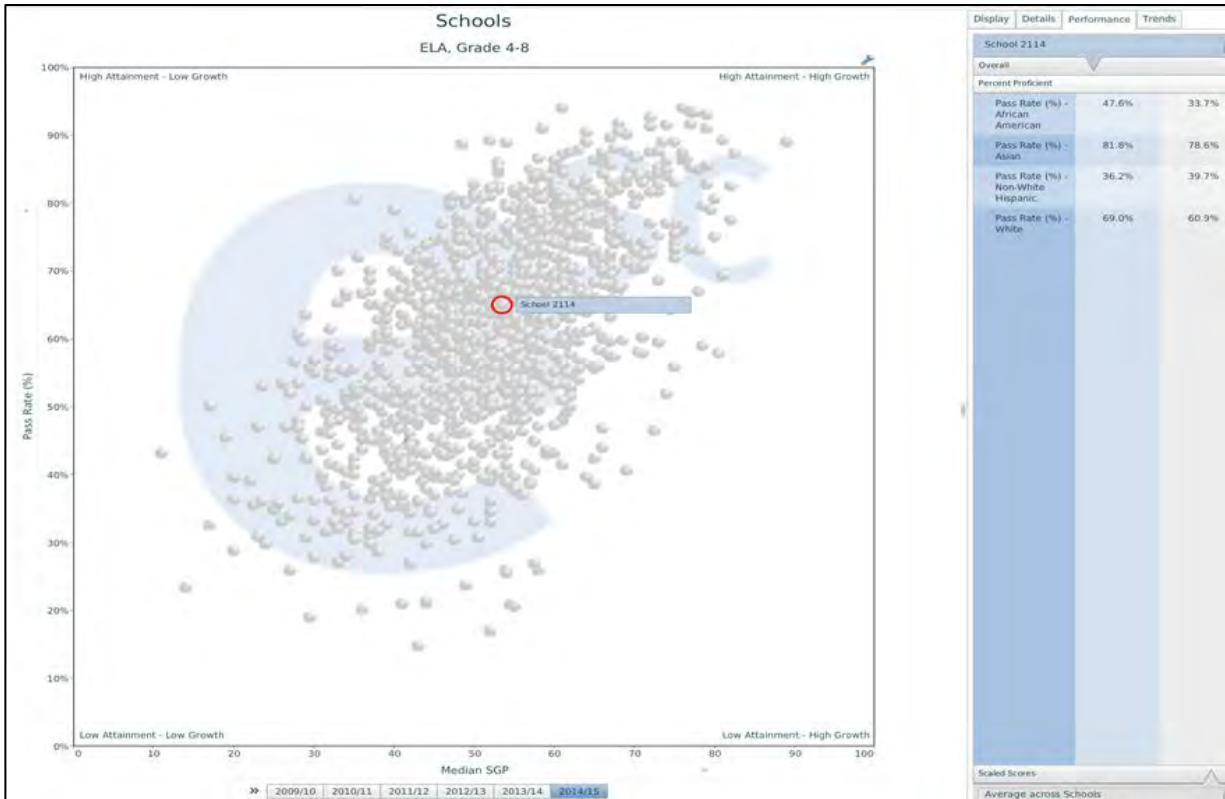


Figure 58: Disaggregated Results by Subgroup. ESC will include requested subgroups and apply business and suppression rules in The Matrix.

Finally, specific district comparisons can be made, as seen in Figure 59.

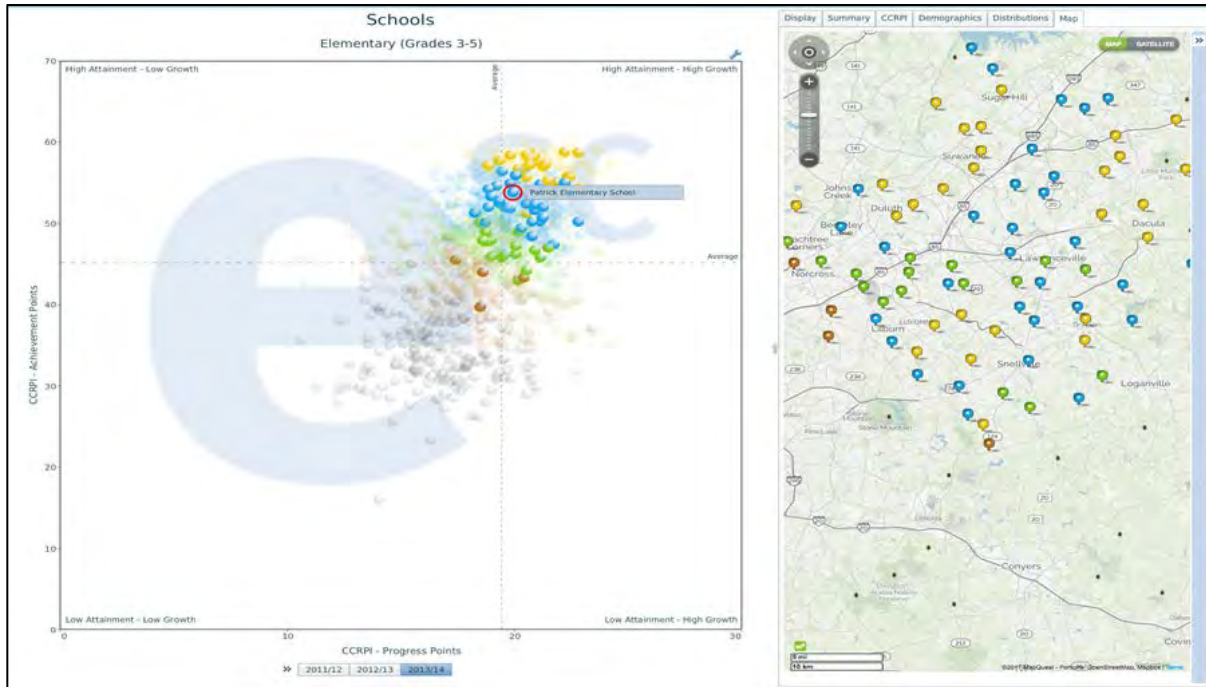


Figure 59: District Comparison. In this example, an individual school is compared to all other schools in the state (dots grayed out) in contrast to all other schools in their district (dots remaining bold). In addition, the map feature, provided on the right of the screen, allows district and school leaders to explore the geographic spread of performance across the district.

District Confidential Student-Level Database

NWEA will provide a link through the reporting system for districts to securely login and download student level data, including the alternate assessment information. The file will contain student demographic information and assessment results. The user interface will be available only over SSL and will require a user login to access the reporting system.

Data transfer to NSSRS will be supported by the following mechanisms.

- APIs will be exposed in NWEA native and Ed-Fi compatible formats. Student APIs will be keyed by NDE Student ID. The APIs will expose the demographic data previously provide by the NDE. The SSL (https) based APIs will be further secured by the standard OAuth 2 client credentials flow.
- Secure File Transfer will be available download student, assessment, and demographic data. The file will be keyed by NDE Student ID. The file format will be native to NWEA, known as a Combined Data File (CDF), similar to the files that some Nebraska districts receive currently.

Please see Section A.5.g for a graphic depiction of our secure data transfer process.

District Confidential Student-Level Database for Alternate Assessments

The DLM student-level database is called the General Research File (GRF). It contains all student identifying information, demographic information and student results, including each student's highest linkage level mastered for each EE and final performance level for the subject. DLM results are based on cognitive diagnostic modeling so that results describe student mastery of specific skills. There is no unidimensional scale score, raw score, or subscore. The GRF will be provided to NWEA for upload/distribution via NWEA. If NDE prefers, Nebraska district-level staff may also access results for students in their district via Educator Portal. Results may be downloaded for all students in the district, by authorized users with the appropriate Educator Portal roles.

v. Individual Student Reports for parents/guardians containing achievement performance level results for all tests. (Two paper copies per student and digital versions so districts can print additional copies if desired). Expectations for the type of information on the state summative assessment reports have increased over the last several years by both educators and parents. Information of current statewide assessment reports is available at: <https://www.education.ne.gov/Assessment/Index.html>

NWEA will work with the NDE in the design of the individual student reports, attending to variations in types of information these new reports will offer. This information is just as important for parents/guardians and NWEA will ensure their reports contain achievement performance results for all tests. These reports will be made available in print-ready format for districts to print on demand. NWEA is partnering with Educational Data Systems (EDS) to print and ship paper versions of the individual student reports to districts for distribution to schools. These reports can be provided to parents/guardians and contain achievement performance level results for all tests.

NWEA will review and approve draft report designs prior to programming the reporting software. EDS will use a "test deck" of known data to quality check the reporting program, ensuring that the known values are correctly printed on the reports. Additionally, prior to printing any live reports, EDS will use a set of three or four "pilot" districts to print and hand-check the reports against printouts of the student data records. All values will be checked and verified before printing any live reports.

Once the individual student report programs are ready, EDS will print two copies of the reports on its high-speed laser printers. Reports will be printed on pre-printed 11 x 17-inch paper "shells" that contain the NDE logo in color and other design marks such as boxes or bars. Each student report will be folded and stacked for shrink wrapping. EDS will use an alternate printer tray with colored paper which will be pulled as header sheets at the start of each district, school, and grade. These header sheets contain the district name, the school name, and the grade level of the reports under it. These headers will serve as dividers, as well as covers to protect sensitive student data. EDS will package each school's reports in shrink-wrapped packages and label the packages with a barcode label identifying them by school and district. As shipping boxes are packed, EDS will scan the barcodes identifying each package that is included in each box.

To make the lives of district staff easier, we will utilize the First Box approach for reports. Inside the first box, staff will find their packing list of the reports included for each school's shipment. This helps staff review the order and identify the packages that are to be distributed to each school.

As they are packing, EDS shippers will apply a district and school barcode label to the outside of each box. The barcode labels will be pre-printed and available as the reports are printed, packaged, and

placed in boxes. As each box is closed and entered into the UPS system, the box barcode labels are scanned to ensure the box information and the shipping information are the same.

The processes of printing, packaging, and shipping will be quick and efficient so that reports are printed and shipped within the strict timelines established by NWEA and the NDE.

Reports Provided for Alternate Assessments

For logistical ease, NWEA will coordinate with DLM to integrate the ISRs into the reporting and shipping process by EDS. The customized one-page summative report will include achievement level results for all tested subjects and summary information for skills mastered within each conceptual area. This customized report will be brief in order to facilitate printing and shipping. The more detailed, standard DLM individual student score reports will be produced and distributed as electronic PDFs. DLM Individual student score reports are comprised of two parts: (1) the Performance Profile, which aggregates linkage level mastery information for reporting on each conceptual area and for the subject overall, and (2) the Learning Profile, which reports specific linkage levels mastered for each assessed EE. There is one individual student score report per student per subject, and each report is approximately 3-5 pages long. A sample score report is provided in Appendix Z.

f. NDE seeks a score reporting design that is more informative and accessible for communicating with students and parents. The Contractor will deliver the Individual Student Reports to the district's central office for distribution to the appropriate school at the earliest possible date, per agreement between Contractor and NDE. The expedited delivery of Individual Student Reports is critical to a successful proposal. The Contractor should propose a solution that allows districts to sort students for efficient delivery of Individual Student Reports to schools.

EDS will ship reports to the district's central office for distribution to the appropriate school at the earliest possible date. EDS will use a two-day shipping method to expedite the receipt of reports.

To prepare for receiving their individual student reports, EDS will make available to districts a brief survey in the home page of the CORE system to select an option for sorting individual student reports to facilitate efficient distribution to their schools. NWEA will notify districts when the survey will be available. Through the survey, districts will be able to choose the default report sort order (e.g., district, school, grade, classroom, period, alphabetical by student last name) or a custom sort order. If districts do not fill in the survey, they will receive reports in the default sort order.

Prior to printing the reports, EDS will sort the records for every district based on their stated sort order preference. To quality check the order of the reports, EDS will provide a printout of the sort order by district to the printing operators who will check the order of reports while they are printing.

Reporting Design for Alternate Assessments

Standard DLM individual student score reports will be produced and distributed as electronic PDFs and the one-page reports will be made available for districts as well as to EDS for printing and shipping. EDS will print and distribute these reports based on the agreed upon program schedule. To expedite delivery of student reports, reports are provided through Educator Portal. DLM Individual student score reports are comprised of two parts: (1) the Performance Profile, which aggregates linkage level mastery information for reporting on each conceptual area and for the subject overall, and (2) the Learning Profile, which reports specific linkage levels mastered for each assessed EE. District level staff with the

appropriate Educator Portal role can access and download individual reports or bundles of reports for groups of students. District staff may access bundles per school and per grade/subject.

g. The proposal must describe how district and school staff will be able to securely access web-based reports and data at the earliest possible date after testing, per agreement. The proposal must provide evidence of timeliness of reporting assessment results. NDE would be interested in proposals that include dynamic reporting that allowed users to interact with data instead of having static reports.

NWEA will provide web-based visualizations for the summative assessments that, through ESC’s Matrix, will allow users to interact with and explore many different levels of information. Users will be provided with secure access (see section H.1.i), which will allow them to login to the web-based environment, see the ISRs, and interact directly with the data. The Matrix was designed to help clients answer targeted questions about their organization (district, school, or state) and also generate new questions that were otherwise difficult to identify. The main feature of this tool is an interactive scatter chart designed to display longitudinal data. On the Matrix, the X and Y axes are modifiable—allowing on-the-fly inspection of myriad relationships (see Figure 60). A number of features can accompany this central scatter chart, including line charts, histograms, and maps.

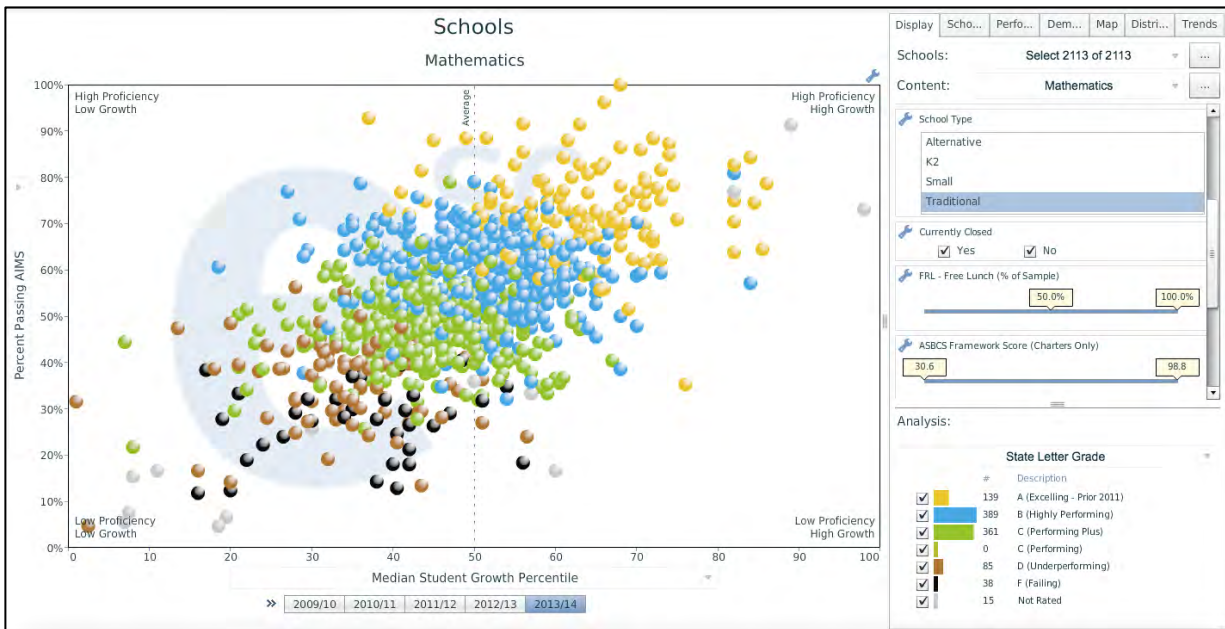


Figure 60: Interactive, Web-Based Data. This screenshot shows the web-based tool, The Matrix, with Student Growth on the X-axis and Percent Passing on the Y-axis.

Nearly every facet of The Matrix may be customized including: the types of filters that can be provided (e.g., percentage of students receiving free and reduced lunch, school type); color schemes; summary tables; and map locators. Specifically, per the NDE’s requirements, NDE will have the opportunity to customize several versions of the Matrix to include the following features and options:

- Play time trends of district, school, class, and student performance on summative assessment results ranging from aggregate to student-level summative scores and subscores. These assessment results will include scaled scores, proficiency rates, and annual growth.

- Filter the displayed schools/districts by any variable for which information is given, including demographics, school type, performance, and grade level.
- Track district or school performance relative to various benchmarks, including state and/or district averages.
- Inspect a school's performance and demographic details through summary tables.
- Identify geographical variance through integration with various mapping services.
- Compare schools side-by-side with respect to information like achievement, growth, and demographics.

In partnership with NDE, NWEA will coordinate with ESC to develop multiple web-based visualizations to meet the needs of state personnel, district administration, principals, teachers, and parents. The development of multiple versions of The Matrix for each client is standard practice for ESC.

The goal of each customized visualization is to communicate data in a way that's most practical to use and easiest to understand. ESC has a super-user version of the Matrix designed for state personnel and researchers who have a deep familiarity with the data. The super-user version can serve as a platform to choose the features and data points NDE would like included in the customized versions. The following link will take you to an overview tutorial of some of the basic features of The Matrix: <https://vimeo.com/escmatrix/quick-start>. Next, several interactive features of the visualization are described.

Time Trend

Each visualization features a time trend and play button that tracks growth and performance from year-to-year. A specific year can be selected or the user can press the play button to see how districts or schools have progressed over the entire span of time for which data have been collected.

For NDE, this feature will be helpful in evaluating the impact of education polices across multiple years and quickly illuminate areas of best practice and need. Schools can use this to evaluate the impact of professional development, interventions, and other school wide initiatives.

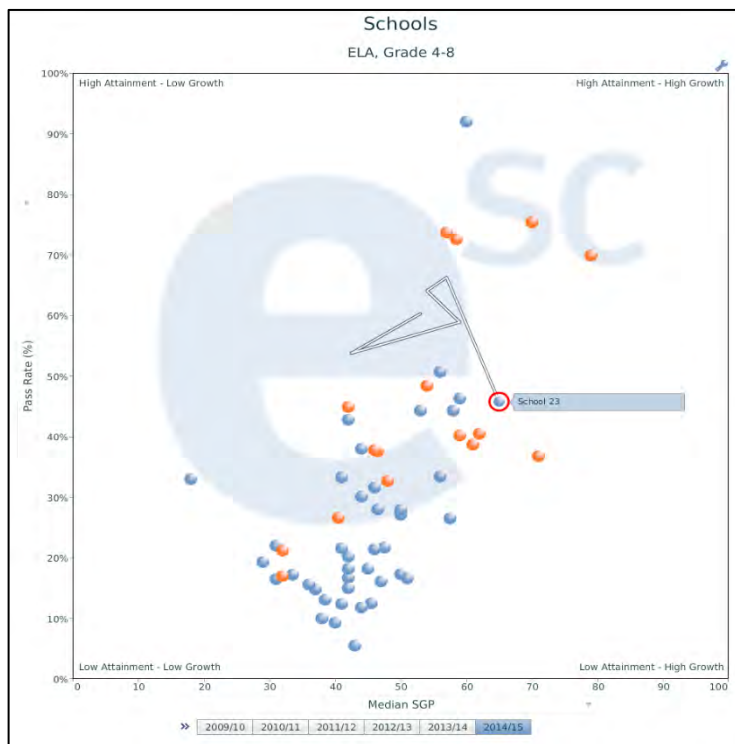


Figure 61 portrays the time trend.

Figure 61: Time Trend. In partnership with NDE, ESC will develop multiple web-based visualizations to meet the needs of state personnel, district administration, principals, teachers, and parents

Sub-Group Performance

Each dot in the visualization contains an extensive amount of performance and demographic data about each school and district. The tabs to

the right in the visualization will show aggregate and sub-group student achievement metrics including raw scores, scaled scores, proficiency rates and growth. See Figure 62 for an example.

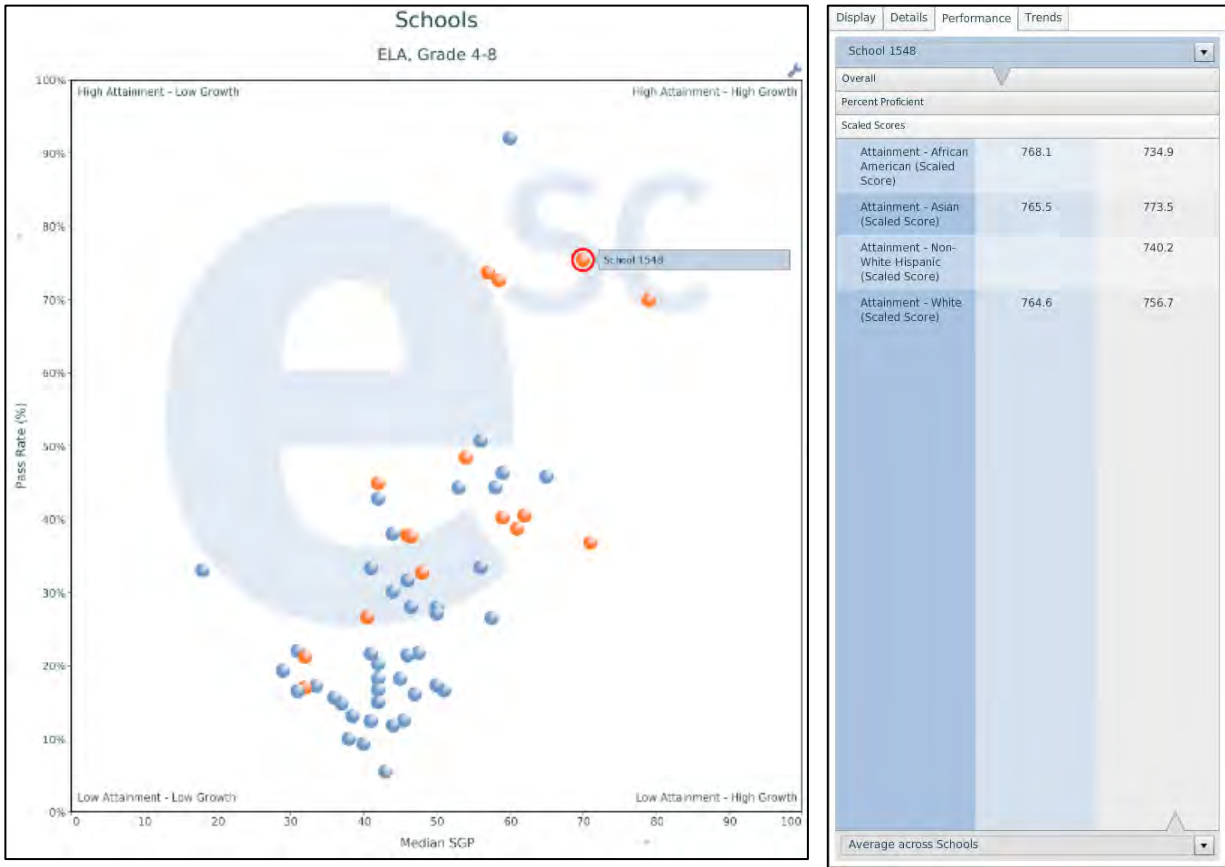


Figure 62: Sub-Group Performance. The tabs to the right in the visualization will show aggregate and sub-group student achievement metrics including raw scores, scaled scores, proficiency rates and growth.

Exploring Subjects and Schools

Each visualization contains dropdown menus for exploring subjects and schools, as shown in Figure 63. This feature allows for targeted conversations and professional development. For example, a principal can have a specific conversation with third-grade teachers about third grade reading by simply selecting it from the dropdown menu.

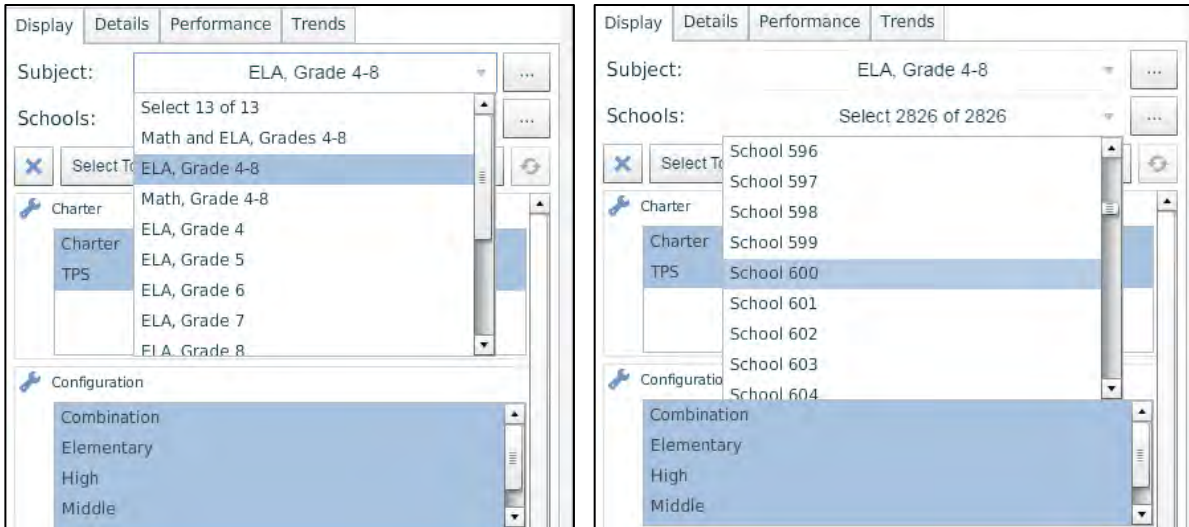


Figure 63: Exploring Different Subjects and Schools. This feature allows for targeted conversations and professional development.

Printing Reports, Exporting Views

Each visualization allows the user to access and print the state-, district-, or school-level PDF report, as seen in Figure 64. Additionally, screen and plot images can be saved and exported for use in other documents.

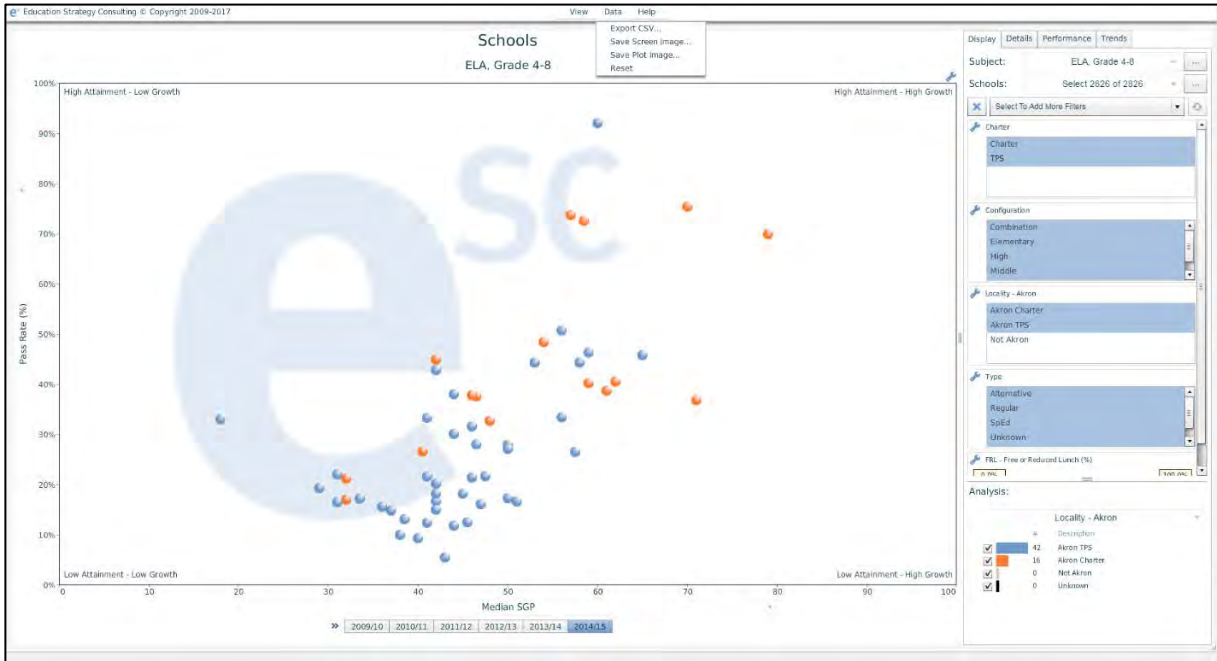
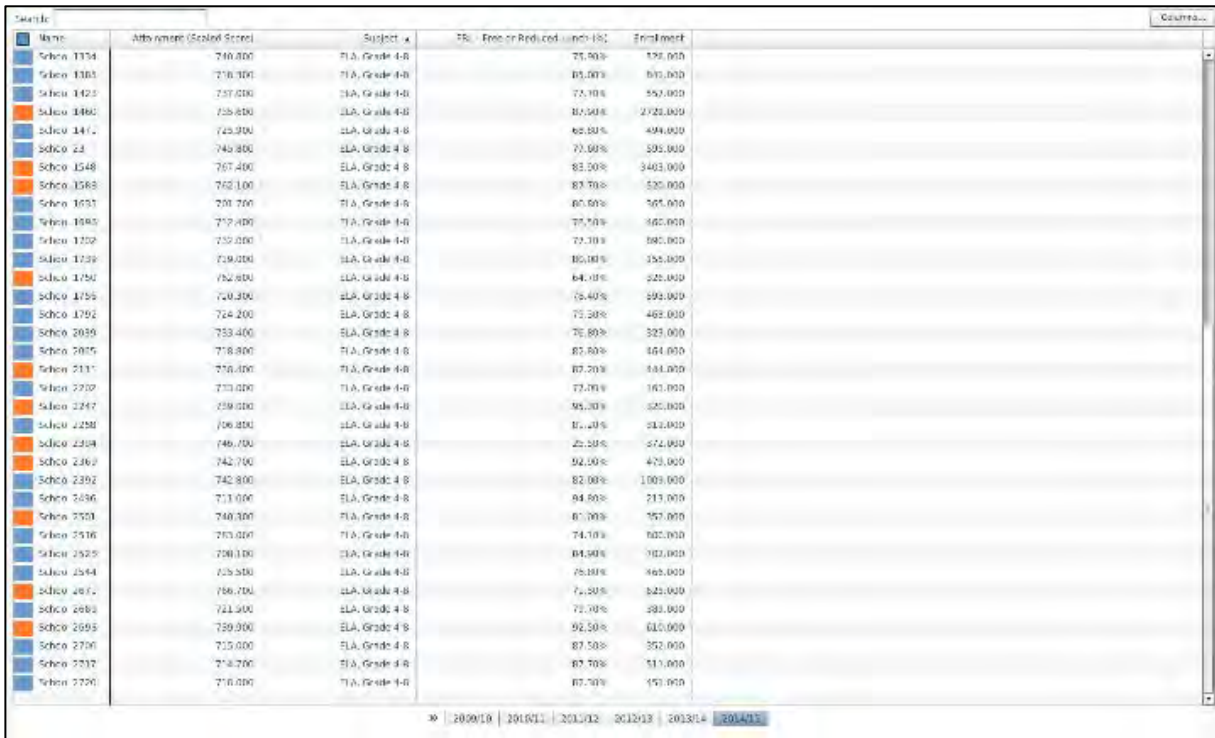


Figure 64: Printing Reports and Exporting Views. Each visualization allows the user to access and print the PDF report.

Spreadsheet View

The default setting of the Matrix is interactive scatterplots. Users can also change to a spreadsheet view (see Figure 65) and construct a spreadsheet from all of the available variables within the visualization. This feature allows easy access to high quality data that has gone through rigorous auditing. Users can then explore and sort data to meet their individual needs.



School Name	Achievement (Scaled Score)	Subject	% Free or Reduced Lunch	Enrollment
School 1354	740.000	ELA, Grade 4-8	75.50%	529,000
School 1384	738.000	ELA, Grade 4-8	83.00%	603,000
School 1423	737.000	ELA, Grade 4-8	75.10%	557,000
School 1460	735.800	ELA, Grade 4-8	82.50%	2,925,000
School 1471	733.000	ELA, Grade 4-8	62.80%	499,000
School 24	740.800	ELA, Grade 4-8	72.00%	305,000
School 1548	767.400	ELA, Grade 4-8	83.20%	3,403,000
School 1568	762.100	ELA, Grade 4-8	87.70%	520,000
School 1651	761.700	ELA, Grade 4-8	60.50%	567,000
School 1685	757.400	ELA, Grade 4-8	77.50%	665,000
School 1709	752.000	ELA, Grade 4-8	72.30%	685,000
School 1729	739.000	ELA, Grade 4-8	86.00%	358,000
School 1750	752.800	ELA, Grade 4-8	64.00%	425,000
School 1755	750.300	ELA, Grade 4-8	76.40%	498,000
School 1792	724.200	ELA, Grade 4-8	75.20%	463,000
School 2039	753.400	ELA, Grade 4-8	76.80%	523,000
School 2075	718.800	ELA, Grade 4-8	85.80%	464,000
School 2111	756.400	ELA, Grade 4-8	87.20%	384,000
School 2202	733.000	ELA, Grade 4-8	72.00%	363,000
School 2247	759.000	ELA, Grade 4-8	95.20%	325,000
School 2288	706.800	ELA, Grade 4-8	81.20%	313,000
School 2304	746.000	ELA, Grade 4-8	25.20%	574,000
School 2362	742.700	ELA, Grade 4-8	92.00%	473,000
School 2392	742.800	ELA, Grade 4-8	82.00%	1,009,000
School 2436	713.000	ELA, Grade 4-8	84.80%	213,000
School 2501	740.300	ELA, Grade 4-8	61.00%	557,000
School 2516	763.000	ELA, Grade 4-8	74.10%	602,000
School 2525	760.100	ELA, Grade 4-8	84.90%	702,000
School 2544	735.500	ELA, Grade 4-8	78.10%	465,000
School 2671	756.700	ELA, Grade 4-8	71.30%	323,000
School 2682	721.500	ELA, Grade 4-8	72.70%	393,000
School 2695	759.000	ELA, Grade 4-8	92.50%	610,000
School 2700	712.000	ELA, Grade 4-8	87.50%	352,000
School 2737	714.700	ELA, Grade 4-8	87.70%	513,000
School 2790	716.000	ELA, Grade 4-8	87.20%	450,000

Figure 65: Spreadsheet View. Users can change from the default view of interactive scatterplots to a spreadsheet view.

Toggle Additional Variables

Finally, “Toggle Additional Variables” allows users to view the interaction of three variables at one time (see Figure 66). There are three features used to demonstrate the effect—size, opacity, and presence. Size changes the size of the dots relative to the selected variable (e.g., larger enrollment would show up as a larger dot). Opacity changes the opacity of the dots relative to the selected variable (e.g., bolder dots reflect stronger proficiency rates). Lastly, selecting a school and then picking a variable from the “similar” dropdown shows other schools that have comparable performance (schools with differing performance will disappear).

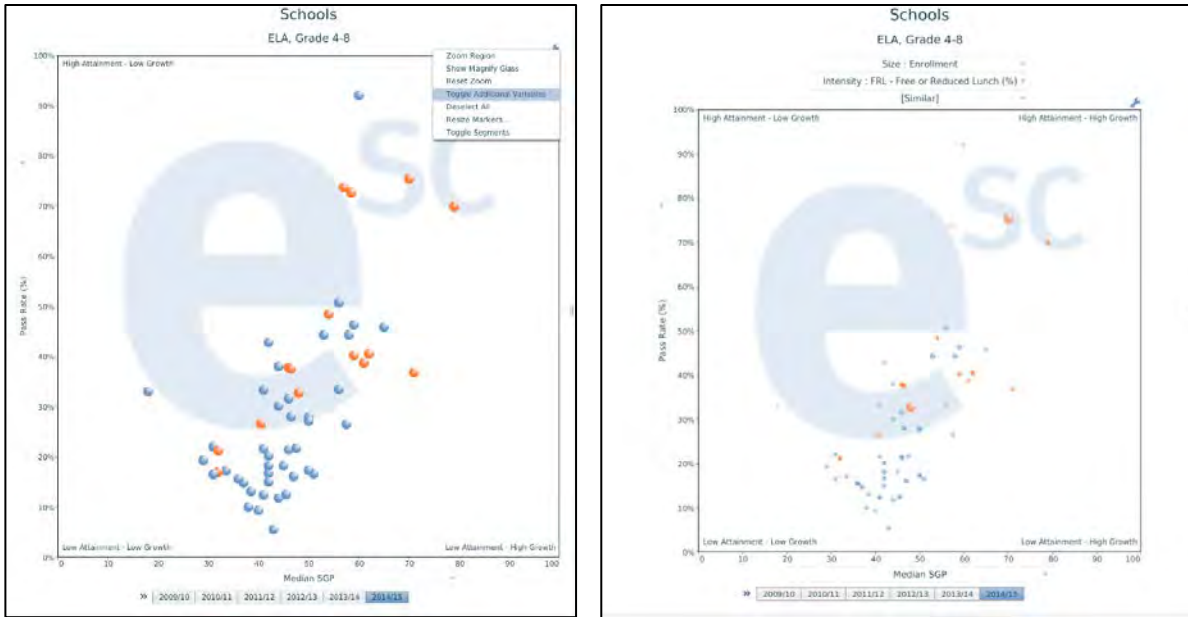


Figure 66: Toggle Additional Variables. This view allows users to view the interaction of three variables at one time.

h. The Contractor's system must have the ability to integrate or interface with an Ed-Fi REST API and optionally produce Ed-Fi XML. In addition, Contractor should list any integrations with other common systems. Contractor must commit to supporting native integration via the Nebraska Education Data Standard (NEDS), which is the State's extensions to the Ed-Fi REST API and optionally Ed-Fi XML. Updates to NEDS will be published by the NDE by January 31 of each calendar year. Contractor must commit to continuing to support annual updates to NEDS by June, 30 of each calendar year. The NEDS are also aligned with Common Education Data Standards (CEDS) available at [ceds.ed.gov](https://sites.google.com/a/education.ne.gov/nde-adviser-Contractor-resources/). For more detailed information on NEDS and the ADVISER system, see: <https://sites.google.com/a/education.ne.gov/nde-adviser-Contractor-resources/>.

NWEA will expose Data APIs based upon an event based architecture that will readily support transformation into multiple formats including Ed-Fi, NEDS, and NWEA native format. The APIs will be SSL (https) based and further secured by the standard OAuth 2 client credentials flow. The APIs will be highly available and highly scalable capable with a target response time < 1 second for individual student transactions and 99.9 percent availability.

NWEA will be prepared to update its integration via NEDS by June 30 of each calendar year.

The Data APIs will expose data within twenty-four hours of when it becomes available after assessments are completed.

Note that the results from the DLM alternate assessment will be provided directly to NWEA in flat files, as described, but direct APIs are not included.

i. The proposal must describe how district and school staff will be able to securely access web-based reports and data at the earliest possible date after testing, per agreement. The proposal must provide evidence of timeliness of reporting assessment results.

As described in Section H.1.c., NWEA and ESC are committed to providing timely reporting to schools and districts to inform learning. The pre-equated design, adaptive nature of the assessments, and the inclusion of fully machine scorable item types support immediate reporting at the student level. This allows for teachers and students to see just where students are in their learning with respect to the standards before the end of the school year. Then, once the statewide testing window has closed, the aggregated results can be returned quickly and efficiently through the Matrix reports by ESC.

In year one, the Nebraska Statewide Assessments will need to go through calibration, equating, and standard setting. Thus, raw score reports will be provided immediately, while total scores, subscores, and achievement level performance data will follow after standard setting based upon an agreed-upon timeline. In out years, students will receive their individual student performance information immediately, and -once the testing window has closed and student administrations have been completed – the data will be available in the Matrix within 36 hours.

Both NWEA and ESC have extensive experience in providing timely reports. NWEA has decades of experience providing immediate results to students and teachers that are instructionally informative and relevant to learning through our learning continuum. We provide immediate results and a 24-hour turn-around for proctored assessments on our interim assessments. Similarly, ESC understands the need to transform data into usable information for policymakers, district leaders, and principals in a timely fashion. ESC’s proprietary software allows for the rapid and efficient handling (ingestion, scrubbing, and processing) of large data sets. For example, ESC has successfully processed data for states with student populations exceeding one million. Finally, the thoughtful timeline established in the RFP regarding deliverables allows for ample time to plan and structure for the efficient turnaround of reports.

Users will be able to access The Matrix through a password protected website. The Matrix efficiently communicates fundamental aspects of student achievement while providing for personal exploration from various stakeholders. However, these benefits are largely lost if The Matrix is not available in a timely fashion. Principals, teachers, and state administrators need timely access in order to plan professional development, group students for targeted interventions, and evaluate the efficacy of state policies for legislative sessions. Access to The Matrix will be available shortly after all results have been reviewed and approved by the appropriate NDE staff.

Secure, Web-Based School and District Access for Alternate Assessments

Student Progress reports are available through Educator Portal during the instructionally embedded testing window to provide teachers and students timely reporting of progress towards skill mastery during the year. Teachers and other staff, such as district or building testing coordinators, may generate these reports on-demand and view results based on assessments completed since the start of the year.

Standard summative DLM individual student score reports are produced and distributed as electronic PDFs. To expedite delivery, reports are provided through Educator Portal. NDE may also opt to have DLM deliver the customized, one-page summary report via Educator Portal. District level staff with the appropriate Educator Portal role can access and download individual reports or bundles of reports for groups of students. Once DLM certifies reports and loads them into the system, NDE determines the timeline on which reports are made available at the district level.

j. The Contractor will provide NDE with electronic files containing the aggregated school, district, and state results provided in the web-based report as well as a confidential student-level electronic file containing all available student-level information for all students such as student name and identifying information to include NDE Student ID, demographic and program information, test form, raw item responses, scored item responses, accommodation information, raw score totals, domain/subscores, scaled scores, and performance levels. The proposal must provide evidence of timeliness of reporting assessment results.

NWEA will provide NDE with electronic files containing all required information. These files will be available to NDE within the timeline outlined in the proposal. Additionally, ESC will make the aggregated school, district, and state results available within The Matrix version created for NDE. The Matrix allows users to view data within a scatterplot or spreadsheet view. By choosing the spreadsheet view, users will have instant access to all aggregated school, district, and state results. Current clients find this to be an extremely useful tool to access official and accurate data in a timely fashion. Figure 67 shows what the spreadsheet view looks like and how easy a user can manage additional variables. Users can also export and save the spreadsheet in .csv format. Clients also find this this useful for additional research needs and reporting requirements within their organizations.

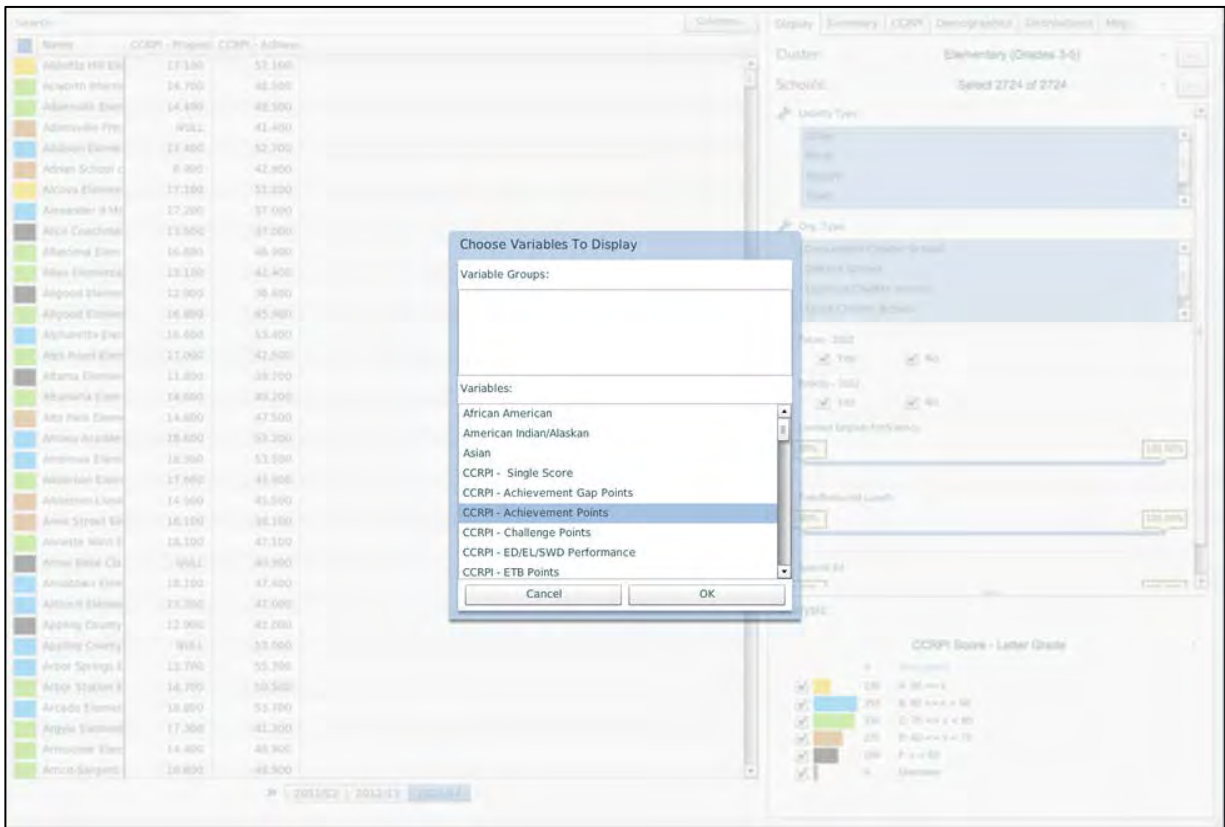


Figure 67: Spreadsheet View. Users have instant access to all aggregated school, district, and state results.

Aggregated Files for Alternate Assessments

There are three confidential student files that contain the information NDE requests. The DLM student-level database is called the General Research File (GRF). It contains all student identifying information, demographic information and student results, including each student's highest linkage level mastered

for each essential element and final performance level for the subject. DLM results are based on cognitive diagnostic modeling. Results describe student mastery of specific skills. There is no unidimensional scale score, raw score, or subscore. All appropriate and relevant information about student results is provided in the GRF. Since DLM assessments are teacher-selected during instructionally embedded assessment and delivered adaptively in the spring, there are no pre-defined test forms. Instead, each testlet is treated as a test form and all testlets completed by all students are listed in a supplemental date-time file. NDE may generate a downloadable file that contains all Personal Needs and Preferences (PNP) selections made for all alternate assessment students. The PNP extract is one of the standard data extracts available on demand in Educator Portal.

k. The Contractor will develop and produce interpretive materials for the Individual Student Reports for parents and schools/districts. The interpretive materials will be provided in web-based format for posting on the NDE website. The proposal must include a description of the type of information to be included in such materials and methods to increase the usefulness of such materials. Expectations for clear, informative, and succinct student and parent information has increased. The proposal will address this requirement.

Interpretive guides will be developed to inform parents about how to understand their child's Nebraska State summative assessment scores contained within the Individual Student Reports. The reports will be designed to support parents' understanding of their child's test results in relation to the Nebraska State Standards. Interpretive guides will also answer questions such as, "How is my child performing relative to other students in the school, district and state?" Or, "What are my child's relative strengths and learning needs? Is my child mastering important skills?". The guides will contain supporting information to describe the test structure as well as how the assessment scores are used by teachers, schools, and policymakers.

In addition to the interpretive guides, a host of customized tutorial videos will be accessible through the "Help" feature on each version of The Matrix. These videos allow for quick start access, refined exploration, and guide interpretation of outputs. As shown in the following screenshot (Figure 68), the content of these videos will include an overview of the tool, a Quick Start guide for first-time uses, detailed tutorials on how to use the various interactive features, and guidelines for how to interpret the data outputs. These videos will be reviewed and customized in the same manner the customized versions of The Matrix were developed and refined in collaboration with NDE. A quick-start tutorial that shows the basic features of The Matrix can be found at the following link: <https://vimeo.com/escmatrix/quick-start>. A sample tutorial on target setting can found at the following link: <https://vimeo.com/escmatrix/target-setting>.

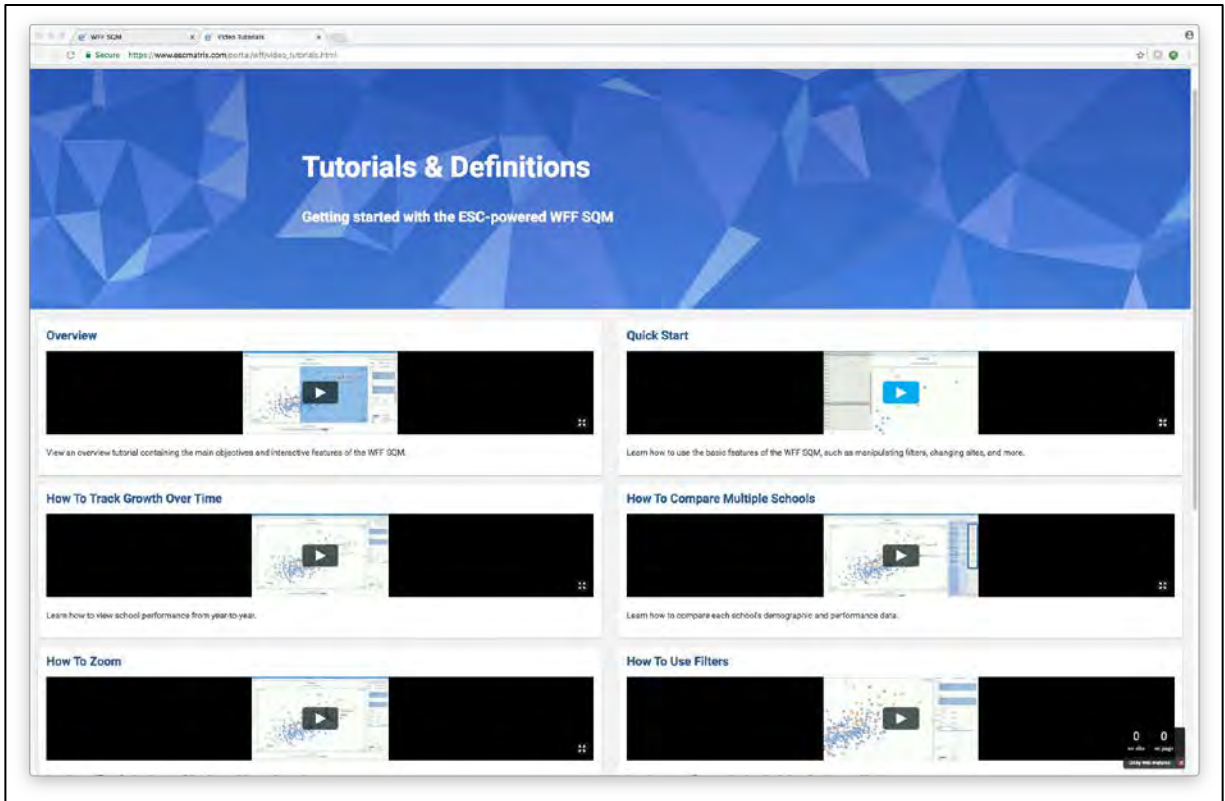


Figure 68: Tutorial Videos. Customized tutorial videos will be accessible through the “Help” feature on each version of the Matrix.

Interpretive Materials for Alternate Assessments

To support appropriate interpretations and uses of DLM assessment results, DLM has produced several supports to aid score interpretation:

- The Parent Interpretive Guide is designed to provide definition and context to student score reports.
- Parent/guardian letter templates are designed to be used by educators and state superintendents to introduce the student reports to parents/guardians.
- The Teacher Interpretive Guide is designed to support educators’ discussions and build understanding for parents/guardians and other stakeholders.
- The Scoring and Reporting Guide for Administrators targets building and district-level administrators.

Sample interpretive materials are provided in Appendix CC. All of these interpretive resources are posted on a public, but hidden webpage. States have the option to make them available as-is and link to the consortium versions, or to customize the resources for their own state’s use.

An interpretive guide for NDE’s customized, one-page summary report on alternate assessment results will also be produced and made available on Nebraska’s DLM webpage.

Additional resources are produced each year. For example, for 2016-2017 a new video will be made available to support teachers in interpreting the contents of DLM individual student score reports.

The use of interpretive guides and resources may be promoted through sidebars on the state's DLM website or through announcements in Educator Portal. These messages are posted at the state's discretion.

I. The Contractor will develop and produce an annual Technical Report that documents and provides the necessary evidence to demonstrate that each of the assessments and the set of assessments as a whole serve their intended purposes, are aligned with Nebraska State Content Standards, and test design (including accessibility criteria), and meet accepted professional standards for educational testing. The NDE and Contractor will negotiate the table of contents and format for the Technical Report with input from the NDE. The annual Technical Report will not replace or fulfill the requirement for ongoing technical documentation or documentation specified in other tasks. The final draft of the document will be delivered to the NDE no later than three months following the release of assessment results. The document will be delivered in web-based format for posting to Department websites. The proposal must include a copy of a technical report produced for a similar state assessment program.

Nebraska will benefit from decades of experience by Dr. Jungnam Kim, Dr. Canda Mueller, Dr. Christina Schneider, and Dr. Karen Barton in developing rigorous technical reports for multiple states across the country. These experts have a wealth of expertise in the documentation of evidence required by the USDE Critical Elements for Peer Review and adherence to the Standards. Each of these nationally recognized psychometricians has supported many states in their state-wide accountability programs for successful Peer Reviews, provided extensive technical support and multiple reports and presentations to state Technical Advisory Committees, and have served on such committees for other states and federal grants.

Building the body of evidence that shows that an assessment system is a rigorous, but fair, set of tools to use to determine student performance is an ongoing process. The annual technical report is the culmination of these yearly activities. NWEA understands and uses the Standards for Educational and Psychological Testing (Standards) requirements for the valid use of test scores. We will work with the NDE to finalize the format and content of the technical report. The annual technical report will be delivered on a schedule agreed to by both NWEA and the NDE.

Dr. Kim will lead the development of the technical documentation, as an accumulation of evidence from standards alignment and item development through to reliability and validity of scores, with the direct support of Dr.'s Mueller, Schneider, and Barton, ensuring best-in-class documentation around issues not limited to validity, accessibility, reliability, standard setting, and relevant policy considerations. Below is an example of the major sections of a technical report. Note that the validity evidence from a technical report is really the accumulation of evidence across the full development and implementation to use of the assessment system. It should tell the full story and collection of qualitative and quantitative data in support of valid use and interpretations of the results. This technical report can also provide NDE with technical documentation that can be specifically cross-referenced to the Standards. For example, from the intended inferences of each assessment (Standards for Validity, Cluster 1), to the factors affecting the reliability and thus the validity of those inferences (Standards for Reliability, Cluster 4) such as administration, scoring, and analysis, including the statistical documentation of reliability and validity (i.e., coefficients (Cluster 3), standard errors (Cluster 5), decision consistency (Cluster 6), various forms of validity (such as in Cluster 3). In addition, we can provide specific references for the NDE of our work as it relates to the Critical Elements for Peer Review.

The NDE technical report contents will be finalized only after negotiation with NDE. These reports will be web-based for posting on Department websites.

Sample technical report outline where reliability and validity data and evidence are interweaved throughout the report and summarized for ease of reference at the close:

- **Section 1: Standards** – the standards to which the items and tests align, their history, and importance as the bases of the purpose of and inferences from the results.
- **Section 2: Item and Test Development** – the process of item bank integration from NDE, standards reviews, item specifications and development, reviews (process, criteria, results), committees; test designs, blueprints, constraints for the engine.
- **Section 3: Administration** – the context for and logistics around administration, including accommodations and administration training.
- **Section 4: Scoring** – scoring rules, data cleaning, scoring QA
- **Section 5: Data – Population and Sample** – targeted population, sampling descriptions, participation rates by subgroup and test type (paper, accommodated), etc.
- **Section 6: Methods** – item level analyses, bias statistics, calibration of items, scaling design, equating, QA specifications, dimensionality
- **Section 7: Results** – Classical item level statistics, flag summary, standard/subscore statistics, test level performance (total population, subgroups), achievement level impact data and decision consistency (separate standard setting technical report will be provided)
- **Section 8: Special Studies** – any special studies or analyses relevant to NDE
- **Section 9: Summary**

Technical Report for Alternate Assessments

The University of Kansas, Center for Educational Testing and Evaluation (CETE) supports DLM by conducting ongoing research and develops technical documentation as supporting evidence for the DLM alternate assessment system. Research and technical documentation is designed to be consistent with best practices as described in the Standards on Educational and Psychological Testing³⁵ and with criteria described in existing US Department of Education Peer Review.

As a member of the DLM Consortium, NDE joins other states in shaping the direction of research and technical documentation on the results of this research, monitoring progress, and evaluating the results and written products. A benefit of consortium-level research and technical documentation is larger student populations on which to base alternate assessment analyses.

The initial DLM technical manual was completed for the 2014-2015 administration. The table of contents for the technical manual is provided in Appendix DD. The full 2014-2015 Technical Manual for the Integrated Model is available online. For each subsequent year until a significant revision to the assessment system, CETE creates annual technical updates, which provide ongoing validity evidence, psychometric characteristics of DLM assessments, test development procedures, accessibility findings, and test results.

Upon the completion of a testing cycle, DLM psychometricians, content developers, and test development staff collaborate to assemble the required documentation, which will have been collected

³⁵ AERA, APA, and NCME, *Standards for Educational and Psychological Testing*, Washington, D.C. (2014).

throughout the test development cycle, and organize it into a coherent whole. DLM editorial staff review all technical documentation as well. A draft of each year's technical documentation is provided to DLM Consortium member states, including NDE, and to the DLM Technical Advisory Committee, for review and input prior to publication.

This proposal assumes that technical documentation developed for the DLM Consortium as a whole will meet NDE's needs. If additional customization is required to best serve the needs of NDE, DLM would negotiate with NDE as to how best to meet those needs.

m. The proposal must include the production of a template in Spanish of the Individual Student Report that can be accessed online and that will allow districts to populate with results.

NWEA with ESC will offer two solutions for a Spanish version of the Individual Student Report. The first solution will be to produce and automate the Spanish version of the Individual Student Report in the same manner as all other Individual Student Reports. The second solution will be online access to a template in Spanish of the Individual Student Report that districts could use to manually populate with results. ESC can implement either or both of the solutions as requested by NDE.

Spanish Individual Student Report for Alternate Assessments

For the alternate assessment, a Spanish-language version of the customized Nebraska one-page summary report will be created once the English language version is finalized. The complexity of the report contents will determine whether districts will be expected to populate results or whether CETE would generate Spanish language reports, either for all students or using a list provided by NDE once annually.

n. The proposal must include a description of the procedures that will be used to collect, record, and investigate reports by districts and schools of discrepancies and errors in results.

NWEA takes reports of discrepancies by districts and schools seriously and understands the time-sensitive nature of these types of inquiries. The Partner Support Services team will provide assistance to districts and schools that identify a potential discrepancy in results. They will collect and record pertinent information into our customer relationship management (CRM) tool and follow up with the necessary NWEA team members, including Program Management, to investigate the potential discrepancy. If an issue is identified, the Program Management team will communicate with the NDE immediately.

Procedures to Investigate Discrepancies for Alternate Assessments

District and school education agency staff will report to NDE any appeals they would like to claim, using the state's process for receiving requests. NDE will review the General Research File and supplemental files delivered from DLM to determine if the issue can be resolved or explained. If a resolution is not found by NDE, the state will submit a single file with all impacted student IDs via secure file transfer method to DLM for further investigation. DLM will review the impacted student list, and either determine a resolution, or rescore and provide an updated file back to NDE within three weeks. If an error is found, score reports will be re-generated for the impacted students.

2. Retrieving Student Work

At the request of NDE, the Contractor will retrieve, hand score if needed, and deliver to the appropriate Department images of student answer documents, actual student test materials, printouts of results, and/or other reports in response to concerns about the accuracy of reported results. All requests must be made through the NDE project manager. The proposal must include a cost figure and timetable for retrieving, hand scoring if needed, and delivering these reports upon request of the NDE. The cost for this service will be charged upon request and should not be included in the budget for this proposal.

EDS will create a re-score request form and publish it in the Test Administrator manuals. If there is a question about the validity of a student's scores, the DAC will fill in the form and it will be routed to the NDE project manager for approval. Upon receipt of the approved written request, NWEA will notify EDS and EDS will retrieve the student document(s) from the long term storage boxes, scan the documents, and place the image file(s) on a secure FTP site for NWEA to hand score and verify the original scores. If the documents in question are score reports, EDS will make an electronic version available (via secure ftp site) to NWEA for review.

The rescore fee is provided in the Cost Proposal. Rescoring can usually occur within 48 hours, during normal business hours. If rescoring results in a different student result, there will be no charge to the NDE. Charges for this service will be submitted to the NDE, along with the rescore request form, for approval in advance of publication in the Test Administrator manuals.

I. Standard Setting and Alignment

1. This is the information to use for budgeting purposes. Use the following for the proposal and for budgeting purposes for (1) alignment and (2) standard setting. The proposal should propose an appropriate standard setting methodology and procedure that meets the following goals:

- a. Is appropriate for the subject area tests.*
- b. Supports coherence across the grade levels tested.*
- c. Includes the direct participation of Nebraska teachers and other subject area experts and educators.*
- d. Includes the validation of alignment and standard setting results with information gained from educators in the field and through the use of other available information, as appropriate.*
- e. Is consistent with the goals and purposes of the NDE test specifications, whether developed by Nebraska educators or off-the-shelf solution is proposed, and assessment principles.*

2. The proposal must include a comprehensive description of the proposed methods that includes procedures to occur before, during, and following the activities. The response must also include information on Contractor staff that will lead and participate in alignment and standard setting.

3. The Contractor will support all alignment and standard setting activities including, but not limited to, providing any stipends, substitute reimbursement, and covering expenses for participants in proposed meetings for the alignment and standard-setting process. NDE will assist with making arrangements for meeting room(s). Contractor is responsible for determining the number of participants. NDE will assist with identifying appropriate individuals to participate. Average daily stipend for teachers working during the summer months is \$150/day. Plan

on similar amount for substitute pay for teachers working during the regular school year. Mileage – use current federal rate; Lodging – estimate \$200 per night; the State meal reimbursement at \$51 per day.

4. The Contractor will produce a written report documenting all aspects of the alignment and standard setting process. The report will be delivered to the NDE within 30 days of the conclusion of these activities.

NWEA understands the need for an independent alignment study for the summative assessments where they have not already been completed. We will plan, contract, and have costed for independent alignment study for the summative mathematics and science assessments, since they will be newly developed. Nebraska has already completed this activity for English language arts and we are not planning a new alignment study in this area. If NDE later decides that we need a study for English language arts in addition to the mathematics and science studies, we are happy to discuss adding that scope later.

Since NWEA plans to write the summative assessment content to Nebraska's standards, the alignment study will measure how well the content of the newly developed items align to Nebraska's interpretation of their standards, in terms of breadth and depth of the standards as well as cognitive complexity. If there are additional areas which Nebraska would like to focus, we will work to integrate those areas into the study.

NWEA will work with NDE to find a mutually agreed upon vendor which have expertise in the area of summative alignment to conduct the study. Once a contract is in place, NWEA staff will work with the selected alignment vendor and NDE staff to agree to the alignment process which will be used. We will collect and deliver all of the necessary materials to the alignment vendor, including item and test specifications as well as items and metadata needed to do the actual study. We will attend and act as subject matter expert in discussions and meetings. Finally, we will work with the alignment vendor and NDE to finalize the report of findings and take any actions necessary based on the outcomes of the study.

We recognize that setting new standards and related cut scores is an often necessary change when transitioning from old to new content standards, or from old to new expectations about those standards. Such changes can be difficult to compare and interpret longitudinally. Our proposal seeks to minimize disruptions in longitudinal comparisons as much as possible, as reflected in our approach to 1) leveraging the existing NDE item banks and 2) conducting psychometric equating to preserve the underlying theta/ability scale. In particular, for English language arts and Mathematics, the metric of the scale scores in the adaptive and across-grade scaling method requires, at minimum, a thoughtful review of the existing cut scores on the new score scale. We propose a separate standard setting workshop for science.

For English language arts and mathematics, we will provide NDE with impact data after the operational administration based on the old and new cut score, and additionally relevant data (such as raw score to scale score tables and score distributions) for consideration in the evaluation of those newly equated cut scores. We recommend a formal, in person, one-day review of those data and relevant achievement level descriptors with content experts, educators, and state personnel, and any technical advisors or other critical stakeholders. Our costs reflect this recommendation. Should the NDE wish a full standard setting for English language arts and/or mathematics, a similar process as described below for science can be employed and costed at a later time.

For science, standard setting is needed following the spring 2019 administration. We suggest the ID-Matching procedure outlined below, led by Dr. Christina Schneider and Ms. Chris Rozunick. More information about their roles for this project are provided in our response to Section 3.I.

Achievement Level Descriptors and Standard Setting Workshop Facilitation – Science

Standard setting is a series of related policy based and content centered processes that occur over time in which a state sets its vision regarding what students should know and be able to do in relation to its standards given multiple opportunities to learn. When following a principled approach to test design, development, and implementation, standard setting is multi-step process embedded into each of those phases. A state makes policy decisions about the rigor for achievement expectations, explicates descriptions of levels of achievement, writes items to those descriptions, and gathers stakeholders to recommend or review cut scores that separate students into achievement levels. This process is needed to ensure that standards-based achievement tests meet three essential stakeholder goals:

1. Classifying students into achievement levels that enable valid inferences about student knowledge and skill,
2. Measuring growth towards achievement, and
3. Explicating what growth towards achievement means to support teaching and learning.

The standard setting process begins with stakeholders writing achievement level descriptors (ALDs), which are a means for state education agencies to communicate their expectation for student performance to districts and other stakeholders. This practice enables the test to be designed so that it supports the test score interpretations intended by the state because item writers use ALDs to guide item development and think about what makes content easier or more difficult for students which supports creating increased measurement precision for the lowest and highest performing students.

Standard Setting Phase 1: Inter-related evidenced-based ALDs

Policy ALDs

Policy ALDs are an important communication device for your vision of what it means when a student's performance is categorized with a particular achievement level. Policy ALDs will be the first step in the ALD development process to guide the establishment of the intended policy outcomes you desire for Nebraska students, and they mark the beginning of the standard setting process from a policy perspective. NWEA will work with the NDE in the development of Policy ALDs.

Range ALDs

Range ALDs explicate observable evidence of achievement, demonstrating how skills change and becomes more sophisticated across achievement levels for each standard and achievement level on an assessment. Schneider, Huff, Egan, Gaines, and Ferrara wrote³⁶ that for ALDs to be the foundation of test score interpretation, they should reflect more complex knowledge, skills, and abilities (KSAs) as the

³⁶ Schneider, M.C., Huff, K.L., Egan, K.L., Gaines, M.L., and Ferrara, S., "Relationships Among Item Cognitive Complexity, Contextual Response Demands, and Item Difficulty: Implications for Achievement Level Descriptors," *Educational Assessment* 18, no. 2 (2013): 99–121.

performance levels increase (e.g., more complex KSAs should be expected for Advanced than for Proficient)³⁷.

The Nebraska College and Career Ready Standards may be thought of as the learning goals for students at each grade level, and the Range ALDs may be considered evidentiary statements regarding children’s observable thinking and skills as they progress and move forward in achieving the learning goals. In the development of Range ALDs the state will define and align the expected advances in student reasoning for each standard with the Policy ALDs.

This is useful to teachers because both the vision for student performance in terms of mastery of the content and the expected pathway of skill growth in terms of complexity and content are illuminated. These evidentiary statements support teachers in extending or remediating student learning in the classroom during instruction as appropriate and support item writers in determining what evidence they should collect related to the standard for each achievement level.

Because they support item writing, we will also consider test blueprints, reporting category requirements, and item writing specifications into this process. They will also be the foundation of standard setting process.

Reporting ALDs

Reporting ALDs are optimally created after final cut scores are adopted. They are finalized versions of the Range ALDs that have been vetted against test data. After the standard setting, teachers will compare the information gleaned about items on the test scale and edit the Range ALDs based upon item data. Dr. Schneider will work with standard setting participants to finalize the Range ALDs so that the program can use them as Reporting ALDs.

Dr. Schneider and Ms. Rozunick will work with the NDE in 2017 to understand and articulate the Nebraska-specific conceptualization process for creating items and interpreting standards. In particular, pre-work considerations for ALDs include:

- Decisions regarding how Range ALD prototypes align with the State’s policy vision
- Item cognitive complexity alignment
- Assessment item types and methods
- Decisions about how to wrap item specifications into the process
- Articulation regarding how the NDE conceptualizes and measures text complexity as a component of the primary and secondary source stimulus documentation
- How scores will be reported and how this may be used as decision point to drive ALD organization

³⁷ Egan, K.L., Schneider, M.C., and Ferrara, S. (2012), “Performance level descriptors: History, practice and a proposed framework,” *Setting Performance Standards*, Second Edition: 79–106, G. Cizek (Ed.).

We will work with the NDE team to design the Nebraska-specific process with a panel of seven to ten teacher stakeholders per grade as a cost option between the NDE and NWEA in which the descriptors disseminated to field for public review.

Option: Designing the Initial Range ALD Development Process

If desired by NDE, NWEA can facilitate a two-day workshop with Nebraska educators, NDE staff, and our psychometric and content staff to create specific Range Descriptors which will ensure science descriptors. NWEA will also work with NDE to develop Policy ALDs prior to this workshop. Costs for this option are included in the Cost Proposal.

Standard Setting Phase 2: Standard Setting Workshops

NWEA recommends the Achievement Level Descriptor Item Matching Procedure (commonly called the ID-Matching procedure³⁸). The implementation of the ID-Matching procedures comprises the development of Range ALDs noted above prior to the workshop. The Workshop schedule includes orientation to standard setting and the ordered item book (same process as bookmark), item-to-ALD match training, and three rounds of judgments. Below we describe the process for spring 2019 which will include a workshop director, three content room facilitators, two operations persons, and one program manager.

Participants

Although it was once typical for each grade/content area team to include approximately twenty-four participants, in recent years as few as nine participants within each grade/content area have been recruited for participation by states. Therefore, we recommend nine to twelve participants per grade, with a total for this science standard setting of eighteen to twenty-four participants. Participants should have diverse backgrounds and each content panel should be drawn from an educator pool with experience in using the Nebraska Standards and with teaching students with the following characteristics: gifted education, special education, and English language learners.

It is common to consider parents, business leaders, or members of the community as participants in the process. Should this be of interest to the NDE, it is essential that these participants be familiar with and separately trained in the standards or already have some degree of expertise with the content so that they can meaningfully participate in the process. In the absence of such expertise, participants are unable to participate in and support the standard setting process as intended or required.

Day 1: Orientation to the Standard Setting Task

On the first day of the workshop, we will begin with an orientation to the standard setting process. The workshop will be comprised of standard setting participants, NWEA facilitators and the NDE. A representative of the NDE should welcome participants to the standard setting, provide an overview the testing program, the policy ALDs, and outline the review process for the cut scores after the standard setting.

³⁸ Ferrara, S., and Lewis, D., "The Item-Descriptor (ID) Matching Method," *Setting Performance Standards: Foundations, Methods, and Innovations*, 2nd ed. (G. Cizek, ed.), New York: Routledge (2012): 255-282.

Participants typically provide a recommendation to a policy body that makes the final determinations, thus participants need to understand that their cut score recommendations are central to, but only one component of, a larger process.

Dr. Schneider will provide an overview of the standard setting process and purpose, and introduce the tools of the ID-Matching procedure. These tools will be the ordered item book (OIB), the item map, the ID-Matching form, and the Range ALDs. During the orientation, participants will practice the cognitive task of the ID-Matching procedure using sample items from another testing program such as the National Assessment of Educational Progress (NAEP). After the orientation to the standard setting tasks, participants will be directed to their pre-assigned tables in grade-level breakout rooms. Table 38 includes descriptions of standard setting tools used during this process.

Table 38: Standard Setting Tools

Tool	Description and Use
OIB	The OIB comprises multiple-choice and technology-enhanced items in the order of empirical difficulty, from the easiest to the most difficult.
Item Map	The item map summarizes the characteristics of the items in the OIB in their order of difficulty. The item map typically identifies the sequence of items in the OIB by difficulty, scale score of each item on the test scale, item number, the correct answer, and standard that each item measures. The item map also comprises two questions that are central to the standard setting process: “What does this item measure? That what knowledge and skills does this item elicit and “Why is this item more difficult than the earlier items?” Participants answer these questions for each item in the OIB.
Range ALDs	Range ALDs explicate observable evidence of achievement, demonstrating how skills change and become more sophisticated across achievement levels for each standard and achievement level on an assessment.
Nebraska College and Career Ready Standards	Nebraska standards define the expectations regarding what students should know and be able to do as an outcome of instruction.

Once participants move to one of three breakout rooms, they will study the Range ALDs.

Participants will orient themselves to the assessment by taking the test either on the computer or in paper and pencil form so that they have a better feel regarding how the test was administered and presented to students. Finally, they will analyze and discuss each item in the OIB and answer the two questions in the item map. The analysis of the OIB will continue into the morning of Day 2.

Day 2: Rounds 1 and 2

Once the analysis of the OIB items is complete, participants will receive training on how to match the items to the Range ALD. Participants will the items in order of difficulty and analyze the item to determine the content knowledge, the cognitive processes, and the contextual components that are intended to be activated when a student responds correctly to the item and associated stimulus material. Participants ask themselves, *“Which Range ALD descriptor most closely matches the knowledge and skills required to respond successfully to the item (or score point for a constructed response item)?”*

The standard setting cognitive task consists of matching of response demands found in an item to the Range ALD descriptor, and then coding the item to the corresponding achievement level for the descriptor is the standard setting cognitive task. This cognitive-judgmental task does not require panelists to consider borderline examinees, make probability judgments, or vacillate on whether the bookmark is placed on or after the last item a student is expected to answer correctly; thus, it mitigates common areas of procedural validity concerns with the bookmark process while maintaining the strength of the bookmark process: the use of ALDs and the ordering of items.

After the participant responses are complete, participants will discuss matches within their group at their table. They will focus their discussion on the items that are in threshold regions, the areas in which participants have produced non-sequential matches, for example between Level 1 items and Level 2 items. After these discussions, they will again match their items to the ALDs independently. Table 39 depicts how a workshop participant might complete their ID-Matching form. The threshold region is the focus of discussion.

Table 39: Example Workshop Form

Ordered Item Sequence	“Which Range ALD descriptor most closely matches the knowledge and skills required to respond successfully to the item (or score point for a constructed response item)?
1	Level 1
2	Level 1
3	Level 1
4	Level 2
5	Level 1
6	Level 1
7	Level 2
8	Level 1
9	Level 2
10	Level 2

Day 3: Round 3 and ALD finalization

At the beginning of Day 3, participants in each grade/content area will be shown impact data based on the grade/content area median of each threshold region across participants. The impact data will show the percentage of students who would be classified in each achievement level based upon the proposed cut score. Participant cut scores are located in the scale interval defined by the threshold regions. Participants adjust cut score recommendations by determining sequences of items, as opposed to individual items, that most closely match the descriptor of each achievement level.

Participants will generally have policy-related questions during this phase of the standard setting, thus, the NDE should be present for this component of the presentation. Because the standard setting includes data from Grade 5 and Grade 8, we will show impact data for the two grades during this process so that participants can have discussions about not only what is reasonable within their grade, but also in comparison between grades. At this point, the policymakers will need to determine if it is

appropriate to show impact data disaggregated by subgroups. Participants will discuss their ID-Matches as a grade group prior to making the final matches individually. Once the final matches have been made, NWEA will show participants the final recommendations and allow participants to evaluate the workshop.

ALD Finalization

Based upon the final recommended cut scores, participants will categorize items into achievement levels based upon actual test data and compare these findings to the expectations for items based upon the ALDs. Where the items and Range ALDs match, no edits to the Range ALDs will be made. Where they do not match, participants will be guided on how to make edits so that the Reporting ALDs represent the test scale and provide data based interpretations of the scale scores.

Technical Report

NWEA will produce a technical report of the standard setting ten weeks after the standard setting concludes. Table 40 includes a detailed agenda for the standard setting workshop.

Table 40: Agenda for the Standard Setting

Day	Time	Activity
1	8:00 AM	Registration
	8:30 AM	NDE Welcome and Workshop Purpose
	9:00 AM	Standard Setting Orientation
	10:20 AM	Move to Breakout Rooms and Break
	10:30 AM	Study Range ALDs
	12:00 PM	Lunch
	1:00 PM	Take the test
	2:30 PM	Break
	2:45 PM	Study OIB
	4:30 PM	Secure materials collection and dismissal
2	8:30 AM	Complete OIB Study
	9:45 AM	Break
	10:00 AM	ID-Match Training
	11:00 AM	Round 1 Matches
	12:00 PM	Lunch
	12:30 PM	Discuss Round 1 Matches within Tables
	2:30 PM	Break (10 min)
	2:45 PM	Round 2 Matches
	3:30 PM	Secure materials collection
	4:00 PM	Dismissal
3	8:30 AM	Round 2 Results Presentation/Impact Data
	9:00 AM	Across-Table Discussion
	10:00 AM	Round 3 Matches

Table 40: Agenda for the Standard Setting

Day	Time	Activity
	10:30 AM	Break
	11:00 AM	Round 3 Results Presentation
	11:30 AM	Workshop Evaluation
	12:00 PM	Lunch
	12:30 PM	Categorize Items into Achievement levels based on cut scores
	1:00 PM	Editing Range ALDs
	2:30 PM	Break
	2:45 PM	Continue Editing Range ALDs
	4:00 PM	Collect Materials
	4:30 PM	Workshop Ends

Standard Setting and Alignment for Alternate Assessments

The purpose of a standard setting is to determine cut points for achievement levels to classify students in different performance categories for the DLM Alternate Assessment System in each content area. For all states currently in the consortium, standard setting is based on 2015 operational data, which will apply until the consortium decides to update the standards.

Since NDE would begin using DLM assessments in 2017-2018, NDE may choose to approach standard setting in one of several ways. Similar to the general assessment's standard setting options, one option would be a standards validation process, in which panelists from Nebraska (1) review performance exemplars representing levels of achievement that are adjacent to the cut points previously set by the consortium, (2) evaluate the existing cut points as too high or too low, and (3) evaluate impact data based on those judgments. Advantages of a standards validation approach include the opportunity to evaluate comparability of results relative to historic NDE data and other DLM states and the cost savings with a simplified process. **However, for the purpose of this proposal, DLM proposes a full standard setting for NDE, to be conducted for English language arts, mathematics, and science in summer 2018.**

A full standard setting for NDE would begin with defining policy achievement level descriptors (ALDs). As a starting point, DLM presents policy ALDs developed by the consortium to meet the needs of states that required four performance levels (see Table 41).

DLM state partners developed ALDs through a series of conversations and draft ALD reviews between July and December 2014. The final versions of DLM Consortium policy ALDs are below. If NDE requires different ALDs, DLM proposes a stakeholder meeting conducted virtually to draft new NDE ALDs, followed by a period for review and feedback before policy ALDs are finalized.

Table 41: DLM Consortium Policy ALDs

Four Levels
The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements (EEs).
The student’s understanding of and ability to apply targeted content knowledge and skills represented by the EEs is approaching the target .
The student’s understanding of and ability to apply content knowledge and skills represented by the EEs is at target .
The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the EEs.

There is a history of selecting a standard-setting method based on the type of assessment. Because the DLM assessment is a unique alternate assessment system, an approach to standard setting has been developed to be consistent with the DLM design while still relying on established methods, best practices recommended in the literature, and *The Standards for Educational and Psychological Testing*.

There are several assessment design features that impacted the DLM standard-setting approach. A student-based standard-setting approach was judged to be more appropriate than an item-based approach for the following reasons:

- Modeling is used to support the order of linkage levels. Item difficulty statistics are not used to ensure correct ordering of content, so an item-based approach would not match the design of the test.
- DLM assessments are adaptive across testlets. Considering adaptive delivery and different forms for each EE/linkage level, it would be rare for students to receive completely identical testing experiences.
- A student-based approach supports the panelists’ ability to make judgments about the student’s mastery of the full range of skills rather than performance on a limited subset of items.

For DLM assessments, the standard-setting approach leverages mastery classifications from the diagnostic classification model. The panel process draws from several established methods, including generalized holistic³⁹ and body of work⁴⁰ but is unique to the DLM assessment. Other holistic approaches, such as the performance profile method⁴¹, which takes into account the specific content

³⁹ Cizek, G. J. and Bunch, M. B., *Standard Setting: A Guide to Establishing and Evaluating Performance Standards on Tests*, Thousand Oaks, California: Sage Publications (2006).

⁴⁰ Kingston, N. M. and Tiemann, G. C., “Setting Performance Standards on Complex Assessments: The Body of Work Method,” *Setting Performance Standards: Concepts, Methods, and Perspectives* (2nd ed.), G. J. Cizek (Ed.), New York, New York: Routledge (2012).

⁴¹ Perie, M. and Thurlow, M. “Setting Achievement Standards on Assessments for Students with Disabilities,” *Setting Performance Standards: Foundations, Methods, and Innovations*, G. Cizek (Ed.): 347-377, New York, New York: Routledge (2012).

mastered, would have been difficult to apply due to DLM partners' goal of reporting an overall performance level for each subject rather than subscores.

The DLM standard-setting approach relies on aggregation of dichotomous classifications of mastery of the knowledge and skills across EEs in the blueprint. This is different from assessments that use score scales, where standard setting involves identifying cut scores that are imposed on a theoretical, unidimensional continuum of knowledge in a subject.

The DLM standard-setting process uses a profile approach to classify student mastery into performance levels. Profiles provide a holistic view of student performance by summarizing mastery across the EEs and linkage levels. Cut points are determined by evaluating the total number of linkage levels mastered. Although the number of linkage levels mastered is not an interval scale, the process for identifying DLM cut points is roughly analogous to assigning a cut point along a scale score continuum.

Although the DLM standard-setting approach is a unique hybrid of existing methods, the guidance in *The Standards for Educational and Psychological Testing* and recommended practices for developing, implementing, evaluating, and documenting the standard setting was followed⁴². *The DLM standard setting approach has been successfully applied and favorably reviewed during U.S. Department of Education Peer Review of states' assessment systems.*

DLM standard-setting procedures are evaluated using procedural, internal, and external criteria as described by Hambleton and Pitoniak (2006)⁴³. Each category contains several sub-categories. Procedural criteria include the explicitness and practicability of the process, fidelity of implementation, panelist feedback, detailed documentation, consistency within the method, and interpanelist consistency. External criteria include the reasonableness of the performance levels and standard setting process. Evidence was provided and supported each of these criteria.

The DLM TAC reviewed the standard setting methods prior to any standard setting event and supported the methods and process proposed. After each standard setting event, the DLM TAC members indicated that each of the standard setting meetings was well planned and implemented, the staff were helpful to the panelists, and the panelists worked hard to set standards. The full TAC evaluated the evidence about the standard setting process, including the TAC members' observations, panelist evaluations, and the relationship between panel and independent cut points. The TAC accepted the resolution about the adequacy, quality of judgments, and extent to which the process met professional standards.

External Alignment Study

The DLM alternate assessment system has been evaluated for alignment at various points in the test development cycle, including an external evaluation of alignment of the operational assessment system. However, NDE would require additional evidence of alignment between Nebraska's content standards and the DLM Essential Elements. DLM will procure an external alignment study focused on the

⁴² Hambleton, R. K., Pitoniak, M. J., and Copella, J. M., "Essential Steps in Setting Performance Standards on Educational Tests and Strategies for Assessing the Reliability of Results," *Setting Performance Standards: Foundations, Methods, and Innovations*, G. Cizek (Ed.): 47-76, New York, New York: Routledge (2012).

⁴³ Hambleton, R. K. and Pitoniak, M. J., "Setting Performance Standards." *Educational Measurement* (4th ed.), R. L. Brennan (Ed.): 433-470, New York, New York: American Council on Education/Praeger (2006).

relationship between Nebraska’s College and Career Ready Standards for English language arts and mathematics with the Essential Elements. Additionally, the relationship between the Nebraska College and Career Ready Standards for science and the Essential Elements will be evaluated, pending the Nebraska standards’ completion in 2017. Similar alignment studies have previously been conducted to evaluate the relationship of college and career ready standards and Essential Elements, for both the DLM consortium and for individual states. The methodologies from those studies could be applied or adapted based on consultation with NDE staff prior to the solicitation of the study.

External alignment studies conducted by ACERI Partners for English language arts and mathematics⁴⁴ Flowers, Wakeman, McCord, and Taub, and HumRRO for science (in progress) provide additional alignment evidence⁴⁵ for the following relationships:

1. an Essential Element (EE) and its Target level node(s)
5. the vertical articulation of the linkage levels associated with an EE
6. learning map nodes within a linkage level and assessment items

The primary measures of alignment were content and performance centrality. Content centrality is a measure of the degree of fidelity between the content of the target (EE, Target level node, and linkage levels) and the linked target (Target level node, linkage level, and items). Panelists rated each pair as having *no link*, a *far link*, or a *near link*. Performance centrality represents the degree to which the operational assessment item and the corresponding academic grade-level content target contain the same performance expectation. The panelists rated the degree of performance centrality between each pair as *none*, *some*, or *all*. Where panelists identified a relationship that did not meet criteria for alignment (e.g., *no link* for content centrality) additional feedback was provided. When evaluating items, panelists also identified the category for the highest cognitive process dimension required of the student when responding to the item, using the DLM cognitive process dimension taxonomy.

Overall, the external alignment studies provide evidence of the DLM Alternate Assessment System components that connect the standards to the assessment items, via EEs and nodes in linkage levels. The external alignment study provides substantial content-related evidence to support the DLM Assessment System’s claims about what students know and can do in each subject.

Standard Setting Methods

As described in section 1, DLM proposes using a standards validation approach for the standard setting method. DLM would implement the standards validation approach with Nebraska educators and impact data.

The standards validation approach leverages the learning map model and mastery classifications to feed into a panel process for setting standards. DLM assessments use a profile approach to classify student mastery into achievement levels. Profiles provide a holistic view of student performance by summarizing

⁴⁴ Perie, M., & Thurlow, M. (2012). Setting achievement standards on assessments for students with disabilities. In G. Cizek (Ed.), *Setting performance standards: Foundations, methods, and innovations* (pp. 347-377). New York, NY: Routledge.

⁴⁵ Flowers, C., Wakeman, S., McCord, J., and Taub, D., *Alignment of Dynamic Learning Maps Operational Items to Grade-Level Content Standards* (May 2016).

across the EEs and linkage levels. Cut points are determined by evaluating the total number of linkage levels mastered out of the total available, similar to assigning a cut point along a score continuum. Mastery profiles are created based on the most frequently occurring combinations of linkage levels mastered by students taking operational DLM assessments. A sample mastery profile is provided in Appendix EE.

For the standards validation process, panelists will first be presented with a blank profile for the grade and content area to familiarize themselves with the EEs and linkage levels on which the students were assessed. Then for each achievement level cut, they will review three exemplar student profiles generated from Nebraska students who mastered the current consortium definition of the minimum number of linkage levels required. Panelists will discuss the different ways students demonstrated mastery of linkage levels to reach the achievement level cut and provide any content-based rationales for changing the cut to require mastery of more or fewer total linkage levels. Finally, panelists will be provided with impact data, calculated from Nebraska students testing in 2018 to indicate the percent of students who would be categorized to each achievement level based on the cut points specified in the previous step.

Selection of Panel Participants

NDE will identify potential panelists for DLM staff to contact and invite. Panelists will be sought with both content knowledge and expertise in the education and outcomes of students with significant cognitive disabilities, including teachers and school and district administrators. Sufficient recruitment will be conducted so that the final panelist pool includes six panelists per content area, with two from each grade span. DLM staff will contact potential panelists and ask them to complete an online survey about their willingness to participate and their backgrounds and experience. DLM staff will evaluate the survey responses and officially invite panelists. Diversity of experience and level of expertise will be given priority in the selection of panelists.

Each panel will be led by a panel facilitator who is responsible facilitating discussion and following a general script of the standard setting process. Panel facilitators will consist of DLM staff with prior experience conducting standard setting events. Prior to the standard setting event, all panel facilitators will participate in training to familiarize themselves with the script used to conduct the standards validation meeting.

Panel Process

Panels will be created for each content area: English language arts, mathematics, and science. A brief overview of the process is as follows:

1. Panelists complete online training in advance of the panel meeting to gain background knowledge about the DLM system and the purpose of the meeting.
2. Panelists receive on-site training that includes a high level overview of the mastery profiles and the general process used to arrive at consortium cut points.
3. Panelists familiarize themselves with the EEs and linkage levels assessed at each grade in the content area.
4. Panels discuss the linkage levels required to reach the achievement level and what changes, if any, are needed to adjust the cut points.
5. Panels analyze impact data, including Nebraska-specific results, as well as consortium level data.

6. Panelists evaluate the panel process and the outcomes.
7. NDE reviews results and makes a decision about final cut points.

DLM staff follow standard industry practices and procedures recommended in the literature to ensure test and data security as well as fidelity of the panel processes so that panelist judgments are made based on the expected criteria.

Grade/Subject-Specific ALDs

Unlike item-based standard setting approaches, in the DLM standard setting method grade/subject ALDs emerge from the panel cuts and are based on the content of the learning map models. After the standards validation process is complete, ALDs for specific grades and subjects will be reviewed for any cuts that panels modified from the consortium cuts. DLM test development teams will evaluate the linkage levels from exemplar profiles that are associated with each achievement level. For each grade and subject, linkage level descriptors will be analyzed to determine if modifications are needed to statements about the knowledge, skills, and understandings typical of students at that achievement level. NDE will have an opportunity to review and comment on descriptors before they are finalized. Final descriptors will be used to populate the narrative sections of performance profiles on the individual student score reports in subsequent years.

Standard Setting Timeline

Table 42 lists major steps in the standards validation timeline, includes procedures to occur before, during, and following the standard setting event.

Table 42: Major Steps in Development of ALDs and Standard Setting

Dates	Step
March 2018	Panelist recruitment begins
May 2018	Panelists notified of selection
June 2018	Standards validation session
July 2018	Data files with ALDs
August 2018	Score reports with ALDs distributed

Alignment Study

Since NDE will contract with a third party directly for an independent alignment study of the DLM Essential Elements to the Nebraska state standards, DLM will provide materials and assistance to the selected vendor. The DLM Project Director, Associate Director for Test Development, and a member of the psychometric team will be available for this requirement. Materials may include spreadsheets with DLM Essential Elements identified by grade and conceptual area, and training materials used in previous alignment studies.

DLM will coordinate and cover costs for the standards validation study. Costs include NDE-specified rates of \$150 per day for teacher stipends, \$200 per night for lodging, \$51 per day per diem, and federal mileage rate.

DLM will also provide materials and support to a third party contractor hired by NDE to conduct an external alignment study of the DLM Essential Elements to the Nebraska standards.

Standard Setting Technical Report

DLM will develop and provide NDE a comprehensive technical report after the summer 2018 standards validation study. The final contents of the technical report would be decided collaboratively by DLM and NDE in advance of the validation process, but proposed contents include detailed information regarding the standards validation process; panelist recruitment and descriptive information; overall recommendations of the panelists for each cut; results of panelist surveys; results of impact data; rationale for recommended adjustments; and any other information pertinent to the standard-setting process.

The draft technical report will be provided within thirty days following completion of standard setting. The final report will be delivered two weeks after receiving NDE feedback on the draft report. DLM will provide a PDF electronic copy of the final report.

J. Interim Assessment System

The proposal must include an innovative interim system to provide opportunity to individualize student learning around all college and career ready state standards in English Language arts, mathematics, and science, not only ones tested on statewide assessments.

The current Nebraska interim system contains items in English Language Arts, mathematics, and science written by Nebraska educators. The items include multiple choice, technology-enhanced, and open response. Educators use the system to build custom interim assessments designed to assess student learning of Nebraska state standards and to receive timely reports in order to provide instruction to students.

NDE expects the Contractor to provide a system for local assessment that assists districts in assessing all components of NE standards in English Language Arts, Mathematics, and Science in order to improve student learning on college and career ready state standards. Other subject areas may be included at a separate cost. The system must score items, provide reports that analyze results for use by educators, and give teachers information to support individualized learning plans. If the system includes open-ended items, some open-ended items should be scored by artificial intelligence (AI), so results can be provided. In addition, some open-ended items may not be AI scored to provide educators in districts the opportunity to score open-ended items

The interim system may be:

-An off-the-shelf system (commercially available, published, or Contractor-owned), or

-A system developed with items from other sources that is augmented and/or customized for Nebraska, or

-A system developed with items developed by Nebraska educators; current item bank has been developed.

If the proposal includes use of the item bank already developed by Nebraska educators, the proposal must include costs and process for transferring items from the current system into the proposed system. If an off-the-shelf system is being proposed, the proposal should include all details below, except item bank.

Successful schools engage students in all aspects of their learning. How can Nebraska classroom teachers or administrators ensure that they have a balanced picture of their students' strengths and

weaknesses? The answer to this is to balance summative, interim benchmarks, and formative classroom assessment practices to best inform the full picture of student learning.

In this section, we describe for NDE’s future consideration an innovative and balanced assessment system across multiple measures from formative to interim and summative assessments.

Thereafter and for each of the requirements, we describe first our proposed off-the-shelf solution for NDE’s interim assessment system – our Measures of Academic Progress (MAP), followed by detailed description of a proposed option to integrated the NDE’s interim item bank into a formative assessment system that works in very much the same way as NDE’s current and described system.

An Innovative and Balanced Assessment System for Nebraska

While not part of the specific requests in this RFP, as Nebraska looks innovatively towards assessments that align with the six tenets of AQuESTT, we believe we can work with Nebraska to fulfill and support your vision. With multiple, meaningful measures that are personalized and provide individualized instructional information; that adapt to minimize the burden of testing on students, teachers, and schools; that help students as they grow and are prepared for life after school; and that connect assessment and learning opportunities; we believe we can specifically and successfully support Nebraska in creating a truly innovative and balanced assessment system.

A balanced assessment system, according to the National Research Council in “Knowing What Students Know,” should exhibit **comprehensiveness** (range of approaches and measures of and for student to demonstrate what they know), **coherence** (models of learning connected across instruction and assessments), and **continuity** (progress over time).⁴⁶

Comprehensiveness

Often with fixed form assessments, students are given a very limited opportunity to show what they know. The amount of error in resulting scores is much higher for students in the upper and lower performance ranges, limiting the validity of the results. Adapting the test in real time to provide students with greater opportunity to demonstrate what they do know increases the statistical information and validity of their scores. And, as is now allowable per ESSA, these assessments can be adapted above and below the student’s assigned grade. With an adaptive interim providing timely and valid results, teachers can have the information they need to help students at the right level at the right time. The Nebraska Interim System will benefit from our years of experience and research in successfully delivering adaptive assessments.

Variations in item format, such as through technology enhanced items and tasks, and measured constructs, from those that can more easily be measured in the classroom than on a test, also provides more comprehensiveness in assessments. Formatively, teachers are able to observe student performances in many different ways, from projects, peer interactions, presentations and research, to quizzes and exams with a variety of item types. As proposed, NWEA will provide multiple item types and

⁴⁶ James W. Pellegrino, Naomi Chudowsky, and Robert Glaser, eds., Committee on the Foundations of Assessment Board on Testing and Assessment, Center for Education, and National Research Council, *Knowing What Students Know: The Science and Design of Educational Assessments*, Washington, D.C.: National Academy Press, 2011

ways in which students can interact with assessment content, and that are aligned to Nebraska standards and allow for demonstrations of complex thinking. Innovations in new item types and performance tasks would provide additional, instructionally helpful information to students and teachers and expand the comprehensiveness of the system. We are committed to collaborating with Nebraska educators and the NDE in innovations in item and task types.

Coherence

There are multiple ways to bring coherence across assessments in your system. Often there is little connection between formative assessments at the classroom level and the cumulative, summative measures at the end of the year. However, interims are often linked to summatives to provide predictive information of how students might do at the end of the year. When a system of assessments can be tied together more directly, while supporting multiple approaches, there is coherence. One way to consider building greater coherence is through achievement level descriptors, ensuring those are detailed and vertically articulated and can be understood and operationalized from summative reports into the classroom. Our professional development in assessment literacy and our collaborations with you on ALDs will support greater coherence.

When standards are unpacked to reveal possible learning paths (such as through a learning continuum), teachers have examples of how they might operationalize the intentions of standards, the skills reflected in achievement level expectations for summative and interim, and more directly through formative approaches relevant to their own curriculum and student needs. From formative and interim assessment opportunities, through to summative assessments – for general and alternate student groups – our designs are intentionally supportive of *all* students throughout their learning and assessment experiences. Such learning paths can further be connected from the general to the alternate assessments, as NWEA works in collaboration with DLM, to find meaningful inflections in student pathways, particularly for higher functioning students in the alternate assessment population.

To provide a stronger link between interim and summative, the assessments could share similar adaptive constraints and provide results in light of the achievement levels and learning continuum to provide instructionally relevant links beyond the statistical. We can bring this to life through Nebraska specific achievement levels, with items and skills tied to a learning continuum, and with our advances in adaptive assessments across interim and summative.

Continuity

As students engage in comprehensive and coherent assessments over time, the measures can be flexible to timing and frequency of administrations. The adaptive nature of our assessments will also minimize testing burdens and maximize usefulness of information with rapid results. And as assessments can be connected in terms of learning, teachers and students will be able to see and interpret growth throughout the year, across the assessments in the system.

MAP as Nebraska's Interim Assessment

A balanced system of summative, interim benchmarks and formative assessment practices allows educators at all levels of the educational system to understand performance from the state to classroom to the home. When a comprehensive assessment program at the classroom level balances interim and formative assessments, a clear picture emerges of where a student is in their learning. The more we know about individual students as they engage in the learning process, the better we can adjust instruction to ensure that all students continue to achieve by moving forward in their achievement.

Within this balance, NWEA recognizes the important part that interim assessments play. We recognize, that educators use interim assessment data to plan for students’ instructional needs and help them with their growth. We also recognize that a truly balanced assessment system should also include formative assessments to help them at an even more granular level in the classroom.

Having a comprehensive assessment system means that assessments are aligned to the full range of Nebraska standards and skills expected of students so that districts, schools, and teachers can make informed decisions about student learning. As we partner with NDE to create a balanced assessment system of multiple measures, we propose our off-the-shelf interim assessments, Measures of Academic Progress (MAP), for reading, language usage, mathematics, and science in grades 3 – 8.

Nebraska educators are already familiar with this assessment – MAP is used by over 300 partners in the State, including public school districts, ESUs, and private schools, and we have established a wide network of NWEA Certified Facilitators in your Educational Service Units (ESUs).

Using MAP data to identify where a student is relative to learning targets, standards, and growth allows educators to identify student needs. And formative assessments, when built with student needs in mind, can help teachers create an ongoing and continuous system of improvement.

MAP assessments are built upon formative instructional principles, providing immediate feedback and valid, reliable data that can be used to inform instruction, improve learning, and monitor progress and growth over time.

Education organizations around the globe use MAP data for multiple purposes – to measure growth, as a universal screener in a multi-tiered system of support (MTSS) or response to intervention (RTI) framework, to measure the performance of programs or instruction, and to predict performance on high-stakes summative tests. State departments of education approve the use of MAP for various purposes, demonstrating that our assessments meet the rigorous standards required for State approval and statewide use. In Nebraska, as NDE is well aware, MAP assessments are among the approved tests for Rule 10 accreditation. More Nebraska districts use MAP than any other of the approved assessments. The most recent published data, from the 2014-2015 school year, shows 215 districts chose MAP as their national standardized test for accreditation. For comparison, just more than forty districts used another assessment for accreditation purposes.

Because our interim assessments measure growth and instructional levels using our RIT scales, which are IRT based, a consistent record of student achievement and growth can begin in kindergarten and continue through high school. Individual scores and growth are comparable across students and across time – within and across years. Because of the tests’ scale, our product is labeled below as K – 12 because it can measure students performing above and below grade level. However, we recognize licenses will be limited in use to students in grades 3 – 8. Table 43 provides a more detailed description of the assessments included with a MAP license.

Table 43: Types of MAP Assessments

Test Type	Purpose	Testing Frequency	Subject Areas
MAP K – 12 Interim Assessments			
Survey with Goals	Computer adaptive test with a cross-grade vertical scale that assesses achievement according to Nebraska standards-aligned content. Scores from repeated administrations are used to measure growth over time.	Four times per year (three times per school year, plus an optional summer administration)	<ul style="list-style-type: none"> ▪ Mathematics ▪ Reading ▪ Language Usage (grades 2 and above) ▪ Science (grades 3 – 8)
MAP for grades 2 – 12 Additional Assessment			
Survey Assessment	Abbreviated, twenty-item adaptive tests that yield an overall RIT score. Survey tests typically take about thirty minutes to administer, and are most commonly used for intake testing and placement.	As frequently as needed	<ul style="list-style-type: none"> ▪ Mathematics ▪ Reading ▪ Language Usage ▪ Science
Optional Spanish-Language MAP for Mathematics (not included with MAP license)			
Spanish MAP for Mathematics	Computer adaptive version of MAP for Mathematics in Spanish. Nearly identical to the English-language version, it uses the same scale and reporting, so scores are consistent and comparable. Aligned to Common Core, but NWEA would discuss possibility of aligning to NE Standards if NDE is interested in this option.	Up to four times per calendar year in grades 2 – 5, and up to three times per calendar year in grades six and above	<ul style="list-style-type: none"> ▪ Mathematics

MAP assessments provide insight into the instructional needs of all students, whether they are performing at, above, or below grade level. By calibrating item difficulty and student achievement on our stable, equal-interval scale, our assessments adapt above and below grade level to accurately identify a student’s true achievement level. MAP assessments help identify at-risk students and link to resources to help teachers develop individualized instruction and intervention plans.

Implementing MAP Assessments

Implementation of MAP assessments in Nebraska should be simple, largely because of our significant presence in the state. Already 95 percent of your school districts use our interim assessment, so the burden of transferring or re-training educators will be reduced. Our Project Manager, Ms. Orta, will oversee the implementation of MAP alongside the summative assessment.

Proctoring/Administration Steps

MAP assessments are a fully hosted solution and are easy to implement and to administer. Our partners experience the assessment system as intuitive and easy to operate, engaging to both students and educators. The MAP system has a visually appealing interface that is simple to navigate, providing users embedded page-specific online help, guides, and tutorials on-demand. All of this supports our ability to

keep the educator time invested in learning the application at a minimum, and the ability to obtain useful and informative information from the data at a maximum.

Proctoring of assessments is managed through the MAP Administration and Reporting Center (MARC). To access the MARC, educators enter their user name and password in the login page shown in Figure 69. After accessing the MARC, users can

- Manage user, student, organization, program, and test data
- Create testing sessions and administer tests
- View test results, comparative data, and operational reports

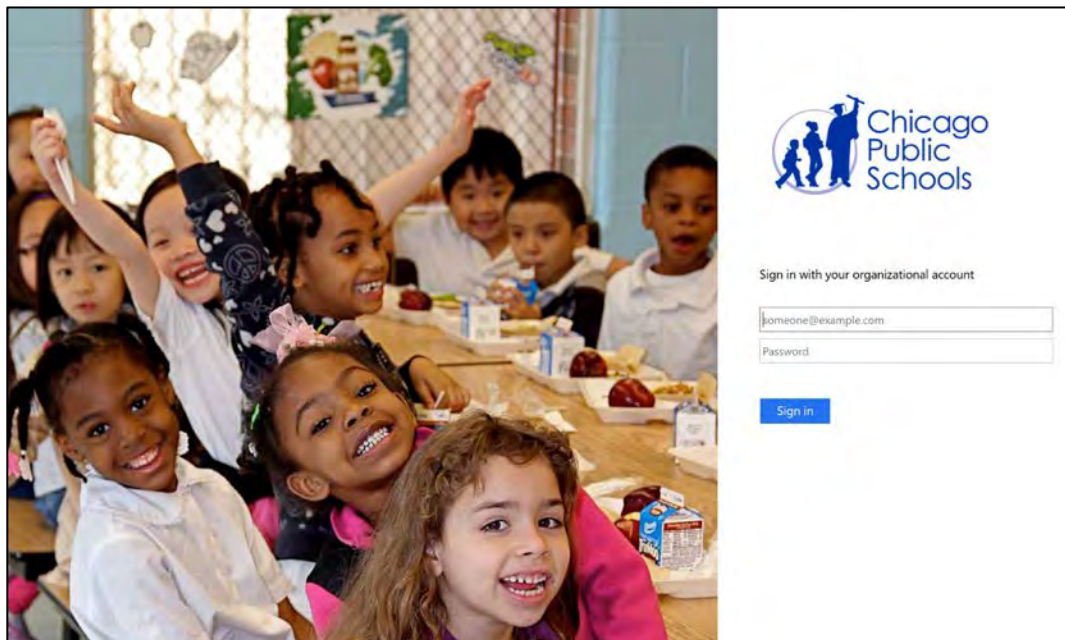


Figure 69: Custom MARC Login Page. The login page for the Nebraska Statewide Assessments would be customized similar to this one created for Chicago Public Schools. From this page, educators can easily manage users, administer tests, view reports, and access instructional resources and support.

It is simple for users of all technical abilities to initiate a test session. Within the MARC, the proctor can easily create and administer assessments by following these steps:

1. The **proctor** logs in to the administrative site to begin a test session, and to obtain the session name and password. As a security measure, a new password is generated by the system when the proctor begins a test session. Additionally, each test session will time out after twenty-four hours.
2. After the test session has been initiated, the **student** logs into the testing application and signs in for the test session.
3. Once the student has signed in for the test, the **proctor** confirms the student.
4. After being confirmed by the **proctor**, the **student** begins the test.

Interim Item Bank Integration Option

While over 95 percent of districts currently use MAP as their comparative interim assessment, we understand the desire for teachers to be able to draw upon a conveniently available item bank for use at

any time and for a variety of purposes. For this reason, NWEA offers its partnership with Certica Solutions as an optional addition to the use of our MAP assessments and maintain the valuable investments that the state has made in its current interim item bank. With our proposal NWEA offers the ability for Nebraska educators to also purchase Certica’s TestWiz and the optional Navigate Item Bank™ with MAP assessments to support the delivery of formative assessments in the classroom. We recognize that providing a comprehensive system of assessments is the best way to support a balanced assessment approach and success for Nebraska students. By leveraging research-based MAP data to inform instruction and then check understanding with short cycle item bank assessments, Nebraska educators will have access to a continuous system of data that will help guide student growth and success on the summative assessment. More information about these products is provided below.

Certica Solutions is the provider of the Certica Connect™ platform-as-a-service (PaaS) which enables K – 12 application interoperability, enrichment and leverage of learning content, and integration of data via a common education data standard. The Certica Connect platform provides a unique opportunity for K – 12 system providers to centralize data, metadata and content, and leverage a broad range of cloud-based technology services, with the goal of accelerating product development, reducing support costs, and delivering a highly integrated and sustainable learning solution.

Two key commercially available offerings within the Certica Connect platform, TestWiz and the Navigate Item Bank™, are proposed as an innovative solution to the Interim Assessment System. These two commercially available offerings will be licensed to NDE on an annual subscription basis and no title or rights of ownership will be assigned to NDE with respect to these offerings or derivative works thereof.

TestWiz is a comprehensive, web-based student assessment solution which enables educators to track student progress and achievement, target instruction, and monitor instructional effectiveness. TestWiz provides teachers and instructional leaders with the ability to create, administer and score classroom and district wide assessments, as well as analyze and report on a wide range of local, state and standardized assessment data simultaneously.

TestWiz can be utilized by a range of educators and administrators – including district leadership, principals, curriculum coaches and teachers – for assessment creation, administration, and personalized reporting. Users can create local assessments using the Nebraska educator developed item bank items and items from Certica’s industry leading Navigate Item Bank, which can be provided to districts who choose to invest in an additional item bank to increase the number of items available to them. Assessments created in TestWiz can be administered online, with paper and pencil, or a combination of both. Online assessments are scored automatically (except for constructed response items which are scored by teachers), and paper-based assessments can be either scanned and automatically scored, or hand scored and key entered into TestWiz. Assessment results can be viewed by student, class, grade, school or district. Comprehensive reporting and analysis allows results to be filtered by demographics or other student data attributes.

The Navigate Item Bank is designed to guide instruction at the district and classroom levels. Over 67,000 in the Navigate Item Bank are aligned to Nebraska learning standards.

Alternate Interim Assessments

The DLM Alternate Assessment does not offer a formal, point-in-time interim assessment. However, in the integrated assessment model, teachers use DLM instructionally embedded assessments September through February. These assessments inform instruction while also meeting summative assessment

requirements. During instructionally embedded assessment the teacher may choose Essential Elements from among those on the blueprint and select a linkage level that is an appropriate instructional target for the student. The teacher also generates a progress report on demand in Educator Portal to review student mastery of tested Essential Elements. DLM instructionally embedded assessments serve similar purposes as interim assessments.

1. Technology Capacity

The interim system must deliver assessments through an online system on demand by users. Since it must always be available, it is important that the system be able to handle potentially high levels of usage on a regular basis. The proposal should detail what efforts that will be made to ensure that districts will have access to the interim system whenever they need it with limited interruptions for maintenance and updates.

a. The proposal should include consideration for integrating with systems such learning management, Ed Fi® operational data stores, and other systems supporting the educational experience.

MAP as Nebraska’s Interim Assessment

The platform that will deliver the MAP assessments in Nebraska is the same that we propose for delivery of the summative assessments. The use of the same platform ensures that student data is managed with the same set of security protocols, that the delivery of assessments remains consistent, and that integration does not need to be completed multiple times. This platform is also remarkably stable and proven, so what it has proven to accomplish with our widespread interim assessment administration proves its ability to deliver a high-stakes assessment to a large student population. The platform currently supports more than forty million student test events each year. To date, the platform has delivered uninterrupted service with over 145,000 students taking assessments at the same time with response times less than twenty-five milliseconds. The current configuration has been certified and tested for at least 250,000 concurrent users, and 10 million students rostered, delivering over 900,000 tests in a single day. We define “concurrent” to be students actively testing at one time, proving that our platform is highly reliable and scalable.

NWEA maintains several integration environments that match the software and application configuration of the assessment production environment. We use these environments and rigorous development processes to fully test new software deployments. We use this integration environment to verify the overall system is working correctly before any system update to avoid any service interruption. Systems engineers subscribe to vendor update services to be notified of maintenance windows and system changes.

All updates are performed during scheduled maintenance windows, which are listed below:

- Normal partner-facing system maintenance is performed on Friday evenings with less than a three-hour impact. A full list of scheduled maintenance windows is available online at <https://support.nwea.org/node/4627>, as seen in Figure 70.
- Quarterly partner-facing systems maintenance activities expected to have a three hour or greater impact on partners. These windows are communicated in detail to each partner in advance.

System Maintenance Windows			
Created by Michael Paric on Nov 15, 2016 2:28 PM. Last modified by Michael Paric on Jan 23, 2017 5:54 PM.			
Monthly Platform and Software Maintenance Windows			
At Northwest Evaluation Association™ (NWEA™), we continually seek ways to improve your experience using our products. We perform routine maintenance on our systems			
		UTC)	
April 14 – 15, 2017	Friday, April 15 at 7 p.m. PST (Saturday, April 16 at 3:00 a.m. UTC)	Saturday, April 16 at 10:00 a.m. PST (Saturday, April 15 at 6:00 p.m. UTC)	Software Release
June 9 – 10, 2017	Friday, June 9 at 7 p.m. PST (Saturday, June 10 at 3:00 a.m. UTC)	Saturday, June 10 at 10:00 a.m. PST (Saturday, June 10 at 6:00 p.m. UTC)	Software Release
July	Friday, July 7 at 5	Sunday, July 9 at	Platform

Figure 70: System Maintenance. NWEA keeps a schedule of MAP maintenance times available online for partners’ convenience and planning. This image is a recent example from the online schedule.

We continue to enhance our core platform to optimize the user experience and ensure data validity is not affected by testing technology. NDE can share the same confidence in administering NWEA assessments that our 8,700 other partners enjoy through our reliable and secure test experience. Our platform and products have a proven track record of helping children learn. They set the industry benchmark for reliability and scalability.

Our Test Engine

There are multiple ways to adapt an assessment, but adaptivity guided by defined constraints should reflect the purpose and claims of the assessment. NWEA has the flexibility to constrain our computer adaptive engine to a variety of purposes, such as those described and customizable for the Nebraska Statewide Assessments, and we are continually enhancing our engine to be as flexible and customizable as needed.

MAP assessments use our adaptive test engine to adjust item by item to each individual’s level of achievement and skills. The assessment begins by delivering the student a question with a difficulty level close to the grade-level mean for that student. If the student answers the question correctly, he or she receives a more difficult question. An incorrect response triggers an easier and less difficult second question. As the test progresses, the engine attends to instructional areas and sub-areas and also has the option to track student response time as a measure of engagement.

Technical Requirements

Because the platform used to deliver the proposed Nebraska State Summative Assessment will be the same as that for the interim, all technical requirements remain the same.

Interim Item Bank Integration Option

TestWiz is a proven and highly available web-based solution that has reliably served a high level of users. Certica has extensive expertise and experience building highly available and scalable systems. Certica constantly monitors usage and scalability needs to continually evaluate and expand the availability and scalability of all systems. Certica hosts its platforms and applications in cloud-based infrastructures such as Amazon Web Services (AWS) and Rackspace which enables flexible and scalable architectures based on the usage of the system and availability requirements of the end users.

TestWiz is configured in a server environment that allows large groups of concurrent users, either district staff accessing the assessment data, and/or students taking assessments. Further, as the workload grows, Certica is able to scale the infrastructure in this hosting environment very easily.

During the past six years, TestWiz has enjoyed 99.999 percent uptime with the scheduled availability time window.

System Integration

For MAP Interim Assessment, NWEA will provide a set of secure and highly scalable set of Data APIs to facilitate the integration with third party ed-tech solutions such as Ed-Fi dashboards, learning management solutions, instructional content providers and other data aggregators. One of several forms of the Data APIs will be compatible to Ed-Fi format and semantic specifications. The APIs will be SSL (https) based and will be protected by industry standard OAuth tokens.

In addition to the Data APIs, districts will have the ability to download student data files known as Combined Data Files (CDF). These files will be provided in the event that Data API integration is not possible or cannot be supported by NDE or other authorized consumers of NDE student data.

Certica is an expert in the delivery of Ed-Fi® services, technology and data architecture for state and local education agencies, and the company has on its staff the original architects of the Ed-Fi unified data model and related technologies.

Certica employs the expertise with Next Generation Data Architecture services, which provide industry expertise to enable a comprehensive data platform that integrates data from multiple information systems and applications; ensures high-quality data; enables operability between applications; and supports data visualizations and analytics to support instruction and student success.

TestWiz supports a district-wide export function for administrators to export large quantities of data into a .csv file, to be easily consumed by other applications, such as a student information system or a data warehouse.

Given the Certica expertise in data integration and interoperability, other methods of system integration can be considered and implemented.

b. The proposal should include strategies and experience for implementing SAML integration for authentication and attributes required for authorization.

MAP as Nebraska's Interim Assessment

Single sign-on (SSO) integration will be provided based upon SAML 2.0 protocol. Within SSO, authentication and authorization will be utilizing the mechanisms available based upon the SAML standard. This approach is similar to our current SSO integration with large school districts for the past several years.

TestWiz has specific integrated authentication capabilities built-in, but Certica is proposing to implement SAML integration within TestWiz as part of the rollout of the solution. Certica has experience in other applications that it provides with SAML integration, and in particular has considerable experience with SAML integration in an Ed-Fi environment.

2. Student Information

a. The proposal should include a solution for uploading students as early in school year as possible. The interim system must provide a secure access web-based system for districts to upload their student demographic, teacher, and school data to the interim system because the NSSRS data are currently not available at the start of the school year.

MAP as Nebraska's Interim Assessment

NWEA will provide a web-based user interface to manually upload roster data and student demographic data via a roster file native to NWEA. The format of the roster file will ensure the cleanest possible data exchange between Nebraska school districts and NWEA. The user interface will require a student id as a unique identifier and the student id will remain as a unique key identifier throughout the NWEA systems and data stores.

The user interface will be available only over SSL and will require a user login to access the page. The web-based user interface will allow authorized users to upload, update, and delete student data. Nebraska school districts will use NDE Student IDs as unique identifiers. The use of NDE Student ID will ensure a smooth transition to the data available from the NSSRS. For existing MAP district partners, NWEA will work with the NDE to create a cross reference between student IDs that have been rostered and the NDE Student ID.

We also support automatic rostering via APIs as detailed below. Some districts/partners in Nebraska currently use this method of auto-rostering, which ensures seamless and automatic data synchronization across district system information system and NWEA systems.

Upon contract award, we will ask NDE to provide a list of all districts and schools participating in the program with their associated codes – this will act as the organizational hierarchy in our system. This format will be reviewed and agreed upon with NDE prior to the delivery of the file.

In addition to these details, we will need a key contact (phone and email) for each district. This person will act as the “initial user” for the system and will have responsibility for setting up other users in their district and schools. The format for user role set up will be reviewed and agreed upon with NDE prior to the delivery of this initial set of users.

The third step in this process will be for the state to provide us an enrollment file of students (in a pre-defined and agreed upon format) that will act as the initial roster of students to be tested. Subsequent updates to this file will be the district responsibility.

Prior to building the MAP testing environment, our onboarding team will work with each district to collect and document all data components necessary to build the testing environment (i.e., names of schools and identification of staff in key system administration roles). All information collected requires final sign-off by the district prior to creation of the MAP testing instance.

Once the testing environment has been created and tests are loaded into the system, the implementation support specialist will verify that the environment includes the data components collected from the district, and then conduct a “Go-Live” call with key staff. During this call, the accuracy and functionality of the environment will be verified again using a remote support application (LogMeIn) to observe the initial district login. A verification of product functionality and a product walk-through is

also performed during this call. We will conduct this verification in the first year of the contract for every district.

Interim Item Bank Integration Option

Keeping student, teacher and course data accurate and up-to-date in TestWiz is necessary for test administration as well as the valuable reporting and analysis that helps assess student performance and outcomes, and to target instruction. The Certica client services organization works with districts to identify the most efficient method of obtaining and processing this reference data, and the frequency with which it should be refreshed based on a district's administrative systems, IT processes and use of TestWiz.

There are three ways in which this reference data can be updated in TestWiz:

- 1. Automated Integration with Student Information System.** With most student information systems, the Certica client services organization is able to collaborate with a student information system (SIS) administrator at the district to perform a one-time setup of a daily automated process.
- 2. Electronic.** If a district chooses to manage the synchronization locally, they may export a data file from their SIS, map the TestWiz fields to the file, and upload the data. TestWiz will update accordingly. This may be done as often as the district desires.
- 3. Manually.** At any time, an authorized administrative user can make changes to class rosters, teacher assignments and special codes directly in TestWiz.

Certica is proposing to integrate TestWiz to the Ed-Fi Operational Data Store (ODS) via the Ed-Fi Application Program Interfaces (APIs) as part of the implementation of TestWiz within the Interim Assessment System. This integration between TestWiz and Ed-Fi is a very simple task for Certica Solutions, given the company has on staff the original architects of the Ed-Fi ODS data standard and the Ed-Fi APIs.

b. The interim system must have a complete set of demographic data for each student at the point-of-time of assessment. This data management system must also provide reports and analysis, as noted below, for districts and for NDE.

MAP as Nebraska's Interim Assessment

Interim MAP assessments have a complete set of demographic data for each student at the point of assessment as a result of the student rostering process. Using each student's unique ID, demographic attributes are used as sorting filters prior to running a report.

Standard data within a class roster file (CRF) are:

- Term Name
- Beginning Instructional Date
- Total Number of Instructional Days
- Testing Window Start Date
- Testing Window End Date, School Name
- School Number
- Previous Teacher ID
- Teacher ID

-
- Teacher Last Name
 - Teacher First Name
 - Teacher Middle Initial
 - Class Name
 - Class Period Name
 - Class Subject Name
 - Previous Student ID, Student ID
 - Student Last Name
 - Student First Name
 - Student Middle Initial
 - Student Date of Birth
 - Student Gender
 - Student Grade
 - Student Ethnic Group Name
 - Student Language Preference Name

In addition, the interim MAP allows for a Special Programs File (SPF) enabling additional demographic data to be utilized for creation of unique groups of students. This file is customizable by NDE based on localized preferences.

c. The system must allow for the creation of classes and for students to be assigned to multiple classes.

MAP as Nebraska's Interim Assessment

Your CRF contains each student in your system and their full set of demographic data. A student within the CRF can be listed under as many classes as needed which enables every stakeholder to have access to reports. As part of support training, staff are provided directions that enable a CRF to be fully configured by the user. While starting with an export from a student information system, additional classes not listed in an SIS can be created in the CRF enabling tracking of student performance by multiple stakeholders.

d. The proposal should include the capacity and experience in using API access to synchronize student and district data.

MAP as Nebraska's Interim Assessment

NWEA will expose Representational state transfer (REST) APIs to allow for the collection of roster data as well as student demographic data. Student APIs will be keyed by the NDE Student ID and the NDE Student ID will remain as a unique key identifier throughout the NWEA systems and data stores. The SSL (https) based APIs will be further secured by the standard OAuth 2.0 client credentials flow.

3. Assessment Development

a. The interim system may allow district users to create tests from the item bank for administration at the classroom, school, or district level or may be an off-the-shelf system, or may be off-the-shelf augmented by Nebraska developed items. The system provides districts flexibility to use it based on their needs. The interim system may be available only online but the users must be able to print out paper versions of any test. The interim

system online and printed tests must meet agreed upon guidelines for test design and style. The proposal should describe a system that meets these requirements.

MAP as Nebraska's Interim Assessment

MAP is an off-the-shelf product offer, so our proposed interim assessment solution does not require educators to create tests. MAP delivers secure, computer adaptive assessments drawing from over 30,000 calibrated items. However, in response to this request we are offering an option that can be purchased in addition to MAP to provide a method of managing and delivering items drawn from the Nebraska item bank using services provided by Certica. In partnership with Certica, NWEA can offer TestWiz to support the Nebraska item bank and the optional Navigate Item Bank with the purchase of MAP.

We believe offering both of these options furthers the vision of the NDE to provide educators with a comprehensive assessment system. Educators will be able to use their valid and reliable MAP data to isolate individual and classroom needs for instruction. Instruction can be delivered based on identified student learning paths established to support student growth. Educators then use the Nebraska item bank to build short cycle assessments to check for student learning gains. This system creates a continuous cycle of research based interim assessments, instruction, and short cycle assessments to monitor student progress and growth.

Interim Item Bank Integration Option

Certica Solutions is the provider of the Certica Connect platform-as-a-service (PaaS) which enables K – 12 application interoperability, enrichment and leverage of learning content, and integration of data via a common education data standard. The Certica Connect platform provides a unique opportunity for K – 12 system providers to centralize data, metadata and content, and leverage a broad range of cloud-based technology services, with the goal of accelerating product development, reducing support costs, and delivering a highly integrated and sustainable learning solution.

Two key commercially available offerings within the Certica Connect platform, TestWiz and the Navigate Item Bank, are proposed as an innovative solution to the Interim Assessment System.

TestWiz is a comprehensive, web-based student assessment solution which enables educators to track student progress and achievement, target instruction, and monitor instructional effectiveness. TestWiz provides teachers and instructional leaders with the ability to create, administer and score classroom and district wide assessments, as well as analyze and report on a wide range of local, state and standardized assessment data simultaneously.

TestWiz will support the Nebraska educator item bank and be used by a range of educators and administrators – including district leadership, principals, curriculum coaches and teachers – for assessment creation, administration, and personalized reporting.

Assessment Repository

TestWiz supports a district's entire local assessment program by integrating test results from multiple sources in a central repository, as seen in Figure 71. Scores from local, literacy, and state assessments in addition to certain standardized test results can all be input, stored and analyzed in TestWiz.

Assessment data can be collected in TestWiz in four ways: administered online, scanned from TestWiz produced plain paper answer documents, key entered or imported from a data file.

Select Existing Test

More information about this page...

After finding the test you wish to work with, click anywhere on the row to list your edit options.

Last Modified	Release Ready	Active	Online only	Grade	Test Name	Test Abbrev.	Owner
9/18/2012	yes	no	no	5	Math Quiz	MATHQ	markdemo
9/18/2012	yes	yes	no	9	Grade 9 ELA Quiz	G9ELAQuiz	markdemo
9/13/2012	yes	yes	no	5	Grade 5 ELA Benchmark	G5EB	markdemo
8/24/2012	no	no	no	5	Grade 5 Math Benchmark Spring	G5MathBmrk	RobDemoDBE
8/24/2012	yes	yes	no	5	Grade 5 Math Benchmark	G5MB	RobDemoDBE
8/16/2012	yes	yes	no	3	Carols Test	Carolsp	RobDemoDBE
8/16/2012	yes	yes	no	6	Rob's Test	Robgtest	RobDemoDBE
8/15/2012	yes	yes	no	7	Rob's Math Assessment Grade 7	RobsMath7	RobDemoDBE
7/27/2012	yes	yes	no	4	ELA Grade 4 Benchmark	ELA4B	RobDemoDBE
7/27/2012	yes	yes	no	5	ELA Grade 5 Benchmark	ELA5B	RobDemoDBE
7/25/2012	yes	yes	no	5	Grade 5 Mathx	MathG5x	RobDemoDBE
7/25/2012	no	no	no	5	Grade 5 Math	G5Math	RobDemoDBE

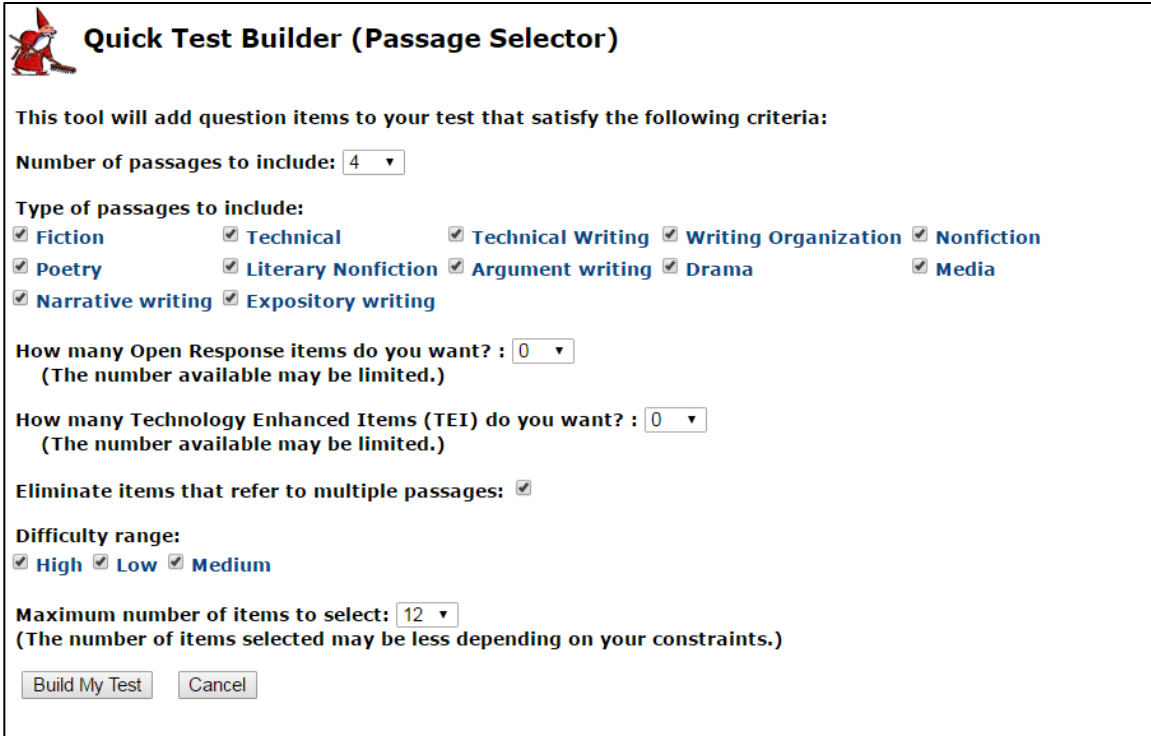
Change page: < 1 2 3 4 5 6 7 8 > | Displaying page 3 of 8, items 25 to 36 of 88.

Figure 71: TestWiz Assessment Repository. TestWiz allows educators to store scores from local, literacy, and state assessments, in addition to certain standardized test results, in its repository.

Assessment Creation

Using a simple wizard-based interface, educators can create standards-aligned assessments for any grade and any core or non-core subject area. Multiple-choice, technology-enhanced and constructed response question types can be utilized for formative or benchmark purposes. Tests created in TestWiz can be administered online, with paper and pencil (provided the assessment doesn't include technology-enhanced items), or a combination of both. With support for multiple item banks, including the Nebraska educator created item bank, educators can produce tests created from an unlimited number of local items input by their district, or by selecting items from the Navigate Item Bank, commercially available as an additional option to districts from Certica Solutions.

TestWiz also includes a "Quick Test Builder" feature (see Figure 72) that allows users to quickly select the quantity of items to be included on an assessment and define a profile for the item mix, such as passage or non-passage related items, passage type, and item difficulty level. The Quick Test Builder automatically generates an assessment for review and administration.



Quick Test Builder (Passage Selector)

This tool will add question items to your test that satisfy the following criteria:

Number of passages to include: 4 ▾

Type of passages to include:

Fiction
 Technical
 Technical Writing
 Writing Organization
 Nonfiction
 Poetry
 Literary Nonfiction
 Argument writing
 Drama
 Media
 Narrative writing
 Expository writing

How many Open Response items do you want? : 0 ▾
(The number available may be limited.)

How many Technology Enhanced Items (TEI) do you want? : 0 ▾
(The number available may be limited.)

Eliminate items that refer to multiple passages:

Difficulty range:

High
 Low
 Medium

Maximum number of items to select: 12 ▾
(The number of items selected may be less depending on your constraints.)

Build My Test Cancel

Figure 72: Quick Test Builder. This feature of TestWiz lets educators quickly define and create an assessment.

Educators who wish to take a more hands-on approach can follow a simple nine-step test-creation process, as seen in Figure 73. Users start by specifying the subject area and grade level of the assessment then preview and filter the relevant passages and items by standard, item type, difficulty level, point value and Bloom’s Taxonomy. Once items are selected, the user can sequence the order in which the items are presented and preview the assessment.

Item Bank Test: Items

More information about this page...

1. New/Edit
2. Test Name etc.
3. Subject
4. SubSections
5. Standards
6. Items
7. Item Order
8. Review
9. Publish the Test

Quick Test Builder Remove All Items

<< Previous Next >>

Items That You Have Selected:

Delete	ID	SubSection	Standard	Bloom's Taxonomy	Diff	Type	P/P	TEI	Pts	DOK
Delete	i-305600	Rdg-Info Text	CCSS-ELA-Lit-RI-K-1, Ask/answer questions about key details in a text	Understanding	Medium	CM	No	Yes	1	II
Delete	i-305601	Rdg-Info Text	CCSS-ELA-Lit-RI-K-4, Ask/answer questions about unknown words in text	Analyzing	High	CM	No	Yes	1	III

Select Items:

Select	ID	SubSection	Standard	Bloom's Taxonomy	Diff	Type	P/P	TEI	Pts	DOK
<input type="checkbox"/>										
Passage Name: No Passage (324)										
Passage Name: A Butterfly's Day (2)										
<input checked="" type="checkbox"/>	i-305600	Rdg-Info Text	CCSS-ELA-Lit-RI-K-1, Ask/answer questions about key details in a text	Understanding	Medium	CM	No	Yes	1	II
<input checked="" type="checkbox"/>	i-305601	Rdg-Info Text	CCSS-ELA-Lit-RI-K-4, Ask/answer questions about unknown words in text	Analyzing	High	CM	No	Yes	1	III
Passage Name: Advertise Your Business (6)										
Passage Name: Allie's Sparrow (2)										
<input type="checkbox"/>	i-305605	Rdg-Literature	CCSS-ELA-Lit-RL-2-4, Desc how words & phrases supply rhythm/meaning	Analyzing	High	CM	No	Yes	1	III
<input type="checkbox"/>	i-305604	Rdg-Literature	CCSS-ELA-Lit-RL-2-4, Desc how words & phrases supply rhythm/meaning	Analyzing	High	CM	No	Yes	1	III
Passage Name: An Account of the Proceedings on the Trial of Susan B. Anthony (5)										
Passage Name: An Autobiography (4)										
Passage Name: Boy and a Crow (6)										
Passage Name: Bubble, Bubble, Spittlebug (7)										
Passage Name: Chapter IV from The Cruise of the Snark: Finding One's Way About (7)										

Online Preview

Figure 73: Nine-Step Test Creation Process. Educators can choose subject area and grade level and select items to create their own assessment.

Local Item Management

Educators have the ability to create and administer assessments using the Nebraska educator-created item bank or their own local items to best fit their assessment needs. Users can create items in any subject area and align those items to Nebraska's standards, as seen in Figures 74 and 75. TestWiz supports pre-defined sets of standards such as state-specific standards, as well as a local set of standards that can be created by a district. Item types include multiple choice, technology-enhanced and constructed response, and can be associated with passages. Specific properties such as Difficulty Level, Bloom's Taxonomy, or a Depth of Knowledge (DOK) level can be associated to each local item.

Figure 74: Adding Local Items. Educators can create items and align those items to Nebraska’s standards within TestWiz.

Figure 75: Adding Local Items. Educators can preview the items they have created before adding them to an assessment.

Item Bank Management

Users can organize items by establishing local item banks for specific purposes, which could include subject specific item banks— such as Elementary Reading Comprehension or American History – or task

specific item banks – such as formative or benchmark purposes. Access to item banks can also be secured so only permitted users can view certain items and create assessments from those items.

Online Testing

As a web-based application, TestWiz, enables educators to administer assessments online using an internet connected device equipped with a modern browser. Assessments taken online by students using TestWiz are automatically scored and then stored for viewing and reporting alongside other local, state and standardized test results, providing a longitudinal profile of each student, as well as a test group’s overall achievement. The ability to administer online assessments is provided for any assessment created in TestWiz using local items or items from the Navigate Item Bank. See Figure 76 for the TestWiz Login screen.

The image shows a web form titled "TestWiz Login". It contains three text input fields. The first field is labeled "First Name" and contains the text "Aleah". Below it is the instruction "Enter your first name, as it is shown on your test ticket.". The second field is labeled "Last Name" and contains the text "LN8353932". Below it is the instruction "Enter your last name, as it is shown on your test ticket.". The third field is labeled "Code" and contains the text "EMZMA". Below it is the instruction "Enter the test Code, as it is shown on your test ticket.". At the bottom of the form is a blue button with the text "Start Test".

Figure 76: TestWiz Login. TestWiz allows teachers to create and administer and students to take assessments online.

Online assessments can be administered for specific grade levels or classes. A fixed testing window can be established to restrict the date and time in which a test may be taken. For security purposes, personalized test tickets are created, which include the student’s name, a unique pass code and any special instructions added by the teacher.

Online assessments administered via TestWiz are accessible to students using a browser from an internet-connected PC or tablet. Navigation through a test is done by progressing forward, skipping a question, or going back. Once the test is complete, the student clicks “Finish,” and the test is scored, as shown in Figure 77.

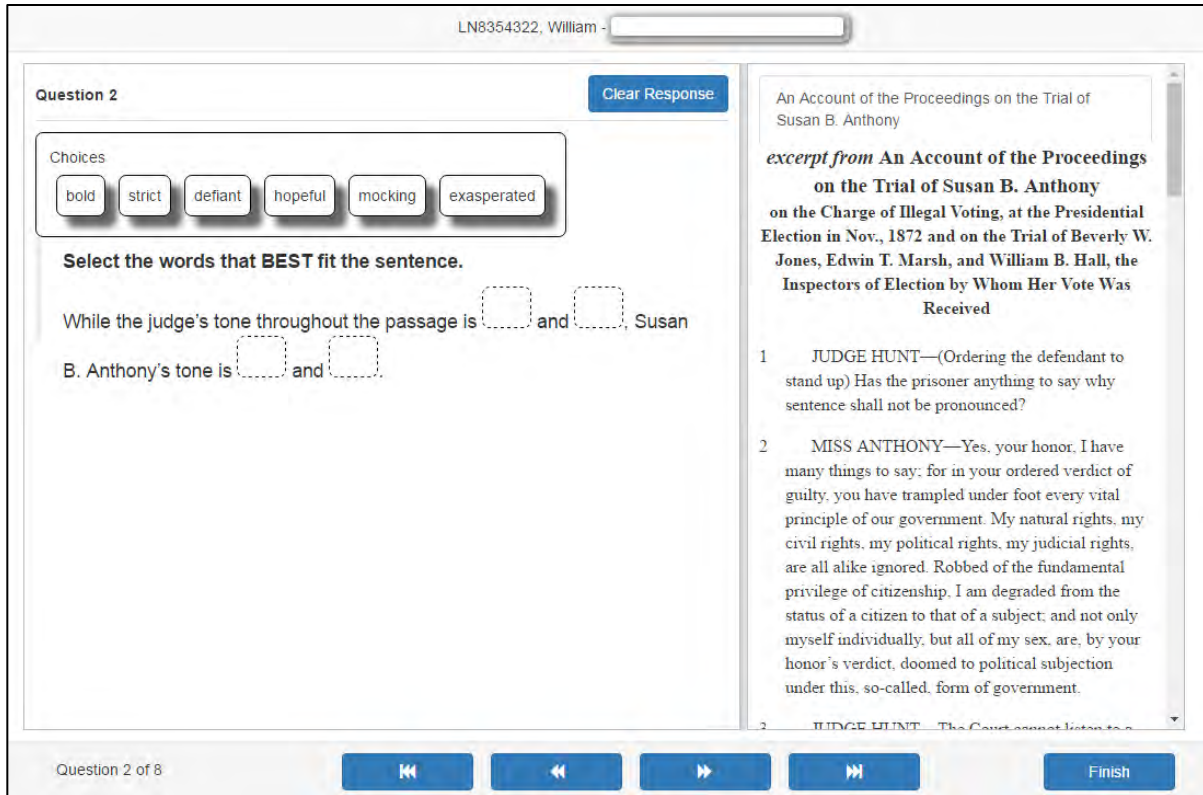


Figure 77: Student Testing. Students take tests administered in TestWiz through a browser. They navigate by pressing the blue buttons at the bottom, for forward, skipping, going back, and “Finish” when the test is complete.

Teachers have immediate access to results and can filter by question or learning standard for each student or customized sub-group. Reports can be exported in PDF, Microsoft Word or Microsoft Excel® format. All TestWiz reporting capabilities are available for online assessments.

Plain Paper Scanning

For local paper-based assessments; educators can print a student answer document on plain copy paper for each student that contains his or her name, the teacher’s name, the test specifications and a unique bar code identifier. After the test is administered, the answer document can be scanned using a plain-paper, affordable desktop scanner directly into TestWiz for immediate scoring, reporting and analysis. Answer documents can be produced for assessments created within TestWiz or for other locally created tests.

Key Entry

Certain assessments, such as literacy tests, require results to be entered by hand. For assessments of this type, TestWiz includes a simple interface for educators to key enter answers and scores. Results are stored electronically for immediate access and timely decision making. By reporting alongside other test data, teachers can monitor individual student progress and instructional leaders can track achievement of cohorts. TestWiz supports key entry for DIBELS, DIBELS Next, DRA, DRA2, Fountas & Pinnell, and other literacy and standardized assessments.

b. Or the Interim system may be an off-the-shelf system that mirrors the statewide assessment system in design, technology, and tested standards.

MAP as Nebraska's Interim Assessment

Our interim system for NDE is already in use in over 300 Nebraska school districts and private schools; approximately 95 percent of your districts. Our MAP suite is made up of computer adaptive interim assessments for grades K – 12 in mathematics, reading, language usage, and science. (Language Usage assessments are for grades 2 – 12, and Science assessments are for 3 – 8).

MAP assessments mirror the statewide system in design, technology, and tested standards:

- **Design:** MAP and the summative assessment we will develop for Nebraska are both valid, reliable, computer adaptive tests with robust item banks and low standard errors of measurement.
- **Technology:** Nebraska's summative assessment will operate on the same platform and adaptive engine as our current MAP interim assessments.
- **Tested Standards:** Our assessments are aligned to Nebraska College and Career Ready Standards.

MAP assessments are designed to measure achievement and growth and on our RIT scales, so a consistent record of student growth can begin in kindergarten and continue through high school. The precise achievement data produced by MAP assessments allow us to measure student growth over time – within a school year, and across years. This gives educators, parents, and students clear information not only about each student's grade-level proficiency, but also how each student performed compared to others, to his or her previous achievement, and to his or her predicted performance.

MAP assessments provide insight into the instructional needs of all students, whether they are performing at, above, or below grade level. By calibrating item difficulty and student achievement on our stable, equal-interval scale, our assessments adapt above and below grade level to accurately identify a student's true achievement level. MAP assessments help identify at-risk students and link to resources to help teachers develop individualized instruction and intervention plans.

c. In addition, the proposal should provide information for an interim system that provides items beyond those assessed in statewide testing.

MAP as Nebraska's Interim Assessment

NWEA offers off-the-shelf computer adaptive assessments aligned to Nebraska College and Career Ready Standards in reading, language usage, mathematics, and science. These assessments draw from item banks containing 30,000 items, which are additional to the items that will be used for Nebraska's summative assessment. Our high-quality item pools have been widely acknowledged to play a critical role in the measurement precision and efficiency of computer adaptive tests.

MAP item pools contain a large number of items, with coverage in content and difficulty level across the full range of the RIT scale. The quality and depth of our item pools ensure precise measurement while always meeting the requirements of test specifications. We employ a rigorous item development procedure, following the guidelines described in *The Standards for Educational and Psychological Testing*.

Our content specialists create item specifications, derived from analyzing the standards for the fullest understanding of the intention, scope, and focus of instruction. From this, we provide specific guidance

to item writers regarding the content, context, and cognitive complexity of items that will assess a standard. MAP assessments include a deep pool of items that span a full range of cognitive levels and skills. Each item in the pool is evaluated and tagged with a Bloom’s cognitive process dimension and Webb’s Depth of Knowledge (DOK) level. Item pools for MAP tests include selected-response and technology-enhanced items at DOK levels 1, 2, and 3.

Our content experts continuously develop, field test, and operationalize new machine-scorable items for MAP assessments in order to provide the appropriate depth of coverage of the standards. As part of this process, our team carefully constructs both the content of the item and the item type to provide the most accurate measurement of each student’s knowledge and abilities as they relate to the standard attached to the item. Our process ensures high-quality items with solid construction, appropriate reading levels, developmental appropriateness, accessible formatting and design, and adherence to bias, sensitivity, and fairness guidelines.

Our item development process is designed to include multiple reviews to ensure high quality. The process includes item specification creation; item specification review; item writing; review for copyright, permissions, and plagiarism; an initial item quality review and editorial review; a second content review; and two separate reviews for content integrity, bias, sensitivity, and fairness. These are all carried out before a final content review and copy edit. All items in the item banks are put into field test after they have completed the development and review process. The items that calibrate become a part of our active item pool.

Interim Item Bank Integration Option

Assessments can be created in the optional TestWiz system using an organization’s own local items in any subject area. Those assessments can also be supplemented with external item banks such as Certica’s optional Navigate Item Bank. The Navigate Item Bank is the largest repository of high-quality, standards-aligned test items which enables educators to create customized assessments and provides flexibility to reflect a range of curricula and instructional methods.

4. Item Bank

The current interim system has an item bank with items developed by teachers and supplied through NDE. Additional items are regularly created and added to the interim system. If the interim system is one where items are developed by educators and/or supplemented by additional items, resulting in an item bank to be used for educators to develop assessments. The system should also have the ability for users to easily create or upload all item types into the system. The system is currently populated with 8,000 items.

a. Each item in the bank must be searchable based on multiple criteria: content, grade level, framework, standard, benchmark, indicator, item status, and passage. Each item in the bank conveniently displays the following information: item ID, creation date, type of questions, subject, grade, DOK, difficulty, focus, aligned standard and what assessments that item is associated with. Each item has a field to allow users to provide feedback. Item display is designed to make it easy for teachers to construct assessments for their classroom. The item bank is accessible to NDE staff also. The proposal should describe a system that meets these requirements.

MAP as Nebraska’s Interim Assessment

This is not applicable, as the off-the-shelf solution we are proposing includes our MAP item bank.

Interim Item Bank Integration Option

Designed to work with the Navigate Item Bank, which exceed 67,000 Nebraska-aligned items in total, TestWiz has been designed to leverage metadata associated with Items, Passages, and Standards to help quickly find items that meet the educator’s specific needs. When creating an assessment with item banks in TestWiz, users utilize a nine-step test building process. The first steps of that process include specifying the subject and the grade level of the assessment, such as “mathematics, grade three.” Once the subject and grade level are chosen, TestWiz displays the relevant standards that correspond to those selections (See Figure 78). In the “mathematics, grade three” example, strands such as Measurement & Data, Geometry, and Operations & Algebraic Thinking will be displayed and selected and then individual standards will be displayed for the selected strands, from which users can then choose, and then items aligned to those standards will be presented for test creation. Users then further filter and review the items based on other attributes, such as Blooms Taxonomy, Webb’s Depth of Knowledge, Difficulty, Item Type and select the items they wish to include in the assessment.

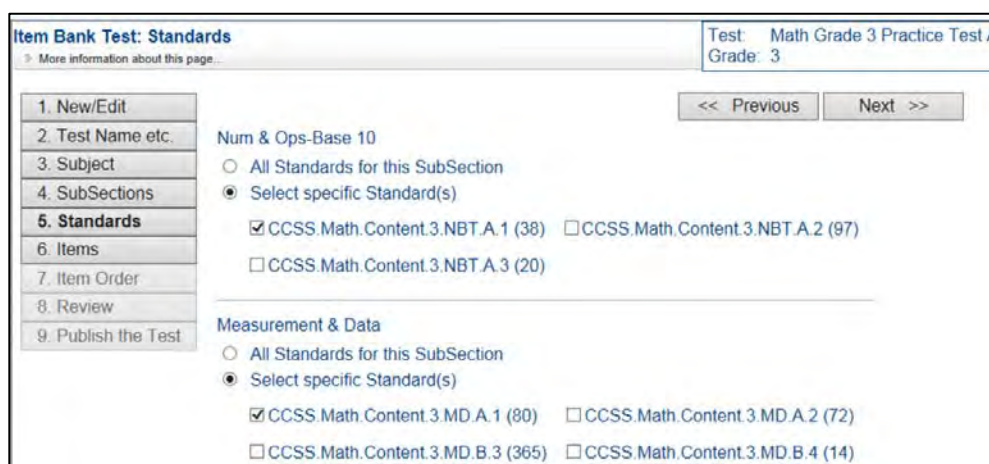


Figure 78: Selecting Standards. This figure shows the screen where an educator would select standards – after choosing subject and grade level – in TestWiz assessment creation. This example uses Common Core, but Nebraska College and Career Ready Standards would be displayed in our interim assessment for Nebraska.

b. If the proposal includes use of current items for the interim system, the proposal should describe a process to move current items from the current system to a new one without the loss of any content or additional work on the part of NDE and state educators.

MAP as Nebraska’s Interim Assessment

This is not applicable, as the off-the-shelf solution we are proposing includes our MAP item bank.

Interim Item Bank Integration Option

TestWiz has the ability, with assistance from the Certica client services organization, to import test item banks via the IMS Question and Test Interoperability specification (QTI). If the current items in the interim system are available in the QTI 2.1 format, we propose to load those items into TestWiz with the following process:

Use the existing QTI loading functionality in TestWiz to load the items and any existing alignment information provided;

Perform automated testing in TestWiz to ensure all loaded items are available in the search and test building functionality of TestWiz and are correctly scored;

Perform a manual review of all loaded items to ensure they render correctly in both paper (printed) form as well as in online testing form.

5. Ancillary Materials for Interim System

a. The interim system must include online (only) manuals for different levels of users that describe how to use the system and information about all aspects of the system. The proposal should describe how the Contractor will meet this requirement.

MAP as Nebraska's Interim Assessment

The MAP Help Center includes online manuals and user guides for different levels of users. These step-by-step trainings and resources for proctors, educators, and administrators describe how to use the system and provide them with further information, solutions, and troubleshooting help within the system. Our online eLearning platform, Destination PD™, provides users at various roles with even more detailed information and training about MAP assessments and the system. Please see Appendix FF, *NWEA Online Manuals*, for samples of these materials.

Interim Item Bank Integration Option

User documentation and online help is available to all users through TestWiz. These materials are accessible from the Welcome page of TestWiz and consists of easy-to-follow instructions for using each of the capabilities of TestWiz. In addition to a catalog of documentation, TestWiz users can access self-paced eLearning modules and live scheduled webinars to learn more about the features and functionality of TestWiz.

b. The system must include a Frequently Asked Questions (FAQ) that is regularly revised and updated with new questions and answers supplied by NDE. The FAQ is accessible through the interim data management system. The proposal should describe how it will meet this requirement.

MAP as Nebraska's Interim Assessment

NWEA will create a Frequently Asked Questions (FAQ) to NDE specifications, and frequently revise and update it with new questions and answers supplied by NDE. We will host this within our MAP Help Center, part of our interim data management system.

We also provide opportunities for NDE and Nebraska educators to ask and find answers to questions, and interact with other NWEA assessment users through our community site, NWEA Connection, as shown in Figure 79. On NWEA Connection, our partners and their educators can:

- Access exclusive content and participate in discussion topics
- Quickly search the Support Knowledge Base for answers to product questions
- View their own Support ticket status
- Log in using Destination PD credentials and self-register using Central Authorization
- Join online discussions within Formative Assessment workshops
- Connect with other NWEA partners on various topics

Welcome to the NWEA Connection

OUR LATEST JOURNEY: INNOVATION AND PERSONALIZED LEARNING

Welcome to the Community

Learn more about this community, its goals, contributors, and how you can participate.

- Goals
- Code of Conduct
- Contributors

Learn

Support

WHAT ARE YOU LOOKING FOR?

Search

Search

ACTIONS

View feeds

The one-size-fits-all, assembly line model for education might have worked for preparing students during the bygone era of industrialization, but our modern career and life environment demands a more personalized approach to learning. [read more](#)

FOCUS ON SUPPORT

Do you have questions about using MAP? Browse over 150 searchable articles in our [Knowledge Base](#).

Latest posts from the Teachers' Lounge

Figure 79: NWEA Connection. Our partners can join an online NWEA community for updates, quick support, answers to questions, and conversation with other NWEA assessment users.

Interim Item Bank Integration Option

User documentation and online help, including FAQs are available to all users through TestWiz. These materials are accessible from the Welcome page of TestWiz and consist of easy-to-follow instructions for using each of the capabilities of TestWiz, and are updated as frequently as necessary to encompass questions and feedback from end users and customers. In addition to a catalog of documentation, TestWiz users can access self-paced eLearning modules and live scheduled webinars to learn more about the features and functionality of TestWiz.

6. Reporting of Results and Communicating Meaning of Results of Interim System

a. The system must generate on-demand reports for each administered test to aid teachers to use results to inform instruction. All reports are delivered in web-based format and districts are able to print reports and export the data from the reports into a spreadsheet or database. The proposal must include a detailed description of a proposed method for web-based reporting that provides easy access to results while ensuring security and confidentiality. Reports should include:

i. Results will be available to students at end of test session. Test administrators should be able to control this feature based on their needs.

ii. Reports so individual student data can be tracked throughout the year.

iii. Individual student-level results at the classroom level that include item-level results, indicator (subscore) results and score distribution.

iv. Results on individual students that are linked from year-to-year so educators can view student results from past years.

v. Aggregated and disaggregated data at classroom, school, and district levels.

MAP as Nebraska's Interim Assessment

All MAP reports are delivered in a web-based format that provides easy access to Nebraska educators while protecting student confidentiality.

Immediate Results for Students

In addition to an overall score in mathematics, reading, language usage, or science, our tests provide scores in each instructional area of the test. The end-of-test screen seen in Figure 80, displays a preliminary overall score and instructional area RIT scores to students immediately upon completion of a MAP test.

Eliza Marquart
Congratulations, you finished the test.

Measurement Scale: Mathematics	
Overall Score: 250	
Goal Name:	Operations and Algebraic Thinking
Goal Score:	248
Goal Range:	242 - 254
Goal Name:	The Real and Complex Number Systems
Goal Score:	250
Goal Range:	244 - 256
Goal Name:	Geometry
Goal Score:	256
Goal Range:	250 - 262
Goal Name:	Statistics and Probability
Goal Score:	246
Goal Range:	240 - 252

The total test time was: 01:00:39
Date: May 18, 2016 **Test Name:** MAP: Math 6+ Common Core 2010
V2

Figure 80: RIT Score and Subscores. After a student completes the last item of each assessment, this printable report displays the preliminary RIT score and instructional (goal) area RIT scores. This screen gives the student and teacher immediate and actionable data to inform instruction.

Test administrators can control whether or not this screen will appear while they are setting up a test session.

Tracking Individual Data Over Time

MAP includes many reports at the student level, many of which allow educators, parents, and students to track student data throughout the year and from year-to-year. For example, the comprehensive Student Profile dashboard report shows a wealth of individual student data – including current and past overall RIT scores, granular reporting (scores for instructional areas), growth information, and percentile comparisons, as seen in Figure 81. From this intuitive report, educators can see at a glance how a student is performing, or they can use this as a starting point to find more detailed information, set goals, or look at comparative data.

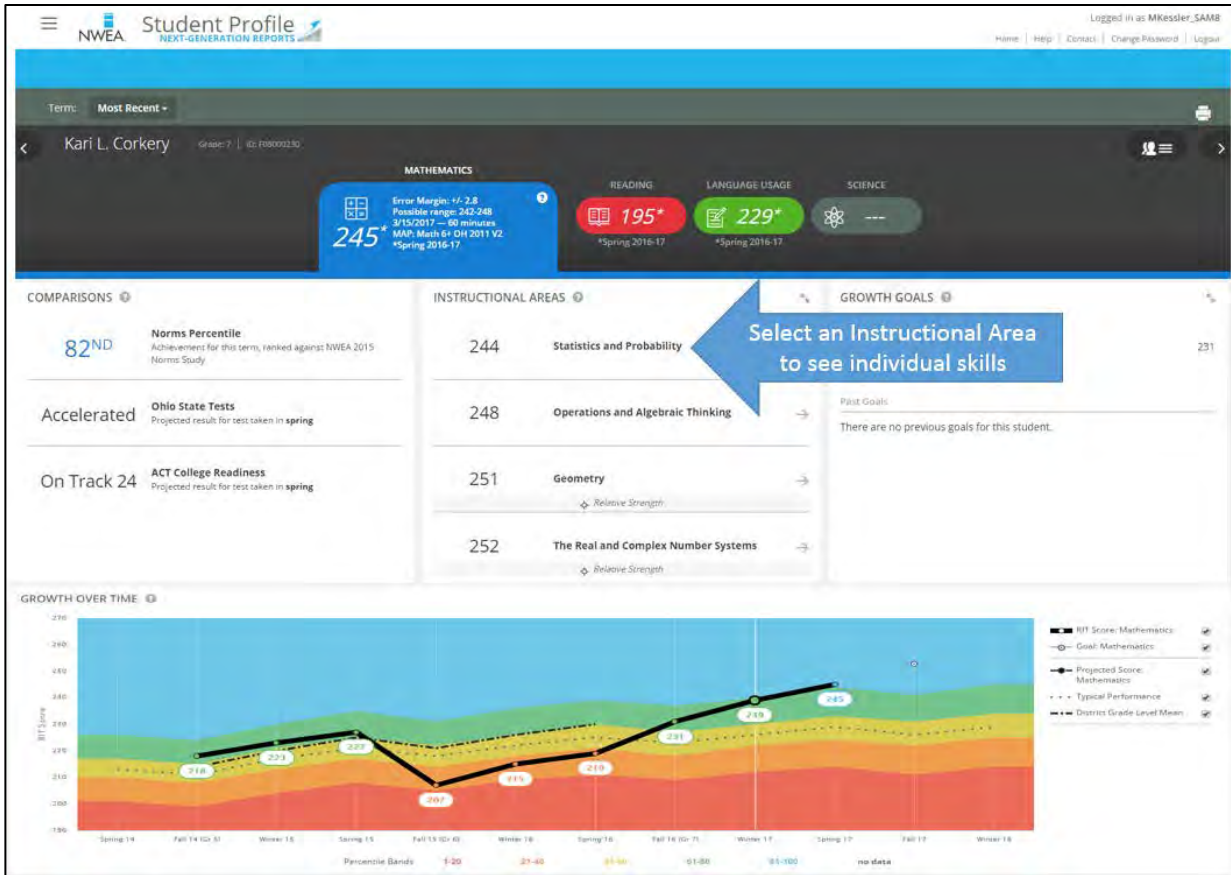


Figure 81: Student Profile. This dashboard brings several data points together to create a single view for student data, including a color-coded performance information based on normative data.

The Student Profile Report, illustrated above, produces a view of a student’s scores in instructional areas to identify strengths and weaknesses. Each instructional area is presented for each student. As performance in each area is compared to a student’s overall achievement, it is labeled as a “relative strength” or a “suggested area of focus” for the teacher. Prioritizing instructional next steps based on a pacing guide is better informed using the descriptor for each instructional area. A teacher may see in a pacing guide that an area is scheduled to be taught in the future. However, if the area is described as a “suggested area of focus,” then immediate intervention would be beneficial.

Note, in Figure 82 below, that this MAP report helps educators prioritize by identifying Statistics and Probability is a “suggested area of focus,” as it is the lowest score among the mathematics instructional areas.

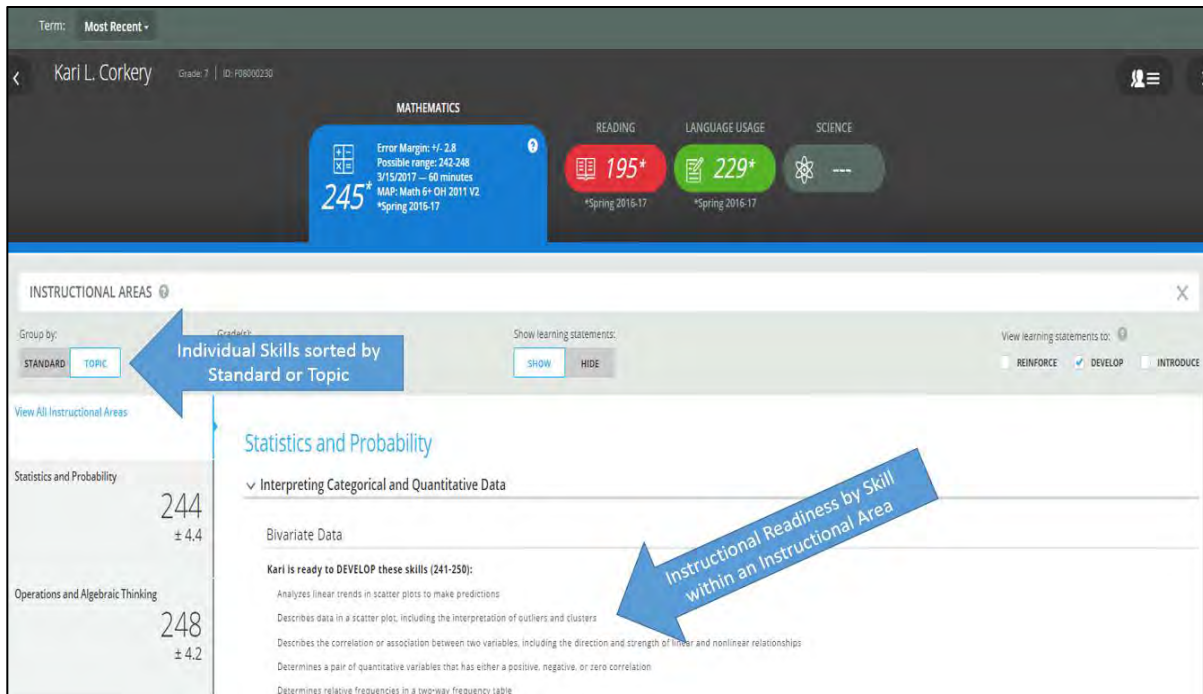


Figure 82: Suggested Areas of Focus. Drilling down through a Student Profile Report allows educators to see what students are ready to learn based on their MAP scores. This report may be sorted by standard or topic.

Similarly, the same student has a relative strength in Real and Complex Number Systems. By clicking on the area of focus, educators may then see areas of instructional readiness within an instructional area based on those results.

Please note that the MAP system does not provide item analysis reports. One of the advantages of adaptive assessments is that each student receives a unique test experience. Because of the adaptive nature of MAP tests, students in any one class may see between 200 and 300 different items, and the vast majority of items would be seen by only a few students. In the context of an adaptive test design, item analyses provide little instructional value.

During an adaptive test, each student sees test items that are at a difficulty level that is consistent with the student's performance to that point in the test. This means that, potentially, no two students would see the same item. In actuality, a few students may see a few common items. This can be easily understood when one considers that a typical item pool for an adaptive test contains 2,500 test items. If each test is fifty items long, each student is seeing two percent of all the items available. Traditional item analysis reports showing the percentage of students correctly answering each item would fail to yield any useful information. For these reasons, NWEA restricts the analysis of the performance of items to the goal level. These data present the performance of students in the same reporting unit (class, grade level in school, or grade level in a district) on sets of test items indexed to a common goal.

Aggregated and Disaggregated Data

The MAP system offers various detailed reports at the district, school, classroom, and group levels, including the examples that follow.

To help Nebraska district leaders assess performance trends by grade and school, we offer district-level reports. These reports present historical data for a particular school and are valuable in planning and monitoring school improvement plans. Figure 83 shows a sample Projected Proficiency Summary Report, which shows aggregated projected proficiency data so administrators can determine how a group of students is projected to perform on external tests, including the Nebraska Statewide Assessments and college readiness assessments.

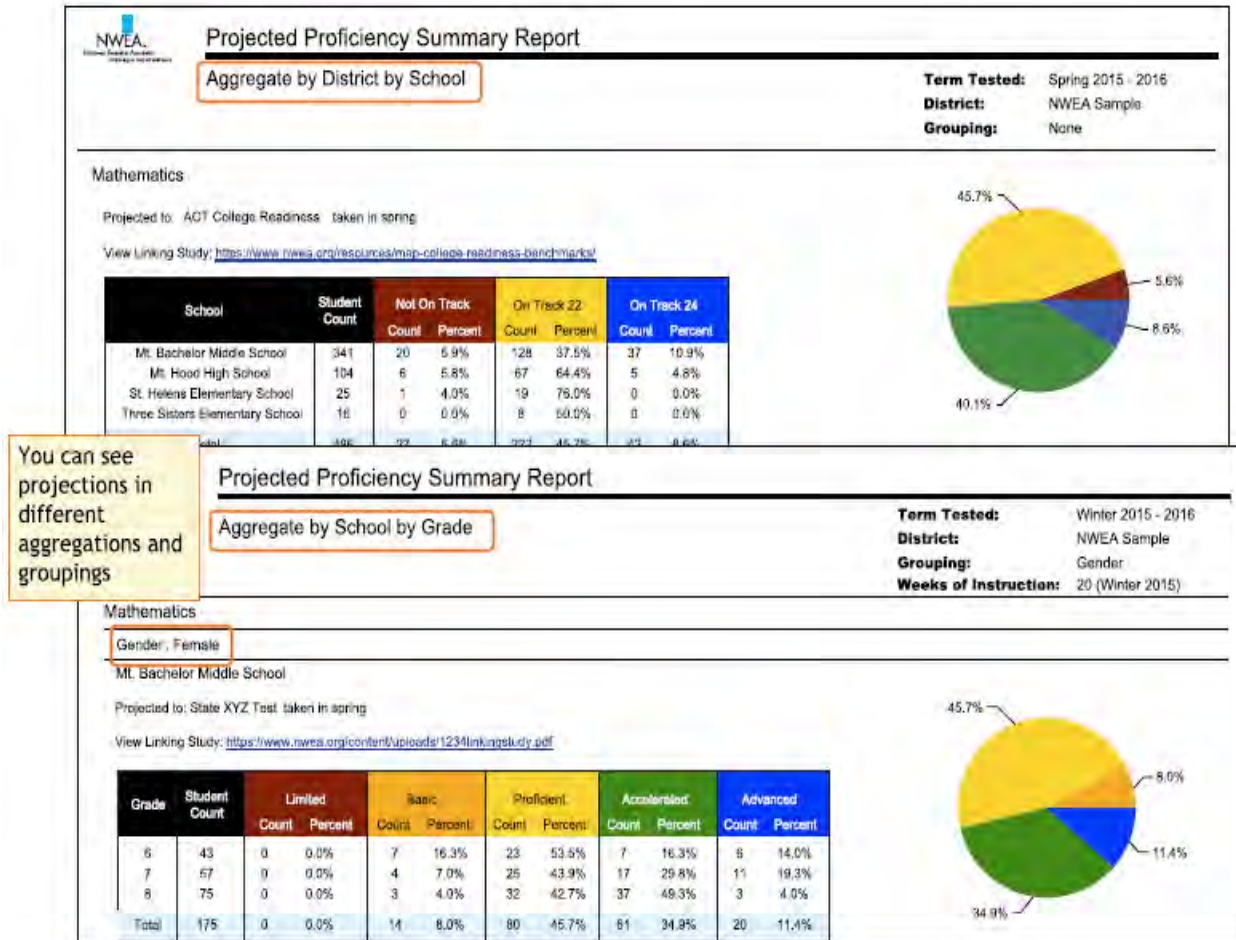


Figure 83: Projected Proficiency Summary Report. This report shares projected proficiency data on the ACT test. This report can also project proficiency on the Nebraska Statewide Assessments.

To help school administrators assess trends, identify areas of strength and weakness, and see the percentage of students meeting targets, we provide summary information in the form of grade-level reports.

One example is the Grade Breakdown Report (seen in Figure 84), which provides a single spreadsheet of student achievement (by both subject and instructional area) so educators and school leaders can flexibly group students – including by grade – from across a school. This report can be used to create subgroups, and has no limit on the number of students it can include.

	C	D	E	F	G	H	I	J	K	L	M
1	Student	M.I.	Term Tested	Term Rostered	School	Grade	Subje	Test RIT	10 Point Range	Assessment	Mathematics: Geom
2	Treavon V.		Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Math	165	161-170	MAP: Math	151-160
3	Imani T.		Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Math	157	151-160	MAP: Math	161-170
4	Lee J.		Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Math	164	161-170	MAP: Math	161-170
5	Antwain M.		Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Math	175	171-180	MAP: Math	161-170
6	Jalikka D.		Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Math	173	171-180	MAP: Math	171-180
7	Xavier W.		Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Math	176	171-180	MAP: Math	171-180

Figure 84: Grade Breakdown Report. This report can be used to create subgroupings at the grade level, such as creating student groups based on geometry performance, as seen here. Teachers might also use it to organize students into classes based on the previous year's data.

Please see Appendix GG, *MAP Reports Reference*, for more detailed information on our interim reports.

Interim Item Bank Integration Option

With the powerful reporting capability of TestWiz, educators can disaggregate data down to the individual student or learning standard. Student performance can be viewed longitudinally, for a student, class, cohort or custom sub group and interventions can be compared to see which are most effective. Reports can be customized to contain data from multiple assessments and can be grouped or filtered by any number of special codes assigned to a student including demographic variables, Response to Intervention (RTI) tiers, Adequate Yearly Progress (AYP) codes or other custom attributes. All reports can be exported in PDF, MS Word or MS Excel format. Commonly used reports can be saved as "Quick Reports" and shared for easy access for teachers and others.

TestWiz provides many different report types that can be aggregated by student, class, school and district. Table 44 below shows the report types and applicable aggregation levels.

Table 44: TestWiz Report Types

Report Type	Description	Student	Class	School	District
Student List or Profile Reports	Shows scores for each sub-section, raw score and percent correct.	X	X	X	X
List with Items	Presents a list of students and their choice for each item along with raw score, percent correct and the percent of students who answered each question correctly.		X		
Item Analysis	Presents student response to each item, percent correct, item description (with standard) and link to view item.	X	X	X	X
Item Analysis Graph	Graph representation of how the aggregate group of students performed for each item. Item description includes standard and link to view item. Can add gap score comparison groups to this report.		X	X	X
Objectives or Objectives Summary	Presents percent correct achieved for the student or aggregate group for each standard assessed.	X	X	X	X
Multi-Test Frequency Distribution - Graph	Track performance of a group or students or cohort across multiple assessments.		X	X	X
Multi-Test Summary Graph	Same as Multi-Test Frequency Distribution graph with all subsections and subtests shown on one report.			X	X
Multi-Group Frequency Distribution - Graph	Track performance of a group or students or cohort across multiple assessments with added comparison groups.		X	X	X
Multi-Test	Presents results for up to five tests on one report.	X			
Instructional Grouping	When an objective cutoff score is applied, this report lists students who did not achieve the cutoff score for the objectives assessed.		X		
Student Labels	Report formatted to be printed as labels that include the student's name and their assessment scores.		X	X	
Student Profile with Letter	Profile report that also includes a template to draft a letter to parents that prints on the report.	X			
Student Profile	Profile report that also includes objective summary.	X			

Table 44: TestWiz Report Types

Report Type	Description	Student	Class	School	District
Student Profile with Items	Profile report that shows the student's response to each item, standard and link to item.	X			
Item Analysis with Correlation Index	Item Analysis report that also includes the item to test correlation index (e.g., p/biserial).		X	X	X
Proficiency	When proficiency levels are defined for an assessment, this report provides a summary view of the students that have achieved each proficiency level.		X	X	X
Cross-Tab	Cross-tabulation report where up to two special codes can be shown.		X	X	X
Summary Reports	Shows summary of results for all classes within a school or all schools within a district for students who took the same assessment.			Class	School
Data Export	.csv formatted report for SIS export.				X

Any of the reports identified above can be exported in PDF, Microsoft Word® or Microsoft Excel format.

Additional functionality within the TestWiz reporting capability includes:

- Users can track cohorts on up to five different assessments at a time;
- Data may be viewed longitudinally, within the school year, or for multiple school years;
- Multiple types of assessments can be viewed on a single report;
- Users can filter for any single student, teacher or school (if they have the appropriate user permissions);
- Reports can be configured to reflect particular subtest areas, scores or within a specific score range, and students can be rank ordered by performance; and
- Comparison groups can be configured by users for their individual needs.

b. The system should provide all data from the interim system in a usable format to NDE in order for the department to provide leadership in student learning of state standards. The system must have the ability to integrate or interface with an Ed-Fi REST API and optionally produce Ed-Fi XML. In addition, Contractor should list any integrations with other common systems. Contractor must commit to supporting native integration via the Nebraska Education Data Standard (NEDS), which is the State's extensions to the Ed-Fi REST API and optionally Ed-Fi XML. Updates to NEDS will be published by the NDE by January 31 of each calendar year. Contractor must commit to continuing to support annual updates to NEDS by June, 30 of each calendar year. The NEDS are also aligned with Common Education Data Standards (CEDS) available at ceds.ed.gov. For more detailed information on NEDS and the ADVISER system, see: <https://sites.google.com/a/education.ne.gov/nde-adviser-Contractor-resources/>.

MAP as Nebraska's Interim Assessment

NWEA will expose Data APIs based upon an event based architecture that will readily support transformation into multiple formats including Ed-Fi, NEDS, and NWEA native format. The APIs will be SSL (https) based and further secured by the standard OAuth 2 client credentials flow. The APIs will be highly available and highly scalable capable with a target response time <1 second for individual student transactions and 99.9 percent availability.

NWEA will be prepared to update its integration via NEDS by June, 30 of each calendar year. The Data APIs will expose data within twenty-four hours of when it becomes available after assessments are completed.

Interim Item Bank Integration Option

Certica is an expert in Ed-Fi integrations and technology as a result of its July 2016 acquisition of Educity, Inc., Ed-Fi pioneers based in Austin, Texas. Certica employs its Next Generation Data Architecture services with adoption of the Ed-Fi REST API, Ed-Fi XML and the Ed-Fi Operational Data Store.

Certica has adopted the Ed-Fi data model and technologies as a foundational element of its Certica Connect platform. Certica is also very familiar with the Nebraska DOE Ed-Fi implementation, and in particular the Nebraska Education Data Standard (NEDS).

As part of the proposed implementation of TestWiz, Certica will implement an integration between TestWiz and NEDS as well as support the Ed-Fi XML.

c. The proposal must describe how district and school staff will be able to securely access web-based reports and data immediately after an assessment administration.

MAP as Nebraska's Interim Assessment

Our assessments operate on a user-friendly platform where users of all technical skill levels can easily access student data and assessment results. The administration and reporting center is available from any location with an Internet connection and, from it, users can perform the following administration tasks:

- Manage user, student, organization, program, and test data
- View on-demand reports, test results, comparative data, and operational reports
- Access instructional resources
- Create testing sessions and administer tests

Individual reports are available immediately after an assessment administration, although there might be a delay in aggregated reports as other students complete testing.

Interim Item Bank Integration Option

TestWiz provides direct username and password access to teachers and administrators. Access is limited to the user's level of responsibility. Users are allowed to access test items and item banks, as their permissions allow, for assessment creation and administration, and they are able to report on and analyze assessment data in their purview. For example, teachers can see their classes and students; school-level administrators can see their teachers, classes and students; and district-wide administrators can see the teachers, classes and students across the entire district. Special permissions can be configured for users who are responsible for students in various classes, such as an Academic Intervention Services (AIS) or a special education teacher. Users have access to the assessment data in TestWiz immediately after the assessment is scored (paper and pencil) or the students have completed taking the assessment online.

d. All reporting should be scalable from classroom to state level for effective use. The reports should include a hierarchal structure that allows all users at higher levels to view and interact with reporting from lower levels. Levels should minimally include: teacher, school, district, and state. School level users should be able to view and interact with all associated reports at the teacher level. District users should be able to view and interact with all associated reports at the teacher and school levels. State level users should be able to view and interact with all reports from the other levels.

MAP as Nebraska's Interim Assessment

Our MAP reports can be aggregated from the individual student level through the district level, as described earlier in this section. While we do not have a report that disaggregates data from the State level down to the student level, we can provide the State with interim data in the form of our comprehensive data file (CDF).

Education Strategy Consulting (ESC) will provide a web-based visualization, The Matrix, to deliver the aggregated and hierarchal reporting. The Matrix, described in Section H for reporting of summative assessment results, will maintain the same feel and structure for reporting of interim assessments. Maintaining a consistent reporting platform and feel across both assessments will allow for easier access to information and exploration.

These web-based visualizations will be customized to provide the information and functionality desired. The same options offered for the summative assessments will be available for selection for the interim assessments. These include interactive time trends, RIT and subscore filtering, goal-to-actual viewing, demographic filtering, customized .csv files for export, save and print options for screen and plot views, mapping, and more.

The hierarchal structure will allow (a) teachers to identify areas of strength and weakness of individual students, (b) principals to evaluate targeted or school-wide interventions, (c) district administrators to tailor and evaluate district-wide professional development needs, and (d) state-level administrators to reflect on specific statewide policies. The interactive nature of The Matrix should lead to greater focus, planning, and action around two vital pieces of information needed for improved student achievement—interim and summative assessments.

Interim Item Bank Integration Option

Users are able to report on and analyze assessment data in their purview. For example, teachers can see their classes and students; school-level administrators can see their teachers, classes and students; and district-wide administrators can see the teachers, classes and students across the entire district. Special permissions can be configured for users who are responsible for students in various classes, such as an Academic Intervention Services (AIS) or a special education teacher. State level reporting is also supported across all districts.

e. The proposed system should be able to expand to additional content areas and types of questions. The proposal should include an option for such expansion and costs for each or an off-the-shelf solution.

MAP as Nebraska's Interim Assessment

Our off-the-shelf MAP assessments offer reporting options that include one or more content areas tested.

Interim Item Bank Integration Option

Leveraging the Navigate Item Bank will increase coverage of content areas by over 32,000 items in English language arts; 21,000 in mathematics; 10,000 in science and 3,000 in social studies. Navigate currently supports nine Item Types (Multiple-Choice, Multiple-Select, Inline Choice, Ordered Response, Drag and Drop, Hot Text, Hot Spot, Short Answer and Constructed-Response with Rubric).

Nebraska Coverage

The totals reflected in Figure 85 below represents the unique aligned items within the Nebraska learning standards.

English Language Arts		Mathematics		Science		Social Studies	
Grades/Course	Total	Grades/Course	Total	Grades/Course	Total	Grades/Course	Total
Kindergarten	899	Kindergarten	774	Grades: 3-5	1,515	Grades: 6-8	1,151
Grade 1	1,389	Grade 1	924	Grades: 6-8	5,877	High School	2,414
Grade 2	1,813	Grade 2	782	Grades: 9-12	3,108	Total	3,565
Grade 3	2,943	Grade 3	1,612	Total	10,500		
Grade 4	3,326	Grade 4	2,142				
Grade 5	3,548	Grade 5	1,444				
Grade 6	3,514	Grade 6	2,805				
Grade 7	3,028	Grade 7	3,131				
Grade 8	3,339	Grade 8	1,400				
Grades: 9-10	4,618	Grades: 9-11	5,136				
Grades: 11-12	4,045	Grade 12-Advanced Topics (AT)	903				
Total	32,462	Total	21,053				
Total Nebraska Aligned Items				67,580			

Figure 85: Nebraska-Aligned Items. The numbers in this figure represent the number of items aligned to Nebraska's content standards in the Navigate Item Bank.

f. NDE expects the system to be coupled with professional development that provides information and promotes collaboration in use of interim assessment to improve student learning.

MAP as Nebraska's Interim Assessment

We recognize that Nebraska district leaders have expressed a high need for support “for systemic and systematic approaches to formative assessment and the desire for good professional development around assessment.” Given our longstanding partnership with Nebraska educators, we are positioned well to help NDE connect assessment literacy professional development and high-quality assessment systems in Nebraska. We provide an extensive description of our proposed Professional Development program for Assessment Literacy in Section K.1, which supports a systematic professional development program across formative, interim, and summative assessments from a student centered and instructionally useful perspective.

Our current partnership in Nebraska includes implementing new assessments, expanding current products and services, training, twice-annual partner meetings, providing professional development through the State’s certified facilitators or our own consultants, scoring and reporting, communicating, and solving problems.

To demonstrate our continued commitment to supporting Nebraska educators and students, we offer an experienced team who will work closely with the NDE to develop an effective and economical approach to professional learning that supports the instructional use of reports and data from our assessments.

Professional development for Nebraska will build upon the model that has been successfully applied in Nebraska since 2012. With Education Service Units (ESUs) around the state of Nebraska in the NWEA Certified Facilitator Program, NWEA has been able to partner with the Educational Service Unit Coordinating Council to provide a structure for ongoing professional learning across the state. In this program, we have provided focused professional development and robust, online resources for facilitators within each ESU. Upon completion of the certification process, each ESU facilitator trained by NWEA can tailor the training they offer to meet the specific needs of both large and small schools and districts within the ESU.

There are currently thirty-one ESU staff developers across the State of Nebraska, along with nine public school district leaders who are certified NWEA facilitators. Our familiarity with and support of Nebraska’s professional development programs and structures will ease the transition of rolling out new assessments and expanding the reach of our current assessments within Nebraska. NWEA proposes to continue to leverage these certified facilitators, at NDE’s discretion and preference, for delivery of new professional development across the state. This can include current MAP professional development workshops, and future professional development options for the Nebraska Statewide Assessments.

Please see our response to section K for further details on our professional development for the Nebraska Statewide Assessment, including descriptions of our Formative Assessment Series and our new Assessment Literacy workshops.

Interim Item Bank Integration Option

Certica proposes a professional development program that includes a combination of live instructional webinars and self-paced eLearning. Table 45 lists the training topics offered by Certica in both live

webinar form and self-paced eLearning form, and the suggested audience based upon typical user activity in TestWiz.

Table 45: Certica Proposed Training Topics for Nebraska

Course Catalog	Power Users [Trainers]	Assessment Specialists	Teachers	Principals	Data Managers
Getting Started	X	X	X	X	--
Item Bank Management	X	X	X	X	--
Learning Standards	X	X	X	X	--
Test Management	X	X	X	X	--
Test Administration	X	X	X	X	--
External Assessments	X	--	--	--	--
Reporting	X	X	X	X	--
Roster Management	X	X	--	--	X

Certica recommends a Train-the-Trainer model of instruction focused on building domain expertise with TestWiz for a select group of power users. Through the Train-the-Trainer learning program, district instructors will receive electronic instructional materials and can leverage self-service eLearning and access to live public webinars to train the teacher population. An appropriate schedule of Train-the-Trainer webinars as well as public webinars can be designed based on anticipated demand and district availability.

g. The system has interpretive materials for parents and schools/districts. The interpretive materials are provided in web-based format for posting on the NDE website. The proposal must include a description of the type of information to be included in such materials and methods to increase the usefulness of such materials.

MAP as Nebraska’s Interim Assessment

NDE has demonstrated its commitment to involving parents and the community in Nebraska students’ education. This includes keeping them educated and informed about why, how, and when their children will be evaluated. We share your commitment to involve parents in student learning.

To assist your educators as they talk to parents about our assessments, we provide parent-friendly results, reports, and resources that will be posted on portal used for other Nebraska-specific materials. These tools help parents understand their child’s learning goals and progress, and help guide at-home activities to improve academic performance.

Educators use a variety of reports to communicate with parents about our current assessments. Reports most frequently shared with parents – samples of which can be found Appendix GG, *MAP Reports Reference* – include:

- **Student Progress Report:** This report includes a student’s results for each test taken, and displays individual achievement level and growth over time. An additional Quick Reference page is often used to help parents interpret and understand their student’s test results.
- **Student Goal Setting Worksheet:** Student goals and an action plan can be created, with student and parent input, using this report. It can later be updated and provided to parents to show where a student is now, where they were in the past, and where their goals will take them.
- **Student Profile:** The comprehensive Student Profile dashboard report shows a wealth of data – including current and past overall RIT scores, scores for instructional areas, growth information, and color-coded percentile comparisons – which educators can use to tell parents how their child scored on a single test administration and how he or she is growing over time.

A Parent’s Guide to MAP

Nebraska parents can learn more about the vital role assessments play in teaching and learning through our guides and toolkits for parents. These resources explain what and how our assessments measure, and how teachers, schools, districts, and the NDE will use that data.

For our current interim MAP assessments, we have English and Spanish parent resources and more information, which we have included as Appendix HH, *MAP Parent Resources*. These are also available online at <https://www.nwea.org/assessments/resources-for-parents/>. We would work with NDE and your school districts to create similar parent resources for the Nebraska Statewide Assessments.

As NDE considers innovative reporting, we believe parents should be able to access and understand the insights we can provide from the measures within a balanced system of assessments.

Interim Item Bank Integration Option

TestWiz includes test result interpretation guides for teachers and parents that can be posted to the NDE website and downloaded for viewing off-line. Included in the guides are sample reports, instructions for interpreting the reports and descriptions of the scores included in each report.

K. Additional Components to Build Strength of Communication and Effectiveness of Assessment System

1. Professional Development/ Assessment Literacy/ Formative Assessment

a. NDE expects the Contractor to provide a plan for systematic and systemic professional development associated with assessment literacy that starts with the results of state testing and incorporates information and results from the interim system, but expands beyond those to include student-centered learning, strong local formative assessment practices, and support for districts in developing systematic approaches for the use of assessment to improve student learning.

b. The professional development will support the notion of summative testing as it balances with local assessment systems to promote effective assessments habits and the knowledge that all assessments should measure learning, that different assessments have different uses, and that curriculum, instruction, and assessment are the trifold support of student learning as they all relate to assessment literacy.

c. The professional development must include support for classroom formative assessment with a primary focus on grade level, classroom-level formative assessment pieces with support for educators in developing rubrics for evaluating these assessments.

d. In responses to the Evidence Based Analysis for the assessment tenet, an AQuESTT survey that was conducted in fall 2015, district leaders indicated a high need for support to schools/districts for systemic and systematic approaches to formative assessment and the desire for good professional development around assessment. NDE not only requests information pertaining to an interim system in this RFP, but also one that is coupled with strong professional development in order to engender assessment literacy and place the right emphasis/perspective on state summative tests.

e. NDE expects the Contractor to include in-person training and effective online training modules that support the in-person professional development with possible inclusion of a method for state and district administrators to track educators' participation

It is with great excitement that NWEA proposes to partner with the NDE in the commitment to address the need for assessment literacy. The request to develop a systematic and systemic professional development plan, aligns very well with our current approach to professional learning in general and to our expertise with assessment literacy in particular. Our proposal to support your educators in professional development for balanced assessment literacy will reach from formative assessment and instruction, through the interim and the summative assessment results. This comprehensive approach will help balance the variability in purpose, design, and data from each assessment type. Driving from purpose, we will ensure your teachers have the tools and understanding to the results and data for just the right emphasis on each – all with an intention around instruction and learning. This program, described below, will include multiple modalities of delivery, including in-person training and online modules.

Because successful implementation of the approaches and learnings from professional development requires an understanding beyond the classroom teacher and including administrators and key community stakeholders, NWEA will also provide training for educational leaders across Nebraska as well as supporting materials for communications with stakeholders in communities and state levels with the support of experts in educational leadership training from the Schlechty Center.

NWEA: A National Leader in Assessment Literacy

Professional development, specifically focused on assessment literacy and formative assessment practice in the classroom, is a top priority for NWEA. We bring a strong legacy of professional learning for educators that equips them with the tools, knowledge, and resources to effectively use a wide variety of assessment information to impact student learning, promote academic growth, influence instructional planning and guide system level improvements. Our commitment to this work is evidenced by our recent sponsorship of a national task force committed to participating in and improving the national dialogue around assessment literacy. The expertise of this task force as well as their important work, is captured at the following site: AssessmentLiteracy.org.

Our professional development proposal builds upon the work of the National Assessment Task Force to develop a comprehensive approach to the use of assessment data to inform, individualize, and improve instruction. This approach – linking assessment data to instruction and educational decision-making – has been a hallmark of NWEA professional development across our twenty years of service to educators, undergirding our many successful workshop offerings as well as our Data Dialogue and Assessment Program Alignment Coaching services. We believe that a comprehensive effort to understand and implement effective assessment practices will better support student learning and meaningfully strengthen educators’ professional practice. NWEA proposes to bring an innovative approach to assessment literacy professional development that will help Nebraska lead the nation in student-centric, teacher empowering use of multiple assessment measures.

Longtime Partnership with Professional Development Facilitators in Nebraska

Our commitment to professional learning in Nebraska is evidenced by our current partnership with the Educational Service Unit (ESU) Coordinating Council to provide a structure for ongoing professional development focused on our MAP assessments through our NWEA Certified Facilitator Program. Over the past five years, NWEA has provided focused professional development and robust, online resources for certified facilitators in Nebraska. Equipped with the training and tools from this program, certified facilitators have been able to tailor the professional learning experiences of Nebraska teachers and administrators to meet the specific needs of both large and small schools as well as districts within the ESUs regional area. Our current NWEA certified facilitator group in Nebraska includes 31 ESU staff developers from across the state, along with nine public school district leaders. The rapid growth of this model in Nebraska is evidence of its effectiveness and the commitment and dedication of Nebraska educators to use assessment strategies and tools to positively influence teaching and learning. Evidence of this strong foundation is the coordinated efforts of the ESUs, districts, teachers and NWEA that has led to over 95 percent of NE districts using MAP and NWEA Professional Development.

We propose building upon the foundation of the current Certified Facilitator Program in Nebraska by building the capacity of ESU staff to deliver NWEA assessment literacy and formative practice professional development directly to the districts and school. As always, ESU staff participating in this program will have full access to the same resources as NWEA staff facilitators have as well as the benefit of our ongoing training and support. Our solution also includes regional leadership sessions on the role of leaders in an assessment literacy initiative – from communicating the value and essential elements of a balanced assessment system, to building a culture of collaboration and learning, and supporting best practices in the use of assessment data and formative practices in student-centered classrooms.

Using our current footprint in Nebraska as a foundation, we propose leveraging this model as a central component of a program that will build strong local support for the NDE assessment approach as well as provide a sustainable model in years to come. Our successful support structure for Nebraska’s ESUs will

ease the transition to new assessments, accelerate the implementation of new assessment practices across the state, reach and influence the assessment practices of more Nebraska educators, and further enhance the skill set and knowledge based already established in Nebraska. Wherever Nebraska’s educators are starting from when it comes to assessment use and literacy, we can help each of them get to a place where they feel confident and comfortable accessing, understanding, using, and sharing assessment data.

We believe in the effectiveness of our NWEA Certified Facilitator program in Nebraska and feel that it is a unique and powerful resource to guide a systematic approach to professional development. As a result, our proposed model has been costed using a combination of NWEA Certified Facilitators and NWEA professional development Consultant for Year One. In subsequent years, it is recommended that we continue development the capacity building of the NWEA Certified Facilitators and eventually phase out the need for NWEA staff consultants. At the preference of NDE, however, NWEA staff consultants are prepared to all provide services in regional settings. See Appendix II for a detailed professional learning schedule and alternative professional development delivery options.

NWEA Assessment Literacy Framework

We have framed our professional development offerings around three pillars:

- Understanding assessments
- Interpreting assessment
- Applying assessments

As illustrated in Figure 86, these pillars build upon one another and serve as a framework to increase the assessment literacy capacity of district and school leaders, teachers, students, parents and community members. Given that Nebraska is a pioneer in this work at a state level, we believe that a partnership between NDE and NWEA, organized around our assessment literacy framework and built upon our current Nebraska professional development resources, will evolve into a state level exemplar with the potential to transform assessment practices across the state.

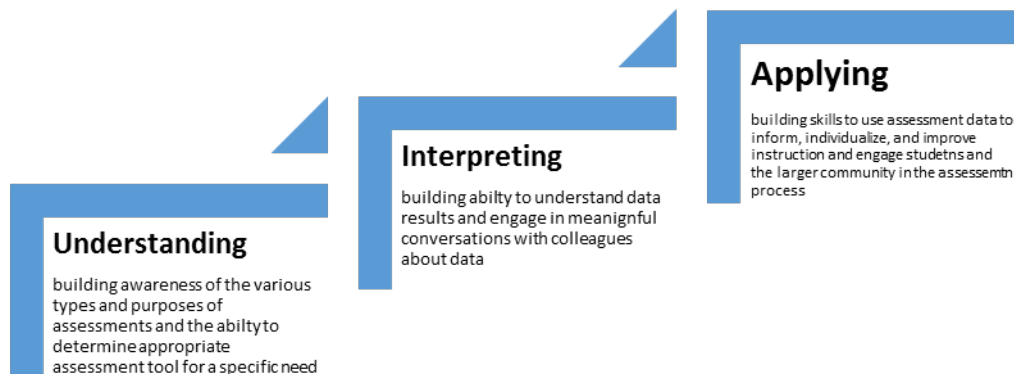


Figure 86: Assessment Literacy Framework. The three pillars build upon one another to allow for deepening understanding of assessment literacy.

Framework Description

Assessment literacy is developed as educators and community stakeholders gain an understanding of assessments, develop their ability to interpret the results, and ultimately establish a skill set to appropriately apply assessment information to influence and information educational decision making.

- **Understanding:** Foundational to building an assessment literacy professional development model are resources, materials, and capacity building targeting the basic understanding of assessment purposes and types.
- **Interpreting:** Equipped with a solid understanding of the types and purposes of assessments, educators are well prepared to engage in interpretation of assessment data to help inform instructional strategies, integration of data from multiple data sources, and engage in dialogue with colleagues about data inferences and trends.
- **Applying:** As educators become stronger consumers of assessments and assessment data, instructional practices become transformed. Educators are prepared to use appropriate assessment tools to guide data-based decision making. Assessment literate educators are equipped to strengthen the connection between assessment and instruction by empowering students as owners of their own learning and by integrating formative assessment practice into a seamless, growth-oriented classroom learning.

Our proposed model of professional development and supplemental supports provides a range of resources for all stakeholders to build their assessment literacy capacity. For teachers, our professional development focus is on moving teachers through structured learning experiences to support them as they deepen understanding, build capacity for interpretation, and begin to apply what they have learned to new practices that integrate evidence of learning from summative, interim and formative assessments.

For district leaders, our focus is on understanding and assessing current assessment practices and perceptions in the larger educational community as a beginning point to building a plan that strategically addresses assessment literacy needs and builds on local strengths. In our Taking Stock series, district leaders will be introduced to components of the framework and engage in guided, collaborative work sessions in which they will enhance their understanding and strengthen their capacity for interpretation and application of assessment results. Additionally, these leader sessions will equip them with resources to guide the development of assessment literacy in practice and to build healthy learning cultures. To achieve these goals, we propose a series of regional events co-facilitated by staff from NWEA and Schlechty Center that will leverage the Schlechty Center expertise in building leadership capacity to drive transformational change and our expertise in assessment literacy. These events will close with Community Advocacy sessions that utilize a customized version of the Schlechty Center's highly regarded engagement protocols. Parents and other community members will participate in guided dialogue and collaboration activities that build basic understanding of assessments and their uses and that foster advocacy for the NDE assessment plan as a critical tool for the success of students, teachers, schools and districts across the state.

As noted in Table 46 below, all professional development opportunities are supplemented with online resources that are designed to support the assessment initiative over time. Through our online learning platform, we will provide professional learning community (PLC) resources as well as on-demand content. In our online community space, we will encourage amplification of teacher voice pertinent to best practices in use of assessment data and formative assessment practice through moderated virtual collaboration and sharing opportunities.

Teacher Outreach

Table 46 summarizes the professional development opportunities designed for educators in Nebraska. A detailed description of each offering is provided below the table.

Table 46: Professional Development for Nebraska Teachers

Professional Development Offering*	Link to the PD Framework	Proposed Modality/ Frequency and Duration
Assessment Literacy for Teachers	Understanding	<ul style="list-style-type: none"> ▪ Half-day workshop provided by NWEA professional development consultant(s) at five regional centers; up to forty teachers per session ▪ Quarterly virtual support sessions
Formative PD: Building Your Formative Practice	Understanding	Six-hour workshop provided by NWEA professional development consultant(s) at five regional centers; up to forty participants per session
Formative PD: Clarifying Learning	Applying	Two three-hour modules provided by NWEA professional development consultant(s) at five regional centers; up to forty participants per session
Formative PD: Activating Learners	Applying	Two three-hour modules provided by NWEA professional development consultant(s) or certified facilitator(s) at five regional centers; up to forty participants per session
Formative PD: Eliciting Evidence	Applying	Two three-hour modules provided NWEA professional development consultant(s) or certified facilitator(s) at five regional centers; up to forty participants per session
Formative PD: Providing Feedback	Applying	Two three-hour modules provided by NWEA professional development consultant(s) or certified facilitator(s) at five regional centers; up to forty participants per session
Formative PD: Activating Learners	Applying	Two three-hour modules provided by NWEA professional development consultant(s) or certified facilitator(s) at five regional centers; up to forty participants per session
Interim PD: Online MAP Administration	Understanding	Virtual workshop; unlimited number of participants
Interim and Summative PD: Applying Reports	Interpreting	<ul style="list-style-type: none"> ▪ Virtual workshop (three two-hour webinars); unlimited participation for all Nebraska educators new to MAP) ▪ One face-to-face regional workshop in Lincoln, provided by NWEA professional development consultant(s) or certified facilitator(s); up to forty participants

Table 46: Professional Development for Nebraska Teachers

Professional Development Offering*	Link to the PD Framework	Proposed Modality/ Frequency and Duration
Interim and Summative PD: Informing Instruction	Applying	<ul style="list-style-type: none"> ▪ Virtual workshop (three two-hour webinars); unlimited participation for all Nebraska educators new to MAP) ▪ One face to face regional workshop in Lincoln, provided by NWEA professional development consultant(s) or certified facilitator(s); up to forty participants
Interim and Summative PD: Focusing on Growth	Applying	One full-day on-site workshop in Lincoln, provided by NWEA professional development consultant(s) or certified facilitator(s); up to forty participants
Learning Walk Protocols	Applying	Six-hour workshop provided by NWEA professional development consultant(s) or certified facilitator(s) at five regional centers; up to forty participants
* All workshops include supplemental online resources for PLCs and access to the online teacher community		

Assessment Literacy for Teachers

In this half-day workshop, Nebraska educators will explore the best practices related to use of assessment for instruction and develop critical foundational knowledge and skills to fully understand and appropriately apply a variety of assessment data and resources, including those in the NDE assessment approach. Quarterly virtual support sessions will be provided to create a platform for discussion and questions. These sessions will be held at intervals specific to the NDE assessment calendar and will support teachers to accurately communicate about assessment results, set goals with students, and plan for instructional adjustments based upon relevant information from interim and summative measures.

In addition, supplemental online resources for PLCs will be provided. These resources allow for continuation of learning and collaboration as key principles are examined in the context of the teachers’ work in the classroom. The resources will include guided practice activities which will offer teachers real-time application options, followed by debrief protocols for use with local ESU staff, PLC leaders, or school leaders.

NWEA will also provide an online teacher community platform for Nebraska educators where successes can be celebrated, individual learning objectives can be pursued and tracked for teacher continuing education renewal credits, and the NWEA community manager will highlight exemplary teacher posts and artifacts of practice in the classroom. The community will link to specific extended learning paths to allow for teacher choice in learning and amplify teacher voice through discussion strands related to the topical concerns and interests of community members.

Learning Targets for this blended learning experience include:

- Describe attributes of an assessment-literate educator
- Understand the purpose and application of the NDE assessment approach

-
- Reflect on key skills educators need to build assessment literacy
 - Design a personal learning plan to implement assessment literate practices based on NDE and local assessments
 - Identify and deploy structures to support assessment literacy in the classroom
 - Design plans for communication with parents and students that promote their assessment literacy related to NDE and local assessments and that support student ownership of learning

Formative Assessment Professional Development

The formative assessment professional development offerings consist of 5 workshops designed to build upon one another and guide participants through the understanding, interpretation, and application of formative assessment tools.

Workshop #1: Building Your Formative Practice

In this practical introduction to formative assessment practice, Nebraska educators will develop an understanding of the role of formative assessment within a balanced assessment system. Participants will not only *learn about* but also *experience* these formative assessment practices during this workshop. Choosing from learning centers based on personal preference and goals, educators will review the research behind the practices, and plan specific next steps to apply the learning to their own instruction immediately.

Participants will learn the basics required to initiate the use of four foundational formative assessment practices in the classroom:

- Clarifying and sharing high-quality learning targets
- Eliciting evidence of learning on an ongoing basis
- Providing effective, learning-focused feedback
- Activating students as owners of their learning and resources for one another

Learning Targets for this workshop include:

- Recognize the place of formative assessment within classroom assessment
- Articulate the role of a growth mindset in activating students in the formative assessment process
- Assimilate basic research related to formative practices
- Identify characteristics of high quality learning targets and analyze samples for quality
- Outline ways to involve students with learning targets
- Apply diagnostic questions to identify common student misconceptions
- Plan ways to engage students with diagnostic questions
- Analyze characteristics of effective feedback
- Design a protocol for using feedback

Workshop #2: Clarifying Learning

Students make the best progress when they have a clear understanding of what they need to learn. In this workshop Nebraska educators will explore strategies for developing clear targets for learners from the standards they teach, and have hands on work time to construct an effective roadmap for the learning journey through well-aligned activities, practices and milestones.

This workshop is offered in the form of two three-hour modules to enable more flexible scheduling and to accommodate the specific learning readiness of the participating educators. The outcome for this workshop is for participants to develop plans that bridge current practice with effective integration of strategies to clarify learning. Below are the learning targets for each of the two modules.

Module 1: Developing Learning Targets and Criteria

- Understand the five key elements for effective learning targets
- Explore modality and presentation options to make targets clear for all learners
- Construct targets that help students to own their learning paths
- Examine exemplary targets to learn what makes them work

Module 2: Using Learning Targets for Classroom Success

- Explore classroom examples of rubrics and success criteria in use
- Translate standards into well-aligned instruction and assessment by employing clear targets and developing strong rubrics
- Align targets with worthwhile learning and connect learning to action in the classroom
- Explore the motivational benefits of clarifying learning

Workshop #3: Eliciting Evidence

This workshop is focused on cultivating teachers' questioning skills to amplify learners' success. Nebraska educators will practice strategies that increase the value and depth of classroom discussions and support making timely instructional adjustments based on student responses.

Beginning with greater insight into research around the what, how, and why of asking questions, educators will deepen their capacity to elicit evidence of learning in the moment for formative assessment practices, and discover and practice strategies that will increase the value of classroom discussions and allow for timely instructional adjustments based on student responses.

This workshop is offered in the form of two three-hour modules to enable more flexible scheduling and to accommodate the specific learning readiness of the participating educators. The outcome for this workshop is for participants to develop plans that bridge current practice with effective integration of strategies to clarify learning. Below are the learning targets for each of the two modules.

Module 1: Questioning for Learning

- Understand the importance of planning strategic and clear questions
- Explore sequencing and timing of questioning to maximize learner benefits
- Identify effective questioning methods and modalities for both teachers and students
- Activate student questioning to enrich the learning environment
- Leverage drill-down and scaffold-up questioning approaches
- Optimize wait time for better student engagement
- Expand questioning strategies to surface student thinking

Module 2: Engaging All Students

- Connect current practice to research to reveal the value of eliciting evidence of learning

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- Identify elements of a successful classroom plan for engaging all students
 - Evaluate multiple strategies for engaging all students in providing evidence of their learning
 - Identify benefits of a variety of all Student Response Systems
 - Explore continuums of practice for use of student engagement strategies and information
 - Examine classroom examples of success

Workshop #4: Providing Feedback

In this workshop, Nebraska educators will explore highly effective feedback practices to maximize student learning. Beginning with an exploration of the relevant research findings, participants will explore strategies for improving feedback and investigate options to ensure that feedback provided in the classroom enhances student learning.

Educators will develop plans to incorporate feedback in multiple teaching and learning scenarios and to encourage forward-focused thinking as an essential part of the process. Through discussion and discovery, types and modalities of feedback will be examined and evaluated.

This workshop is offered in the form of two three-hour modules to enable more flexible scheduling and to accommodate the specific learning readiness of the participating educators. The outcome for this workshop is for participants to move from current practices into the development of highly effective peer-to-peer and teacher feedback strategies. Participants will plan to leverage these strategies to bridge gaps in student learning and strengthen a classroom culture of growth. Below are the learning targets for each of the modules.

Module 1: Learning-Focused Feedback

- Understand how feedback can bridge gaps in student learning
- Investigate approaches to feedback that maximizes learning
- Employ levels of feedback that accelerate learning
- Explore the use of feedback as an ongoing process
- Leverage feedback to scaffold thinking and learning processes

Module 2: Effective Feedback in the Classroom

- Recognize characteristics of quality learning-focused feedback
- Explore key factors that promote productive feedback in the classroom
- Optimize processes to develop feedback that moves learning forward
- Investigate tools that support quality feedback approaches
- Learn from classroom examples of successful feedback models
- Utilize strategies that enhance classroom learning culture

Workshop #5: Activating Learners

This workshop engages Nebraska educators in the exploration of strategies to engage students as evaluators of what they are learning to strengthen classroom practice. Participants collaborate to develop plans that facilitate student ownership of learning goals and strategies that lead to success.

Through collaborative, hands-on activities, participants will explore research findings and investigate strategies to motivate students to sustain learning based on their individual passions and goals.

Educators learn the value of individualized goal setting in the process of activating students and establishing lifelong student-directed learning. They will learn strategies that empower students to take initiative, and to identify their personal goals and targets.

This workshop is offered in the form of two three-hour modules to enable more flexible scheduling and to accommodate the specific learning readiness of the participating educators. The outcome of this workshop is for participants to develop plans that bridge from current practice to optimal integrated use of strategies that support a classroom culture which leverages both peer and self-assessment. Below are the learning targets for each of the modules.

Module 1: Peer and Self-Assessment

- Investigate the research basis for using peer and self-assessment strategies
- Connect current practice to research implications
- Identify benefits for developing peer- and self-assessment with the classroom learning team
- Develop a classroom culture that supports peer and self-assessment
- Examine best practice strategies and tools
- Identify priorities to plan for support of student success in peer- and self-assessment

Module: Student-Directed Learning

- Explore research findings on the benefits of student-directed learning
- Identify necessary elements to enable student ownership of his or her own learning path
- Understand the importance of student engagement in choices of learning goals and preferences
- Establish a learning environment that connects effort and growth with success
- Create opportunities for individualized context that drives accelerated learning
- Identify methods for students to use evidence of learning to monitor their progress and success

Interim and Summative Assessment Professional Development

Our interim system, MAP, is coupled with strong professional development meant to increase assessment literacy for all NDE staff and Nebraska educators. MAP Foundation Series workshops will allow Nebraska educators to connect MAP data to a variety of needs — instructional, programming, and planning — while suiting goals and schedules. We will incorporate the summative assessments into this professional development to demonstrate how interim and summative data can be interpreted and used to inform instruction and decision making. Nebraska educators will gain confidence and specific next steps needed to turn assessment results into insight and action. These workshops go beyond basic product training to concentrate on three key themes: applying your reports, informing instruction, and focusing on growth.

Online Assessment Administration

This online workshop teaches participants about implementing and administering MAP and the Nebraska Statewide Assessments. They will learn how adaptive testing can be used to screen students, measure student progress, and identify instructional needs, as well as meet the summative needs of the State. The capacity of this online workshop is unlimited.

Applying Reports

In this workshop Nebraska educators will learn how to access, interpret and apply MAP and the Nebraska Statewide Assessment data. The focus is on using data for goal setting with students and parents.

Informing Instruction

In this workshop Nebraska educators will explore ways to use the data to guide differentiation. Educators will develop their ability to design data based instructional plans and groupings

Focusing on Growth

This workshop will introduce educators to processes to use longitudinal data to identify trends, strengths and opportunities. Participants will learn how to use growth data to set goals at the student, class, school and district level.

Destination PD

Professional learning resources are available on-demand to all NDE staff and Nebraska educators, at all times, through our online learning platform, Destination PD. This platform incorporates a wide range of activities, from the basics of MAP assessments, to using data to support student learning, to extensive teacher toolkits for formative assessment practice.

Destination PD provides extended learning to support effective assimilation over time of new learning presented in our workshops and also offers collaboration space managed by an NWEA professional development specialist in which educators can pose questions, share ideas, and learn from peers. In Destination PD, teachers and leaders can also access transcripts for all course completion in Destination PD which may be used to earn continuing education units. Access to a Nebraska specific area in Destination PD is included for all districts as a component of the NDE contract.

Monitoring for Effectiveness

NWEA is committed to monitoring our professional learning outcomes for effectiveness through multiple measures as well. As a part of the professional learning plan, we will institute our Learning Walk protocols, a peer-to-peer observation and support process that examines evidence of teachers' new learning as it impacts students in the classroom. NWEA staff will work with ESU Certified facilitators or with teacher leaders at regional events to develop local capacity for implementing this powerful addition to effective professional learning practice. Evidence gathered through this process in an anonymized form will help to gauge the effect of professional development on new practices as teachers integrate them into the classroom and build new competencies. Additionally, we propose implementing annual Virtual Focus Group Feedback sessions to elicit input from teachers, students, and other stakeholders that will provide attitudinal and efficacy data for NWEA and NDE to use while making adjustments and resource decisions across duration of the project. We will also provide a method for state and district administrators to track the participation of educators who participate in Nebraska professional development.

See Appendix JJ, *NWEA Professional Learning*, for a description of NWEA workshops.

Educational Leader Outreach

The NWEA professional development proposal for education leaders has been designed to complement the capacity building sessions provided to teachers. Educational leaders will participate in onsite regional leadership and community outreach sessions focused on building assessment literacy across the education ecosystem. These regional events designed in partnership with the Schlechty Center are designed to ensure a systemic and integrated approach to developing broader and deeper understanding of the purpose and long-term learning benefits of NDE assessments across Nebraska.

Table 47 summarizes the professional development opportunities designed for educational leaders in Nebraska. A detailed description each offering is provided below the table.

Table 47: Professional Development for Nebraska Education Leaders

Professional Development Offering	Link to the Framework	Modality/ Frequency and Duration	Ongoing Support and Resources
Taking Stock: Assessment Literacy Audit and Planning	<ul style="list-style-type: none"> ▪ Understanding ▪ Interpreting ▪ Applying 	<ul style="list-style-type: none"> ▪ Six-hour session for leadership teams provided by NWEA professional development consultant(s) and Schlechty Center ▪ Five events held at regional centers in fall 2017 and spring 2018 ▪ Maximum of fifty participants per session ▪ Quarterly virtual support sessions 	<ul style="list-style-type: none"> ▪ Online leadership resources ▪ Online leadership community
Community Advocacy Sessions	<ul style="list-style-type: none"> ▪ Understanding ▪ Interpreting ▪ Applying 	<ul style="list-style-type: none"> ▪ Two-hour session for leadership teams and community members provided by NWEA professional development consultant(s) and Schlechty Center ▪ Five events held at regional centers in fall 2017 and spring 2018 ▪ Maximum of fifty participants per session ▪ Quarterly virtual support sessions 	<ul style="list-style-type: none"> ▪ Online leadership resources ▪ Online leadership community
Leadership Assessment Literacy Support	<ul style="list-style-type: none"> Understanding Interpreting Applying 	<ul style="list-style-type: none"> ▪ One-hour virtual sessions for leadership teams provided by NWEA professional development consultant(s) ▪ Quarterly ▪ Recordings of the sessions will be provided 	<ul style="list-style-type: none"> ▪ Online leadership resources ▪ Online leadership community

Taking Stock: Assessment Literacy Audit and Planning Sessions

In these regional facilitated events, conducted jointly by the Schlechty Center and NWEA, school and district leaders will engage in a protocol to evaluate current capacity regarding assessment literacy among their staff, students, and in the local community. The emphasis will be on understanding the basics of assessment literacy, the role of leaders in assessment literacy, and the key elements of an

effective change process. NDE staff and Nebraska school and district leaders will participate in hands on work to identify resources needed and to develop a continuous improvement plan for the schools and districts.

In the initial Taking Stock session, participants will collaborate to develop clear communication processes and plans for local professional learning and community engagement regarding the NDE assessment approach. Each spring thereafter, Taking Stock sessions will focus on building leadership skills to support a learning organization, and on tracking the progress of plans and monitoring results over time. Leaders will engage in analysis of evidence of progress and in dialogue regarding strategies to support the development of a sound local foundation in assessment literacy for all stakeholders and increasing staff capacity to utilize results of NDE assessments and local assessments to strengthen teaching and learning.

These events will be supplemented by online leadership resources and virtual collaboration in the online leadership community. Additionally, leaders will be invited to participate in quarterly virtual check-ins to support the implementation of district and school plans over time.

NWEA has budgeted to hold Taking Stock sessions for Nebraska leaders twice in Year One and annually in each subsequent year of the contract.

Community Advocacy Sessions

In these regional facilitated events, conducted jointly by the Schlechty Center and NWEA, local educators and NDE staff will participate in a facilitated dialogue focused on developing support and advocacy with parents, school board members, students, and other key community stakeholders, and NDE staff. Based on the roles of participants, the initial session will include a structured discussion of the components of a balanced assessment system and discovery activities related to the value that each component of the system provides toward the goal of building stronger schools and successful students. Basic assessment literacy information and resources will be identified, and facilitation will be focused on building consensus related to the educational aims of the local community and the value of the NDE assessment approach to support the attainment of these goals.

Subsequent sessions will include solicitation of input from the community, assimilation of new participants, and continuing interaction focused on building understanding of the important role of each stakeholder group plays in the implementation of the NDE assessment system. These sessions will result in a process to focus on the success of students and schools as they monitor the evidence of learning and adjust for the specific needs of local students. Students accompanied by parents or guardians will be encouraged to attend and participate.

Leadership Assessment Literacy Support

The events described above will be supplemented by online leadership resources and virtual collaboration in the online leadership community. Additionally, leaders will be invited to participate in quarterly virtual check-ins to support the implementation of district and school plans over time.

Professional Development for Alternate Assessments

Dynamic Learning Maps provides fifty professional development modules, including twenty focused on English language arts instruction, twenty-five focused on mathematics instruction, and five others that address individual education programs. The modules are available in two formats: self-directed and

facilitated and are accessed at <http://dlmpd.com>. Science professional development modules are currently in development; however, eight model science instructional activities are available to support teachers during instruction. There are two to three activities for each grade span (elementary, middle, and high school) at http://dynamiclearningmaps.org/sci_resources.

The self-directed modules have been designed to meet the needs of all educators, especially those in rural and remote areas, to offer educators with just-in-time, on-demand training. The self-directed modules are available online via an open-access, interactive portal and combine videos, text, student work samples, and online learning activities to engage educators with a range of content, strategies, and supports, as well as the opportunity to reflect upon and apply what they are learning. Each module ends with a post-test, and educators who achieve a score of 80 percent or higher on the post-test receive a certificate via email.

The facilitated modules are intended for use with groups. This version of the modules has been designed to meet the need for face-to-face training without requiring a train-the-trainers approach and without requiring the facilitator to have deep knowledge of the content and the population. Instead of requiring trainers to master content related to academic instruction and the population of students with significant cognitive disabilities, the facilitated training is delivered via recorded video. Facilitators are provided with an agenda, a detailed guide, handouts, and other supports required to facilitate a meaningful, face-to-face training. By definition, they are facilitating training developed and provided by members of the DLM professional development team.

To support state and local education agencies in providing continuing education credits to educators who complete the modules, each module also includes a time-ordered agenda, learning objectives, and biographical information regarding the faculty who developed and deliver the training via video.

Standard DLM services include monthly state-level reports summarizing educator completion of self-directed modules. Districts typically monitor completion of self-directed training by having teachers provide copies of their completion certificates. DLM and NWEA will work collaboratively to ensure ease of professional development for all teachers as well as clear communication back to NDE.

In partnership with NWEA, DLM staff will develop up to two additional modules on assessment literacy, effective use of assessment data, and formative assessment practices. These would supplement the NWEA Assessment Literacy module library and be tailored to the use and results of the DLM assessment system with a focus on formative practices for students with significant cognitive disabilities.

f. NDE expects the Contractor to propose a solution for collaboration between the Contractor and NDE to provide a professional development component of Nebraska's assessment system.

NWEA is committed to collaboration with NDE to ensure that a well-designed and effective professional development solution is in place to support the NDE assessment approach. We look forward to leveraging the many strengths we have built through relationships in the state and existing local capacity to execute on an innovative approach to assessment literacy with NDE's guidance and input. An NWEA professional development team will be assigned to the initiative and will collaborate with NDE staff to ensure that the professional development plan is continuously monitored and adjusted for success.

As each section above indicates, NWEA offers a wide range of content which is designed intentionally to be incorporated into a customized plan to meet the specific learning needs and scheduling challenges of educators. NWEA is confident that in collaboration with NDE, we can customize this plan to meet the specific needs of NDE and the regions and districts of Nebraska. NWEA professional development brings a sophisticated system for learning that includes over 8,000 workshops delivered in the last five years in the United States and internationally, staffed by a team made up of nearly eighty consultants and designers.

Our professional development team understands educators because we *are* educators; the average NWEA professional development staff member has twelve years of teaching experience, seven years of administrative experience and six years' experience doing consulting in K - 12 education. We stand by the NWEA history of quality and innovation, and we offer years of deep experience in supporting educators in the meaningful and productive use of assessment data. We are proud to propose a plan offering robust and varied options for content, format, and delivery that can be crafted to provide NDE with professional learning that will exceed expectations and stand out as a sound investment in Nebraska education.

2. Branding of State Test

The current logo/brand for the state testing program is [as shown in the RFP].

NeSA was developed to represent "Nebraska State Accountability." Nebraska now has a full accountability system, Accountability for a Quality Education, Today and Tomorrow (AQuESTT). NDE requests that, in responding to this RFP, the Contractor show capacity and experience in order to develop an assessment name that aligns with the vision of Assessment within AQuESTT, available at www.aquestt.com. Coordination with the NDE Communications office is required. NDE expects the Contractor to propose a solution for collaboration between the Contractor and NDE to provide this component of Nebraska's assessment system.

NWEA employs a group of marketing professionals with extensive brand experience – from rebranding 50,000-employee global companies to product naming strategies to visual design. We would be happy to work with NDE and the Communications Office to design a brand and its attributes that fit with your overall vision.

This collaborative process would be completed in tandem with our work on a communications strategy, ensuring a cohesive brand and message. We would work with you to determine metrics for success, process and timelines.

Key elements of a brand design include:

- Working with NDE to determine needs, key audiences and success metrics
- Stakeholder audit
- Review of existing brand guidelines and assets
- Research to determine issues, challenges, opportunities (many organizations can provide this information already)
- Brand attributes (what do you want your brand to stand for?) workshop
- Brand design options/mood boards
- Create communications strategy that includes internal and external audiences
- Determine what collateral materials are needed (fact sheets, brochures, website copy, social media)

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- Finalize design elements
 - Internal and key external stakeholder communications
 - Create brand guidelines
 - Launch new brand
 - Review metrics
 - Continue communications

To most effectively collaborate on this component, NWEA will leverage the planning, communication and escalation protocols implemented by the Project Director and Project Manager. This will ensure that contact points are clearly established, deliverables are defined and Branding work is included in the overall schedule for this program.

3. Strong Communication Materials/Public Relations

a. NDE expects strong communication to be built around its assessment system, such as brochures written succinctly and accessibly for parents, students, patrons, and schools.

Effective and consistent communication to a variety of stakeholders is essential for a successful assessment system. Our commitment to building effective strategies for communication is evidenced by our partnership with the Schlechty Center, a highly regarded consulting group, (schlechtycenter.org). The Schlechty Center's mission is to positively transform educational systems from bureaucracies to learning organizations by developing strong communication channels between educators, students, parents and the larger community. As described in Section K1, we developed this partnership to co-facilitate training sessions for educational leaders on developing communication strategies to build assessment support and advocacy with parents, school board members, students, and other key community stakeholders. These sessions will be held at regional locations designated by Nebraska.

NWEA will lead this effort by establishing a communication plan designed to inform educators, parents, students, and community members about the assessment system. Feedback and information gathered at our professional development offerings will help shape the communication plan and the resources provided to districts and schools.

We envision a communication plan that outlines specific resources to build stakeholder understanding of the assessment system. Suggested materials include:

- Three template district level press releases (maximum two pages in length each), released at various times throughout the contract (i.e. fall, winter, spring)
- Three communication templates and three corresponding template PowerPoint® presentations for districts to use when communicating to parent groups and school boards – released at various times throughout the contract (i.e. fall, winter, spring)
- A maximum ten-page electronic report delivered in June 2018 summarizing the findings of the focus groups and user feedback on professional development
- Four brochures developed to describe the assessment system, one for parents, one for students, one for educators, and one for community members (delivered electronically in February 2018)

The template materials will allow districts and schools to customize the information with logos and district or school specific information. Similarly, all materials will be designed to include specific

information about using assessment results to inform and guide instructional decision making for a wide range of student including students with disabilities, students with 504 plans, English language learners, and students at risk. For example, the communication templates and PowerPoints will include placeholders for achievement gap analysis and materials will include parent friendly descriptions of universal design principles used in item development as well as a description of the tools and resources embedded in the system to support a wide range of learners.

As our professional development plan is executed over Year One of the contract, NWEA in collaboration with NDE may make adjustments to the communication materials to better meet the needs of stakeholders.

Communication Materials for Alternate Assessments

The DLM Consortium provides numerous materials that have been vetted by member states that include documentation to inform states, districts, and parents about the DLM alternate assessment processes and procedures. NDE may choose to make available a consortium resource or customize the resource before sharing. One convenient location for distributing these resources with districts and schools is on each state's DLM state webpage. The following link provides an example of the webpage created for Missouri: <http://dynamiclearningmaps.org/missouri>. DLM will also collaborate with NWEA to ensure information about alternate assessments is included in materials developed by NWEA regarding Nebraska's overall assessment system.

b. Deeper documents are also requested that include topics on the rationale of state testing, ways that state testing can improve student learning, ways that state testing can support strong classroom instructional practices, explanation of a balance between state testing to improve student learning and for use in accountability, communication of the limitations of statewide summative assessment, and support of a balanced assessment.

The Nebraska Statewide Assessments communication plan will guide the assigned project director and NWEA project team to harness collective expertise to create documents that provide a deeper understanding of state testing. This plan can be customized to the needs of Nebraska's community as well as informed by the focus group and survey work to ensure engagement and encourage support and advocacy with key stakeholder groups.

Key aspects will include:

- Involving and communicating with students
- Demonstrating the value of the Nebraska Statewide Assessments to Nebraskans at large
- Informing parents about the assessments their children are taking and developing assessment literacy basics for them as a key stakeholder group
- Keeping educators and administrators updated with access to a range of materials and resources
- Collaborating with the NDE, and keeping State contacts informed on all aspects of the assessment system and communication and engagement plans

We hope this proposal demonstrates our profound commitment to improving student learning, supporting strong classroom instructional practices and balancing the role of state testing. We welcome the opportunity to collaborate with NDE on this thought leadership documentation to support the Nebraska Statewide Assessments.

d. NDE expects the communications to be developed specifically for Nebraska school districts, students, and patrons. NDE expects the Contractor to propose a solution for collaboration between the Contractor and NDE to provide this component of Nebraska's assessment system.

NWEA will work closely with NDE to ensure that key communications are reviewed and approved prior to distribution to Nebraska school districts, students and patrons. Using the Project Plan and a robust Communications Plan, we will define the deliverables, establish review cycles and ensure that Nebraska-specific content is appropriately included. We have included below stakeholder examples to consider.

Involving and Communicating with Students

We communicate with and listen to students, including them in important conversations and incorporating their feedback. The NWEA approach will provide appropriately focused resources to build basic understanding for students about the purposes and value of the state's assessment plans and our formative assessment practice professional development offerings which will engage students in appropriate ownership of their data, goal setting, and progress as learners. Additionally, our focus group activities with the Schlechty Center will engage students as a key source of essential feedback on the success of the assessment plan.

Immediate Feedback for Students

We believe in providing students with immediate information on their assessment results whenever possible. For our computer adaptive interim assessment, MAP, we provide scores immediately upon completion. As we focus on instructional insights and ways to truly empower students and engage them in their own learning, innovations in student-specific feedback will be helpful. For example, with individualized learning plans, we can help students see where they are in their own learning and provide shared information for conversations between students their teachers, and their families.

Informing the Public

In addition to the online videos and social media channels, we have Marketing and Public Relations teams dedicated to communicating both broadly to announce information for public consumption and within states or regions to keep the interested public informed about the important assessments being administered in their neighborhood schools.

Our organization will work closely with NDE on desired public communications. These can include announcements on your Department website or a dedicated NDE-branded assessment page, to provide comprehensive information about the Nebraska Statewide Assessment.

Communicating with Parents

NDE has demonstrated a commitment to involving parents and the community in Nebraska students' education. This includes keeping them educated and informed about why, how, and when their children will be evaluated. We will also provide appropriately focused resources to build basic understanding for parents about the purposes and value of the state's assessment plan. We share your commitment to involve parents in student learning.

To assist your educators as they talk to parents about our assessments, we provide parent-friendly results, reports, and resources. These tools help parents understand their child's learning goals and progress, and help guide at-home activities to improve academic performance.

Communicating with Teachers, Administrators, and School Personnel

To provide quick access to communication and documents related to the program, we can provide a custom web-based portal for the Nebraska Statewide Assessments.

This portal, which we would create at NDE's discretion, would enable NDE and NWEA to share the following information with your district and school stakeholders, as well as parents and others interested in the Nebraska Statewide Assessments:

- Ancillary Materials
- Training materials
- Calendar of events and testing windows
- System maintenance announcements
- Other useful or desired information

This site will be branded for NDE and will include any relevant links to other sources of information such as NDE's website or links to other Nebraska assessments.

We will work with the NDE to develop an overall communications strategy that ensures understanding and, ultimately, advocacy and support from key audiences, through the methods detailed above and others we determine collaboratively. This strategy will incorporate the branding of the Nebraska Statewide Assessment.

L. Exit Strategy

The Contractor shall be responsible for end of contract activities at the completion of the contract to ensure that the transition from Contractor operations by the successor Contractor, or the State, occurs smoothly and without disruption to the NDE. End of Contract Transition activities will include planning, timely transfer of data and documentation specifically for NDE. The Contractor is required to give NDE nine (9) months' notice of intent to not renew the contract. NDE will only notify the Contractor at least nine (9) months prior to expiration of the current contract if it intends to enter into negotiations to renew the contract.

End of Contract Transition Responsibilities:

- 1. Provide a draft detailed Turnover Plan prior to contract termination.*
 - 2. Modify the Turnover Plan based upon the results of NDE review.*
 - 3. Transfer data, assessments, reports and other applicable materials in a format prescribed by NDE.*
 - 4. Provide technical and professional support to NDE and/or a successor Contract in support of the turnover.*
 - 5. Prepare and submit initial draft through final deliverables for NDE review, comment and approval.*
-

NDE will receive efficient and effective service to smoothly transfer from a previous vendor and when appropriate, to an incoming vendor. We will adhere to all required documentation standards throughout the life of the program in order to ensure that there is no disruption in operations to NDE or Nebraska stakeholders.

Transitioning from a Previous Vendor to NWEA

Upon award of a new program, we will work closely with NDE to transition all needed information from the state (or your previous vendor) to NWEA. This might include information such as state-owned items (and all associated metadata and file layout details), prior version of manuals/materials, previous test forms for breach use, historical data on help desk calls, policy details, lessons learned, and prior schedules. Depending on the requirements and preference we can funnel all requests and information through the state, or if preferred we can plan a virtual meeting between NWEA, NDE and the prior vendors for alternate, summative, and interim.

Transitioning from NWEA to a Different Vendor

While we hope to have a partnership with NDE for many years, we understand that contracts will eventually come to an end and in this case, the contract is for one year with four renewable years. We commit to being a collaborative partner as you transition to a new vendor. Your success both with NWEA and future vendors remains important to us.

Upon notification (nine months prior to the contract end for that year), NWEA and NDE will begin to collaborate on transition plans to the next vendor. Part of this transition will be agreeing on the specific artifacts/documents that need to transition over, provided those do not violate NWEA regulations on intellectual property, trademarks, or copyrights, agreement on the mechanism for transitioning as well as a schedule for transition.

Upon transition notification, our schedule will be modified to include a specific section for transition that we will determine with NDE. The schedule will include milestone level tasks to ensure we are providing all transition materials to your new vendor when needed.

Turnover Plan

We will create a draft Turnover Plan, that will provide both NDE and your future contractor the details of the program. This plan outline will consist of various components, and the details around each of those components (non-proprietary) that we will work with NDE on identifying prior to the draft of the turnover plan. For example, the technical support section of the turnover plan will consist of call volumes, call types, and summary help-desk reports from the prior administration.

- Program Management
- Training
- Professional Development
- Technical Support
- Psychometrics
- Content Development
- Scoring/Reporting

We will share this turnover document with NDE for review, comment and approval. The final mutually agreed upon document will be delivered to NDE for signoff, and to share with the incoming contractor(s).

Transfer Data, Assessments, Reports, and Other Applicable Materials

Included in the transition discussions will be the identification of the data, assessment, reports and other materials that NDE wishes us to transfer to them. This could include items and associated

metadata source files for all materials specifically created for Nebraska (i.e., manuals), scale score tables and of course both student level and summary data files. We will work with NDE on the mechanism for securely transferring any data containing PII information (i.e., student level results). All sensitive data will go directly to NDE.

Provide Technical and Professional Support to NDE and/or Contract Successor

Throughout the transition process NWEA will provide both technical and professional support to ensure a smooth transition. We can have conference calls with the appropriate incoming vendor(s) and NDE to answer any specific questions they may have, we can share lessons learned through our management of the program, along with collaborate with them on timelines and handoffs.

Lastly, we will maintain a transition tracker that lists all required deliverables and the date materials were transferred, the mode by which they were transferred and whether they went to NDE or to the new vendor directly. This tracker will act as an appendix to the transition plan and be available in a quick, “at-a-glance” format.

Table 48 shows a sample excerpt from a transition tracker.

Table 48: Sample Transition Tracker Excerpt

Item	Date Due	Date Delivered	Format	Delivered to	Method for Delivery
TAM Source file	6/15	6/9	Microsoft Word	Name at NDE with a cc to Name of Vendor	Email
State Level Reporting File	9/1	9/1	ASCII file	Name at NDE	Posted to SFTP site

Exit Strategy for Alternate Assessments

NWEA and subcontractor The University of Kansas, Center for Educational Testing and Evaluation (CETE), will coordinate closely on a transition plan at the end of the contract. The DLM project manager will contribute to the turnover plan and provide technical and professional support related to the turnover to NWEA, NDE and/or a successor vendor. CETE will give materials developed specifically for NDE during the contract to NWEA for their inclusion in the full set of materials to be transferred. DLM Consortium materials are excluded from this list.

List of Appendices

- Appendix A: Signed Terms and Conditions
- Appendix B: Exceptions
- Appendix C: KUCR Alternative Coverage for Workers' Compensation
- Appendix D: South Carolina Alignment
- Appendix E: Audited Financial Statements
- Appendix F: Subcontractor Summary of Corporate Experience
- Appendix G: Sample Communication Plan
- Appendix H: Résumés
- Appendix I: Sample Meeting Agendas and Reports
- Appendix J: Sample Kickoff Meeting Agenda
- Appendix K: Sample Monthly Status Report
- Appendix L: Sample Risk Management Plan
- Appendix M: Sample Customer Service Reports
- Appendix N: Educator Portal User Guide
- Appendix O: DLM Data Management Manual
- Appendix P: NWEA Accessibility and Accommodations FAQ
- Appendix Q: Sample NWEA Items **
- Appendix R: Sample DLM Testlets
- Appendix S: Nebraska UEB Implementation Plan
- Appendix T: DLM Assessment Coordinator Manual
- Appendix U: DLM Technology Specifications Manual
- Appendix V: DLM Test Administration Manual
- Appendix W: DLM Project Briefs
- Appendix X: KITE Client Bandwidth Requirements

Appendix Y: DLM Accessibility Manual

Appendix Z: Sample DLM Individual Student Score Reports

Appendix AA: Security Incident Response Policy **

Appendix BB: Sample Data Forensics Report **

Appendix CC: DLM Sample Interpretive Materials

Appendix DD: DLM Technical Manual Table of Contents

Appendix EE: Sample DLM Mastery Profile

Appendix FF: NWEA Online Manuals

Appendix GG: MAP Reports Reference

Appendix HH: MAP Parent Resources

Appendix II: Proposed Professional Learning Schedule

Appendix JJ: NWEA Professional Learning

Appendix KK: DLM Roles and Permissions for Educator Portal
Users

** Included in Confidential and Proprietary Volume

III. TERMS AND CONDITIONS

By signing the "Request For Proposal For Contractual Services" form, the Bidder guarantees compliance with the provisions stated in this Request for Proposal, agrees to the terms and conditions and certifies bidder maintains a drug free work place environment.

Bidders are expected to closely read the Terms and Conditions and provide a binding signature of intent to comply with the Terms and Conditions; provided, however, a bidder may indicate any exceptions to the Terms and Conditions by (1) clearly identifying the term or condition by subsection, (2) including an explanation for the bidder's inability to comply with such term or condition which includes a statement recommending terms and conditions the bidder would find acceptable. Rejection in whole or in part of the Terms and Conditions may be cause for rejection of a bidder's proposal.


Accept
& Initial

GENERAL

The contract resulting from this Request for Proposal shall incorporate the following documents:

1. the signed Request For Proposal form;
2. the original Request for Proposal document;
3. any Request for Proposal addenda and/or amendments to include questions and answers;
4. the Contractor's proposal;
5. any contract amendments, in order of significance; and
6. contract award.

Unless otherwise specifically stated in a contract amendment, in case of any conflict between the incorporated documents, the documents shall govern in the following order of preference with number one (1) receiving preference over all other documents and with each lower numbered document having preference over any higher numbered document: 1) the contract award, 2) contract amendments with the latest dated amendment having the highest priority, 3) Request for Proposal addenda and/or amendments with the latest dated amendment having the highest priority, 4) the original Request for Proposal, 5) the signed Request For Proposal form, 6) the Contractor's proposal.

Any ambiguity in any provision of this contract which shall be discovered after its execution shall be resolved in accordance with the rules of contract interpretation as established in the State of Nebraska.

Once proposals are opened they become the property of the State of Nebraska and will not be returned.

B

Accept
& Initial

AWARD

All purchases, leases, or contracts which are based on competitive proposals will be awarded according to the provisions in the Request for Proposal. The State reserves the right to reject any or all proposals, wholly or in part, or to award to multiple bidders in whole or in part, and at its discretion, may withdraw or amend the Request for Proposal at any time. The State reserves the right to waive any deviations or errors that are not material, do not invalidate the legitimacy of the proposal, and do not improve the bidder's competitive position. All awards will be made in a manner deemed in the best interest of the State. The Request for Proposal does not commit the State to award a contract. If, in the opinion of the State, revisions or amendments will require substantive changes in proposals, the due date may be extended.

By submitting a proposal in response to this Request for Proposal, the bidder grants to the State the right to contact or arrange a visit in person with any or all of the bidder's clients.

Once an intent to award decision has been determined, it will be posted to the Internet at: <http://www.education.ne.gov/Assessment/RFP.htm>
and/or <http://www.das.state.ne.us/materiel/purchasing/rfp.htm>

Grievance and protest procedure is available on the Internet at:

<http://www.education.ne.gov/Assessment/RFP.htm>
and/or
<http://www.das.state.ne.us/materiel/purchasing/agencyervicesprocurementmanual/ProtestGrievanceProcedureForServices.doc>

Any protests must be filed by a Contractor within ten (10) calendar days after the intent to award decision is posted to the Internet.

C

Accept
& Initial

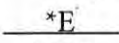
COMPLIANCE WITH CIVIL RIGHTS LAWS AND EQUAL OPPORTUNITY EMPLOYMENT / NONDISCRIMINATION

The Contractor shall comply with all applicable local, State and Federal statutes and regulations regarding civil rights laws and equal opportunity employment. The Nebraska Fair Employment Practice Act prohibits Contractors of the State of Nebraska, and their subcontractors, from discriminating against any employee or applicant for employment, with respect to hire, tenure, terms, conditions or privileges of employment because of race, color, religion, sex, disability, or national origin (Neb. Rev. Stat. §48-1101 to 48-1125). The Contractor guarantees compliance with the Nebraska Fair Employment Practice Act, and breach of this provision shall be regarded as a material breach of contract. The Contractor shall insert a similar provision in all subcontracts for services to be covered by any contract resulting from this Request for Proposal.


Accept
& Initial

PERMITS, REGULATIONS, LAWS

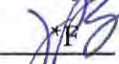
The Contractor shall procure and pay for all permits, licenses and approvals necessary for the execution of the contract. The Contractor shall comply with all applicable local, state, and federal laws, ordinances, rules, orders and regulations.

E.

Accept
& Initial

OWNERSHIP OF INFORMATION AND DATA

The State of Nebraska shall have the unlimited right to publish, duplicate, use and disclose all information and data developed or derived by the Contractor pursuant to this contract.

The Contractor must guarantee that it has the full legal right to the materials, supplies, equipment, and other rights or titles (e.g. rights to licenses transfer or assign deliverables) necessary to execute this contract. The contract price shall, without exception, include compensation for all royalties and costs arising from patents, trademarks and copyrights that are in any way involved in the contract. It shall be the responsibility of the Contractor to pay for all royalties and costs, and the State must be held harmless from any such claims.

F.

Accept
& Initial

INSURANCE REQUIREMENTS

The Contractor shall not commence work under this contract until he or she has obtained all the insurance required hereunder and such insurance has been approved by the State. If Contractor will be utilizing any subcontractors, the Contractor is responsible for obtaining the certificate(s) of insurance required herein under from any and all subcontractor(s). Contractor is also responsible for ensuring subcontractor(s) maintain the insurance required until completion of the contract requirements. The Contractor shall not allow any subcontractor to commence work on his or her subcontract until all similar insurance required of the subcontractor has been obtained and approved by the Contractor. Approval of the insurance by the State shall not limit, relieve or decrease the liability of the Contractor hereunder.

If by the terms of any insurance a mandatory deductible is required, or if the Contractor elects to increase the mandatory deductible amount, the Contractor shall be responsible for payment of the amount of the deductible in the event of a paid claim.

1. WORKERS' COMPENSATION INSURANCE

The Contractor shall take out and maintain during the life of this contract the statutory Workers' Compensation and Employer's Liability Insurance for all of the contactors' employees to be engaged in work on the project under this contract and, in case any such work is sublet, the Contractor shall require the subcontractor similarly to provide Worker's Compensation and Employer's Liability Insurance for all of the subcontractor's employees to be engaged in such work. This policy shall be written to meet the statutory requirements for the state in which the work is to be performed, including Occupational Disease. This

*E: See Appendix B, Exceptions

*F: See Appendix C, KUCR Alternative Coverage

for Workers' Compensation for alternative proposed by this subcontractor

policy shall include a waiver of subrogation in favor of the State. The amounts of such insurance shall not be less than the limits stated hereinafter.

2. COMMERCIAL GENERAL LIABILITY INSURANCE AND COMMERCIAL AUTOMOBILE LIABILITY INSURANCE

The Contractor shall take out and maintain during the life of this contract such Commercial General Liability Insurance and Commercial Automobile Liability Insurance as shall protect Contractor and any subcontractor performing work covered by this contract from claims for damages for bodily injury, including death, as well as from claims for property damage, which may arise from operations under this contract, whether such operation be by the Contractor or by any subcontractor or by anyone directly or indirectly employed by either of them, and the amounts of such insurance shall not be less than limits stated hereinafter.

The Commercial General Liability Insurance shall be written on an occurrence basis, and provide Premises/Operations, Products/Completed Operations, Independent Contractors, Personal Injury and Contractual Liability coverage. The policy shall include the State, and others as required by the contract documents, as an Additional Insured. This policy shall be primary, and any insurance or self-insurance carried by the State shall be considered excess and non-contributory. The Commercial Automobile Liability Insurance shall be written to cover all Owned, Non-owned and Hired vehicles.

3. INSURANCE COVERAGE AMOUNTS REQUIRED

a. WORKERS' COMPENSATION AND EMPLOYER'S LIABILITY

Coverage A	Statutory
Coverage B	
Bodily Injury by Accident	\$100,000 each accident
Bodily Injury by Disease	\$500,000 policy limit
Bodily Injury by Disease	\$100,000 each employee

b. COMMERCIAL GENERAL LIABILITY

General Aggregate	\$2,000,000
Products/Completed Operations Aggregate	\$2,000,000
Personal/Advertising Injury	\$1,000,000 any one person
Bodily Injury/Property Damage	\$1,000,000 per occurrence
Fire Damage	\$50,000 any one fire
Medical Payments	\$5,000 any one person

c. COMMERCIAL AUTOMOBILE LIABILITY

Bodily Injury/Property Damage limit	\$1,000,000 combined single limit
-------------------------------------	-----------------------------------

d. UMBRELLA/EXCESS LIABILITY

Over Primary Insurance

\$1,000,000 per occurrence

4. EVIDENCE OF COVERAGE

The Contractor shall furnish the State, prior to the opening date and time specified in the RFP, a certificate of insurance coverage complying with the above requirements, which shall be submitted to the Nebraska Department of Education, PO Box 94987, 301 Centennial Mall South, 6th Floor, Lincoln, NE 68509-4987. These certificates or the cover sheet shall reference the Contract number, and the certificates shall include the name of the company, policy numbers, effective dates, dates of expiration and amounts and types of coverage afforded. If the State is damaged by the failure of the Contractor to maintain such insurance, then the Contractor shall be responsible for all reasonable costs properly attributable thereto.

Notice of cancellation of any required insurance policy must be submitted to the State when issued and a new coverage binder shall be submitted immediately to ensure no break in coverage.


Accept
& Initial

COOPERATION WITH OTHER CONTRACTORS

The State may already have in place or choose to award supplemental contracts for work related to this Request for Proposal, or any portion thereof.

1. The State reserves the right to award the contract jointly between two or more potential Contractors, if such an arrangement is in the best interest of the State.
2. The Contractor shall agree to cooperate with such other Contractors, and shall not commit or permit any act which may interfere with the performance of work by any other Contractor.


Accept
& Initial

INDEPENDENT CONTRACTOR

It is agreed that nothing contained herein is intended or should be construed in any manner as creating or establishing the relationship of partners between the parties hereto. The Contractor represents that it has, or will secure at its own expense, all personnel required to perform the services under the contract. The Contractor's employees and other persons engaged in work or services required by the Contractor under the contract shall have no contractual relationship with the State; they shall not be considered employees of the State.

All claims on behalf of any person arising out of employment or alleged employment (including without limit claims of discrimination against the Contractor, its officers or its agents) shall in no way be the responsibility of the State. The Contractor will hold the State harmless from any and all such claims. Such personnel or other persons shall not require nor be entitled to any compensation, rights or benefits from the State including

without limit, tenure rights, medical and hospital care, sick and vacation leave, severance pay or retirement benefits.

I.
Accept
& Initial

CONTRACTOR RESPONSIBILITY

The Contractor is solely responsible for fulfilling the contract, with responsibility for all services offered and products to be delivered as stated in the Request for Proposal, the Contractor's proposal, and the resulting contract. The Contractor shall be the sole point of contact regarding all contractual matters.

If the Contractor intends to utilize any subcontractors' services, the subcontractors' level of effort, tasks and time allocation must be clearly defined in the Contractor's proposal. The Contractor shall agree that it will not utilize any subcontractors not specifically included in its proposal, in the performance of the contract, without the prior written authorization of the State. Following execution of the contract, the Contractor shall proceed diligently with all services and shall perform such services with qualified personnel in accordance with the contract.

J.
Accept
& Initial

CONTRACTOR PERSONNEL

The Contractor warrants that all persons assigned to the project shall be employees of the Contractor or specified subcontractors, and shall be fully qualified to perform the work required herein. Personnel employed by the Contractor to fulfill the terms of the contract shall remain under the sole direction and control of the Contractor. The Contractor shall include a similar provision in any contract with any subcontractor selected to perform work on the project.

Personnel commitments made in the Contractor's proposal shall not be changed without the prior written approval of the State. Replacement of key personnel, if approved by the State, shall be with personnel of equal or greater ability and qualifications.

The State reserves the right to require the Contractor to reassign or remove from the project any Contractor or subcontractor employee.

In respect to its employees, the Contractor agrees to be responsible for the following:

1. any and all employment taxes and/or other payroll withholding;
2. any and all vehicles used by the Contractor's employees, including all insurance required by state law;
3. damages incurred by Contractor's employees within the scope of their duties under the contract;
4. maintaining workers' compensation and health insurance and submitting any reports on such insurance to the extent required by governing State law; and

5. determining the hours to be worked and the duties to be performed by the Contractor's employees.

Notice of cancellation of any required insurance policy must be submitted to the State when issued and a new coverage binder shall be submitted immediately to ensure no break in coverage.



Accept
& Initial

STATE OF NEBRASKA PERSONNEL RECRUITMENT PROHIBITION

The Contractor shall not, at any time, recruit or employ any State employee or agent who has worked on the Request for Proposal or project, or who had any influence on decisions affecting the Request for Proposal or project.



Accept
& Initial

CONFLICT OF INTEREST

By submitting a proposal, bidder certifies that there does not now exist any relationship between the bidder and any person or entity which is or gives the appearance of a conflict of interest related to this Request for Proposal or project.

The bidder certifies that it shall not take any action or acquire any interest, either directly or indirectly, which will conflict in any manner or degree with the performance of its services hereunder or which creates an actual or appearance of conflict of interest.

The bidder certifies that it will not employ any individual known by bidder to have a conflict of interest.



Accept
& Initial

PROPOSAL PREPARATION COSTS

The State shall not incur any liability for any costs incurred by bidders in replying to this Request for Proposal, in the demonstrations, or oral presentations, or in any other activity related to bidding on this Request for Proposal.



Accept
& Initial

ERRORS AND OMISSIONS

The bidder shall not take advantage of any errors and/or omissions in this Request for Proposal or resulting contract. The bidder must promptly notify the State of any errors and/or omissions that are discovered.



Accept
& Initial

BEGINNING OF WORK

The bidder shall not commence any billable work until a valid contract has been fully executed by the State and the successful Contractor. The Contractor will be notified in writing when work may begin.



Accept
& Initial

ASSIGNMENT BY THE STATE

The State shall have the right to assign or transfer the contract or any of its interests herein to any agency, board, commission, or political subdivision of the State of Nebraska. There shall be no charge to the State for any assignment hereunder.

Q.

Accept
& Initial

ASSIGNMENT BY THE CONTRACTOR

The Contractor may not assign, voluntarily or involuntarily, the contract or any of its rights or obligations hereunder (including without limitation rights and duties of performance) to any third party, without the prior written consent of the State, which will not be unreasonably withheld.

R.

Accept
& Initial

DEVIATIONS FROM THE REQUEST FOR PROPOSAL

The requirements contained in the Request for Proposal become a part of the terms and conditions of the contract resulting from this Request for Proposal. Any deviations from the Request for Proposal must be clearly defined by the bidder in its proposal and, if accepted by the State, will become part of the contract. Any specifically defined deviations must not be in conflict with the basic nature of the Request for Proposal or mandatory requirements. "Deviation", for the purposes of this RFP, means any proposed changes or alterations to either the contractual language or deliverables within the scope of this RFP. The State discourages deviations and reserves the right to reject proposed deviations.

S.

Accept
& Initial

GOVERNING LAW

The contract shall be governed in all respects by the laws and statutes of the State of Nebraska. Any legal proceedings against the State of Nebraska regarding this Request for Proposal or any resultant contract shall be brought in the State of Nebraska administrative or judicial forums as defined by State law. The Contractor must be in compliance with all Nebraska statutory and regulatory law.

T.

Accept
& Initial

ATTORNEY'S FEES

In the event of any litigation, appeal or other legal action to enforce any provision of the contract, the Contractor agrees to pay all expenses of such action, as permitted by law, including attorney's fees and costs, if the State is the prevailing party.

U.

Accept
& Initial

ADVERTISING

The Contractor agrees not to refer to the contract award in advertising in such a manner as to state or imply that the company or its services are endorsed or preferred by the State. News releases pertaining to the project shall not be issued without prior written approval from the State.

V.

Accept
& Initial

STATE PROPERTY

The Contractor shall be responsible for the proper care and custody of any State-owned property which is furnished for the Contractor's use during the performance of the contract. The Contractor shall reimburse the State for any loss or damage of such property, normal wear and tear is expected.



Accept
& Initial

SITE RULES AND REGULATIONS

The Contractor shall use its best efforts to ensure that its employees, agents and subcontractors comply with site rules and regulations while on State premises. If the Contractor must perform on-site work outside of the daily operational hours set forth by the State, it must make arrangements with the State to ensure access to the facility and the equipment has been arranged. No additional payment will be made by the State on the basis of lack of access, unless the State fails to provide access as agreed to between the State and the Contractor.



Accept
& Initial

NOTIFICATION

During the bid process, all communication between the State and a bidder shall be between the bidder's representative clearly noted in its proposal and the buyer noted in Section II, A. Procuring Office and Contact Person of this RFP. After the award of the contract, all notices under the contract shall be deemed duly given upon delivery to the staff designated as the point of contact for this Request for Proposal, in person, or upon delivery by U.S. Mail, facsimile, or e-mail. Each bidder should provide in its proposal the name, title and complete address of its designee to receive notices.

1. Except as otherwise expressly specified herein, all notices, requests or other communications shall be in writing and shall be deemed to have been given if delivered personally or mailed, by U.S. Mail, postage prepaid, return receipt requested, to the parties at their respective addresses set forth above, or at such other addresses as may be specified in writing by either of the parties. All notices, requests, or communications shall be deemed effective upon personal delivery or three (3) days following deposit in the mail.
2. Whenever the Contractor encounters any difficulty which is delaying or threatens to delay its timely performance under the contract, the Contractor shall immediately give notice thereof in writing to the State reciting all relevant information with respect thereto. Such notice shall not in any way constitute a basis for an extension of the delivery schedule or be construed as a waiver by the State of any of its rights or remedies to which it is entitled by law or equity or pursuant to the provisions of the contract. Failure to give such notice, however, may be grounds for denial of any request for an extension of the delivery schedule because of such delay.

Either party may change its address for notification purposes by giving notice of the change, and setting forth the new address and an effective date.

For the duration of the contract, all communication between Contractor and the State regarding the contract shall take place between the Contractor and individuals specified by the State in writing. Communication about the contract between Contractor and individuals not designated as points of contact by the State is strictly forbidden.



Accept
& Initial

EARLY TERMINATION

The contract may be terminated as follows:

1. The State and the Contractor, by mutual written agreement, may terminate the contract at any time.
2. The State, in its sole discretion, may terminate the contract for any reason upon 30 days written notice to the Contractor. Such termination shall not relieve the Contractor of warranty or other service obligations incurred under the terms of the contract. In the event of cancellation the Contractor shall be entitled to payment, determined on a pro rata basis, for products or services satisfactorily performed or provided.
3. The State may terminate the contract immediately for the following reasons:
 - a. if directed to do so by statute;
 - b. Contractor has made an assignment for the benefit of creditors, has admitted in writing its inability to pay debts as they mature, or has ceased operating in the normal course of business;
 - c. a trustee or receiver of the Contractor or of any substantial part of the Contractor's assets has been appointed by a court;
 - d. fraud, misappropriation, embezzlement, malfeasance, misfeasance, or illegal conduct pertaining to performance under the contract by its Contractor, its employees, officers, directors or shareholders;
 - e. an involuntary proceeding has been commenced by any party against the Contractor under any one of the chapters of Title 11 of the United States Code and (i) the proceeding has been pending for at least sixty (60) days; or (ii) the Contractor has consented, either expressly or by operation of law, to the entry of an order for relief; or (iii) the Contractor has been decreed or adjudged a debtor;
 - f. a voluntary petition has been filed by the Contractor under any of the chapters of Title 11 of the United States Code;
 - g. Contractor intentionally discloses confidential information;
 - h. Contractor has or announces it will discontinue support of the deliverable;
 - i. second or subsequent documented "Contractor performance report" form deemed acceptable by the State Purchasing Bureau.



Accept
& Initial

FUNDING OUT CLAUSE OR LOSS OF APPROPRIATIONS

The State may terminate the contract, in whole or in part, in the event funding is no longer available. The State's obligation to pay amounts due for fiscal years following the current fiscal year is contingent upon legislative appropriation of funds for the contract. Should said funds not be appropriated, the State may terminate the contract with respect to those payments for the fiscal years for which such funds are not

appropriated. The State will give the Contractor written notice thirty (30) days prior to the effective date of any termination, and advise the Contractor of the location (address and room number) of any related equipment. All obligations of the State to make payments after the termination date will cease and all interest of the State in any related equipment will terminate. The Contractor shall be entitled to receive just and equitable compensation for any authorized work which has been satisfactorily completed as of the termination date. In no event shall the Contractor be paid for a loss of anticipated profit.


Accept
& Initial

AA. BREACH BY CONTRACTOR

The State may terminate the contract, in whole or in part, if the Contractor fails to perform its obligations under the contract in a timely and proper manner. The State may, by providing a written notice of default to the Contractor, allow the Contractor to cure a failure or breach of contract within a period of thirty (30) days (or longer at State's discretion considering the gravity and nature of the default). Said notice shall be delivered by Certified Mail, Return Receipt Requested or in person with proof of delivery. Allowing the Contractor time to cure a failure or breach of contract does not waive the State's right to immediately terminate the contract for the same or different contract breach which may occur at a different time. In case of default of the Contractor, the State may contract the service from other sources and hold the Contractor responsible for any excess cost occasioned thereby.


Accept
& Initial

BB. ASSURANCES BEFORE BREACH

If any document or deliverable required pursuant to the contract does not fulfill the requirements of the Request for Proposal/resulting contract, upon written notice from the State, the Contractor shall deliver assurances in the form of additional Contractor resources at no additional cost to the project in order to complete the deliverable, and to ensure that other project schedules will not be adversely affected.

CC.
*CC
Accept
& Initial

PENALTY

In the event that the Contractor fails to perform any substantial obligation under the contract, the State may withhold all monies due and payable to the Contractor, without penalty, until such failure is cured or otherwise adjudicated. Failure to meet the dates stipulated in the contract for the deliverables may result in an assessment of penalty due the State until the deliverables are approved. Contractor will be notified in writing when penalty will commence.


Accept
& Initial

DD. RETAINAGE

The State will withhold 5 percent (%) of each payment due as retainage. The entire retainage amount will be payable upon successful completion of the project. Upon completion of the project, the Contractor will invoice the State for any outstanding work and for the retainage. The State may reject the final invoice by identifying the specific reasons for such rejection in writing to the Contractor within 45 calendar days of receipt

of the final invoice. Otherwise, the project will be deemed accepted and the State will release the final payment and retainage in accordance with the contract payment terms.

EE. BID BOND

A Bid Bond is not required for this proposal.

FF. PERFORMANCE BOND

A Performance Bond is not required for this proposal.

 **GG. FORCE MAJEURE**

Accept
& Initial

Neither party shall be liable for any costs or damages resulting from its inability to perform any of its obligations under the contract due to a natural disaster, or other similar event outside the control and not the fault of the affected party ("Force Majeure Event"). A Force Majeure Event shall not constitute a breach of the contract. The party so affected shall immediately give notice to the other party of the Force Majeure Event. The State may grant relief from performance of the contract if the Contractor is prevented from performance by a Force Majeure Event. The burden of proof for the need for such relief shall rest upon the Contractor. To obtain release based on a Force Majeure Event, the Contractor shall file a written request for such relief with the State Purchasing Bureau. Labor disputes with the impacted party's own employees will not be considered a Force Majeure Event and will not suspend performance requirements under the contract.

 **HH. PROHIBITION AGAINST ADVANCE PAYMENT**

Accept
& Initial

Payments shall not be made until contractual deliverable(s) are received and accepted by the State.

 **I. PAYMENT**

Accept
& Initial

State will render payment to Contractor when the terms and conditions of the contract and specifications have been satisfactorily completed on the part of the Contractor as solely determined by the State. Payment will be made by the responsible agency in compliance with the State of Nebraska Prompt Payment Act (See Neb. Rev. Stat. §81-2401 through 81-2408). The State may require the Contractor to accept payment by electronic means such as ACH deposit. In no event shall the State be responsible or liable to pay for any services provided by the Contractor prior to the Effective Date, and the Contractor hereby waives any claim or cause of action for any such services. §

 **J. INVOICES**

Accept
& Initial

Invoices for payments must be submitted by the Contractor to the agency requesting the services with sufficient detail to support payment. The terms and conditions included in the Contractor's invoice shall be deemed to be solely for the convenience of the parties. No terms or conditions of any such invoice shall be binding upon the State, and no action by the State, including without limitation the payment of any such invoice

in whole or in part, shall be construed as binding or estopping the State with respect to any such term or condition, unless the invoice term or condition has been previously agreed to by the State as an amendment to the contract.

 **KK. AUDIT REQUIREMENTS**

Accept
& Initial

All Contractor books, records and documents relating to work performed or monies received under the contract shall be subject to audit at any reasonable time upon the provision of reasonable notice by the State. These records shall be maintained for a period of five (5) full years from the date of final payment, or until all issues related to an audit, litigation or other action are resolved, whichever is longer. All records shall be maintained in accordance with generally accepted accounting principles.

In addition to, and in no way in limitation of any obligation in the contract, the Contractor shall agree that it will be held liable for any State audit exceptions, and shall return to the State all payments made under the contract for which an exception has been taken or which has been disallowed because of such an exception. The Contractor agrees to correct immediately any material weakness or condition reported to the State in the course of an audit.

 **LL. TAXES**

Accept
& Initial

The State is not required to pay taxes of any kind and assumes no such liability as a result of this solicitation. Any property tax payable on the Contractor's equipment which may be installed in a state-owned facility is the responsibility of the Contractor.

 **MM. INSPECTION AND APPROVAL**

Accept
& Initial

Final inspection and approval of all work required under the contract shall be performed by the designated State officials. The State and/or its authorized representatives shall have the right to enter any premises where the Contractor or subcontractor duties under the contract are being performed, and to inspect, monitor or otherwise evaluate the work being performed. All inspections and evaluations shall be at reasonable times and in a manner that will not unreasonably delay work.

 **NN. CHANGES IN SCOPE/CHANGE ORDERS**

Accept
& Initial

The State may, at any time with written notice to the Contractor, make changes within the general scope of the contract. Changes in scope shall only be conducted with the written approval of the State's designee as so defined by the State from time to time. (The State retains the right to employ the services of a third party to perform any change order(s)).

The State may, at any time work is in progress, by written order, make alterations in the terms of work as shown in the specifications, require the performance of extra work, decrease the quantity of work, or make such other changes as the State may find necessary or desirable. The Contractor shall not claim forfeiture of contract by reasons

of such changes by the State. Changes in work and the amount of compensation to be paid to the Contractor for any extra work so ordered shall be determined in accordance with the applicable unit prices of the Contractor's proposal.

Corrections of any deliverable services or performance of work required pursuant to the contract shall not be deemed a modification requiring a change order.



Accept
& Initial

SEVERABILITY

If any term or condition of the contract is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and conditions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the contract did not contain the particular provision held to be invalid.



Accept
& Initial

CONFIDENTIALITY

All materials and information provided by the State or acquired by the Contractor on behalf of the State shall be regarded as confidential information. All materials and information provided by the State or acquired by the Contractor on behalf of the State shall be handled in accordance with Federal and State Law, and ethical standards. The Contractor must ensure the confidentiality of such materials or information. Should said confidentiality be breached by a Contractor; Contractor shall notify the State immediately of said breach and take immediate corrective action.

It is incumbent upon the Contractor to inform its officers and employees of the penalties for improper disclosure imposed by the Privacy Act of 1974, 5 U.S.C. 552a. Specifically, 5 U.S.C. 552a (i)(1), which is made applicable to Contractors by 5 U.S.C. 552a (m)(1), provides that any officer or employee of a Contractor, who by virtue of his/her employment or official position has possession of or access to agency records which contain individually identifiable information, the disclosure of which is prohibited by the Privacy Act or regulations established thereunder, and who knowing that disclosure of the specific material is prohibited, willfully discloses the material in any manner to any person or agency not entitled to receive it, shall be guilty of a misdemeanor and fined not more than \$5,000.



Accept
& Initial

PROPRIETARY INFORMATION


Data contained in the proposal and all documentation provided therein, become the property of the State of Nebraska and the data becomes public information upon opening the proposal. If the bidder wishes to have any information withheld from the public, such information must fall within the definition of proprietary information contained within Nebraska's public record statutes. All proprietary information the bidder wishes the State to withhold must be submitted in a sealed package, which is separate from the remainder of the proposal. The separate package must be clearly marked PROPRIETARY on the outside of the package. Bidders may not mark their entire

Request for Proposal as proprietary. Bidder's cost proposals may not be marked as proprietary information. Failure of the bidder to follow the instructions for submitting proprietary and copyrighted information may result in the information being viewed by other bidders and the public. Proprietary information is defined as trade secrets, academic and scientific research work which is in progress and unpublished, and other information which if released would give advantage to business competitors and serve no public purpose (see Neb. Rev. Stat. §84-712.05(3)). In accordance with Attorney General Opinions 92068 and 97033, bidders submitting information as proprietary may be required to prove specific, named competitor(s) who would be advantaged by release of the information and the specific advantage the competitor(s) would receive. Although every effort will be made to withhold information that is properly submitted as proprietary and meets the State's definition of proprietary information, the State is under no obligation to maintain the confidentiality of proprietary information and accepts no liability for the release of such information.


Accept
& Initial

CERTIFICATION OF INDEPENDENT PRICE DETERMINATION/COLLUSIVE BIDDING

By submission of this proposal, the bidder certifies, that he or she is the party making the foregoing proposal that the proposal is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation; that the proposal is genuine and not collusive or sham; that the bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham proposal, and has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham proposal, or that anyone shall refrain from bidding; that the bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the proposal price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the proposal price, or of that of any other bidder, or to secure any advantage against the public body awarding the contract of anyone interested in the proposed contract; that all statements contained in the proposal are true; and further that the bidder has not, directly or indirectly, submitted his or her proposal price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, or paid, and will not pay, any fee to any corporation, partnership, company association, organization, proposal depository, or to any member or agent thereof to effectuate a collusive or sham proposal.


Accept
& Initial

PRICES

All prices, costs, terms and conditions outlined in the proposal shall remain fixed and valid commencing on the opening date of the proposal until an award is made (and for bidder receiving award prices shall remain as bid for the duration of the contract unless otherwise so stated in the contract) or the Request for Proposal is cancelled.

Contractor represents and warrants that all prices for services, now or subsequently specified are as low as and no higher than prices which the Contractor has charged or

intends to charge customers other than the State for the same or similar products and services of the same or equivalent quantity and quality for delivery or performance during the same periods of time. If, during the term of the contract, the Contractor shall reduce any and/or all prices charged to any customers other than the State for the same or similar products or services specified herein, the Contractor shall make an equal or equivalent reduction in corresponding prices for said specified products or services.

Contractor also represents and warrants that all prices set forth in the contract and all prices in addition, which the Contractor may charge under the terms of the contract, do not and will not violate any existing federal, state or municipal law or regulations concerning price discrimination and/or price fixing. Contractor agrees to hold the State harmless from any such violation. Prices quoted shall not be subject to increase throughout the contract period unless specifically allowed by these specifications.



Accept
& Initial

BEST AND FINAL OFFER

The State will compile the final scores for all parts of each proposal. The award may be granted to the highest scoring responsive and responsible bidder. Alternatively, the highest scoring bidder or bidders may be requested to submit best and final offers. If best and final offers are requested by the State and submitted by the bidder, they will be evaluated (using the stated criteria), scored and ranked by the Evaluation Committee. The award will then be granted to the highest scoring bidder. However, a bidder should provide its best offer in its original proposal. Bidders should not expect that the State will request a best and final offer.



Accept
& Initial

ETHICS IN PUBLIC CONTRACTING

No bidder shall pay or offer to pay, either directly or indirectly, any fee, commission compensation, gift, gratuity, or anything of value to any State officer, legislator or employee based on the understanding that the receiving person's vote, actions or judgment will be influenced thereby. No bidder shall give any item of value to any employee of the State Purchasing Bureau.

Bidders shall be prohibited from utilizing the services of lobbyists, attorneys, political activists, or consultants to secure the contract. It is the intent of this provision to assure that the prohibition of state contact during the procurement process is not subverted through the use of lobbyists, attorneys, political activists, or consultants. It is the intent of the State that the process of evaluation of proposals and award of the contract be completed without external influence. It is not the intent of this section to prohibit bidders from seeking professional advice, for example consulting legal counsel, regarding terms and conditions of this Request for Proposal or the format or content of their proposal.

If the bidder is found to be in non-compliance with this section of the Request for Proposal, they may forfeit the contract if awarded to them or be disqualified from the selection process.



Accept
& Initial

INDEMNIFICATION

1. GENERAL

The Contractor agrees to defend, indemnify, hold, and save harmless the State and its employees, volunteers, agents, and its elected and appointed officials (“the indemnified parties”) from and against any and all claims, liens, demands, damages, liability, actions, causes of action, losses, judgments, costs, and expenses of every nature, including investigation costs and expenses, settlement costs, and attorney fees and expenses (“the claims”), sustained or asserted against the State, arising out of, resulting from, or attributable to the willful misconduct, negligence, error, or omission of the Contractor, its employees, subcontractors, consultants, representatives, and agents, except to the extent such Contractor liability is attenuated by any action of the State which directly and proximately contributed to the claims.

2. INTELLECTUAL PROPERTY

The Contractor agrees it will at its sole cost and expense, defend, indemnify, and hold harmless the indemnified parties from and against any and all claims, to the extent such claims arise out of, result from, or are attributable to the actual or alleged infringement or misappropriation of any patent, copyright, trade secret, trademark, or confidential information of any third party by the Contractor or its employees, subcontractors, consultants, representatives, and agents; provided, however, the State gives the Contractor prompt notice in writing of the claim. The Contractor may not settle any infringement claim that will affect the State’s use of the Licensed Software without the State’s prior written consent, which consent may be withheld for any reason.

If a judgment or settlement is obtained or reasonably anticipated against the State’s use of any intellectual property for which the Contractor has indemnified the State, the Contractor shall at the Contractor’s sole cost and expense promptly modify the item or items which were determined to be infringing, acquire a license or licenses on the State’s behalf to provide the necessary rights to the State to eliminate the infringement, or provide the State with a non-infringing substitute that provides the State the same functionality. At the State’s election, the actual or anticipated judgment may be treated as a breach of warranty by the Contractor, and the State may receive the remedies provided under this RFP.

3. PERSONNEL

The Contractor shall, at its expense, indemnify and hold harmless the indemnified parties from and against any claim with respect to withholding

taxes, worker's compensation, employee benefits, or any other claim, demand, liability, damage, or loss of any nature relating to any of the personnel provided by the Contractor.



WWW. NEBRASKA TECHNOLOGY ACCESS STANDARDS

Accept
& Initial

Contractor will review the Nebraska Technology Access Standards, found at <http://www.nitc.nebraska.gov/standards/2-101.html> and ensure that products and/or services provided under the contract comply with the applicable standards. In the event such standards change during the Contractor's performance, the State may create an amendment to the contract to request that contract comply with the changed standard at a cost mutually acceptable to the parties. It is not anticipated that the assessment system described in this proposal will involve online access to NDE by any persons other than the Contractor. If otherwise proposed, Nebraska's educators have access through the NDE Portal.



XX. ANTITRUST

Accept
& Initial

The Contractor hereby assigns to the State any and all claims for overcharges as to goods and/or services provided in connection with this contract resulting from antitrust violations which arise under antitrust laws of the United States and the antitrust laws of the State.



YY. DISASTER RECOVERY/BACK UP PLAN

Accept
& Initial

The Contractor shall have a disaster recovery and back-up plan, of which a copy should be provided to the State, which includes, but is not limited to equipment, personnel, facilities, and transportation, in order to continue services as specified under these specifications in the event of a disaster.



ZZ. TIME IS OF THE ESSENCE

Accept
& Initial

Time is of the essence in this contract. The acceptance of late performance with or without objection or reservation by the State shall not waive any rights of the State nor constitute a waiver of the requirement of timely performance of any obligations on the part of the Contractor remaining to be performed.



AAA. RECYCLING

Accept
& Initial

Preference will be given to items which are manufactured or produced from recycled material or which can be readily reused or recycled after their normal use as per state statute (Neb. Rev. Stat. §81-15, 159).



BBB. DRUG POLICY

Accept
& Initial

Contractor certifies that it maintains a drug free work place environment to ensure worker safety and workplace integrity. Contractor agrees to provide a copy of its drug free workplace policy at any time upon request by the State.

CCC
Accept
& Initial

NEW EMPLOYEE WORK ELIGIBILITY STATUS

The Contractor is required and hereby agrees to use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska. A federal immigration verification system means the electronic verification of the work authorization program authorized by the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, 8 U.S.C. 1324a, known as the E-Verify Program, or an equivalent federal program designated by the United States Department of Homeland Security or other federal agency authorized to verify the work eligibility status of a newly hired employee.

If the Contractor is an individual or sole proprietorship, the following applies:

1. The Contractor must complete the United States Citizenship Attestation Form, available on the Department of Administrative Services website at www.das.state.ne.us.
2. If the Contractor indicates on such attestation form that he or she is a qualified alien, the Contractor agrees to provide the US Citizenship and Immigration Services documentation required to verify the Contractor's lawful presence in the United States using the Systematic Alien Verification for Entitlements (SAVE) Program.
3. The Contractor understands and agrees that lawful presence in the United States is required and the Contractor may be disqualified or the contract terminated if such lawful presence cannot be verified as required by Neb. Rev. Stat. §4-108.

DDD
Accept
& Initial

CERTIFICATION REGARDING DEBARMENT, SUSPENSION AND INELIGIBILITY

The Contractor, by signature to this RFP, certifies that the Contractor is not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any federal department or agency from participating in transactions (debarred). The Contractor also agrees to include the above requirements in any and all subcontracts into which it enters. The Contractor shall immediately notify the Department if, during the term of this contract, Contractor becomes debarred. The Department may immediately terminate this contract by providing Contractor written notice if Contractor becomes debarred during the term of this contract.

Exceptions

1. Consistent with NDE's January 13, 2017 responses to NWEA questions and notwithstanding anything to the contrary in the RFP, including the definition of "Licensed Software" (p. vi) and section III.E Ownership of Information and Data (p. 12), NWEA preserves the opportunity to clarify that:
 - a. the Licensed Software includes all software and related content NWEA and its Subcontractors offer with this response;
 - b. access to and use of the Licensed Software is licensed to NDE for the term of the agreement resulting from the RFP and unless specifically stated otherwise in this response NWEA or Subcontractor, as applicable, retain ownership of the Licensed Software; and
 - c. the license granted to NDE in the Licensed Software is neither transferrable nor sublicenseable to anyone other than Nebraska districts and schools.

For the avoidance of doubt, NWEA does not assert ownership to reports or other data generated by NDE's use of the Licensed Software within the scope of the license granted, but NWEA may retain and use such data to support NDE and any Nebraska districts and schools.

2. Consistent with NDE's January 13, 2017 responses to NWEA questions, NWEA preserves the opportunity to negotiate the final form of any provision that would impose any penalty or liquidated damages on NWEA and further clarify the process in Section CC. Penalty (p. 20).

January 26, 2017

Mr. Jeffrey P. Strickler, President & COO
Northwest Evaluation Association
121 NW Everett St.
Portland, OR 97209

RE: Solicitation No. RFP NDE.GA.ASMT.2016: KUCR Letter of Exception

Dear Mr. Strickler:

As the University of Kansas Center for Research, Inc. (KUCR) is included in the Northwest Evaluations Association (NWEA) proposal to the State of Nebraska, Department of Education as noted above, we would like to request one minor clarification to the Terms and Conditions as stated in the RFP specific to our situation regarding Workers Compensation. Per the RFP, we have included the reason for change below. We would be happy to discuss this request with you, should your NWEA proposal be considered for funding.

F. Insurance Requirements

Modification:

1. WORKERS' COMPENSATION INSURANCE

Strike and replace with: "The Contractor affirms that all persons employed under this Agreement are employees of the University of Kansas, and as such, are covered by the Workers Compensation Act, K.S.A. 44-501, as may be amended from time to time."

Reason: Workers Compensation for all employees of the University of Kansas is provided under the Workers Compensation Act, K.S.A. 44-501, a Kansas State Self Insurance Fund for workers compensation, in accordance with State of Kansas law. We believe the applicability of the State of Kansas coverage meets the intent of the language in the RFP. Confirmation of this coverage by our Office of General Counsel will be provided with our Certificate of Insurance at the time of award.

KUCR accepts all other provisions required under RFP NDE.GA.ASMT.2016 as noted or as requested by the Northwest Evaluation Association.

Sincerely,



Alicia M. Reed
Interim Director Research Administration

CC: Meagan Karvonen, AAI
File

Adoption List of Formative Assessments: 2015–16 Alignment Tables


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English Language Arts Standard-Level Alignment Tables

Table 1. Renaissance Learning, STAR-ELA, Grades 1–9

Strand/Standard	Number of Aligned Items By Grade and Standard								
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Inquiry-Based Literacy (I)									
I 3						4	15	7	6
Strand Total	0	0	0	0	0	4	15	7	6
Reading - Literary Text (RL)									
RL 5	57	50	41	46	8	3	5	5	12
RL 6		2	28	13	20	3	1	3	2
RL 7	3	1							
RL 8	32	4	11	1	3		2	4	8
RL 9				2	4	5	1	10	7
RL 10	5	54	12	43	5	3		23	
RL 11			8						5
RL 12	2			1					
RL 13							1		
Strand Total	99	111	100	106	40	14	10	45	34
Reading - Informational Text (RI)									
RI 3			2						
RI 5	13	18	15	24	1		17	14	12
RI 6	11		2	2		2	5	3	8
RI 8		1		4	3	1	5	1	3
RI 9		20	2		8	14			
RI 10						1	1	2	1
RI 11	10					2	8		11
Strand Total	34	39	21	30	12	20	36	20	35
Writing (W)									
W 2							1		
W 4	31	16		3					
Strand Total	31	16	0	3	0	0	1	0	0
Number of Aligned Items	164	166	121	139	52	38	62	72	75
Percent Aligned	30%	29%	18%	18%	7%	17%	24%	30%	41%
Total Items	554	574	682	762	706	227	261	243	185

 Indicates Standard Not Taught in Grade


English Language Arts Standard-Level Alignment Tables

Table 2. Northwest Evaluation Association, Measures of Academic Progress-ELA, Grades 1-9

Standard	Number of Aligned Items By Grade and Standard								
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Inquiry-Based Literacy (I)									
I 1					1		1	4	15
I 2								2	
I 3						13	12	31	33
I 4								8	
I 5						1			
Strand Total	0	0	0	0	1	14	13	45	48
Reading - Literary Text (RL)									
RL 1	3								
RL 2	46								
RL 3	43	30							
RL 4	6								
RL 5	21	14	25	36	27	32	30	51	67
RL 6	4	25	7	7	2	5	3	2	11
RL 7	10	6	1	3	1	6	1		0
RL 8	10	1	13		8	21	25	4	22
RL 9	8	11	9	31	41	20	22	20	12
RL 10	4	39	18	12	21	2	7	7	37
RL 11	4	7	1	4		7	8	3	10
RL 12	3	14	3	16	12	18	3	2	6
RL 13					1				
Strand Total	162	147	77	109	113	111	99	89	165
Reading - Informational Text (RI)									
RI 4								19	
RI 5	10	18	14	10	37	34	43	42	28
RI 6	8	5	3	4	3	6	7	12	28
RI 7		1	2	2	3				
RI 8	15	5	9	24	11	10	35	11	4
RI 9	7	9	33	34	10	24			17
RI 10	1	11	2			2	8	7	4
RI 11	5	7	4	16	4	10	18	4	3
Strand Total	46	56	67	90	68	86	111	95	84
Writing (W)									
W 1		3	4	5	11	27	24	18	20
W 2	4	20	21	39	28	73	40	34	51
W 3	27	21	43	64	79	34	63	85	17
W 4	44	69	126	74	34	33	23	20	14
W 5	120	56	23	34	37	8	28	4	2
W 6	8		11	18	12	5	1		2
Strand Total	203	169	228	234	201	180	179	161	106

English Language Arts Standard-Level Alignment Tables

Communication (C)									
C 4						2	1		
Strand Total	0	0	0	0	0	2	1	0	0
Number of Aligned Items	411	372	372	433	383	393	403	390	403
Percent Aligned	82%	74%	75%	87%	77%	79%	81%	78%	87%
Total Items	500	500	498	499	499	499	499	500	464

 Indicates Standard Not Taught in Grade

Mathematics Key-Concept-Level Alignment Tables

Table 3. Renaissance Learning, STAR-Math, Grades 1-5

Key Concept/Standard	Number of Aligned Items By Grade and Standard				
Number Sense and Base Ten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
NSBT.1	69	27			31
NSBT.2	34	17	37	7	
NSBT.3	5	27	5	13	27
NSBT.4	37	15	169	51	37
NSBT.5	10	15	50	63	14
NSBT.6	1	2		53	21
NSBT.7					46
Key Concept Total	156	103	261	187	176
Number Sense - Fractions					
NSF.1			30		120
NSF.2			11		
NSF.3				21	28
NSF.6				9	
NSF.7				11	
Key Concept Total			41	41	148
Algebraic Thinking and Operations					
ATO.1	46	19	10		
ATO.2		10			
ATO.3	7	9	38		16
ATO.4	10				
ATO.5				42	
ATO.6	78				
ATO.7			41		
ATO.8	14				
ATO.9	3		37		
Key Concept Total	158	38	126	42	16
Geometry					
G.1		6		36	
G.3		5			
G.4	17			2	
Key Concept Total	17	11	0	38	0
Measurement and Data Analysis					
MDA.1			10		31
MDA.3	26		33	33	
MDA.4	25				
MDA.5	1				
MDA.6	13	22	1		
MDA.7		15			
MDA.9		7			
MDA.10		8			

Mathematics Key-Concept-Level Alignment Tables

Key Concept Total	65	52	44	33	31
Number of Aligned Items	396	204	472	341	371
Percent Aligned	62%	51%	66%	69%	60%
Total Items	643	399	718	496	618


 Indicates Standard Not Taught in Grade

Table 4. Renaissance Learning, STAR-Math, Grades 6–8

Key Concept/Standard	Number of Aligned Items by Grade and Standard		
	Grade 6	Grade 7	Grade 8
Number System			
NS.1	23	19	
NS.2	7	35	
NS.3	119		
NS.4	31		
NS.5		2	
NS.6	7		
NS.9	31		
Key Concept Total	218	56	0
Ratios and Proportional Relationships			
RP.1		5	
RP.2	8		
RP.3	71	9	
Key Concept Total	79	14	
Functions			
F.1			13
F.4			23
Key Concept Total			36
Expressions, Equations, and Inequalities			
EEI.1	5		1
EEI.2	9		42
EEI.3			13
EEI.4		19	
EEI.6			9
EEI.7	24		8
EEI.9	21		
Key Concept Total	59	19	73
Geometry and Measurement			
GM.1	24		
GM.2	22		
GM.4		4	
GM.6		2	
GM.7			1

Mathematics Key-Concept-Level Alignment Tables

Key Concept Total	46	6	1
Data Analysis and Statistics			
DS.3	1		
Key Concept Total	1		
Data Analysis, Statistics, and Probability			
DSP.5		16	
DSP.8		10	
Key Concept Total		26	0
Number of Aligned Items	403	121	110
Percent Aligned	73%	34%	33%
Total Items	551	351	337


 Indicates Standard Not Taught in Grade

Table 5. Renaissance Learning, STAR-Math, Grade 9

Key Concept/Standard	Number of Aligned Items by Grade and Standard
Arithmetic with Polynomials and Rational Expressions	
Grade 9	
AAPR.1	101
Key Concept Total	101
Creating Equations	
ACE.1	16
ACE.2	23
ACE.3	6
ACE.4	4
Key Concept Total	49
Reasoning with Equations and Inequalities	
AREI.1	1
AREI.3	15
AREI.4	15
AREI.6	9
AREI.12	6
Key Concept Total	46
Structure and Expressions	
ASE.2	19
ASE.3	17
Key Concept Total	36
Building Functions	
FBF.3	6
Key Concept Total	6
Interpreting Functions	
FIF.1	8
FIF.2	11

Mathematics Key-Concept-Level Alignment Tables


FIF.7	27
FIF.8	67
Key Concept Total	113
Geometry	
GCI.1	6
Key Concept Total	6
Quantities	
NQ.1	1
Key Concept Total	1
Real Number System	
NRNS.1	33
Key Concept Total	33
Interpreting Data	
SPID.8	6
Key Concept Total	6
Number of Aligned Items	397
Percent Aligned	57%
Total Items	700

Table 6. Northwest Evaluation Association, Measures of Academic Progress-Math, Grades 1–5

Key Concept/Standard	Number of Aligned Items By Grade and Standard				
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Number Sense and Base Ten					
NSBT.1	7	14	6	4	3
NSBT.2	21	3	10	5	
NSBT.3	1	6	2	5	2
NSBT.4		7	6	13	16
NSBT.5		16	3	10	14
NSBT.6	3	2		6	4
NSBT.7		7			
NSBT.8		11			
Key Concept Total	32	66	27	43	39
Number Sense - Fractions					
NSF.1			13	1	26
NSF.2			14	8	
NSF.3				27	4
NSF.4				3	7
NSF.5					3
NSF.6				1	25
NSF.7				1	8
NSF.8					2
Key Concept Total			27	41	75
Algebraic Thinking and Operations					

Mathematics Key-Concept-Level Alignment Tables

ATO.1	20	6	8	4	7
ATO.2	6	7	2	4	1
ATO.3	6	5	18	10	1
ATO.4	12		6	3	
ATO.5	1		5	5	
ATO.6	15				
ATO.7	24		14		
ATO.8	16		6		
ATO.9	22				
Key Concept Total	122	18	59	26	9
Geometry					
G.1		20	1	16	8
G.2	10		5	3	5
G.3		9			
G.4	11		4	5	4
Key Concept Total	21	29	10	24	17
Measurement and Data Analysis					
MDA.1	2	2	9	21	4
MDA.2	5	1	2	16	2
MDA.3	2	13	19	20	10
MDA.4	10	4	1		1
MDA.5	20		7		
MDA.6	3	11	19	3	
MDA.7		28		1	
MDA.8		3		4	
MDA.9		3			
MDA.10		43			
Key Concept Total	42	108	57	65	17
Number of Aligned Items	217	221	180	199	157
Percent Aligned	87%	89%	72%	80%	63%
Total Items	249	247	250	249	250

 Indicates Standard Not Taught in Grade

Mathematics Key-Concept-Level Alignment Tables

Table 7. Northwest Evaluation Association, Measures of Academic Progress-Math, Grades 6–8

Key Concept/Standard	Number of Aligned Items By Grade and Standard		
	Grade 6	Grade 7	Grade 8
Number System			
NS.1	13	15	
NS.2	7	6	2
NS.3	13	2	4
NS.4	4	1	
NS.5	2	10	
NS.6	8		
NS.7	8		
NS.8	6		
NS.9	5		
Key Concept Total	66	34	6
Ratios and Proportional Relationships			
RP.1	6	4	
RP.2	11	9	
RP.3	42	11	
Key Concept Total	59	24	
Functions			
F.1			11
F.2			1
F.4			37
F.5			6
Key Concept Total			55
Expressions, Equations, and Inequalities			
EEI.1	5		5
EEI.2	8	4	15
EEI.3	4	7	5
EEI.4		35	8
EEI.5		3	
EEI.6	6		3
EEI.7	11		13
EEI.8	1		41
EEI.9	9		
Key Concept Total	44	49	90
Geometry and Measurement			
GM.1	25	11	1
GM.2	6	2	11
GM.3	4	1	
GM.4	3	25	9
GM.5		4	15
GM.6		17	
GM.7			6

Mathematics Key-Concept-Level Alignment Tables

GM.8			1
GM.9			15
Key Concept Total	38	60	58
Data Analysis and Statistics			
DS.1	1		
DS.2	24		
DS.4	6		
DS.5	5		
Key Concept Total	36		
Data Analysis, Statistics, and Probability			
DSP.1		4	15
DSP.2		6	3
DSP.3		3	4
DSP.4			5
DSP.5		24	7
DSP.6		8	
DSP.7			
DSP.8		21	
Key Concept Total		66	34
Number of Aligned Items	243	233	243
Percent Aligned	97%	93%	97%
Total Items	250	250	250


 Indicates Standard Not Taught in Grade

Table 8. Northwest Evaluation Association, Measures of Academic Progress-Math, Grade 9

Key Concept/Standard	Number of Aligned Items By Grade and Standard
Arithmetic with Polynomials and Rational Expressions	Grade 9
AAPR.1	13
Key Concept Total	13
Creating Equations	
ACE.1	43
ACE.4	2
Key Concept Total	45
Reasoning with Equations and Inequalities	
AREI.1	1
AREI.3	2
AREI.4	10
AREI.6	2
AREI.12	2
Key Concept Total	17
Structure and Expressions	

Mathematics Key-Concept-Level Alignment Tables

ASE.2	11
ASE.3	1
Key Concept Total	12
Building Functions	
FBF.2	15
FBF.3	9
Key Concept Total	24
Interpreting Functions	
FIF.1	2
FIF.2	11
FIF.4	5
FIF.5	22
FIF.6	1
FIF.7	21
FIF.8	4
FIF.9	1
Key Concept Total	67
Linear, Quadratic, and Exponential	
FLQE.1	5
FLQE.2	3
FLQE.3	6
Key Concept Total	14
Quantities	
NQ.1	5
NQ.3	1
Key Concept Total	6
Real Number System	
NRNS.1	14
NRNS.2	2
NRNS.3	1
Key Concept Total	17
Interpreting Data	
SPID.6	10
SPID.7	6
SPID.8	8
Key Concept Total	24
Number of Aligned Items	239
Percent Aligned	96%
Total Items	250

NORTHWEST EVALUATION ASSOCIATION

Financial Statements

For the Years Ended June 30, 2016 and 2015

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Independent Auditor's Report

**To the Board of Directors of
Northwest Evaluation Association
Portland, Oregon**

We have audited the accompanying financial statements of Northwest Evaluation Association (the "Association"), which comprise the statement of financial position as of June 30, 2016, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



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Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Association as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on the 2015 Financial Statements

The financial statements of the Association as of and for the year ended June 30, 2015, were audited by other auditors whose report dated January 22, 2016, expressed an unmodified opinion on those statements.



Certified Public Accountants
August 15, 2016

NORTHWEST EVALUATION ASSOCIATION

**Statements of Financial Position
June 30, 2016 and 2015**

	<u>2016</u>	<u>2015</u>
Assets		
Current Assets:		
Cash and cash equivalents	\$ 8,977,403	\$ 26,694,829
Accounts receivable, net	3,349,128	3,120,694
Note receivable, current		200,000
Short-term investments	11,500,000	
Prepaid expenses and other current assets	<u>2,394,793</u>	<u>2,814,777</u>
Total Current Assets	26,221,324	32,830,300
Property and equipment, net	50,589,470	4,710,863
Intangibles, net	7,735,254	9,210,008
Goodwill	1,145,811	1,145,811
Note receivable, noncurrent		3,800,000
Investments	270,231	1,462,389
Deposits and other long-term assets	<u>314,567</u>	<u>381,046</u>
Total Assets	<u>\$ 86,276,657</u>	<u>\$ 53,540,417</u>
Liabilities and Net Assets		
Current Liabilities:		
Accounts payable	\$ 2,606,388	\$ 1,321,472
Accrued payroll and other expenses	12,172,965	9,763,811
Accrued rent		2,976,687
Income taxes payable		2,582,189
Current portion of unearned service contract revenue	20,190,117	20,677,864
Current portion of long-term debt	5,044,650	4,583,398
Current portion of contribution payable	250,000	250,000
Current portion of contingent consideration		<u>1,630,185</u>
Total Current Liabilities	40,264,120	43,785,606
Unearned service contract revenue, net of current portion	170,257	399,445
Long-term debt, net of current portion	35,424,612	3,658,409
Contribution payable, net of current portion	250,000	500,000
Contingent consideration, net of current portion		1,453,607
Deferred compensation	<u>270,231</u>	<u>201,229</u>
Total Liabilities	76,379,220	49,998,296
Total Unrestricted Net Assets	<u>9,897,437</u>	<u>3,542,121</u>
Total Liabilities and Net Assets	<u>\$ 86,276,657</u>	<u>\$ 53,540,417</u>

See accompanying notes.

NORTHWEST EVALUATION ASSOCIATION

**Statements of Activities
For the Years Ended June 30, 2016 and 2015**

	<u>2016</u>	<u>2015</u>
Revenues:		
Program service fees-		
Licensing	\$ 107,197,615	\$ 100,257,454
Workshop and consulting revenue	8,955,892	7,097,287
Service revenue	3,251,053	6,842,789
Reimbursed costs and other	191,643	91,807
Investment return	297,328	298,885
Impairment loss on investments	(500,000)	(2,294,867)
Gain on sale of intangible asset		8,515,161
	<u>119,393,531</u>	<u>120,808,516</u>
Total Revenues	119,393,531	120,808,516
Expenses:		
Program activities	85,971,145	79,914,445
Supporting services	27,067,070	27,009,749
	<u>113,038,215</u>	<u>106,924,194</u>
Total Expenses	113,038,215	106,924,194
Change in Unrestricted Net Assets	6,355,316	13,884,322
Unrestricted net assets, beginning of year	3,542,121	(10,342,201)
Unrestricted Net Assets, End of Year	<u>\$ 9,897,437</u>	<u>\$ 3,542,121</u>

See accompanying notes.

NORTHWEST EVALUATION ASSOCIATION

**Statements of Cash Flows
For the Years Ended June 30, 2016 and 2015**

	<u>2016</u>	<u>2015</u>
Cash Flows From Operating Activities:		
Change in unrestricted net assets	\$ 6,355,316	\$ 13,884,322
Adjustments to reconcile change in unrestricted net assets to net cash provided by operating activities-		
Depreciation and amortization	6,980,347	7,342,512
Impairment losses on investments	500,000	2,294,867
Other investment (gains) losses	(211,687)	46,816
Gain on sale of intangible asset		(8,515,161)
Changes in operating assets and liabilities:		
Accounts receivables	(228,434)	1,568,083
Prepaid expenses, deposits, and other assets	685,367	(726,907)
Accounts payable, accrued expenses, and other payables	2,970,813	2,319,420
Unearned service contract revenues	(716,935)	(2,652,330)
Income taxes payable	(2,582,189)	81,675
Accrued rent	(2,976,687)	(100,944)
Net Cash Provided by Operating Activities	10,775,911	15,542,353
Cash Flows From Investing Activities:		
Purchases of property and equipment	(49,316,382)	(1,758,624)
Purchases of intangibles	(1,515,546)	
Proceeds from sale of intangible asset		10,000,000
Collection on note receivable	3,801,096	
Purchase of certificates of deposit	(11,500,000)	(12,000,000)
Redemption of certificates of deposit	1,175,623	12,296,042
Net change in mutual fund investments	23,497	(71,970)
Sale of private company stock	204,725	
Purchase of private company stock	(500,000)	(1,000,000)
Net Cash (Used) Provided by Investing Activities	(57,626,987)	7,465,448
Cash Flows From Financing Activities:		
Payments on long-term debt	(5,515,540)	(5,983,041)
Proceeds from long-term debt	38,000,000	
Payment of bond issuance costs	(267,018)	
Payments on contingent consideration	(3,083,792)	(2,557,262)
Net Cash Provided (Used) by Financing Activities	29,133,650	(8,540,303)
Net Change in Cash and Cash Equivalents	(17,717,426)	14,467,498
Cash and cash equivalents, beginning of year	26,694,829	12,227,331
Cash and Cash Equivalents, End of Year	\$ 8,977,403	\$ 26,694,829
Supplemental Disclosures of Noncash Investing and Financing Activities:		
Note receivable cancelled in exchange for stock in third party	\$ -	\$ 1,297,784
Note receivable issued in conjunction with sale of intangible asset	\$ -	\$ 4,000,000
Supplemental Disclosures of Cash Flow Information:		
Cash paid during the year for interest	\$ 1,062,632	\$ 544,149
Cash paid during the year for income taxes	\$ 2,220,786	\$ -

See accompanying notes.

NORTHWEST EVALUATION ASSOCIATION

Notes to Financial Statements For the Years Ended June 30, 2016 and 2015

Note 1 - Organization

Northwest Evaluation Association (the "Association"), an Oregon not-for-profit corporation, is organized and operated exclusively for nonprofit educational purposes. The primary activity of the Association is to develop and provide research-based educational growth assessments, professional development, personalized consulting services and standardized test scoring to improve teaching and learning for public and private school agencies and staff. The Association collaborates with thought leaders, legislators and educational organizations that share their belief that education should serve all students. The Association is funded through fees paid by client school districts for these services.

Note 2 - Significant Accounting Policies

Basis of Accounting - The accompanying financial statements are prepared in conformity with accounting principles generally accepted in the United States of America ("U.S. GAAP").

Net assets, revenues, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, the net assets of the Association and changes therein are classified and reported as unrestricted, temporarily restricted, or permanently restricted. Unrestricted net assets are not subject to donor-imposed stipulations. Temporarily restricted net assets are those subject to donor-imposed stipulations that may or will be met either by actions of the Association and/or the passage of time. Permanently restricted net assets are subject to donor-imposed stipulations that they will be maintained permanently by the Association; generally the donors of these assets permit the use of all or part of the income earned on related investments for general or specific purposes. The Association had no temporarily or permanently restricted net assets at June 30, 2016 or 2015.

Use of Estimates - The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Revenue Recognition - The Association recognizes revenue when it is realized or realizable and earned. The Association considers revenue realized or realizable and earned when it has persuasive evidence of an arrangement, the product has been delivered or the service has been provided to the customer, the sales price is fixed or determinable and collectability is reasonably assured. In addition to the aforementioned general policy, the specific revenue recognition policies for each major category of revenue and for multiple element arrangements are as follows:

Licensing - The Association sells licenses for use of its testing and evaluation software on a subscription basis. The term of the license agreement is generally twelve months. Regardless of the term of the subscription, the Association generally receives payments for the entire subscription period at the inception of the subscription period. These subscriptions may include unspecified enhancements, bug fixes and technical support. In accordance with industry-specific software accounting guidance, the cash proceeds from the customer are recorded as unearned service contract revenue and the Association recognizes revenue from the sale of subscriptions ratably over the subscription period. The Association, at its sole discretion, may provide credit or refunds for subscriptions cancelled prior to the scheduled expiration date of the subscription.

Workshop and Consulting Revenue - The Association also offers workshops, consulting services and related educational materials to its clients. Workshops and consulting services can be sold with subscriptions or sold separately. Revenue from workshop and consulting services is recognized when the services are provided or materials are delivered.

NORTHWEST EVALUATION ASSOCIATION

Notes to Financial Statements For the Years Ended June 30, 2016 and 2015

Note 2 - Continued

Service Revenue - The Association also offers contracted services to its clients. Professional services can be sold with subscriptions or sold separately. Revenue from services is recognized when the services are provided or materials are delivered.

Accounts Receivable - Accounts receivable arise primarily from licensing, workshop and consulting, and service sales to public school districts and private schools located throughout the United States and are stated at amounts estimated by management to be net realizable value. Accounts receivable are recorded when invoices are issued for workshops, consulting and contracted services, and related educational materials. Accounts receivable for licensing are recorded at the commencement of the service period. Credit risk is dependent upon each customer's financial condition and budget availability. Receivables are generally not secured by collateral. The allowance for doubtful accounts is based on management's estimate of expected collectability of its outstanding trade accounts, reviews of specific accounts, the financial stability of its customers and historical experience. The allowance is reviewed by management on a monthly basis to determine if there is a sufficient reserve to cover any potential write-offs. Account balances are written off when management determines it is probable the receivable will not be collected. The Association's allowance for doubtful accounts was approximately \$100,000 and \$28,000 at June 30, 2016 and 2015, respectively.

Fair Value Measurements - U.S. GAAP establishes a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1) and the lowest priority to unobservable inputs (Level 3).

Level 1 inputs are unadjusted quoted prices available in active markets for identical assets or liabilities. Level 2 inputs are inputs other than Level 1 that are observable, either directly or indirectly, such as quoted prices in active markets for similar assets or liabilities, quoted prices for identical or similar assets or liabilities in markets that are not active, or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities. Level 3 inputs are unobservable inputs that are significant to the fair value measurement.

Assets carried at fair value consist of investments in mutual funds and are valued based on quoted market prices which are considered Level 1 inputs. There have been no changes in the methodologies used to determine fair value at June 30, 2016 and 2015.

Cash and Cash Equivalents - Cash and cash equivalents consist of cash on hand and highly liquid investments with original maturities of ninety days or less at date of acquisition. Management anticipates no material effect to the Association's financial position as a result of cash held in a bank in excess of the available federal deposit insurance.

Investments - Investments consist of certificates of deposits, mutual funds, and private company stock. Investments in certificates of deposit are reported at original cost plus accrued interest. Mutual funds are reported at fair value. Private company stock is valued at cost.

Financial Instruments - The carrying amount of financial instruments, including cash and cash equivalents, receivables, investments, payables, and long-term obligations, approximates those financial instruments' fair values as of June 30, 2016 and 2015, with the exception of investments carried at cost. It is not practical to estimate the fair value of investments carried at cost.

NORTHWEST EVALUATION ASSOCIATION

**Notes to Financial Statements
For the Years Ended June 30, 2016 and 2015**

Note 2 - Continued

Property and Equipment - Property and equipment, including additions and improvements that add to productive capacity or extend useful life, are capitalized, while maintenance and repairs are expensed as incurred. Upon retirement or disposal of assets, the cost and related accumulated depreciation and amortization are removed from their respective accounts and any gain or loss is reflected in revenues. Depreciation and amortization of property and equipment is calculated using the straight-line basis over estimated useful lives as follows:

Equipment, furniture and fixtures	3 - 8 years
Building	20 years

Goodwill - The Association acquired the ownership of two unrelated businesses during the year ended June 30, 2012. Goodwill from these acquisitions represents the excess of cost over the fair value of assets acquired, including identifiable assets and liabilities assumed. Goodwill is not amortized and is assigned to reporting units for the purpose of impairment testing. The Association evaluates the carrying value of goodwill annually and any time events occur or circumstances change that would more likely than not reduce the fair value of the reported assets below their carrying amount. For the years ended June 30, 2016 and 2015, management does not believe there to be any impairment losses related to goodwill.

Intangibles - Costs of internally developed software are expensed until the technological feasibility of the software product has been established. Thereafter, software development costs are capitalized and subsequently reported at the lower of unamortized cost or net realizable and amortized on a straight-line basis over the related product's estimated economic life, generally seven years. Amortization begins at the completion of the project.

Purchased intangible assets with finite lives, consisting primarily of testing and assessment technology and software, are amortized on a straight-line basis over estimated useful lives of three to seven years.

Impairment of Long Lived Assets - Long-lived assets, including property and equipment, internally developed software, and purchased intangibles, are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount of such assets may not be recoverable. An impairment loss would be recognized when the estimated undiscounted future cash flows expected to result from the use of the asset and its eventual disposition are less than its carrying amount. If the operation is determined to be unable to recover the carrying value of the asset, then the long-lived asset is written down to fair value. Fair value is determined based on discounted cash flows or appraised value depending on the nature of the asset. If a long-lived asset is considered to be impaired, the impairment to be recognized is measured as the difference between the fair value of the asset and its carrying amount.

Income Taxes - The Association has been notified by the Internal Revenue Service that it is exempt from federal income taxes under section 501(c)(3) of the Internal Revenue Code with the exception of income, if any, from activities that are not related to the Association's tax-exempt purpose.

Income taxes payable of \$2,582,189 reported as a liability on the statement of financial position at June 30, 2015 represent estimated amounts due related to the dissolution of International Learning Corporation ("ILC"). The Association owned 100% of the outstanding stock of ILC, a C-corporation for federal income tax purposes, on the date of the dissolution of ILC. During the year ended June 30, 2016, the Association revised its estimate to \$2,220,786 for the related tax liability, which was paid during the year ended June 30, 2016.

NORTHWEST EVALUATION ASSOCIATION

Notes to Financial Statements For the Years Ended June 30, 2016 and 2015

Note 2 - Continued

Advertising and Promotional Expense - The Association expenses advertising and promotional costs as incurred. Advertising and promotional expense was approximately \$3,200,000 and \$1,500,000 for the years ended June 30, 2016 and 2015, respectively.

Functional Allocation of Expenses - The cost of providing program activities and supporting services of the Association has been summarized on a functional basis in the statements of activities. Accordingly, certain costs have been allocated between program activities and supporting services. Supporting services consists of general and administrative costs.

Reclassifications - Certain reclassifications have been made to the 2015 financial statements to conform to the 2016 presentation. Such reclassifications have no change on the change in net assets or net asset balances as previously reported.

Subsequent Events - The Association has evaluated subsequent events through August 15, 2016, the date on which the financial statements were available to be issued.

Note 3 - Property and Equipment

Property and equipment consisted of the following as of June 30:

	<u>2016</u>	<u>2015</u>
Building	\$ 26,907,710	\$ -
Land	20,425,000	
Equipment	21,556,104	19,128,855
Furniture and fixtures	3,434,063	2,402,917
Leasehold improvements		<u>1,994,378</u>
Total property and equipment before depreciation	72,322,877	23,526,150
Less accumulated depreciation	<u>(21,733,407)</u>	<u>(18,815,287)</u>
Property and Equipment, Net	<u>\$ 50,589,470</u>	<u>\$ 4,710,863</u>

During the year ended June 30, 2016, the Association purchased its Portland headquarters building for approximately \$47,500,000. The purchase was partially financed with a mortgage loan further described in Note 7.

Depreciation expense totaled \$3,980,034 and \$3,353,781 for the years ended June 30, 2016 and 2015, respectively.

NORTHWEST EVALUATION ASSOCIATION

**Notes to Financial Statements
For the Years Ended June 30, 2016 and 2015**

Note 4 - Intangibles

Intangible assets consisted of the following as of June 30:

	<u>2016</u>	<u>2015</u>
Testing systems	\$ 33,603,980	\$ 33,603,980
Educational assessment software	7,914,000	7,914,000
Data management systems	1,258,621	1,258,621
Capitalized software in development	1,515,546	
Professional development resources	1,600,000	1,600,000
Licenses and trademarks	<u>196,308</u>	<u>196,308</u>
Total intangible assets before amortization	46,088,455	44,572,909
Less accumulated amortization	<u>(38,353,201)</u>	<u>(35,362,901)</u>
Intangibles, Net	<u>\$ 7,735,254</u>	<u>\$ 9,210,008</u>

Amortization expense of \$2,990,300 and \$3,988,731 was included in program costs in the statements of activities for the years ended June 30, 2016 and 2015, respectively.

Future amortization related to intangible assets is as follows:

For the Year Ending June 30,

2017	\$ 3,300,009
2018	2,677,989
2019	1,151,038
2020	303,109
2021	<u>303,109</u>
	<u>\$ 7,735,254</u>

During the year ended June 30, 2015, the Association sold its Formative Assessment Item Bank to an unrelated third party for \$14,000,000 resulting in a gain of \$8,515,161.

Note 5 - Investments

Investments in certificates of deposit with original maturities greater than or equal to one year at the time of purchase are classified as noncurrent. Investments in certificates of deposit with maturities of less than one year at the time of purchase are classified as current. Investments in mutual funds are classified as noncurrent as they are designated for long-term purposes.

NORTHWEST EVALUATION ASSOCIATION

Notes to Financial Statements For the Years Ended June 30, 2016 and 2015

Note 5 - Continued

Investments consisted of the following at June 30:

	<u>2016</u>	<u>2015</u>
Short-term certificates of deposit	\$ 11,500,000	\$ -
Long-term certificates of deposit		1,172,500
Mutual funds	<u>270,231</u>	<u>289,889</u>
Total Investments	<u>\$ 11,770,231</u>	<u>\$ 1,462,389</u>

Investment return consisted of the following for the years ended June 30:

	<u>2016</u>	<u>2015</u>
Interest income	\$ 92,603	\$ 298,885
Gain on sale of private company stock	<u>204,725</u>	
Investment return	297,328	298,885
Impairment loss on private company stock	<u>(500,000)</u>	<u>(2,294,867)</u>
Total Investment Return and Impairment Loss	<u>\$ (202,672)</u>	<u>\$ (1,995,982)</u>

Private Company Stock and Impairment Losses - The Company holds equity interests in private companies in the form of corporate stock. The investment in private company stock is accounted for using the cost method. These investments are described below.

During the year ended June 30, 2015, the Association entered into an agreement with Silverback Learning Solutions, Inc. ("Silverback") to exchange a note receivable of \$1,297,784 due from Silverback for 588,404 shares of Series B preferred stock.

During the year ended June 30, 2015, the Association entered into a stock subscription agreement to purchase 166.67 shares of common stock of Languametrics, Inc. ("Languametrics") for \$1,000,000. During the year end June 30, 2016, the Association amended the subscription agreement to purchase an additional 83.335 shares of common stock for \$500,000.

Whenever circumstances indicate that the fair value of the investment is below its carrying amount, and the decline is determined to be other than temporary, an impairment loss is recorded to reduce the carrying amount of the investment to fair value. At June 30, 2015, based on negative cash flows, the Association reviewed the historical and projected future cash flows of Silverback and Languametrics and determined that the fair value of the investments were below their carrying amounts and the declines were other than temporary.

NORTHWEST EVALUATION ASSOCIATION

**Notes to Financial Statements
For the Years Ended June 30, 2016 and 2015**

Note 5 - Continued

Using a discounted cash flow valuation model, the Association estimated the fair value of its investments in the two entities at June 30, 2015 to be \$0. Accordingly, an impairment loss of \$2,294,867 was recorded for the year ended June 30, 2015. The Association performed a similar analysis during the year ended June 30, 2016, related to the stock of Languametrics purchased during the year and recorded an impairment loss of \$500,000 for the year ended June 30, 2016.

During the year ended June 30, 2016, the Association sold its equity interest in a third private company for \$204,725, recognizing a gain on sale of \$204,725.

Note 6 - Lines of Credit

In December 2015, the Association entered into a loan agreement with a bank for a \$4,000,000 revolving line of credit and a \$2,000,000 nonrevolving equipment line of credit (the "lines of credit"). The lines of credit bear interest at the bank's prime rate, which was 3.50% at June 30, 2016, and are secured by certain assets of the Association and mature in November 2016. Under the terms of the loan agreement, the nonrevolving equipment line of credit does not allow amounts paid to be re-borrowed. The lines of credit contain certain financial covenants. There was no outstanding balance on either line of credit as of June 30, 2016.

NORTHWEST EVALUATION ASSOCIATION

**Notes to Financial Statements
For the Years Ended June 30, 2016 and 2015**

Note 7 - Long-Term Debt

Long-term debt consisted of the following as of June 30:

	<u>2016</u>	<u>2015</u>
Bonds payable to KeyBank, due in monthly installments of \$214,244 including interest at 3.18% through October 1, 2025 and then additional monthly payments through October 1, 2035, secured by real property; the bonds contain a 2.0% prepayment penalty on any annual prepayment amount over \$3.8 million made between October 2015 and September 2022; the bonds were initially funded by issuance of Oregon Facilities Authority Revenue Bonds by the State of Oregon; the bonds include various restricted covenants.	\$ 37,093,435	\$ -
Note payable to certain unrelated individuals incurred as part of the International Learning Corporation acquisition, due in variable monthly payments, including interest at 3.25% per annum, secured by certain purchased intangible assets, due June 1, 2017.	3,632,832	7,474,579
Unsecured note payable to IBM Credit, due in variable monthly payments including interest at 6.25% per annum, paid off during the year ended June 30, 2016.		171,746
Note payable to GE Government Finance, Inc., secured by office and computer equipment, payable in monthly installments of \$37,419, including interest at 6.63%, paid off during the year ended June 30, 2016.		324,878
Note payable to GE Government Finance, Inc., secured by office and computer equipment, payable in monthly installments of \$21,250, including interest at 6.25%, paid off during the year ended June 30, 2016.		270,604
Less unamortized bond issuance costs	<u>(257,005)</u>	
	40,469,262	8,241,807
Less current portion	<u>(5,044,650)</u>	<u>(4,583,398)</u>
Long-Term Debt, Net of Current Portion	<u>\$ 35,424,612</u>	<u>\$ 3,658,409</u>

NORTHWEST EVALUATION ASSOCIATION

**Notes to Financial Statements
For the Years Ended June 30, 2016 and 2015**

Note 7 - Continued

The following table of future minimum payments of long-term debt reflects the minimum payments under the terms of these agreements:

For the Year Ending June 30,

2017	\$ 5,044,650
2018	1,457,374
2019	1,504,400
2020	1,552,944
2021	1,603,053
Thereafter	<u>29,563,846</u>
Total maturities	40,726,267
Less unamortized debt issuance costs	<u>(257,005)</u>
Total Long-Term Debt	<u><u>\$ 40,469,262</u></u>

Note 8 - Commitments and Contingencies

Operating Lease - The Association leases an office facility in New York, New York under a real property lease classified as an operating lease, which expires in June 2018. The Association also leases certain office equipment under noncancellable operating lease agreements expiring through December 2019.

Future minimum payments under noncancelable operating leases consists of the following:

For the Year Ending June 30,

2017	\$ 110,588
2018	108,353
2019	22,332
2020	<u>11,166</u>
	<u><u>\$ 252,439</u></u>

The Association also leased its Portland headquarters building from a third party until it was purchased by the Association during the year ended June 30, 2016. The Association recognized a gain of \$2,939,796 for the write-off of the accrued rent liability when it purchased its Portland headquarters building.

Real property rent expense, including occupancy expenses related to utilities, property taxes, operating expenses, and parking, for the years ended June 30, 2016 and 2015 was \$1,542,850 and \$4,081,756, respectively. Other rent expense, including month-to-month rentals, for the years ended June 30, 2016 and 2015 were \$95,366 and \$92,092, respectively.

NORTHWEST EVALUATION ASSOCIATION

Notes to Financial Statements For the Years Ended June 30, 2016 and 2015

Note 8 - Continued

Contribution Payable - The Association entered into a contribution agreement for research services beginning on July 1, 2013 in the amount of \$1,500,000. The Association will pay \$250,000 annually for six years with the first payment beginning on July 1, 2013. The outstanding contribution payable balance as of June 30, 2016 and 2015 was \$500,000 and \$750,000, respectively. Future payments of contributions under the agreement are \$250,000 during each of the years ending June 30, 2017 and 2018.

Contingent Consideration - In March 2012, the Association acquired certain assets of Children's Progress, Inc. As part of the terms of the acquisition, the Association was required to pay 15% of the gross revenues received from the sale of certain software and other early learning assessment productions. Based the terms of the contract, the sum of payments made must equal or exceed a net present value of \$6,000,000 as of July 1, 2012, calculated using a 15% discount rate. On the acquisition date, the Association recorded a liability of \$6,097,881, which represented the net present value of the revenue sharing payments estimated to be made. At June 30, 2016 and 2015, total estimated contingent consideration payable was \$0 and \$3,083,792.

Concentrations - At June 30, 2016, two school districts accounted for approximately 25% and 14% of the Association's outstanding accounts receivable. At June 30, 2015, two school districts accounted for approximately 20% and 16% of the Association's outstanding accounts receivable.

Due to the Association's significant concentration in public educational institutions, local school district or state legislative funding changes could adversely impact the Association, and that impact could be material.

Other Matters - The Association, in the normal course of business, may be subject to various legal matters. The Association establishes reserves for specific legal matters when it determines that the likelihood of an unfavorable outcome is probable and the loss is reasonably estimable. While the outcomes of asserted or unasserted legal matters cannot be predicted with certainty, at June 30, 2016, management does not believe that the outcomes of any asserted or unasserted legal matters will have a material adverse effect on the Association's financial position, results of operations or cash flows.

Note 9 - Employee Benefit Plans

Self-Insured Health Benefits - Effective July 1, 2012, the Association established a self-insured health benefits plan (the "Health Plan") for its employees. The Health Plan is administered by a third-party administrator. Premiums for each fiscal year are calculated based on: (i) the Association's prior year's actual claim experience; (ii) the claims experience of the third-party administrators' entire book of business; and (iii) anticipated increases in overall health care costs. The Association retains up to \$100,000 of exposure on a per claim basis through self-insured retentions. For claims exceeding \$100,000, the Association maintains specific stop loss coverage per enrolled member. The Association also maintains aggregate stop loss coverage for claim costs in excess of 125% of the expected cost of claims for the plan year. At June 30, 2016 and 2015, self-insured health benefits claim reserves were \$715,000 and \$592,676, respectively.

NORTHWEST EVALUATION ASSOCIATION

Notes to Financial Statements For the Years Ended June 30, 2016 and 2015

Note 9 - Continued

Defined Contribution Plan - The Association sponsors The Northwest Evaluation Association DC Plan (the "403(b) Plan"), a tax deferred annuity plan established in accordance with Internal Revenue Code ("IRC") Section 403(b). The Association maintains the 403(b) Plan for the benefit of its full-time eligible employees who have met certain age and length of service requirements, as defined in the plan. The Association may make quarterly nonelective employer contributions, subject to certain limitations. These discretionary nonelective contributions vest over a three-year period. The Association made discretionary nonelective employer contributions of \$7,230,626 and \$6,597,154 to the 403(b) Plan during the years ended June 30, 2016 and 2015, respectively.

Deferred Compensation Plans - In January 2004, the Association established an unfunded deferred compensation plan under the provisions of IRC Section 457(b) for a select group of employees. In October 2013, the Association also established an unfunded deferred compensation plan under the provisions of IRC Section 457(f), (collectively, the "457 Plans"). Each eligible employee may elect to make deferrals to the 457 Plans up to the maximum amount permitted by law. On an annual basis, the Association may also make discretionary contributions to the 457 Plans. As of June 30, 2016 and 2015, the deferred compensation liability was \$270,231 and \$201,229, respectively. Deferred compensation expense was \$10,833 and \$55,375 for the years ended June 30, 2016 and 2015, respectively.

Subcontractors' Summary of Corporate Experience

In addition to the response that NWEA™ has supplied in our technical proposal, for ease of review, we are providing this information requested for our subcontractors in this appendix. These companies have been chosen based on the Nebraska Department of Education's (NDE's) requirements to augment the capabilities provided by NWEA technology and teams of psychometricians, project managers, content developers and support services.

To best meet Nebraska's needs, NWEA has included the subcontractors listed in Table 1 as part of our bid:

Table 1: NWEA Subcontractors for Nebraska Statewide Assessment Program

Name	Tasks
American Printing House for the Blind	Braille services and/or products.
Caveon, LLC	Data Forensics – Services to provide real time support through internet and social media monitoring (Web Patrol) to identify unauthorized disclosures and disclosers of sensitive test information. End-of-testing support includes monitoring test data for anomalies and response patterns that indicate test frauds.
Certica Solutions, Inc.	Provision of a commercially available formative assessment software solution (called TestWiz™) and a commercially available formative assessment item bank (called Navigate™).
Center for Educational Testing and Evaluation (CETE), on behalf of The University of Kansas Center for Research (KUCR)	<ul style="list-style-type: none"> ▪ Deliver Dynamic Learning Maps (DLM) Alternate Assessment System in English language arts, mathematics, and science ▪ Provide project management for NDE's alternate assessments ▪ Provide psychometric support via the NDE TAC and state assessment advisory committee. ▪ Conduct annual trainings for district staff ▪ Conduct on-site training for test administrators (Year One) ▪ Develop and deliver a training video on using and interpreting score reports ▪ Provide a dedicated toll-free service desk number for Nebraska educators ▪ Develop a customized individual student score report and a translated version of that report ▪ Conduct a standards validation study (summer 2018) ▪ Provide materials and support for an independent alignment study to be conducted by an organization hired by NDE ▪ Develop up to two assessment literacy modules specific to formative practices for students with significant cognitive disabilities ▪ Collaborate with NWEA to identify transition points between DLM maps and NWEA learning progressions
Educational Data Systems (EDS)	Paper and pencil assessment services

Table 1: NWEA Subcontractors for Nebraska Statewide Assessment Program

Name	Tasks
Education Strategy Consulting	Web-based interactive reporting of aggregated and interim assessment results
Responsive Translation Services	Translation services
Schlechy Center	Educational leadership training as a complement to NWEA professional development

American Print House for the Blind

The American Printing House offers Braille translation and proofreading services and production in all acceptable Braille formats in current use across the United States:

- English Braille, American Edition (EBAE) contracted
- English Braille, American Edition, uncontracted
- Unified English Braille (UEB), contracted
- Unified English Braille, uncontracted
- Unified English Braille with Nemeth, contracted
- Unified English Braille with Nemeth, uncontracted

We have translated and produced hardcopy Braille for the Nebraska State Accountability (NeSA) tests for Reading, Mathematics, and Science since 2009 as a subcontractor with DRC. The work is completed within eight to twelve weeks.

Data Recognition Corporation (DRC)
John Born
13490 Bass Lake Road
Maple Grove, MN 55311
(763) 268-2290

We regularly provide about 1,000 unique Braille tests every year for DRC, Pearson, ACT, College Board, Measured Progress, Questar, and ETS. We are also the primary Braille contractor for the Smarter Balanced Assessment Consortium (SBAC), providing Braille online translation for all formats listed above since 2014.

Please see Table 2 for American Printing House for the Blind's references.

Table 2: American Printing House for the Blind References

Reference Name and Agency	Contact Information
Corey Fauble, Pearson	Address: 19500 Bulverde Road, Suite 201 San Antonio, TX 78529 Phone: (210) 339-5851
Jim McMann, Questar	Address: 14720 Energy Way Apple Valley, MN 55124
Cindy Knoop, ACT	Address: 500 ACT Drive Iowa City, IA 52243 Phone: (319) 331-9481
Trisha Klein, SBAC	Phone: (802) 503-2347

Caveon

Caveon offers data forensics support, services to provide real time support through internet and social media monitoring (Web Patrol) to identify unauthorized disclosures and disclosers of sensitive test information. End-of-testing support includes monitoring test data for anomalies and response patterns that indicate test frauds.

Table 3 includes evidence of Caveon’s experience.

Table 3: Caveon Experience

Contractor or Subcontractor	Responsibilities	Completion Dates
Subcontractor to both NCS Pearson and Questar Assessment to the State of Mississippi	Data Forensics, Web Patrol, Incidence Response planning and management as well as other services to the Mississippi Department of Education since 2006. Under the current scope of work, as a subcontractor, Caveon provides data forensics analyses for grades 3 - 8 and high school ELA, math, and science testing during winter and spring administrations and web patrol services for English language arts, mathematics, and end-of-course testing during spring administrations.	Caveon has provided all deliverables for data forensics and web patrol within identified windows or dates for completion.
Subcontractor to NCS Pearson to the State of Maryland	Caveon has provided Data Forensics, Web Patrol, security audits, and handbooks to the Maryland State Department of Education since 2015. Under the current scope of work, as a subcontractor, Caveon provides data forensics analyses for grades 5 and 8 science and web patrol services for grades 5 and 8 science testing during spring administrations.	Caveon has provided all deliverables for data forensics and web patrol within identified windows or dates for completion.

Table 3: Caveon Experience

Contractor or Subcontractor	Responsibilities	Completion Dates
Subcontractor to NCS Pearson to the State of Kentucky	Caveon has provided Data Forensics and a security audit to the Kentucky State Department of Education since 2013. Under the current scope of work, as a subcontractor, Caveon provides data forensics analyses for grades 5 and 8 science during spring administrations	Caveon has provided all deliverables for data forensics and web patrol within identified windows or dates for completion.

Caveon Reference Contact Information:

Mississippi:

Walt Drane, Ed.S., Executive Director, Assessment and Accountability
Division of Research and Development
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205-0771
Telephone: 601-359-3052
Fax: 601-359-2471
Email: WDrane@mdek12.org

Kentucky:

Roger W. Ervin
Kentucky Department of Education
Office of Assessment and Accountability
17th floor, Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601
Telephone: 502-564-2256 ext. 4719
Fax: 502-564-7749
Email: roger.ervin@education.ky.gov

Maryland:

Dr. Tamara L. Lewis
Education Program Specialist/State Test Security Officer
Maryland State Department of Education
Assessment Branch
200 W. Baltimore Street
Baltimore, MD 21201-2595
Telephone: 410-767-0074
Fax: 410-333-0052
Email: tamara.lewis@maryland.gov

Certica

Certica Solutions provides the TestWiz solution to a large number of local education agencies and private K – 12 schools as a hosted Software-as-a-Service (SaaS) offering and a significant proportion of those TestWiz customers also use the Navigate Item Bank as part of their formative/interim assessment program.

The TestWiz solution has been continuously provided in this SaaS manner for over a decade and most customers have been users of TestWiz and Navigate for at least three years and many customers have been users for upwards of seven to ten years.

Certica’s responsibilities and services associated with the TestWiz and Navigate SaaS offering to its many customers are almost identical to the needs identified in the RFP and the services being proposed herein with respect to the Interim Assessment System.

The profile of the TestWiz and Navigate customer base at Certica Solutions is very much in-line with the profile of districts in the state of Nebraska, with a large number of distinct customers where a significant proportion are smaller such as the smaller districts in Nebraska, but with a reasonable number of larger customers such as the large districts in Nebraska. Please see Table 4 for examples of larger customers of TestWiz and Navigate.

Table 4: Certica Experience

Agency	Project Description
Imagine Schools (Charter Management Organization) – approximately 35,000 students in 65 schools across 13 states	Uses TestWiz and Navigate for formative/interim assessment purposes and also loads standardized and state assessment results into TestWiz for multi-assessment and longitudinal analysis.
Lynn Public Schools – approximately 15,000 students in Massachusetts	Uses TestWiz and Navigate for a comprehensive formative assessment program.
Brockton Public Schools – approximately 17,000 students in Massachusetts	Uses TestWiz for formative assessment purposes and also loads standardized and state assessment results into TestWiz for multi-assessment and longitudinal analysis.

CETE (DLM Alternate Assessment)

The following describe the key responsibilities for all contracts performed by CETE as the provider of the Dynamic Learning Maps Alternate Assessment.

- Deliver year-end summative assessments.
- Provide a customized, state determined spring assessment window within a standard window.
- Deliver instructionally embedded (interim) assessments to support classroom instruction.
- Provide practice activities and released testlets to allow students and test administrators experience in KITE Client.
- Provide assessment administration resources including district and test administrator training and user manuals for role-based activities and the KITE system.

-
- Provide professional development modules to support instruction, in self-directed formats that are available 24 hours a day, 7 days per week to educators through an online portal accessed via the DLM website and in facilitated formats that are for use in face-to-face training or as part of local professional learning communities.
 - Develop items for test pools for English language arts, mathematics, and science.
 - Conduct external reviews for content and bias on new items.
 - Analyze field test items to determine which ones can be added into test pools.
 - Calculate and report scores for English language arts, mathematics, and science.
 - Provide annual updates to the Technical Manual.
 - Provide access to reports and data extracts to support state-, district-, and building-level users manage data, student access, and classroom instruction.
 - Conduct annual meeting between DLM staff and customer staff to plan and respond to changes for the coming year.
 - Designate a primary point of contact for customer communications.
 - Provide an easy-to-use online interface for district and building staff to manage user and student data, including uploads and changes.
 - Provide a toll-free number and email address for state- and district-level staff to Tier I and Tier II Service Desk support.
 - Provide online access to allow educators to input information needed to allow personalized administration by provision of necessary accessibility tools and test accommodations and for determining appropriate initial placement of students with significant cognitive disabilities into the OLM Assessments.

Table 5 includes reference and experience information for CETE/DLM.

Table 5: CETE/DLM Experience and References

Agency and Project	Project Description	Time Period and Budget	Reference Contact Information
West Virginia State Alternate Assessment	All work was completed by CETE as the prime contractor. <ul style="list-style-type: none"> ▪ Deliver DLM Alternate Assessments in English language arts (ELA) and mathematics to approximately 2,500 students and 850 in science. 	04/15/15-07/30/17 See Confidential and Proprietary Volume for Budget	West Virginia Department of Education Melissa Gholson, Assessment Coordinator Phone: (304) 558-2546 Fax: (304) 558-1613 F Email: mgholson@k12.wv.us
Kansas State Alternate Assessment	All work was completed by CETE as the prime contractor. <ul style="list-style-type: none"> ▪ Deliver DLM Alternate Assessments in English language arts and mathematics to approximately 2,900 students and 1,150 students in science. 	06/06/14-12/31/17 See Confidential and Proprietary Volume for Budget	Kansas State Department of Education Debbie Matthews, Educational Program Consultant Phone: (785) 296-0916 Fax: (785) 291-3791 Email: dmatthews@ksde.org
Missouri State Alternate Assessment	All work was completed by CETE as the prime contractor. <ul style="list-style-type: none"> ▪ Deliver DLM Alternate Assessments in English language arts and mathematics to approximately 7,600 students and 4,600 students in science. ▪ Deliver instructionally embedded assessments to support classroom instruction. ▪ Provide full program management including monitoring timelines and deliverables. ▪ Provide full support for data management necessary to populate educator and student data in KITE Educator Portal. ▪ Provide a customized supplement to the DLM technical manual. 	08/01/15-06/30/17 See Confidential and Proprietary Volume for Budget	Missouri Department of Elementary and Secondary Education Shaun Bates, Director of Assessment Phone: (573) 751-2857 Fax: (573) 526-0812 Email: shaun.bates@dese.mo.gov

Educational Data Systems

Educational Data Systems (EDS) will provide paper-and-pencil assessment services as part of this proposed project.

Table 6 provides a summary of Educational Data Systems' three previous projects similar to the Nebraska project in size, scope, and complexity.

Table 6: EDS Experience and References

Agency and Project	Project Description	Time Period and Budget	Reference Contact Information
<p>California English Language Development Test (CELDT) Assessment Management and Processing</p>	<p>California Department of Education (CDE)</p> <ul style="list-style-type: none"> ▪ Serve as primary contact with State Department personnel ▪ Manage, oversee, and approve the work and budgets of nine subcontractors ▪ Manage the detailed schedule and review and approval process for all deliverables ▪ Manage monthly, weekly and daily communication processes ▪ Prepare reports for and participate in technical advisory group meetings ▪ Manage test item development, review and field test processes ▪ Develop and manage online materials ordering system that meets state style-guide requirements ▪ Manage data file transfers to and from the state data management system ▪ Develop camera-ready test documents and ancillary materials that meet state style-guide requirements ▪ Manage printing of all color-coded (by grade span) student answer books, test administration manuals, and other ancillary materials, including Braille and large-print versions ▪ Ensure unique identification number is printed on all student answer documents ▪ Prepare pdf versions of test administration manuals and post on program Web site ▪ Produce CD-ROM with special versions of tests; prepare audio CD ▪ Print approximately 2 million regular color-coded test documents, with 10 percent special edition documents ▪ Ensure secure handling at all stages of test document preparation and shipping ▪ Package and ship all test document to required locations ▪ Arrange for pre-paid return shipping of test documents ▪ Create and execute secure receiving and check-in processes ▪ Cut and prepare test books for scanning ▪ Reconcile secure inventory ▪ Scan all scannable documents 	<p>Scheduled Time Period: February 5, 2012 through December 31, 2015</p> <p>Actual Time Period: February 5, 2012 through December 31, 2018 (Contract was extended through amendments.)</p> <p>See Confidential and Proprietary Volume for Budget</p>	<p>California Department of Education (CDE)</p> <p>Contact Person: Traci M. Albee, Education Research & Evaluation Administrator I, English Language Proficiency and Spanish Assessments Office</p> <p>Phone: (916) 319-0569</p> <p>Fax: (916) 319-0967</p> <p>Email: talbee@cde.ca.gov</p>

Table 6: EDS Experience and References

Agency and Project	Project Description	Time Period and Budget	Reference Contact Information
	<ul style="list-style-type: none"> ▪ Scan all test documents capturing images as necessary ▪ Run multiple checks for validity of scanned data ▪ Manage the secure scoring process for constructed response items ▪ Edit and merge data files using unique student identifier as the merge key ▪ Maintain strict confidentiality of all student information ▪ Score all student records using a parallel-processing system to ensure accuracy ▪ Program and process student reports ▪ Program and process school, district and summary reports ▪ Print reports, including student reports ▪ Ship reports to LEAs ▪ Prepare electronic report files ▪ Prepare score data files in required format for website, and load the data files ▪ Pack test materials for long term storage at secure warehouse ▪ Manage a “re-score” process that includes retrieval of stored test documents ▪ Secure destruction of materials ▪ Prepare and print annual Technical Reports that summarize all test preparation, administration, scanning, scoring and reporting processes 		
<p>California High School Proficiency Examination (CHSPE) Test Processing</p>	<p>Serve as subcontractor to Sacramento County Office of Education (SCOE) for their contract with State Department of Education</p> <ul style="list-style-type: none"> ▪ Manage the detailed schedule and review process ▪ Create, manage and update Web site registration process ▪ Develop, manage, and update operations database ▪ Print pre-ID labels, test booklet labels, and test direction labels at EDS and ▪ Ship printed materials ▪ Arrange for pre-paid return shipping of test materials to EDS ▪ Create and execute secure receiving and check-in processes 	<p>Scheduled Time Period: July 1, 2014 through June 30, 2018</p> <p>Actual Time Period: July 1, 2014 through June 30, 2018 (Contract was extended)</p>	<p>Client: Sacramento County Office of Education (SCOE)</p> <p>Contact Person: Rachel Perry, Director, Center for Student Assessment and Program Accountability</p> <p>Phone: (916) 228-2669</p> <p>Fax: 916-228-2665</p> <p>Email: rperry@scoe.net</p>

Table 6: EDS Experience and References

Agency and Project	Project Description	Time Period and Budget	Reference Contact Information
	<ul style="list-style-type: none"> ▪ Cut and prepare test books for scanning ▪ Reconcile secure inventory ▪ Scan all scannable documents ▪ Run multiple checks for validity of scanned data ▪ Edit and merge data files ▪ Maintain strict confidentiality of all student information ▪ Program and process student reports ▪ Print student reports ▪ Ship reports to SCOE ▪ Prepare score data files in required format for Web site ▪ Pack test materials for long term storage at secure warehouse ▪ Create a “re-score” process that includes retrieval of stored test documents ▪ Secure destruction of materials 	<p>through amendments) See Confidential and Proprietary Volume for Budget</p>	
<p>Los Angeles Unified School District (LAUSD) Physical Fitness Test (PFT) Test Processing</p>	<p>Prime contractor to LAUSD</p> <ul style="list-style-type: none"> ▪ Serve as primary contact with the district’s assessment department ▪ Develop student identification file layout for pre-printing documents ▪ Receive electronic student data file, check data for errors, edit data as necessary to correct errors ▪ Design a customized scannable student answer document that is color coded, contains the test year, and identifies the client ▪ Pre-print identification and demographic information on approximately 125,000 student answer documents ▪ Print school header documents ▪ Package test documents by school in clearly marked packages ▪ Ship test documents to designated location ▪ Receive and check in answer documents, reconciling any issues ▪ Scan all student and school header documents 	<p>Time Period: Annual contract renewal through either district RFP or purchase order (renewal in progress) See Confidential and Proprietary Volume for Budget</p>	<p>Los Angeles Unified School District (LAUSD) Contact Person: Jim Overturf, Testing Operations Manager, Student Testing Branch Phone: (213) 241-8341 Fax:)213) 241-8461 Email: james.overturf@lausd.net</p>

Table 6: EDS Experience and References

Agency and Project	Project Description	Time Period and Budget	Reference Contact Information
	<ul style="list-style-type: none">▪ Run multiple checks for validity of scanned data▪ Work with district to correct invalid data▪ Edit data files▪ Merge multiple data files into one fully “cleaned” data file to be used for reporting▪ Maintain strict confidentiality of all student information▪ Prepare and print custom student, school and district reports▪ Prepare a data file in the required format Submit data file to state		

Education Strategy Consulting (ESC)

Education Strategy Consulting (ESC) is an educational consulting firm that conducts data preparation, analysis, and visualization necessary for the meaningful measurement and exploration of student achievement. ESC works with K – 12 school districts and states to provide longitudinal performance analytics. Clients use ESC services to support their business intelligence needs by transforming data into practical and usable information. ESC’s web-based, interactive data displays transform otherwise unwieldy big data in accessible content for a wide range of users—state agencies, district administration, principals, teachers and parents. Current and past clients include the Los Angeles Unified School District, Newark Charter School Fund, the Walton Family Foundation (supporting work in Arizona, Memphis, Atlanta, Gwinnett, Cobb, Fulton, DeKalb), and the Elgin Foundation (supporting work in Kentucky using state summative and NWEA interim assessments).

ESC’s work with the Walton Family Foundation on the SQM project is of similar size and scope to the proposed work in Nebraska.

The SQM project was designed to assess school quality in two dimensions – academic value-added and absolute attainment. ESC provides student-level, value-added analyses for all schools, both charter and district, in Los Angeles, Newark, Memphis, Phoenix, and Atlanta. The SQM project presents school-level academic results in a four-quadrant, interactive graphic interface, which allows various comparisons of the relative academic quality of schools in a city. As an integral partner in the project, ESC is responsible for the programming and plotting of results for all of Walton Family Foundation (WFF) investment sites across the country. The information from the SQM project is used to inform the foundation staff, board, and other education reform partners as to the relative performance of schools in these cities. In some cases, this information is made publicly available through the district or state involved in the project. Table 7 details ESC’s work on this project, and provides reference contact information.

Table 7: ESC Experience: Walton Family Foundation

Project Description	Time Period and Budget	Reference Contact Information
<ul style="list-style-type: none"> ▪ The workflow for this project is conducted annually and includes the following steps, check-points, and deliverables: ▪ Data Pickup at Multiple Databases ▪ Identify and assess quality of available variables ▪ Develop protocol for data collection on an annual basis ▪ Adjust for different data layouts year to year ▪ Integrate datasets from different databases ▪ Validate data to ensure integrity after integration ▪ Check for and treat missing student IDs, missing or incorrect test scores, etc. ▪ Collect meta information on test strands, scales, and types ▪ Make recommendations for clients' future data collection priorities and policies ▪ Matrix Analysis ▪ Develop analysis agenda and strategies jointly with client 	<p>Timeline: ESC has engaged in a renewable contract for the project since 2009. The contract is renewed every three years and has been successfully renewed every three years. See Confidential and Proprietary Volume for Budget</p>	<p>Marc J. Holley, Ph.D., Evaluation Unit Director Phone: (479) 464-1589 Email: mholley@wffmail.com</p>

Table 7: ESC Experience: Walton Family Foundation

Project Description	Time Period and Budget	Reference Contact Information
<ul style="list-style-type: none"> ▪ Run multiple model versions to fine-tune analysis strategy until it is fully relevant to the identified policy questions ▪ Analyze relevant state and formative tests ▪ Analyze scores in English, Mathematics, and Science ▪ Analyze scores for all available grades and end-of-course tests ▪ Analyze scores for all content strands (test item clusters) ▪ Analyze longitudinal data for up to 5 years ▪ Apply computation-intensive Gibbs sampling in presence of censored outcome variables ▪ Apply bootstrapping methods in presence of “small” number of schools to replace inappropriate asymptotic approximations of confidence metrics ▪ Review iteratively findings with designated client data analysts ▪ Populate ESC's online Matrix Modeller to open the model's black-box to designated client data analysts ▪ Provide five-page summary of methodology and findings ▪ Matrix Software Tool ▪ Develop communication and visualization strategy jointly with client ▪ Define stakeholder specific views of matrix data (up to 2 versions) ▪ Populate Matrix Tool versions with client ▪ Implement programming changes to customize the Matrix Tool ▪ Host Matrix Tool or deploy it in client's IT environment ▪ Provide technical support to designated client IT staff ▪ Provide training on the technical aspects of the Matrix Tool ▪ Provide printed and online training materials ▪ Planning and Professional Development ▪ Assist in and facilitate development of stakeholder specific communication plan ▪ Assist in and facilitate development of plan and schedule for district-wide matrix training ▪ Conduct three on-site workshops and facilitated cabinet or working-group discussions ▪ Conduct web-ex sessions or teleconferences throughout the project life by mutual agreement 		

Responsive Translation Services

Responsive Translation Services will provide translation services in partnership with NWEA for the Nebraska Statewide Assessments. Please see Table 8 for Responsive Translation’s experience and references.

Table 8: Responsive Translation Experience and References

Agency and Project	Project Description	Time Period	Reference Contact Information
Pearson Project Title: PEARSON-150512-1 Minnesota G5 Audio Recording	Subcontractor Responsibilities: Recording and layback of English audio files.	Kickoff: May 12, 2015, completed on schedule May 25, 2015	Pamela Parmer. pam.parmer@pearson.com
Pearson Project Title: PEARSON-131201 Colorado Aspire Translation and Audio File Validation	Subcontractor Responsibilities: Translate video scripts to Spanish and Haitian Creole; record and layback to file; and functional QC on files within instrument.	Kickoff: May 12, 2015, completed on schedule March 27, 2013	John Croscheck Measurement Development Project Specialist Test Measurement and Research Services, Pearson Phone: (319) 354-9200, extension 21-6170 Email: John.Crosched@pearson.com
Pearson Project: Consult for Pearson on New York State Department of Education Translation Error	Subcontractor Responsibilities: Responsive Translation conducted a third- party audit of translation system and process at Pearson related to translation errors associated with delivery of 2012 NYS DOE Regents Summative Tests.	Kickoff June 4, 2012, completed on schedule June 28, 2012	Jim Harmon, SVP & CQO Assessment & Information, Pearson Mr. Harmon is no longer with Pearson, but can be reached at: Phone: (816) 258-2643 Email: jrhummer1@gmail.com
NWEA Project Title: NWEA- 160229-1 Translation of 200 items for Spanish Reading Assessment Test State of Texas MAP	Subcontractor Responsibilities: Triage English language arts items for translation, adaptation, or rejection for Spanish language arts testing use in the State of Texas. Cognitive and linguistic analysis by bilingual subject matter experts to adapt/translate items for Spanish language arts.	Kickoff June 30, 2016, quarterly translation/adaptation project running 20 days per cycle to completion, completing on schedule	Mark Kessler, Product Manager, Assessments Phone: (503) 616-6246 Email: Mark.Kessler@nwea.org

Table 8: Responsive Translation Experience and References

Agency and Project	Project Description	Time Period	Reference Contact Information
NWEA Project Title: NWEA-160408-1 Internationalization Planning Consultation	Subcontractor Responsibilities: Integrate internationalization/translation with NWEA systems; finalize methodology and workflows for achieving internationalization/adaptation with NWEA; and develop cost projections and delivery schedule for upcoming project(s).	Kickoff May 25, 2016, completing on schedule May 28, 2016	Mark Kessler, Product Manager, Assessments Phone: (503) 616-6246 Email: Mark.Kessler@nwea.org

Schlechty Center

The Schlechty Center will collaborate with NWEA and NDE to provide educational leadership training as part of a broad professional development program for the Nebraska Statewide Assessments. Table 9 includes reference information for the Schlechty Center.

Table 9: American Printing House for the Blind References

Agency	Project Description	Time Period and Budget	Contact Name and Information
<p>Dalton Public Schools</p>	<p>Dalton (DPS) is a city school system located 36 miles from Chattanooga in Northwest Georgia. Since 1998, Schlechty Center has supported district efforts to increase student achievement by focusing on enhancing student and staff engagement. This includes facilitation using Schlechty Center Frameworks for Analysis, Dialogue and Strategic Action to assess district capacity to support and sustain changes needed. In October of 2016, Schlechty Center used the Framework with 48 members of the District Design Team. This work resulted in revision and adoption of school district goals and high leverage strategies to accomplish these goals. In December 2016, Schlechty Center used Redefining the Role of School Board as Leaders and Community Builders with the Dalton Board of Education as a frame to help them create and adopt operating principles, or what they have chosen to call norms. Schlechty Center is the contractor for this work. The Center continues to provide training, consultation and technical assistance to the district.</p>	<p>Scheduled and actual project dates: July 1, 1998 – ongoing See Confidential and Proprietary Volume for Budget</p>	<p>Jim Hawkins, Superintendent Address: 300 West Waugh Street PO Box 1408 Dalton, GA 30722 Phone: (706) 876-4000 Fax: (706) 226-4583 Email: jim.hawkins@dalton.k12.ga.us</p>

Table 9: American Printing House for the Blind References

Agency	Project Description	Time Period and Budget	Contact Name and Information
<p>Alvin Independent School District</p>	<p>Alvin ISD is a rapidly growing school district outside Houston, Texas. Since 2012, Schlechty Center has supported district efforts to increase student achievement by focusing on enhancing student and staff engagement. This included facilitation using Schlechty Center Frameworks for Analysis, Dialogue and Strategic Action to assess district capacity to support and sustain changes needed. In September 2016, Schlechty Center used the Frameworks with 60 members of the District Design Team. The purpose of the assessment was to help the superintendent and other district leaders determine what should be the focus of the design team going forward. This resulted in increased clarity about the importance of student voice. The Center also facilitated two school board leadership development experiences, one in January 2016, the other in January 2017. In both cases Redefining the Role of School Board as Leaders and Community Builders was adapted for use. In the first workshop the focus was on creating a new mental image of the district as a learning organization; in the second the focus was on developing an understanding of the challenges, problems and opportunities confronting public education and their school district. Schlechty Center is the contractor for this work. The Center continues to provide training, consultation and technical assistance to the district.</p>	<p>Scheduled and actual project dates: July 1, 2012 – ongoing See Confidential and Proprietary Volume for Budget</p>	<p>Dr. Buck Gilcrease, Superintendent Address: 301 E. House Street Alvin, TX 77511 Phone: (281) 388-1130 Fax: (281) 388-2719 Email: bgilcrease@alvinisd.net</p>

Table 9: American Printing House for the Blind References

Agency	Project Description	Time Period and Budget	Contact Name and Information
<p>Mountain Brook Schools</p>	<p>Mountain Brook Schools is a city school system, in Birmingham, Alabama. Schlechty Center has provided facilitation and technical assistance for district efforts to revise its strategic plan. This included facilitation using Schlechty Center Frameworks for Analysis, Dialogue and Strategic Action to determine which essential elements of the strategic plan were in need of revision. In April 2016, Schlechty Center used the Frameworks with 65 members of what the district called a Discovery Team which included internal and external audiences and included students. This resulted in four district goals with the most important having to do with amplifying student voice. The Center has also used Redefining the Role of School Board as Leaders and Community Builders in work with the board of education. This tool has been useful in helping the board understand its role in supporting district goals. The Schlechty Center is the contractor for this work which is ending with the last meeting of the Discovery Team being January 23, 2017.</p>	<p>Scheduled and actual project dates: February 1, 2016 – January 23, 2017 See Confidential and Proprietary Volume for Budget</p>	<p>Dr. Dicky Barlow, Superintendent Address: 32 Vine Street Mountain Brook, AL 35213 Phone: (205) 414-4022 Email: barlowd@mtnbrook.k12.al.us</p>



Communications Plan

For

Nebraska Department of Education

Statewide Assessments

2017-18

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Purpose

The purpose of the Communications Plan is to define the overall approach that will be used in conducting communication activities for the Nebraska Statewide Assessments program. The Communications Plan lays the groundwork for a communication program without considering specific message content.

Communication, both within the team and with those not directly involved, is a critical success factor for the program. In addition to sending messages and providing information, the NWEA Project Director Manager and NDE program team will seek information and encourage open communication from stakeholders or audiences. NWEA is committed to working in partnership with all stakeholders throughout the program. Communication must be two-way and staff commitment is vital to a successful implementation.

The key elements in the Communications Plan are:

- Who is responsible for communication
- To whom will communication be directed
- Purpose of communication element
- How often will information be communicated
- How will we measure the effectiveness of the communication
- Escalation Process

Each is described in the following sections.

Who is responsible for communication

The NWEA project director and the NDE project director will share responsibility for program communication. All out-going communication must be funneled through the members of the Nebraska Statewide Assessments program management team to ensure that:

- The information is accurate
- The message is consistent with the program's vision
- The writing is clear and understandable
- The format and style fits within the established identity system of the program

To whom will the communication be directed

There are a number of stakeholders and audiences with whom the NWEA project director and the NDE program team will communicate. Appendix A provides an initial listing of audience types. Throughout the life of the program, stakeholders may be added, removed or edited due to their involvement with the program.

Purpose of communication element

Understanding the purpose of the communication is critical to its effectiveness and drives the creation of the content of the communication element. Some elements are purely tactical in nature e.g., deliver test

window dates to teacher and proctors, while others may be more strategic in nature, such as posting an overarching program summary on the district website for school, district, and community awareness.

How often will information be communicated

The format of communications will conform to an established system that includes the identification as the specific Partner. This will help readers to identify program information and separate it from other communications.

The media used to communicate will include (but is not limited to):

- Intranet and website: Program-related documents and information can be posted to a document repository that can be configured to provide role-based access to each stakeholder group. This will facilitate access for team members to timely and complete information.
- Regular meetings: The NWEA project director, NWEA team members, and NDE team members will meet regularly throughout the program to receive updates and participate in decision-making.
- As approved by NDE, the NWEA project director may provide program audiences with regular, direct communication about program activities, dates and other relevant information in existing newsletters or information distribution in place with NDE.
- Written status reporting: As required by the terms of the contract, the NWEA project director will provide weekly and monthly status reporting, in addition to ad hoc reporting deemed appropriate by the program management team. All reporting will be delivered electronically and can be stored in a mutually accessible document repository or shared drive.

In addition to the above-listed planned communication activities, other standard methods will be used during the course of the program to manage day-to-day communication, including e-mail, telephone, teleconference, or in-person meetings. Appendix B summarizes the types of media that can be utilized when delivering information to stakeholders.

How will we measure the effectiveness of the communication

The outcomes expected from the Communications Plan are:

- A well-informed audience
- Buy-in and participation
- Understanding of the program and its impact

Measuring the success of the program will be done in two parts. First, the critical success factors will be monitored (these include communication, sponsorship, staff participation, training, and program planning and management). Second, when the program is completed, the objectives of the program, as outlined in the Program Plan, will be measured for success.

Escalation Process

It is NWEA's goal to communicate with the NDE in an efficient and timely manner. However, if issues arise with project communication, it may become necessary to escalate the issue. The table below identifies the priority level, priority definition, escalation point of contact, and timeframe for resolution.

Priority Level	Definition	Escalation Point of Contact	Timeframe for Resolution
Priority 1	Major impact to program if not resolved quickly.	State Solutions Vice President	Within 4 hours
Priority 2	Medium impact to program which may result in some adverse impact.	Project Director	Within one business day
Priority 3	Slight impact which may cause some minor difficulties with the program.	Project Manager	Within two business days

Principles

In order to ensure consistency of messages throughout the communication process, the following principles will be followed:

- Communication will be done by the most credible source(s) for that particular message.
- Communication will be conveyed in a manner that accurately and honestly portrays important information, even if it may not be readily accepted. When a message is particularly important or complex, alternative wordings and delivery methods will be employed.
- Communication will be responsive and dialogical, engaging stakeholders in discussion and decision-making.
- Each phase will be evaluated upon its conclusion.
- If the feedback for a particular phase suggests that messages were not adequately received, additional communications may be added to the next phase in order to achieve objectives not met.
- When stakeholders are needed for specific communication activities, they will be notified as far in advance as possible and will be provided with the necessary materials and briefings.

Communication Matrix

The communication matrix for the program takes into consideration all of the elements described above to outline the communication needs for the life of the program. The Matrix is to be considered a “living document” that will constantly require review and revision as the communication needs change throughout the life of the program. An initial draft of the communications matrix for the NDE is

included in Appendix C.

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Appendix A: Audience Types

Key Partner Stakeholders

- Project Director
- Project Manager
- Assessment Coordinator
- Technical Coordinator
- Student Data Administrator
- Staff Development Coordinator
- Curriculum Development Coordinator
- District/School Testing Coordinators
- School Administrators
- Teachers/Proctors

Key NWEA Stakeholders

- Project Director
- Project Manager
- Project Administrator
- Project Coordinator
- Professional Development Consultant(s)
- Account Manager
- Technical Consultant
- Technical Support Center
- Psychometrician(s)
- NWEA management/executive

Outside Stakeholders

- NDE Leadership/executive
- NDE State Treasurer's Office
- State and local school boards
- Parents, PTA
- Teacher unions

Appendix B: Types of Media for Consideration

Type of Communication	Purpose	Sender	Receiver
MEDIA TYPE – DIALOGUE MEDIA			
Scheduled Meetings	Information/status gathering, sharing, discussion	Scheduler or facilitator of meeting	Program Staff
Impromptu Discussion	Information gathering, sharing, discussion		Program Staff
Training Sessions	Staff Education	Trainers	Trainees
Demonstrations/ Presentations	Show the product or deliverable	Program Team Staff	NDE program staff; end users
MEDIA TYPE -- STANDARD OFFICE			
Letters Template: Letterhead	Formal Communication for information, policy changes, and announcements	NWEA/NDE Project Directors, NWEA Account Manager	NDE Contacts and other Stakeholders
Memos Template: Memo	Informal communication with NDE for information sharing, task clarification, to document historical information	Project Director, Core Team Members	NDE Contacts; other key stakeholders
Program Status Reports Templates, as defined	Update re: program status, activities, milestones met	Project Director, Core Team Members	Sponsors and Steering Committee
E-mail	Immediate informal communication of events, notification of Web postings, task clarification for information that must be communicated quickly, etc.	Core Team Members, Project Director	NDE Contacts and other key stakeholders
Sharepoint	Permission-based access to program documentation	Core Team Members, Project Director	Any stakeholder with permission
Manuals, Electronic Format (Hardcopy by subscription)	Step-by-step user instructions	Program Staff	Users
MEDIA TYPE -- MASS MEDIA			
NDE Website	General Program Information	Web Site Coordinator	Community
NDE Intranet	Detailed Information for targeted use	Web Site Coordinator	Anyone with access
Newsletter, Electronic format available on Web Sites	Announcements for upcoming changes and how those changes will affect them.	Communications Team Lead	General audiences and users

Appendix C: Communication Matrix

Type of Communication	Target Audience	Description/Purpose	Frequency	Owner	Method of Distribution
Kickoff Meeting	Key Program Staff from NDE, NWEA	Discuss program specifics, including deliverables, timelines, meeting and training schedules, program changes, and data and reporting processes.	Once, within 10 business days of contract signature	Ms. Hopfensperger, NWEA Project Director	Onsite discussion (Lincoln, NE)
Annual Project Plan and Timelines	Key Program Staff from NDE, NWEA	Document agreed upon project plan specifications and timelines.	Annually	Ms. Hopfensperger, NWEA Project Director	Posted to Sharepoint
Project Meetings	Key Program Staff from NDE, NWEA	Discuss program specifics and provide technical assistance	Six work sessions through December 2017	Ms. Hopfensperger, NWEA Project Director	Onsite discussion (Lincoln, NE)
Weekly Management Meetings (Status calls)	Core team	Recap discussion and actions from weekly NDE/NWEA status calls to include: <ul style="list-style-type: none"> - Project schedule update - Project risk log update - Action tracker update 	Weekly	Ms. Hopfensperger, NWEA Project Director	Posted to Sharepoint
Weekly Status Report	All stakeholders	Weekly high level project summary to include: <ul style="list-style-type: none"> -project status (overall, schedule, scope, budget) - milestones achieved - upcoming milestones - risks/issues - project decisions - project schedule review - technical support metrics - change order info 	Weekly	Ms. Hopfensperger, NWEA Project Director	Posted to Sharepoint Email
Monthly Report	NDE PM	Monthly report to summarize actions taken, issues that arose, issue resolution, outstanding issues and when they will be resolved, upcoming deadlines, work that	Monthly (3 rd business day of the	Ms. Hopfensperger, NWEA Project Director	Posted to Sharepoint Email



Communications Plan



Type of Communication	Target Audience	Description/Purpose	Frequency	Owner	Method of Distribution
		will occur the following month and beyond.	following month)		
Invoice	NDE PM	Outline fees for products and services	Monthly	Ms. Hopfensperger, NWEA Project Director	Email, letterhead
Ad hoc meetings or discussions	Any	Provide ad-hoc status, secure information, update NDE team with information between meetings	As needed	Ms. Hopfensperger, NWEA Project Director or NDE Project Director	Email, phone, conference call, etc.
Software maintenance notifications	NDE Users	Convey contents/purpose of maintenance update	Typically monthly	Ms. Hopfensperger, NWEA Project Director	Email from NWEA to system owners who may post to NDE intranet; posted to MARC home page (What's New in MAP)
Annual Debrief Meeting	Key Program Staff from NDE, NWEA	Discuss results, reports, and data trends from the previous year's assessment cycle and plan for next year's assessments	Approx. June 2018	Ms. Hopfensperger, NWEA Project Director	Onsite discussion in Lincoln

Dacia C. Hopfensperger

Dacia Hopfensperger, PMP pending, will serve as the dedicated project director for the Nebraska Statewide Assessments. Ms. Hopfensperger has over seventeen years of experience in the field of education, as a teacher, district level administrator, Wisconsin Department of Public Instruction assessment consultant, and state assessment program manager. Ms. Hopfensperger has planned, managed, and coordinated large scale online state assessments; transitioned states to new systems; crafted assessment systems solutions; and trained district- and school-level assessment staff. Ms. Hopfensperger holds an Educational Specialist Degree (EdS) and a master of science in Education (MSE), School Psychology, both from the University of Wisconsin-Whitewater; and a bachelor of science (BS) in Education from the University of Wisconsin-Madison.

Relevant Professional Experience

NWEA

Senior Program Manager (2016-Present)

- Create a shared vision and overall strategy for the program in collaboration with the Account Owner
- Set and negotiate business and customer satisfaction objectives with internal and external (including both business partners and customers) stakeholders.
- Set the program success metrics and manage to a budget and/or set of revenue goals.
- Define the program work breakdown structure, recruit the core program team, create the master schedule, and establish the governance model for the program.
- Establish a multifaceted communication plan for diverse internal and external stakeholders and serve as a key point of contact for all stakeholders.
- Manage schedules, budgets, and overall project organization to ensure requirements and program deliverables are clearly communicated and executed.
- Facilitate change management efforts, including enlisting existing processes or creating new processes in order to meet partner requirements; ensure scope changes are represented in contracts, budgets, activities, and schedules.
- Manage or coordinate the work of contractors and third party relationships as appropriate
- Keep senior management informed of potential risks, missed deadlines, budget overruns, or partner dissatisfaction.
- Track all scope and budget changes and report to key stakeholders.

Educational Testing Services (ETS)

Consultant (2014-2015)

- Served as a program management consultant throughout the development and implementation of various large scale assessments, including the Badger Exam, Wisconsin's customized version of the Smarter Balanced Assessment; STAAR, Texas' accountability assessment; and Winsight™.
- Participated in extensive user testing of the administration console, test client, and reporting suite including developing test cases, articulating findings, tracking findings, and following identified improvements through to resolution.
- Developed an end of project gap analysis and action plans to ensure compliance with Smarter Balanced Assessment Consortium (SBAC) requirements.

- Collaborated with Texas Education Agency (TEA) and Computerized Assessment and Learning to address concerns from TEA.
- Served as a work stream lead for business operations for Winsight, focused on development of tools and resources for on boarding of new clients and the development of professional supports

SBAC

Director, State Services (2013-2014)

- Coordinated the adoption of a new balanced assessment system with twenty-three states, including the evaluation of each state's current system and the development of a transition plan for a balanced assessment system.
- Worked directly with state curriculum and state assessment leaders to plan and manage participation in the consortium.
- Developed and facilitated communication systems to build collaboration among states and established venues for states to share best practices.
- Developed and executed school, district and state level communication tools from an educator perspective on topics such as assessment literacy, methodology, and implications for use.
- Co-facilitated the implementation of a field test of four million students by coordinating the responsibilities and needs of vendors, state agencies, and K – 12 educators.

Hartland Lakeside School District

Assistant Superintendent (2008-2013)

- Served as the curriculum director, pupil services director (coordinating special education services and gifted and talented services) in a district of 1,400 students.
- Facilitated revisions and strategic adoptions of curriculum in all content areas including the development of formative and common benchmark assessments.
- Conceptualized and executed strategies to ensure the integrity and alignment of curriculum to the district's academic learning expectations
- Collaborated in development and implementation of the district's balanced assessment system

School District of Waukesha

Director, Curriculum, Standards, and Assessment (2007-2008)

- Developed and implemented district assessment plan including revisions to district policy and training on balanced assessment systems and common assessments.
- Provided building level in-services on balanced assessment including teacher developed assessment and formative assessments in the classroom.

Wisconsin Department of Public Instruction

Educational Consultant and National Assessment of Educational Progress (NAEP) Coordinator (2006-2007)

- Served as a state educational consultant working directly with district level administrators to develop systems to inform instructional practices.
- Served as state representative for Formative Assessment for Students and Teachers, Council of Chief State School Officers (CCSSO).

- Collaborated with the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) to conduct state-wide professional development on developing learning progressions linked to the Wisconsin Model Academic Standards.

Education

- EdS, University of Wisconsin – Whitewater
- MSE, School Psychology, University of Wisconsin – Whitewater
- BS, Education, University of Wisconsin – Madison

Certifications

- Instructional Coaching, Cardinal Stritch University
- Director of Pupil Services, State of Wisconsin
- Director of Instruction, State of Wisconsin
- K – 12 Principal, State of Wisconsin
- K – 12 School Psychologist, State of Wisconsin
- 6 – 12 Cross Categorical Teaching License, State of Wisconsin

References

Jacqueline King, PhD

- Independent Consultant
- Senior Advisor, SBAC
- Jacquelineking10@gmail.com
- (240) 479-6725

Durelle Chopp, EdD

- Assessment Support LLC
- W144 Vista Dr.
- Oconomowoc, WI 53066
- (262) 751-6256

Viji Somasundaram

- Director, Office of Student Assessment
- Wisconsin Department of Public Instruction
- 101 S. Webster St.
- Madison, WI 53703
- (608) 267-1072

Melinda Orta, PMP®

Melinda Orta will serve as the senior program manager for the Nebraska Statewide Assessment program. Ms. Orta has successfully managed statewide assessment programs for more than fourteen years. These include state programs for end-of-course Algebra I; Biology I; English II; United States history; grades 3 – 8 math and language arts; grades 5 and 8 science; and online and paper-based testing. Ms. Orta will be the key point of contact between the NDE and NWEA, responsible for planning, managing, scheduling, and delivering a high-quality, on-time program. Ms. Orta holds a bachelor in Business Administration (BBA) from the University of the Incarnate Word and her PMP certification from the Project Management Institute.

Relevant Professional Experience

NWEA

Senior Program Manager (2016-Present)

- Create a shared vision and overall strategy for the program in collaboration with the Account Owner.
- Set and negotiate business and customer satisfaction objectives with internal and external (including both business partners and customers) stakeholders.
- Set the program success metrics and manage to a budget and/or set of revenue goals.
- Define the program work breakdown structure, recruit the core program team, create the master schedule, and establish the governance model for the program.
- Establish a multifaceted communication plan for diverse internal and external stakeholders and serve as a key point of contact for all stakeholders.
- Manage schedules, budgets, and overall project organization to ensure requirements and program deliverables are clearly communicated and executed.
- Facilitate change management efforts, including enlisting existing processes or creating new processes in order to meet partner requirements; ensure scope changes are represented in contracts, budgets, activities, and schedules.
- Manage or coordinate the work of contractors and third party relationships as appropriate.
- Keep senior management informed of potential risks, missed deadlines, budget overruns, or partner dissatisfaction.
- Track all scope and budget changes and report to key stakeholders.

Pearson

Senior Program Manager (2002-2016)

- Mississippi Science Test, Second Edition for grades 5 – 8 (2013-2016)
- Mississippi Subject Area Testing Program, Second Edition, High School Graduation Exam (2010-2016)
- Alabama Reading and Mathematics Test for grades 3 – 8 (2005-2011)
 - Responsible for all aspects of the assigned high-stakes state assessment programs.
 - Managed schedules, budgets, and scope of work to meet contractual deliverables and deadlines for programs that consisted of the development of test questions, production of tests (paper and computer-based), distribution of materials, and reporting of test results.
 - Served as primary point of contact and liaison for the Mississippi and Alabama State Departments of Education and Pearson.

- Managed profit and loss, including monthly cost analysis and forecasting.
- Led cross-functional team.

Scheduler, Project Management Office (2004-2005)

- Trained and supported Program Managers with creating and maintaining complex program schedules in MS Project.

Project Manager (2002-2004)

- Assisted in the management of large-scale testing program.
- Created and maintained schedules, coordinated internal and external meetings, reported program status.
- Served as point of contact for program team and school districts.

Education

- BBA, Marketing, University of the Incarnate Word

Certifications

- PMP Certified, Project Management Institute
- Orange Belt Microsoft® Project 2002 Certified, International Institute for Learning, Inc.
- Blue Belt Microsoft® Project 2002 Certified, International Institute for Learning, Inc.

References

Jim Hill

- 444 Turtle Ln.
- Seguin, TX 78155
- (210) 857-3885

Kimberly Jones

- 359 North West St.
- Jackson, MS. 39201
- (601) 359-3052

Earl McPeck

- 1330 Barton Creek
- San Antonio, TX 78258
- (210) 269-5623

Shelley Smith

Shelley Smith, program coordinator for the Nebraska Statewide Assessments, joined NWEA in 2003, and has served as a project administrator since 2013. Prior to joining NWEA, Ms. Smith worked as a staffing consultant and manager for various businesses.

Relevant Professional Experience

NWEA

Project Administrator (2013-Present)

- Provides support for all of program management's daily tasks.
- Arranges internal and external meetings.
- Coordinates and/or assists in leading meetings.
- Responds to requests for metrics data.

Regional Office Manager/Workshop Operations (2003-2013)

- Maintained all aspects of the NWEA Texas facility.
- Managed Texas distribution processes.
- Oversaw inventory control and management.

CIGNA

Staffing Consultant (2001-2003)

- Managed the development and execution of hiring goals.
- Identified internal and external candidates for open positions.
- Developed and managed recruiting methods.

JobStaffers

Manager (1998-2001)

- Managed profit and loss statement.
- Managed \$2.5 million revenue stream.
- Managed staff of eleven to fifteen team members.

Kelly Services

Branch Manager (1992-1998)

- Managed six-person office.
- Maintained and controlled work force of 100+.
- Responsible for all branch recruiting.

References

Kelly Wright, Kelly Services Regional Manager

- 5208 Bello Vista Dr.

- Sherman, TX 75090
- (903) 821-2002

Sandi Key, Owner, Sandi's Boutique

- 2613 Butterfield Trail
- Sherman, TX 75090
- (903) 816-2241

Judy Jones, CIGNA Operations Director

- 98 Lucky 13 Rd.
- Pottsboro, TX 75076
- (903) 815-7686

Rock Sharma

Mr. Sharma, state technical consultant and product trainer for the Nebraska Statewide Assessments, joined NWEA as a technical consultant in 2013. He works directly with major and national accounts and large partners to provide proactive technical support services. Prior to joining NWEA, Mr. Sharma developed his technology, management, and coaching skills in diverse roles in which he managed the successful delivery of complex solution implementations and supported exceptional customer experience. Mr. Sharma holds a bachelor of science (BS) in Electrical Engineering from the University of Portland and a master of business administration (MBA) in Marketing and Finance from Portland State University.

Relevant Professional Experience

NWEA

Senior Technical Consultant (2013-Present)

- Provides on-site support and product training to large school district and national accounts.
- Facilitates the design and implementation of an efficient internal support infrastructure to establish partner self-sufficiency for large accounts.
- Manages relationships for high-profile partners that face challenges outside of the standard implementation and support processes.
- Coordinates partners and internal support, product management, engineering, and development teams to identify and deliver solutions.
- Provides technical consulting services to NWEA partners in writing, in person, or on the phone.

Prolifiq Software

Director, Customer Operations (2002-2012)

- Defined, implemented, and optimized the customer experience at a company that provides customer relationship management solutions for leading medical and pharmaceutical companies.

eFusion

Director of Alliances and Sales Support (1999-2001)

- Developed a worldwide service delivery infrastructure for Voice-over-IP services.
- Deployed B2B Applications Service Provider Data Centers internationally and implemented them via a team of Field System Engineers.
- Spearheaded software customization and localization efforts for British Telecom's Internet Call Waiting service.

Strategic Outsource Services

Site Director (1998-1999)

- Spearheaded all customer service and technical support training/coaching, quality assurance, reporting, capacity planning, workforce management, and knowledge management efforts at an inbound/outbound technical call center.

Stream International, Inc.

Project Manager (1995-1998)

- Increased profitability of Stream's multi-lingual, high-volume call center of 450 support engineers and customer service representatives by reducing agent churn, increasing resource utilization, improving call vectoring strategy, and increasing client confidence.
- Managed training, technical, and customer service delivery of eight teams as Team Manager and Project Manager.
- Implemented knowledge management processes for Stream International's Strategic Knowledge Management System. Facilitated knowledge transfer and deployed workflow implementation plans.

Education

- MBA, Marketing and Finance, Portland State University
- BS, Electrical Engineering, University of Portland

Professional References

Jeff Gaus, chief executive officer, Prolifiq Software

- 8585 SW Cascade Ave., Suite 200
- Beaverton, OR 97008
- (503) 704-4211

Neil Marshall, vice president, Pharmacy Services, Consonus Healthcare

- 4560 SE International Way, Suite 101
- Milwaukie, OR 97222
- (503) 490-9060

Robin Ford, former senior manager, Stream International

- 7401 NE 30th Court
- Vancouver, WA 98665
- (503) 830-1692

Chris Rozunick

Chris Rozunick joined NWEA in 2016 as director of Summative Content. Prior to joining NWEA, Ms. Rozunick created and guided test development solutions for large-scale assessment programs at Pearson. During her more than ten years with this assessment vendor, she held a variety of senior positions and developed an expertise in content standards, item and test specifications, assessment blueprints, test design and construction, fairness, and industry best practices. Ms. Rozunick began her career as a high school science teacher. Ms. Rozunick holds a master of science (MS) in Educational Psychology from Florida State University and a bachelor of science (BS) in Secondary Education/Physics from the University of Scranton.

Relevant Professional Experience

NWEA

Director, Summative Content (2016-Present)

- Maintain strong understanding of current project status across all projects.
- Ensure overall quality of project materials delivered by the assessment specialists.
- Facilitate committee meetings such as bias review, content review, or data review.
- Represent the summative content experts and the larger team.
- Fulfill the needs of the partner by solving problems.
- Understand culture and ensure team culture builds upon company culture and department identity; cultivate the appropriate actions and behaviors in staff.
- Guide and mentor a team of summative content experts to grow and balance their skills.

Pearson

Senior Assessment Solutions and Design Manager (2014-2016)

- Created and guided solutions for item and test development topics including content standards, item and test specifications, assessment blueprints, test design and construction, fairness, and industry best practices across English Language Arts/Reading, English as a second language, Mathematics, Science, Social Studies, and special education/alternate assessments.
- Provided consultation services to on technical issues related to content and assessment topics, including: implementation of the Programme for International Student Assessment (PISA) 2015 Scientific Literacy Framework, writing of the PISA 2018 Questionnaire Framework, and the PISA for Development program.

Director, Content Development (2012-2013)

- Directed day-to-day operations of the Item and Test Development organization; responsible for organizational design, staffing, and business processes.
- Guided staff on item and test development topics including content standards, item and test specifications, assessment blueprints, test design and construction, fairness, and industry best practices across English Language Arts/Reading, English as a second language, Mathematics, Science, Social Studies, and special education/alternate assessments.
- Provided consultation services to clients on technical issues related to content and assessment topics.

Manager, Content Development, Science and Social Studies-Content Support Services (2011-2012)

- Trained staff members assisted in the development of training materials.

- Supported all content and measurement endeavors during the course of contract implementation such as:
 - Reviewing specifications and documentation of the procedures needed to implement solution.
 - Advising in the implementation of the specifications.
 - Evaluating the results of the specifications.
 - Reporting on the results.

Manager, Science Content Services-Content Support Services (2009-2011)

- Supported all content and measurement endeavors during the course of contract implementation such as:
 - Reviewing specifications and documentation of the procedures needed to implement solution.
 - Advising in the implementation of the specifications.
 - Evaluating the results of the specifications.
 - Reporting on the results.

Senior Test Development Manager, Content Support Services (2006-2009)

- Managed overall delivery of item and test development services.
- Created communication plans and communicated status with clients.
- Assisted with the development of training materials for item writers, content specialists, and other team members.
- Facilitated item writing workshops and various customer meetings such as content review, sensitivity review, data review, test construction, and forms review.

Project Manager, Content Support Services (2005-2006)

- Supported test development manager and content specialists within Content Support Services in development and execution of item development for the Louisiana State assessment program.

National Center for Educational Accountability

Manager of Data Acquisition (2001-2005)

- Managed state data acquisition, including state-administered assessment and enrollment/demographic data, for fifty states for various projects.
- Developed, administered, and annually updated an online survey of data collection status of all fifty states.
- Processed both student and school aggregated data using statistical, psychometric, and programming skills to meet analysis and reporting needs.

Education

- MS, Educational Psychology: Measurement and Statistics, Florida State University
- BS, Secondary Education/Physics, University of Scranton

Professional Activities

- St. Edward’s University, PMP® Exam Prep Course, fall 2006
- University of Texas at Austin, Project Management Seminar, spring 2005
- The SAS Austin Training Center, fall 2000-spring 2001
- PMP certified by the Project Management Institute

Publications

- Bay-Borelli, M; Rozunick, C; Way W.; Weisman, E. *“Considerations for Developing Test Specifications for Common Core Assessments: Adopting Curriculum Standards-Only the First Step,”* a white paper from Pearson (December 2010).

Presentations

- Center for Assessment’s Annual Colloquium, *International Benchmarking: Rationale, Procedures, and Validation*, May 2014.
- National Center for Education Statistics (NCES) Forum and Summer Data Conference, *Best Practices for School Improvement: Data in Action* July 2004.
- U.S. Department of Education High School Summits: Billings, Montana; Atlanta, Georgia, and Cleveland, Ohio, *Assessment, Accountability, & Data with Meaning for Students, Teachers, & Leaders*, Spring 2004.
- NCES Forum and Summer Data Conference, *Key Elements of Statewide Data Collection Systems Used for School Improvement*, July 2003.
- 33rd Annual National Conference on Large-Scale Assessment, With M. Hudson and L. Goudy, *Educator Empowerment: Using Assessment Data in Nuts and Bolts Ways for School Improvement*, June 2003.
- 15th Annual MIS Conference, with N. Smith, *One Model, Multiple States: Using Data to Improve Education*, March 2002.

References

Dr. Julie Miles

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- Iowa City, IA 55245
- (319) 354-9200

Margaret Kramer

- 2510 N. Dodge St.
- Iowa City, IA 55245
- (319) 354-9200

Madison Cooper

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- Iowa City, IA 55245
- (319) 354-9200

Kellie Schmidt

Kellie Schmidt, the English Language Arts (ELA) content manager lead for the Nebraska Statewide Assessments, joined NWEA in 2016. Prior to NWEA, Ms. Schmidt worked in the assessment industry for twelve years as an ELA content manager, content specialist, and editor. Ms. Schmidt holds a bachelor of arts (BA) in American History from the University of California at Santa Cruz.

Relevant Professional Experience

NWEA

State Solutions Content Manager, ELA (2016-Present)

- Supervise Content Specialists and manage day-to-day workflow of the team, adjusting efforts to meet quality standards and deadlines.
- Oversee identification of passage and item needs, guide development and review, and supervise test development and alignment processes.
- Assist in developing metrics for completed and ongoing projects.
- Collaborate with Content Design leadership and others in the organization to find resolutions and move work forward.
- Manage responses to requests for information regarding content standards, test alignment, and/or item selection within NWEA assessments.

Data Recognition Corporation

National ELA Specialist (2016-2016)

- Mentored and trained test development specialists.
- Oversaw all steps in the passage/item and test development process, including the development and maintenance of specifications, blueprints, style guides, and item writer training materials.
- Facilitated workshops such as passage review, item writing, item content review, item bias review, standard setting, data review, and test construction.
- Built and reviewed forms for online and paper-based assessments.

Pearson

Content Manager, ELA (2011-2016)

- Managed assessment team members.
- Mentored staff and provided ongoing coaching and professional development opportunities.
- Developed and delivered trainings to staff.
- Supported all content and measurement endeavors during the course of contract implementation.
- Responded to requests for proposals, including writing and reviewing text and test designs.

Senior Assessment Specialist (2008-2011)

- Facilitated and maintained ELA content development for Arizona, South Dakota, Arkansas, and Nursing Practical Solutions (NPS) ReadyPoint.
- Served as ELA content lead on Arizona, South Dakota, and NPS ReadyPoint.

- Reviewed, selected, wrote, and edited passages; multiple-choice and technology-enhanced items; and constructed response items.
- Facilitated multiple committee meetings during development.
- Built tests to meet customer specifications.

CTB McGraw-Hill

Content Development Supervisor, ELA (2007-2008)

- Oversaw ELA content staff for Colorado and Arizona projects.
- Trained and mentored new content editors in test development and workshop facilitation.
- Served as ELA content lead for both Colorado and Arizona simultaneously while managing teams.

Content Editor, ELA (2004-2007)

- Facilitated and maintained ELA content development for Colorado and Arizona.
- Prepared test and item specifications.
- Reviewed and edited passages and multiple-choice and constructed response items and rubrics.
- Facilitated passage, item, bias and fairness, test construction, performance level descriptor writing, item specifications writing, standard setting, and data review sessions.
- Built forms to match blueprints and test specifications.

Cypress Grove Charter High School for the Arts and Sciences

Founding Faculty Member; Head, History Department (2001-2004)

- Developed curricula and taught geography, World history, U.S. History, Civics, Creative writing, and Reading and Performing Shakespeare.
- Coordinated standardized testing.

Education

- BA, American History, University of California-Santa Cruz

References

Bebe Mireles

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Jay Larkin

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Margaret (Peg) Kramer

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Mary Veazey

Mary Veazey, the mathematics content manager lead for the Nebraska Statewide Assessments, joined NWEA in 2016. Prior to NWEA, Ms. Veazey worked in the assessment industry for twelve years as a content manager and specialist. Ms. Veazey also taught varying levels of high school mathematics for six years. Ms. Veazey holds a bachelor of science (BS) in Mathematics Education from Louisiana Tech University.

Relevant Professional Experience

NWEA

State Solutions Content Manager, Mathematics (2016-Present)

- Supervise Content Specialists and manage day-to-day workflow of the team, adjusting efforts to meet quality standards and deadlines.
- Oversee identification of item needs, guide item development and review, and supervise test development and alignment processes.
- Assist in developing metrics for completed and ongoing projects.
- Collaborate with Content Design leadership and others in the organization to find resolutions and move work forward.
- Manage responses to requests for information regarding content standards, test alignment, and/or item selection within NWEA assessments.

Pearson

Manager, Content Development (2011-2016)

- Served as one of two managers of a 27-member mathematics assessment development team
- Planned and led monthly math team meetings to discuss current issues in assessment and education and problems and solutions across projects.
- Provided support for proposals by creating and reviewing text, test designs, and sample items, including for successful bids on the Indiana Statewide Testing for Educational Progress Plus (ISTEP+), Minnesota Comprehensive Assessments (MCAs), and Partnership for Assessment of Readiness for College and Careers (PARCC).
- Supported all content staff by continuing to contribute to projects both as an assessment specialist and through project management, including Virginia Standards of Learning (VASOL), ISTEP+, PARCC, and MCAs
- Represented Pearson at the Mathematics State Collaborative on Assessment and Student Standards (SCASS) through the Council of Chief State School Officers (CCSSO).
- Created trainings for both internal and external customers on the assessment development process and best practices, such how the Standards for Mathematical Practice have changed approaches to item writing.
- Continued to serve as the PARCC start-up lead through the Fall of 2012 to support the finalization of the high school evidence statements.

Specialist, Mathematics Assessment (2005-2011)

- Served as project lead for the American Diploma Project's Algebra II End of Course exam (ADP Algebra II).
 - Worked with subcontractors to write items.

- Led the development of paper-based and online constructed-response items and the construction and review of test forms.
 - Improved acceptance rate of items from 80 percent to 100 percent by the conclusion of the program.
 - Collaborated with designers to create online functionality for computer-based items such as equation editors and palettes, templates for different approaches to showing work, graphing interfaces, and artificial intelligence scoring.
 - Created, administered, and reviewed cognitive labs to understand students' problem solving approaches for Algebra II assessments.
 - Supported range finding by organizing rubrics and scoring information, attending and serving as a content resource for scoring directors and committees, and aiding communication between scoring directors and customers.
 - Supported standard setting by writing draft performance level descriptors and participating in research for the briefing book method of standard setting as it related to college readiness.
- Served as the start-up lead for both the GED and PARCC programs.
 - Facilitated annual committee meetings for content, bias, and data reviews.
 - Supported as an assessment specialist projects for Minnesota, Utah, Oklahoma.

Captain Shreve High School

Mathematics Teacher (1999-2005)

- Provided instruction in enriched and honors Algebra II, enriched and honors geometry, Advanced Placement Calculus (AB), and general financial math.

Education

- BS, Mathematics Education, Louisiana Tech University

Presentations

- C. Avila, Gottlieb, D., Gruber, T., Jessen, C., Mailot, M., Romanek, D., and Veazey, M. "A Common Lens for Viewing the Common Core State Standards (CCSS) for Mathematics." Presented at CCSSO National Conference on Student Assessment, 2013.
- J. Beimers and Veazey, M. "Exploring Algebra II Students' Problem-Solving Strategies." Paper presented at AERA Annual Meeting, 2011

References

Beatrice Mireles

- 233 Camperdown Elm
- Austin, TX 78748
- (512) 468-6832

Sandy DeSchinckel

- 1004 19th Ave.
- Coralville, IA 52241
- (319) 530-8249

Arleen Hague

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- Shreveport, LA 71105
- (318) 861-3468

Roy Q. Beven

Roy Beven joined NWEA in 2008 as a science content specialist, was promoted to senior science content specialist in 2011, and became the science test supervisor in 2014. Mr. Beven is a nationally known science educator who spent twenty-one years as an educational leader in Orange County California. During that time, he worked with elementary-level to graduate-level students focusing on the physical and earth sciences, mathematics, computer technology, and education. In 1995, Roy moved to Washington State to open the Science, Mathematics, and Technology Education Center at Western Washington University. Roy spent seven years focusing on high-stakes science assessment with Washington's Office of the Superintendent of Public Instruction.

Today Mr. Beven is focused on classroom assessment with NWEA while serving the profession through the Washington Science Teachers Association and the Council of State Science Supervisors. He has worked on curriculum teams developing national instructional materials for earth, space, and living systems, including leading a National Science Foundation project developing computer laboratory simulations for secondary students. Mr. Beven holds a bachelor of arts (BA) in Physics from the University of California, Irvine; and a master of education (MEd) in Natural Science and Science Education from Western Washington University.

Relevant Professional Experience

NWEA

Science Test Supervisor (2014-present)

- Supervises a team of content specialists focused on producing well-aligned science growth measures.
- Develops techniques to align items to new multidimensional state science standards.
- Works with others in the organization to develop multidimensional Learning Statements to populate reports with test results.
- Produces collaterals in support of new multidimensional assessments (e.g. sample items and FAQs).
- Interacts with partners to improve understanding of multidimensional interim assessments.

Senior Science Content Specialist (2011-2014)

- Assisted the science content manager in evaluating item development needs for the science item banks.
- Worked with others to develop new item and test types, including developing the documentation to move these ideas through organizational processes.
- Answered internal and external partner questions, demonstrating deep knowledge of science content and NWEA items, tests, and alignments.

Science Content Specialist (2008-2011)

- Developed and approved items and test designs for adaptive, online classroom assessments for all states and some international partners.
- Developed the attributes of national and state science standards.
- Trained item writers.

Washington State Office of Superintendent of Public Instruction

Science Assessment Lead (2001-2008)

- Led a seven-person science assessment group that developed the Washington Assessment of Student Learning for grade 5, grade 8, and high school. The group:
 - Developed the exams from a scenario and item bank by planning scenarios
 - Led the Science Assessment Leadership Team in writing, reviewing, and scoring.
 - Delivered professional development for improving student learning in science.
 - Provided professional learning experiences to build assessment literacy across the state.

Western Washington University Science, Mathematics and Technology Education

Assistant to the Director (1995-1998)

- Developed the physical and innovative program elements of the Science, Mathematics, and Technology Education Center.
- Taught science education and technology education courses.

California Science Project of Orange County

Associate Director, Part time (1990-1995)

- Planned and coordinated meetings, mailings, events and records including the summer institutes, school year workshops, and project evaluation.
- Nurtured university and college partnerships.
- Taught various workshops to prepare other instructors for the constructivist group.

Jostens Learning Corporation

Assistant Director and Project Manager (1990-1992)

- Led a team that researched, designed, produced, and field tested computer laboratory simulations.
- Established six test schools across the nation, including teacher and corporate training.
- Facilitated evaluation process with Dr. Joan Bissell, University of California at Irvine.

Bellingham School District

Bellingham High School Teacher (2000-2001)

- Developed and taught the core ninth-grade integrated physical, earth, and environmental science course.
- Sponsored the Science and Technology in Our Community club, reading in science.
- Bellingham School District Gates Grant Steering Committee member.

Kulshan Middle School Teacher (1998-2000)

- Taught seventh-grade science and technology and eighth-grade integrated mathematics and algebra.
- Informed standards-based reform and assessment in science and mathematics.

Saddleback Valley Unified School District

Mission Viejo High School Teacher (1992-1995)

- Taught physics, Advanced Placement (AP)/International Baccalaureate (IB) physics, introductory physical science, and introductory earth science.

- Developed integrated programs and educational technology.

Irvine Unified School District

Academy of Science and Technology Lead Teacher (1987-1990)

Irvine High School Science and Mathematics Teacher (1978-1989)

Education

- MEd, Natural Science and Science Education, Western Washington University
- BA, Physics, University of California, Irvine

Professional Affiliations

- Council of State Science Supervisors (2002-present), presenter at conferences for science assessment, represented council with College Board AP program revisions and on energy panel for AAAS Project 2061 assessment review.
- Washington Science Teachers Association (1998 to present), Board of Directors in various roles (journal editor, assessment liaison, regional representative), conference presenter.
- National Science Teachers Association: (1980-present), conference presenter, special publications author.

Professional Awards

- Distinguished Alumnus, School of Physical Science, University of California at Irvine, 2009
- Teacher Leadership Project, Gates Foundation Award in Washington State, 2000
- Presidential Award for Excellence in Science and Mathematics Teaching, California Secondary Science, The White House, 1994

References

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- (401) 419-8785

Andy Boyd

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- Coulee City WA 99115
- boydscience@gmail.com
- (509) 592-7103

Zohal Hummel

Zohal Hummel joined NWEA in 2002 as an item production coordinator. She has fifteen years of experience in item development, publishing, and operations in the assessment industry. Ms. Hummel holds a bachelor of arts (BA) in Liberal Studies from the University of Washington.

Relevant Professional Experience

NWEA

Senior Operations Manager, Test Development and Publishing (2015-Present)

- Establish, track, and report compelling data on Test Development and Publishing team metrics to goals, as well as advancing the team's initiatives and their multiple projects through a single work management system.
- Collaborate cross-organizationally on enterprise planning and scheduling, including change and demand management in support of the Test Development and Publishing team.
- Develop and implement Test Development and Publishing team processes and practices that support enterprise level goals and planning.
- Deliver project management support, as it relates to the Test Development and Publishing team's work for the release cycle, ensuring a strong communication plan for visibility and transparency.
- Manage staff that provide development support, proposals support, information management, project management, reporting, and data management services for internal planning, production, or communication efforts.
- Collect and analyze metrics of work processes on the Test Development and Publishing team to establish appropriate estimates as well as recommend and champion re-engineering of processes to improve efficiency and capacity.
- Oversee information management and test security process development and implementation.
- Oversee coordination of RFP responses and resource estimates, including any new process development and the technology needed to support it.

Operations Manager, Test Development and Publishing (2012-2014)

- Managed publishing support associates in setting and achieving goals.
- Led implementation of assigned projects and sustaining work.
- Gathered input from other team managers to validate completed capacity plans, and update Content KPIs and reports for Publishing director and vice presidents of Product Management, Test Services, and Marketing.
- Collected and analyze metrics of work processes on the Test Development and Publishing team to establish appropriate estimates as well as recommend quality and capacity improvements.
- Coordinated internal communication in response to districts' and states' questions regarding content standards, test alignment, and/or item selection within NWEA assessments.
- Managed projects as they relate to standards/curricula, alignment, and other content-related needs.
- Oversaw documentation of all processes and procedures to ensure the integrity of test content and item development.
- Maintained awareness of industry standards, trends, and best practices in item development, alignment, and test development.

Item Acquisition and Metrics (IAM) Manager, Content Services (2009-2012)

- Managed staff on the IAM team including hiring, development and coaching, and assigning duties.
- Managed the design, development, and production of processes and software applications associated with projects.
- Managed the development of metrics and tracking mechanisms for internal Test Services projects.
- Collaborated and communicated across the organization on behalf of IAM.
- Represented the team's interests in the design and development of organization-wide software for item and project tracking.
- Strategized yearly plans for item contractor recruitment and selection, item acquisitions, passage procurement, item writing training and advertising for aforementioned needs and activities.
- Developed and managed item acquisition budget in coordination with the Test Services Director.
- Managed acquisition activities within the scope of the current budget.
- Prepared and distributed reports on item fulfillment progress and attrition in both numbers and dollars.
- Coordinated the fulfillment of all available item specifications and/or passage specifications orders.
- Recruited item contractors through viable methods of advertisement, including training opportunities and conference presence.
- Established, assigned, monitored, and managed contractual relationships with external item writers and passage developers and searchers.
- Planned, organized, and facilitated Item Writing Orientations and Item Writing Sessions as recruitment and training opportunities.
- Monitored all item writing inquiries, including development of frequently asked questions documents.
- Perform other duties as assigned to ensure the success of the team and the entire organization.

Item Acquisition Coordinator (2006-2009)

Test Development Coordinator (2005-2006)

Reading/Writing Production Coordinator (2004-2005)

Item Production Coordinator (2002-2004)

Sauk Rapids School District

Substitute Teacher (2001)

MinnEspresso

Business Owner (1996-2000)

Education

- BA, Liberal Studies, University of Washington

References

Kate Miller, executive director Napa Valley Transportation Authority

- 625 Burnell St.
- Napa, CA

- (707) 259-8631

Jessica Raymond, director of marketing, BitTitan

- 3933 Lake Washington Blvd. NE Ste. 200
- Kirkland, WA
- (206) 428-6030

Summer Sinclair, director of corporate compliance, Cubic Corporation

- 400 Union Ave. SE Ste. 300
- Olympia, WA
- (360) 923-3403

Nancy Hillig

Nancy Hillig, senior manager for Partner Support, joined NWEA in 2007. She has over a decade of experience providing knowledgeable, courteous, responsive, partner-focused technical support services. Ms. Hillig and her team are responsible for managing high risk, tightly time-bound activities to assure that all students are rostered into NWEA products in a way that will accommodate successful testing and a reporting outcome consistent with the requirements of each partner. Her team documents all service transactions, creating, and maintaining the support knowledge base and partner support website.

Relevant Professional Experience

NWEA

Senior Manager, Partner Support (2014-Present)

- Directs the work of the Tier 1 Technical Support team, and directly manages the Tier 2 Technical Support team in their staff and daily operations.
- Collaborates in the design and lead the implementation of new service offerings across Partner Support.
- Leads the collaboration with department Leadership to establish team and department metrics for optimal service delivery.
- Develops and influences requirements for processes, procedures and tools across Partner Support to ensure high quality, cost effective service delivery.
- Works collaboratively with other partner-facing teams to optimize service delivery through innovation and resource optimization.
- Collaborates on the design and leads the implementation of department goals and strategies that support and align with organizational goals.
- Creates metrics to inform and evaluate team performance against organizational goals; monitors and reports on progress toward goals and inform service quality.
- Uses metrics to inform employee performance and resource optimization.
- Identifies and implements solutions for creating efficiencies in service delivery.

Partner Support Manager, Tier 1 (2007-2014)

- Received technical-related telephone calls from partners inquiring how to use software products, services, and reports.
- Investigated and resolved incidents regarding software products, services, and reports.
- Led partners through diagnostic procedures by listening to and providing instructions.
- Resolved questions by applying knowledge of computer software and procedures.
- Documented service activity by recording clear, concise, accurate, and detailed case notes for every partner interaction.
- Created high quality and consistent partner and staff written communication.
- Escalated advanced technical issues as needed.
- Identified the root causes of incidents.
- Participated and contributed to organization-wide projects to improve or create products and software.

Harland Financial Solutions

Initial Response Manager (1999-2007)

- Managed the activities and strategic development of a technical support team.
- Administered the primary call management application, providing operations support for five office locations.
- Provided training for the call management application for all locations.
- Developed and managed customer survey program.
- Administered and managed customer care program.
- Worked directly with customers as escalation point.
- Made all team hiring decisions, and received award nominations for providing coaching, learning, and promotional opportunities.

References

Cheryl Anderson

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- (503) 492-2215

Kristin Otto

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- Gresham, OR 97080
- (503) 492-1847

Jan LaRocca

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Jungnam Kim

Jungnam Kim joined NWEA as a senior research scientist in 2017. Ms. Kim brings over ten years of experience to NWEA, including positions at CTB/McGraw-Hill and the National Board of Chiropractic Examiners. Ms. Kim is a frequent presenter on assessment topics at annual meetings for the American Educational Research Association (AERA) and other national research and testing organizations. Ms. Kim holds a bachelor of arts (BA) from Yonsei University; a master of arts (MA) in Instructional Design and Technology from the University of Iowa; and a doctorate (PhD) in Educational Measurement and Statistics from the University of Iowa.

Relevant Professional Experience

NWEA

Senior Research Scientist (2017-Present)

- Work with the director of Advanced Research and Development to develop a research agenda and development roadmap.
- Perform research to enhance the organization's ability to provide the most advanced assessment capabilities.
- Lead the development of new computer-based test types and features.
- Collaborate on the design, development, and validation of innovative test items.
- Collaborate to design new reports that complement new test types and features.
- Perform research to validate the efficacy of new products and services that enhance NWEA capabilities to assess the growth of student achievement.
- Develop assessment procedures to validly measure the achievement of students with special requirements, including English language learners.
- Lead development of proposals for grant funding.
- Serve as principal investigator for research projects with universities, foundations, the government, and other agencies.
- Serve as primary author for technical reports and documentation.
- Serve as primary author for published studies and peer-reviewed articles.
- Present research findings, assessment topics, and testing related issues to external audiences.

National Board of Chiropractic Examiners

Psychometrician (2014-2016)

- Conducted and monitor scoring and analyses using item response theory
- Designed and disseminated internal and external reports and present the performance of various subsets of examinees

CTB/McGraw-Hill

Research Scientist (2007-2014)

- Served as lead research scientist for these state assessment programs: Georgia Criterion Referenced Competency Tests (2008-2014), Transitional Colorado Assessment Program (2011-2014), North Dakota State Assessments (2011-2013), Colorado Alternate Assessment (2011-2012), and Tests of Adult Basic Education (2010).

- Led field test and operational scaling and equating with various item response theory models (1PL, 3PL and partial credit models).
- Designed and conducted research studies for statewide testing related to equating, vertical scaling, mode comparability, student growth, and erasure analyses.
- Produced technical reports to document how the applied processes and procedures, as well as the results, related to the issues of validity and reliability.

Education

- BA, Education, Yonsei University
- MA, Instructional Design and Technology, the University of Iowa
- PhD, Educational Measurement and Statistics, the University of Iowa

Presentations

- Kim, J., Gao, F., Tomkowicz, J., Wan, P., & Kim, D. (2016, April). *Vertical Scaling of Test with Mixed Item Formats Including Technology Enhanced Items*. Paper presented for the annual meeting of the National Council on Measurement in Education, Washington D.C., 2016.
- Barton, K., Kim, J., & Kim, D. (2016, April). *Mode Comparability Investigation of a CCSS based K-12 Assessment: Comparison of Online and Paper-Pencil Test Structure*. Paper presented for the annual meeting of the National Council on Measurement in Education, Washington D.C., 2016.
- Kim, J., Gao, F., Wan, P., Kendall, S., McGuire, S., & Kim, D. (2015, April). *Examining Item Order Effects on Test Scores in Online Testing*, Paper presented for the annual meeting of the National Council on Measurement in Education, Chicago, 2015.
- Kim, D., Kim, J., & Randle, B. (2011, April). *Estimating Probability for Being Placed on Performance Level*. Paper presented for the annual meeting of the American Educational Research Association, New Orleans, 2011.
- Egan, K. L., Smith, J., Fatica, K., Kim, J. (2011, April). *Using Erasure Analyses to Predict Potential Cheating*. Paper presented for the annual meeting of the National Council on Measurement in Education, New Orleans, 2011.
- Kim, J., Julian, M, Li, W.-C., Wilson, K., Kim, D. (2010, May). *The effect of the common item characteristics on the post-equating verification of the pre-equating*. Paper presented at the annual meeting of the American Educational Research Association, Denver, 2010.
- Kim, J., Lee, W-C, & Kim, D. (2009, April). *Investigation of vertical scaling using Rasch model*. Paper presented for the annual meeting of the National Council on Measurement in Education, San Diego, 2009.
- Kim, J., Lee, W-C, & Kim, D. (2008, March). *The effect of choosing a base grade on the vertical scale using various IRT calibration methods*. Paper presented at the annual meeting of the National Council on Measurement in Education, New York, 2008.
- Kim, D., Lee, G., & Kim, J. (2008, March). *A comparison of random groups design and common item design using simulation*. Paper presented at the annual meeting of the National Council on Measurement in Education, New York, 2008.
- Rich, C., Harrington, H., West, B., & Kim, J. (2008, March). *Automated essay scoring in state formative and summative writing assessment*. Paper presented at the annual meeting of the National Council on Measurement in Education, New York, 2008.
- Kim, J., Frisbie, D. A., Kolen, M. J., & Kim, D (2007, April). *A comparison of calibration methods and proficiency estimators for creating IRT vertical scales*. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, 2007.

- Kim, D., Barton, K., & Kim, J. (2007, April). *Estimating classification consistency and classification accuracy with pattern scoring*. Paper presented at the 2007 annual meeting of the American Educational Research Association, Chicago, 2007.
- Kim, J. & Kim, D. (2006, April). *A comparison of calibration methods used for IRT equating using common-item nonequivalent group design*. Poster presented at the annual meeting of the National Council on Measurement in Education, San Francisco, 2006.
- Kim, J. & Frisbie, D. (2005, April). *The effectiveness and the efficiency of multiple true false items, relative to multiple choice items, in computer-based test*. Poster presented at the annual meeting of the American Educational Research Association, Montréal, 2005.

References

Furong Gao, PhD

- 1 Lower Ragsdale Dr., Bldg.1, Ste. 150
- Monterey, CA 93940
- (408) 821-2427

Christy Schneider, PhD

- 121 NW Everett St.
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- (803) 530-8136

Melissa Fincher, PhD

- 205 Jesse Hill Jr. D. SE
- Atlanta, GA 30334
- (404) 656-2668

David Liddle

David Liddle joined NWEA in 2016 as a senior business requirements analyst consultant. Prior to NWEA, Mr. Liddle worked at Autodesk as a product manager on an enterprise wide business transformation initiative and at the healthcare startup Datu Health. Mr. Liddle holds a bachelor of science (BS) in Computer Science from Northumbria University.

Relevant Professional Experience

NWEA

Senior Business Requirements Analyst Consultant (2016-Present)

- Interact and communicate with staff at all levels of the organization to identify business and technical requirements for proposed changes or approved projects.
- Create work products, such as analysis reports, functional and technical requirements, user stories, flow and data diagrams, to inform an audience with a broad range of experience, both technical and non-technical.
- Identify improvements that would increase efficiency or productivity in work effort, processes or application features.
- Work with Product Managers and stakeholders to validate and verify requirements and their implementation.
- Work with business stakeholders to identify needs, issues, risks and/or solutions.

Autodesk

Agile Product Manager/Agile Software Product Development (2016-2016)

- Helped drive a complex enterprise-wide transformation that moved a traditional license based software model into a cloud based subscription model, via the introduction of three industry themed software collections.
- Partnered with business owners to understand, document and communicate functional requirements.
- Worked closely with other Product Managers to identify and mitigate inter-team dependencies and impediments.
- Collaborated with development and release managers to create release content, in accordance with the product roadmap.

Datu Health

Healthcare Information Technology Consultant/Agile Software Product Development (2012-2015)

- Drove all aspects of product delivery into a patient-physician portal and a personal healthcare engagement mobile platform.
- Led cross-functional development teams of six to eight people, (User Experience, Development, Quality Assurance), in an Agile/SCRUM environment.
- Participated in all SCRUM ceremonies, including daily standups.
- Managed high value software features that drove the initial implementation of Datu's software platforms
- Worked closely with Scrum Masters, using Rally as a central repository to manage the product backlog, track iterations, schedule user stories, and prioritize defects.

- Initiated collaboration with the compliance team to ensure that new software features were meeting strict healthcare compliance regulations.
- Facilitated sprint reviews, including demos with clients, incorporating appropriate feedback into future product iterations.
- Researched industry trends, identified high value gaps in the market place, and elicited client input based on patient discussion, which helped create user personas for the new product.

State of Oregon Department of Human Services

Senior Business Analyst Consultant, Health Insurance Exchange (HIX-IT) Program (2012)

- Provided business analysis deliverables for 120+ Interface Control Documents (ICD's), defining the functionality between Oregon HIX and external Federal, State and Insurance carrier systems.

Seterus (IBM)

Senior Business Systems Analyst Consultant, Loss Mitigation History (2012)

- Delivered functional requirement specifications based on the integration needs of several disparate loan servicing and loss mitigation systems.
- Implemented requirements for loss mitigation history, an enterprise wide initiative, which provides historical context for loans being assessed for modification.

State of Oregon Department of Human Services

Senior Business Analyst Consultant, Self-Sufficiency Modernization Program (2008-2012)

- Delivered custom builds of an external online application for benefits and a partnering caseworker application management tool.
- Lead the requirements gathering effort of three Business Analysts in an iterative environment that supported the development of two web applications.
- Used Axure to create working prototypes.
- Coordinated with the Project Manager to produce release schedules, provide task estimations and prioritize requirements for releases/sprints.
- Worked with database and development teams to create the logical data model and associated data dictionary for the online application, using Erwin.

Kaiser Permanente

Quality Assurance Analyst and Analyst/Programmer Consultant (2005-2007)

- Documented test cases and test results.
- Liaised with the development team in setting up and executing challenging test cases, as well as troubleshooting and bug fixing, (tracked using Test Director).

Freightliner

Business Analyst Consultant, Truck Price Quoting System Improvements (2005)

- Spearheaded the change of a truck price quoting system used by Freightliner's dealers to obtain price quotes.
- Used business process modeling techniques to document current workflow activities.

Kaiser Permanente

Quality Assurance Analyst Consultant, HealthConnect Testing (2002-2005)

- Set up and maintained the integration test environment for HealthConnect, (an electronic medical record initiative) and conducted cross-functional integration testing.
- Facilitated structured troubleshooting sessions with HealthConnect teams and documented system defects in Test Director.
- Assembled and managed the various components necessary for HealthConnect production deployments.

Boeing

Senior Analyst/Programmer Consultant, Data Conversion Project (1997-2002)

- Converted legacy based airplane master parts data to a new client server system. Analyzed requirements, designed, coded and tested COBOL II/DB2/SQL programs. Boeing 757 successfully converted in Dec 2001.

Nike, Inc.

Analyst Programmer Consultant, Legacy System Development (1995-1997)

- Ensured the Order Management and Entry systems were Y2K compliant before converting them for Nike's Canadian territories.
- Redeveloped Nike's online and batch Customer Cross Reference system. Produced user guides and trained end users.

Education

- BS, Computer Science, Northumbria University

Certifications

- Certified ScrumMaster® (CSM), Scrum Alliance
- Certified Product Owner® (CSPO), Scrum Alliance

References

Lisa Larrea

- 5500 SW Meadows Rd.
- Lake Oswego, OR 97035
- (503) 701-1203

Robin Galloway

- 928 Treece St.
- Louiseville, CO 80027
- (303) 931-7333

Priya Mathur

- 3602 Castle Peak Ave.
- Superior, CO 80027
- (720) 883-1416

Michael J. Koranda

Michael Koranda joined NWEA in 2010 as an NWEA professional development consultant/coach. Mr. Koranda is highly skilled in delivering assessment literacy and formative assessment training to educators around the country. He has served as a consultant and workshop leader for NWEA partners, and is an expert in training educators on assessment literacy and developing formative assessment users. Prior to joining NWEA, he served as a school improvement coordinator, and spent nine years as an educator; two as a master teacher at grades 4 – 6, and seven as a fifth and sixth grade teacher. Mr. Koranda holds a bachelor of science (BS) in Elementary Education from Black Hills State University and a master of arts (MAE) in Education from Chapman University.

Relevant Professional Experience

NWEA

Senior Professional Development Consultant/Coach (2010-Present)

- Guides teachers in developing their expertise in the use of formative assessment strategies and practices.
- Coaches and facilitates data discussions, formative assessment, and assessment literacy trainings and dialogues with organizational leaders, school leadership teams, instructional coaches, educators, and other stakeholders.
- Models formative assessments throughout all learning events conducted.
- Conducts strategic planning, implementation, and progress monitoring with partners to meet the needs of their students, staff, and stakeholders.
- Uses systems-thinking practices and tools, inquiry, assessment literacy, educational best practices to address relevant and timely issues impacting the learning environment.
- Focuses on system-wide organizational practices regarding data and its use to maximize student growth.
- Accesses, analyzes, interprets, and applies multiple sources of data.
- Designs and provides high quality, responsive, agile, and collaborative professional development to meet the multi-dimensional goals of each partner.
- Establishes and maintains contact with partners to gather qualitative and quantitative data to inform professional development design and delivery.
- Incorporates adult learning strategies and multiple learning styles within an effective and dynamic learning environment.
- Collaborates with internal cross-functional teams to inform the on-going design and development, revision, and maintenance of instructional format and content for NWEA professional learning offerings
- Participates in learning experiences with colleagues to maintain expertise related to NWEA products and services.
- Represents the Professional Development team on cross-functional teams to expand services and support to partners.
- Serves as a Professional Development team subject matter expert on formative assessment.

SW/WC Service Cooperative

Coordinator of School Improvement (2006-2010)

- Developed, implemented, and coordination of the Adequate Yearly Progress (AYP) project and continuous school improvement process.

- Served as technical assistance and support for curriculum, instruction, and assessment needs as they relate to creating the capacity and sustainability of a continuous school improvement process.
- Responsible for providing professional development requested by consortium partners, i.e.
 - Analyzing and Moving Action forward on NWEA
 - Differentiation
 - Formative Assessment
- Coordinated special projects as assigned under the direction and supervision of the director of teaching and learning services.
- Supervised school Improvement personnel (AYP Coordinators).
- Assisted and coordinated the Blufflands and Prairies grant for the SW/WC cohort.

Waseca Public Schools

Master Teacher (2004-2006)

- Implemented the Teacher Advancement Program (TAP) at Intermediate School Level Grades 4-6.
- Analyzed High Stakes Tests (SAT 10, MCAs, NWEA) for trends and patterns in student achievement.
- Made data driven decisions and set building goals based on relative area of weakness.
- Monitored distribution of formal and informal assessments.
- Planned and facilitated weekly staff development sessions to implement new strategies for learning.
- Maintained professional development session records and reviewed Individual Growth Plans (IGP) with teachers.
- Mentored teachers by observing instruction and providing peer assistance.
 - Evaluated instruction based on the TAP instructional rubric.
 - Conferenced with teachers to identify an area of relative strength and relative weakness to improve instruction.
 - Provided materials, resources, and ideas for achieving IGP goals.
- Collaborated with colleagues to construct benchmark lessons.
- Educated colleagues on Assessment Literacy.
 - How to define clear learning goals.
 - How to make use of a variety of assessment methods to gather evidence of student learning.
 - How to analyze achievement data and make good inferences from the data gathered.
 - How to provide feedback to students.
 - How to make appropriate instructional modification to help students improve.
 - How to involve students in the assessment process, and effectively communicate results.
 - How to engineer an effective classroom assessment environment that boosts student motivation to learn.

Education

- MAE, Curriculum and Instruction, Chapman University
- BS, Elementary Education, Black Hills State University

Licensures/Professional Awards

- Standard K – 6 Elementary Education Teacher License
- Teacher of the Year, Employee of the Year, Riverdale Unified School District (2002)
- Teacher of the Year, Teacher Choice Awards, Riverdale Teachers Association (2000, 2001)

References

Amy Ryan

- 66 Brooks Dr.
- Braintree, MA 02184
- (617) 779-3609

Dawn Essig

- 580 Clinton Hollow Rd.
- Salty Point, NY 12578
- (845) 216-1114

Shannon Clemons

- 3231 Lee Ellen Pl.
- Columbus, OH 43207
- (614) 282-8282

Thomas (Tom) Terlep

Tom Terlep, professional development senior manager, joined NWEA in 2007 as a professional development specialist. Mr. Terlep has more than thirty-six years' experience in education, having served as an NWEA professional development facilitator for Beech Grove City Schools. Mr. Terlep also worked as an elementary school principal and physical education teacher. Mr. Terlep holds a bachelor of science (BS) in K – 12 Physical Education, Recreation, and Health, from Ball State University; a master of arts (MA) in K – 12 Physical Education, Recreation, and Health from Ball State University; and a master of science in K – 12 Administration and Supervision. Mr. Terlep completed his doctoral coursework in Educational Leadership from Indiana University.

Relevant Professional Experience

NWEA

Professional Development Senior Manager (2011-Present)

- Coordinates and monitors the services of all Professional Development Consultants.
- Serves on the Professional Development Services Leadership Team, performing the following duties:
 - Assists in integrating activities within the Professional Development Team
 - Works cross-functionally with other teams within the organization
 - Designs and develops new professional development offerings
 - Provides quality control to new and existing professional development products
 - Works with partners and consultants to provide services that meet their needs
 - Delivers Professional Development service to partners.

Professional Development Consultant (2007-2010)

- Worked with a variety of partners ranging from state level departments of education, large and small school districts, charter schools, and private schools delivering NWEA professional development services.
- Served as an expert resource for product information and training delivery.
- Contributed to Professional Development design and delivery.
- Established and maintained contact with partners and staff to gather qualitative and quantitative data to inform Professional Development design and delivery.
- Developed delivery plans for custom training requests.
- Conducted on-site client trainings as needed.

Professional Development Part-Time Facilitator (2003-2007)

- Conducted on-site professional development workshops for partners across the country.

Central Elementary School, Beech Grove City Schools

Elementary Principal (2001-2007)

- Trained new staff on MAP assessments and resources and updated staff on new MAP products and services.
- Supervised thirty-six staff members.
- Served as the school's instructional leader.

- Assisted in establishing a data-driven culture within the school by helping to establish data teams with intent to use variety of assessment data to make instructional and programming decisions.
- Guided the data team to create benchmark assessments to be used to measure proficiency of standards taught per unit.
- Assisted in the development of high -functioning professional learning communities within the school with intent to be used primarily for staff professional learning and sharing.
- Helped develop a growth model for the school and district.

Break-O-Day Elementary School, Clark-Pleasant Community Schools

Elementary Principal (1991-2001)

- Supervised and monitored 65 staff members.
- Served as the instructional leader for the building.
- Assisted in the development of high functioning professional learning communities within the school with intent to be used primarily for staff professional learning and sharing.
- Implemented MAP assessments in the building.

Elementary Physical Education Teacher (1975-1981 and 1986-1991)

- Met the needs of the children in grades ranging from K – 6.
- Served as the adaptive physical education consultant for the Special Education Cooperative.

Education

- Educational Specialist work: Educational Leadership, Organizational Culture and Change, Indiana University
- MS, K – 12 Administration and Supervision, Indiana University
- MA, K – 12 Physical Education, Recreation, and Health, Ball State University
- BS, K – 12 Physical Education, Recreation, and Health, Ball State University

Past Professional Affiliations

- ASCD (formerly the Association for Supervision and Curriculum Development)
- NAESP (National Association of Elementary School Principals)
- IASP (Indiana Association of School Principals)

References

Joanne Luzietti

- 121 NW Everett St.
- Portland, OR 97209
- (503) 866-1632

Jan LaRocca

- 121 NW Everett St.
- Portland, OR 97209
- (503) 502-6253

Beth Guthrie

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- Saline, MI 48176
- (734) 664-0471

Scott J. Hinders

Scott Hinders joined NWEA in 2016 as the director of State Solutions Operations. In the assessment industry for more than twenty years, Mr. Hinders has held executive-level positions and overseen the operations of critical, large-scale assessment programs. Mr. Hinders holds a bachelor of business administration (BBA) in Finance from the University of Iowa.

Relevant Professional Experience

NWEA

Director, State Solutions Operations (2016-Present)

- Responsible for all aspects of State Solutions Operations, including operational planning, best practices, technology, quality, and vendor relationships with accountability for delivering accurate, effective, and quality operational and scoring services.
- Responsible for overseeing the design, development, documentation, integration, enhancements, management, and maintenance of human scoring and other operational processes.
- Collaborates with Publishing, Research, Product Engineering, Partner Accounts, and business partners to develop solutions.
- Assesses client and overall assessment industry needs, technology trends, and competition to synthesize operational and technological requirements.
- Works with internal teams to develop technological solutions that integrate systems and processes.
- Manages vendor relationships, integrating vendors' practices with NWEA practices to ensure they meet partner expectations.

Measured Progress

Director, Scoring Services (2013-2015)

- Oversaw all activities of the human scoring operation, a department consisting of thirty full-time staff and approximately 5,000 temporary staff in three locations across the United States.
- Drove transparency through the use of dashboards and monthly management reports.
- Built partnerships, integration procedures, and Service Level Agreements with third-party providers.
- Instituted project and production management practices, standardizing documentation of specifications as well as project and master resource schedules.
- Realigned staff to specific operational accountabilities, such as project management, resourcing, technology, and delivery.
- Led the development, implementation, and operational integration of new technology.

Strategic Management and Evaluation

Independent Consultant (2011-2013)

- Managed the annual assessment processing and scoring project for Yonkers Public Schools.
- Established project plans, schedules, and communication protocols to execute against requirements.
- Managed deliverables throughout planning, execution, and completion to ensure successful program delivery.

- Resided at the client's site for one month each project cycle to oversee temporary staff, administer distributed software and systems, and ensure tasks and milestones were accurately delivered on schedule.
- Assisted the client with capacity planning and resource allocation.

Riverside Publishing

Vice President, Product Implementation (2010-2011)

- Managed the implementation of a mission-critical online student assessment and reporting system.
- Managed a team of six direct reports and 120 cross-functional team members across Product Management, Operations, and Information Technology divisions.
- Led the consolidation of systems to integrate and streamline the customer experience.
- Worked directly with customers and industry experts to identify and document system requirements.
- Used Agile project management methodologies to quickly build and implement software functionality.
- Transformed company operations and client support to align to system functionality and customer needs.

Vice President, Operations (2007-2010)

- As a member of the executive team, provided oversight to all operations, with five direct reports, 150 full-time staff, and 250 temporary and contractor staff members.
- Assumed responsibility for Content Development, Publishing, Project Management, Scoring, and Customer Service divisions.
- Developed and executed strategic and operational plans in support of client needs.
- Coauthored the *2010 Operational Best Practices for Statewide Large-Scale Assessment Programs*, as part of a consortium of executives across the assessment industry and representatives from state departments of education.

Senior Director, Scoring Operations (2004-2007)

- Hired to help the organization vertically integrate operations.
- Directed all activities of Scoring Operations with five direct reports, thirty-five full-time staff, and over 150 temporary staff.
- Established a Production Planning and Control department to institute operational planning and management practices, ensure quality outcomes, and institute a corrective/preventative action process.
- Negotiated contracts, service level agreements, and pricing with staffing vendors, contractors, transportation brokers, and suppliers.

Pearson Educational Measurement

Business Manager (2000-2004)

- Directed, with a staff of seventeen, the operational and technological delivery of twelve state contracts and other business.
- Managed the delivery of client programs cross-functionally across the assessment lifecycle.
- Negotiated resources and schedules with department heads.
- Instituted program management practices across staff as part of a companywide improvement initiative.
- Developed proposals, including solutions and prices, in support of new business opportunities including state and district request for proposals.

Financial Analyst/Senior Financial Analyst (1996-2000)

- Managed the development of annual budgets and monthly forecasts.
- Oversaw the development of financial statements.
- Developed three and five year strategic financial plans.
- Trained management on financial management fundamentals.
- Developed standard and actual cost rates for project job costing and bidding purposes.
- Reconciled standard to actual cost rates for governmental contracts.

Education

- BBA, Finance, University of Iowa

References

Dr. George Herrmann

- 24 Otterson Rd.
- Londonderry, NH 03053
- (603) 548-7179

Dr. Denis Jarvinen

- 3589 Sagamore Pkwy. N.
- Suite 120
- Lafayette, IN 47905
- (217) 778-8366

Dr. Lisa Ehrlich

- 18 Congress St., Suite 406
- Portsmouth, NH
- (603) 749-9102

SHEILA WELLS-MOREAUX

Professional Preparation

Kansas State University	Manhattan, KS	Elementary Education	B.S. 2004
Kansas State University	Manhattan, KS	Special Education	M.S. 2006
Arizona State University	Tempe, AZ	Educational Leadership	Ed.D. 2012

Professional Certifications

<i>Year(s)</i>	<i>Certification</i>
2008 – 2016	Professional Teaching License, State of Arizona, Cross-Categorical Special Education K-6
2006 – 2012	Professional Teaching License, State of Kansas, Special Education K-8
2006 – 2012	Professional Teaching License, State of Kansas, Elementary Education K-6

Experience

<i>Year(s)</i>	<i>Title</i>
2014 – Present	Research Associate and Project Manager for Dynamic Learning Maps Alternate Assessment Consortium, University of Kansas, Lawrence, KS
2012 – 2014	Alternate Assessment Coordinator, Arizona Department of Education, Phoenix, AZ
2010 – 2012	Grand Canyon University, Adjunct Professor of Special Education, Phoenix, AZ
2008 – 2012	Special Education Teacher, Isaac School District, Phoenix AZ
2006 – 2008	Special Education Teacher, Geary County Schools, Fort Riley, KS

Understanding of the Process

Sheila Wells-Moreaux, Ed.D., assists the state education agency staff with DLM implementation, delivering training and technical assistance on assessment implementation, developing project documentation, and collaborating with other departments in the state education agency when needed. Being a formal special education teacher, Dr. Wells-Moreaux understands what teachers do daily to prepare students for academic testing. In addition, she has worked at the Arizona Department of Education, collaborating with school districts and implementing online assessments for their student population. Dr. Wells-Moreaux is able to identify the annual scope of work for state contracts, and monitor deliverables and timelines to ensure smooth assessment administration. Furthermore, she can provide recommendations and leadership to the state education agency concerning the implementation process of the DLM assessments system, including evaluation of state readiness and training needs, communication and strategic planning with multiple project partners, and problem-solving implementation challenges.

Other Information

Selected Presentations

- Lawrence, A. Karvonen, M., & Wells-Moreaux, S. (2016, April) *Accessibility Supports and Implications for Educator Decisions*. A presentation made at the annual conference of Council for Exceptional Children (CEC), St. Louis, Missouri.
- Karvonen, M., Bechard, S. & Wells-Moreaux, S., (2015, April) *Accessibility Considerations for Students with Significant Cognitive Disabilities Who Take Computer-Based Alternate Assessments*. A presentation made at the annual conference of the American Educational Research Association (AERA), Chicago, Illinois.
- Clark, A., Karvonen, M., Kingston, N., Anderson, G., & Wells-Moreaux, S. (2015, April) *Designing Alternate Assessment Score Reports That Maximize Instructional Impact*. A presentation made at the annual conference of the National Council on Measurement in Education (NCME), Chicago, Illinois.
- Wells-Moreaux, S., Karvonen, M., & Kingston, N. (2015, April) *Accessibility by Design: Improving AAs for Students with Significant Cognitive Disabilities*. A presentation made at the annual conference of Council for Exceptional Children (CEC), San Diego, California.
- Wells-Moreaux, S. (2014, October) *Overview of Required Training for Test Administrators*. A presentation to Alaska's District Test Coordinator's, Anchorage, AK.
- Wells-Moreaux, S. (2014, October) *The Dynamic Learning Maps Alternate Assessment*. A presentation at the Kansas State Department of Education Director's Conference, Wichita, KS.
- Wells-Moreaux, S. (2014, August). *DLM field test updates and recent studies*. A presentation to the Chief Council of State School Officers (CCSSO) Students with Disabilities Assessment Advisory Task Force, Washington, DC.
- Wells-Moreaux, S. (2014, August). *The Dynamic Learning Maps Alternate Assessment*. A presentation to the Illinois State Board of Education Special Education Directors' Conference, Springfield, Illinois.
- Wells-Moreaux, S. & Karvonen, M. (2014, June). *How do I implement the DLM Alternate Assessment System with my students?* A presentation at a meeting of Mississippi's Statewide Special Education Directors.
- Wells-Moreaux, S. (2014, April). *Literacy as a Means of Empowerment for Children Living in Poverty*. A presentation made at the annual conference of the American Educational Research Association (AERA), Philadelphia, Pennsylvania.

References

<i>Name</i>	<i>Address</i>	<i>Phone</i>
Michael Muenkes	1122 West Campus Road, Lawrence, KS 66045	573-418-3755
Leila Williams	1535 West Jefferson Street, Phoenix, Arizona 85007	520-403-8379
Christie Stephenson	2500 North Lincoln Boulevard Oklahoma City, Oklahoma 73105	405-522-3246

Canda D. Mueller, PhD

Dr. Canda Mueller joined NWEA in 2016, bringing with her five years of executive-level experience designing large-scale assessment programs and extensive experience guiding teams to deliver on-time, error-free work. Dr. Mueller spent twelve years as a psychometrician in both education and certification assessments. She served as lead psychometrician on several state-level high stakes projects for grades K – 12, including accountability assessments, as well as those for English Language Learner and alternate students, before turning her attention to guiding and mentoring others as a psychometric leader. Dr. Mueller holds her doctorate (PhD) in Educational Psychology and her master of arts (MA) in Mathematics, both from the University of Kansas. She earned a bachelor of science (BS) from Oklahoma State University.

Relevant Professional Experience

NWEA

Vice President, State Solutions (2016-Present)

- Responsible for all aspects of State/Summative Solutions including vision, strategy, planning, and processes.
- Drives and facilitates planning, focusing on critical strategies as well as resulting products and services.
- Initiates, enhances, and strategically maintains relationships with state representatives, industry leaders, and the learning community.
- Directly manages, mentors, and leads State/Summative Solutions staff.
- Sets expectations and participates in a variety of discussions with partners and potential partners to develop and deliver high value and high impact products and services.

Questar Assessment, Inc.

Vice President, Assessment Services (2015-2016)

- Led full business unit consisting of Assessment Design, Psychometrics, and Assessment Quality departments.
- Guided and mentored employees through successful implementation of multiple large scale programs.
- Gained clear understanding of client's assessment system needs then created innovative large-scale solutions to meet those needs.

Vice President, Assessment Design and Psychometrics (2014-2015)

- Introduced item writer workshops into the work of educational assessment. These efforts were lauded in the media for two very large contracts.
- Presented to a large variety of clients and potential clients leading to multiple large wins within the space of a few months.
- Supported team members in completing a vast array of projects on time and correctly.

Vice President, Psychometrics (2011-2014)

- Led psychometric team activities, served as communication liaison with other departments and clients, and supported psychometricians.

Senior Psychometrician (2009-2011)

- Completed psychometric duties as related to state projects including equating, standard setting, and test construction.

Pearson

Research Scientist (2007-2009)

- Provided psychometric services to client states including statistical analysis, psychometric consultation, and technical manual development.

Applied Measurement Professionals

Program Director (2007)

- Provided psychometric assistance to various clients in developing certification assessments.
- Directed all development activities for the Applied Measurement Professionals' (AMP) client team.

Program Manager (2006-2007)

- Provided psychometric assistance to various clients in developing certification assessments.
- Directed AMP client team in all development activities.

Education

- PhD, Educational Psychology, University of Kansas
- MA, Mathematics, University of Kansas
- BS, Mathematics, Oklahoma State University

Other Professional Activities

- Chair, Educational Division of Association of Test Publishers (ATP), 2016

Publications

- Nichols, P.D., J.S.Twing, C.D. Mueller, and K. O'Malley. 2010. "Standard Setting Methods as Measurement Processes." *Educational Measurement: Issues and Practice*.
- Mueller, C.D. 2005 "Assessing the Consequences of Response Probability Choice on Student Performance Across Subpopulations." *Dissertation Abstracts International*.
- Mueller, C.D. 2005. "National Assessment of Educational Progress (NAEP)." In *Encyclopedia of Human Development*, edited by N.J. Salkind. (Thousand Oaks, California: Sage Publishing, 2005), 879-880
- Mueller, C.D. 2005. "National Center for Education Statistics (NCES)." In *Encyclopedia of Human Development*, edited by N.J. Salkind, 880-881. Thousand Oaks, California: Sage Publishing.
- Mueller, C. D. 2003. NAEP Survey Topeka, KS: Kansas State Department of Education.

Presentations

- Mueller, C.D. 2016. "Leveraging Technology and Data to Facilitate Student Learning." Paper presented at the Regional Division of the ATP, Lisbon, Portugal.
- Mueller, C.D., T.R. Vansickle, and J. Dugan. 2015. "Item Writer Workshop: How to Properly Train Writers and Review Items." Paper presented at the ATP annual conference, Palm Springs, California.
- Mueller, C.D. and T.R. Vansickle. 2014. "Equating: Perils, Pitfalls, and Solutions." Paper presented at the ATP annual conference, Scottsdale, Arizona.
- Mueller, C.D. and N. Eatchel. 2014. "The Business of Psychometrics: Good Measurement Decisions Equal Good Fiscal Decisions." Paper presented at the ATP annual conference, Scottsdale, Arizona.

- Mueller, C.D., E. Watson, L. Dreyfus, and T.R. Vansickle. 2013. "Standard Setting for the Brave New World: An Interactive Workshop." Paper presented at the National Conference on Student Assessment annual conference, Washington, D.C.
- Mueller, C.D. 2013. "Professional Development through Standard Setting." Paper presented at the South Carolina Educators for the Practical Use of Research annual conference, Columbia, South Carolina.
- Mueller, C.D., J.A. Orban, and G. Sadesky. 2013. "The Life and Death of an Item through the Eyes of a Reviewer." Paper presented at the ATP annual conference, Fort Lauderdale, Florida.
- Mueller, C.D. and T.R. Vansickle. 2013. "The Life of a Standard Setting Panelist: An Interactive Workshop." Paper presented at the ATP annual conference, Fort Lauderdale, Florida.
- Mueller, C.D. 2012. "Standards: Revisited, Re-evaluated, and Just Refurbished." Paper presented at the ATP annual conference, Palm Springs, California.
- Mueller, C.D., M.C. Schneider, and K. Egan. 2008. "Response Probability Criterion and Subgroup Performance." Paper presented at the annual meeting of the NCME: New York City, New York.
- Mueller, C.D. and V. Peyton. 2007. "Assessing Consequences of Varying Response Probability Values on Achievement via Multinomial Logistic Regression." Paper presented at the annual meeting of the American Educational Research Association: Chicago, Illinois.
- Mueller, C.D. and Y.L. Schmitt. 2006. "The Effects of AYP Requirements on Student Achievement." Paper presentation at the annual meeting of the American Educational Research Association: San Francisco, California.

References

Hope Allen, Arkansas director of assessment

- Four Capitol Mall, Room 305-B
- Little Rock, AR 72201
- (501)682-5760

Tim Vansickle, PhD, chief assessment advisor, formerly of Questar Assessment (now retired)

- tvansickle@aol.com
- (763) 300-3001

Walt Drane, executive director, student assessment, Mississippi Department of Education

- Office of Student Assessment
- P.O. Box 771
- Jackson, MS 39205-0771
- (601) 359-3052

Christina Schneider

Dr. Christina Schneider joined NWEA in 2016 as the senior director of psychometrics, where she oversees Ph.D. level scientists working on summative assessment contracts and sets the technical direction for those contracts. Prior to NWEA, Dr. Schneider was a senior associate at the National Center for the Improvement of Educational Assessment, Inc. (NCIEA), where she advised national assessment consortiums, states, districts, and schools on student learning, psychometrics, hand scoring, and policy issues. Dr. Schneider has published widely on topics including formative assessment, automated essay scoring, standard setting, and test accommodations, and she has led psychometric work on large-scale assessment programs such as Florida, Wisconsin, and West Virginia, and automated essay scoring studies for Smarter Balanced, West Virginia, and the Automated Scoring Assessment Prize. Forty percent of states currently use the Achievement Level descriptor framework she co-authored. Dr. Schneider holds a doctorate (PhD) in Educational Research, a master of Educational Research (MEd), a master of Music Education (MME), and a bachelor of Music Education (BM), all from the University of South Carolina.

Relevant Professional Experience

NWEA

Senior Director, Psychometrics (2016-Present)

- Lead, oversee, and manage the technical measurement aspects of assessments that are part of the State Solutions portfolio.
- Sustain and enhance the technical quality assessments that are part of the state solutions portfolio, in accordance with the American Educational Research Association (AERA)/American Psychological Association (APA)/National Council on Measurement in Education (NCME) Standards for Educational and Psychological Testing and peer review practices.
- Maintain strong understanding of current status across all projects.
- Ensure overall quality of project materials delivered by the psychometricians working on summative contracts.
- Identify and coordinate psychometric staffing for committee meetings such as Standard Setting Workshops or Data Review Workshops.
- Identify and coordinate psychometric staffing for partner meetings such as planning, technical advisory, and others as needed.

NCIEA

Senior Associate (2015-2016)

Associate (2013-2015)

- Gave technical expertise to national assessment consortiums, states, districts, and schools regarding student learning, psychometrics, hand scoring, and policy issues.
- Published research addressing formative assessment, automated essay scoring, standard setting, and test accommodations.
- Researched the development, research, and validation of teacher practice measures in formative assessment.
- Supported South Carolina's roll-out of a formative assessment based student learning objective model.

CTB/McGraw-Hill

Research Manager (2011-2012)

- Managed and provided psychometric leadership to a team of research scientists, research associates, and standard-setting specialists who worked primarily on custom contracts.
- Led the evaluation and deployment of automated essay scoring engines for formative and high-stakes projects, including setting the statistical and rule-based filters for detecting aberrant student responses.
- Led the psychometric work on multiple custom contracts that used item response theory scaling and equating and consulted with senior state department of education staff across multiple customer contracts to ensure testing programs psychometrically met policy needs.
- Designed and conducted peer review approved standard settings and achievement level descriptor (ALD) workshops for multiple statewide assessments.
- Co-authored an innovative development framework for ALDs used by the Smarter Balanced Assessment Consortium (SBAC) and other states as they developed Common-Core-State-Standards-aligned ALDs to meet multiple purposes.
- Developed a formative and classroom assessment curriculum for the state of South Carolina.

Research Scientist (2006-2011)

- Led psychometric work teams and customer communications for custom contracts using pre-equated designs with post-equated verifications and contracts using post-equated only designs
- Conducted field-test analyses, monitored form selection, and conducted field test and operational item response theory scaling and equating with experience using 1PL, 3PL, and partial-credit models.
- Monitored technical quality of horizontal and vertical scales, designed and oversaw sampling of students for item calibration, and designed and conducted research studies for statewide testing programs.
- Designed and conducted peer review approved standard settings for multiple statewide assessments in reading, mathematics, science, social studies, and English language proficiency using the Bookmark and Angoff methods, as well as designed model building and implementation studies of custom and shelf automated essay scoring engines.

South Carolina Department of Education

Psychometric and Data Analysis Group Coordinator (2005-2006)

- Managed the psychometric and data analysis personnel within the Office of Assessment.
- Monitored contractor technical work and technical reports for the South Carolina statewide testing program and the Office of School Quality Benchmark Assessments.
- Facilitated development of performance level descriptors for English language arts, mathematics, and science for the Palmetto Achievement Challenge Tests; developed technical portions of the peer review submission for English language arts and mathematics.

Education

- PhD, Music Education, University of South Carolina
- MEd, Educational Research, University of South Carolina
- MME, Music Education, University of South Carolina
- BM, Music Education, University of South Carolina

Selected Publications, White Papers, Presentations, and Service

- Schneider, M.C. and R.L. Johnson. (TBD) *Creating and Implementing Student Learning Objectives to Support Student Learning and Teacher Evaluation*. Under contract. Taylor and Francis.
- Schneider, M.C., K.L. Egan, and B. Gong. (in press). "Defining and Challenging Fairness in Tests Involving Students with Dyslexia: Key Opportunities in Test Design and Score Interpretations." In *Test Fairness in a New Generation of Large Scale Assessments*, edited by H. Jiao and R. W. Lissitz.
- Schneider, M.C., B. Gong, and K. Egan. 2016. "Testing Accommodations for Students with Dyslexia: Key Opportunities to Understand Student Thinking." NCIEA. Retrieved from http://www.nciea.org/publication_PDFs/Testing%20Accommodations%20for%20Students%20with%20Dyslexia.pdf
- Schneider, M.C., K.L. Egan, and B. Gong. October 2015. "Comparability in Non-Standard Conditions: Real-World Problem Solving." Paper presented at the fifteenth-annual meeting of the Maryland Assessment Research Center Conference, College Park, Maryland.
- Schneider, M.C., J. Smith, and A. Davidson. April 2014. "Measuring Teacher Skill in Formative Assessment." Paper presented at the annual meeting of the NCME, Philadelphia, Pennsylvania.
- Schneider, M.C., and K. Egan. 2014. "A Handbook for Creating Range and Target Performance Level Descriptors." NCIEA. Retrieved from http://www.nciea.org/publication_PDFs/Handbook%20091914.pdf
- Hall, E., D. Gagnon, J. Thompson, M.C. Schneider, and S. Marion. 2014. "State Practices Related to the Use of Student Achievement Measures in the Evaluation of Teachers in Non-Tested Subjects and Grades." NCIEA. Retrieved from http://www.nciea.org/publication_PDFs/Gates%20NTGS_Hall%20082614.pdf
- Schneider, C., and H. Andrad, editors. 2013. "Teachers' and Administrators' Use of Evidence of Student Learning to Take Action." *Applied Measurement in Education* 26(3).
- AERA Division D Significant Contribution to Measurement committee member, 2010-2013

References

Dr. Dawn Mазzie, assessment and evaluation specialist at Lincoln Public Schools

- 5905 O St.
- Lincoln, NE 68510
- (402) 436-1793

Dr. Jeri Thompson, senior associate, The National Center for the Improvement of Educational Assessment

- 31 Mount Vernon St.
- Dover, NH 03820
- (401) 316-7840

Dr. Melissa Fincher, deputy superintendent, Assessment and Accountability

- 205 Jesse Hill Jr. Dr. SE
- Atlanta, GA 30334
- (404) 656-2668

Karen E. Barton

Dr. Karen E Barton joined NWEA in June 2016 and brings our organization nearly twenty years of experience in education and measurement, with a focus on psychometrics, research, accessibility, and accommodations. Dr. Barton began her career in education as a special education teacher. Prior to joining NWEA, Dr. Barton was vice president of Learning Analytics at Discovery Education, where she managed a team of experts focused on the creation and analyses of systems of instruction and assessments, as well as leading research, psychometrics, and content development efforts. A research scientist in large-scale assessments for fifteen years, Dr. Barton holds her doctorate (PhD) in Educational Research and Measurement from the University of South Carolina, and earned a master of science (MS) degree in Special Education and a bachelor of science (BS) degree in Psychology, both from Longwood University.

Relevant Professional Experience

NWEA

Senior Director Summative Design (2016-Present)

- Lead the assessment and psychometric design of assessment solutions for state partners.
- Support state partners in policy and assessment needs, presenting and participating with partners in planning, technical advisory committees, research, and innovations.
- Provide thought leadership in psychometric and assessment design.

Discovery Education

Vice President, Learning Analytics (2014-2016) and Senior Director, Psychometrics (2013-2014)

- Managed all assessment content development, psychometrics, research and program evaluations across benchmark assessments, digital instruction, and professional development
- Provided thought leadership and development of technology enhanced items, digital performance tasks, and learning analytics within and across products, data interoperability, and benchmark assessments.

CTB/McGraw-Hill

Principal Research Scientist (2001-2013)

- Contributed, as Research Leadership Team member, to thought leadership around innovations in assessment, Common Core State Standards (CCSS) assessments, learning progressions, performance tasks, innovative and technology enhanced item types, accessibility, and interoperability.
- Lead psychometrician and manager on multiple state-wide general, modified, and alternate assessments. Responsible for the technical quality of all statewide psychometrics and results, serving each state's department of education to answer wide-ranging questions and address concerns and future options, designs, and administrative scenarios. Responsible for presentations to technical committees; technical reports and memos; and special studies including comparability; validity and efficacy; and scaling and equating.
- Led the development of and presented nationally the prototyping of an online, accessible, performance task with multiple technology enhanced items and interactions, automated scoring, and instructionally relevant reports.

South Carolina Department of Education

Assessment Specialist, Office of Assessment (1998-1999)

- Provided research support for and development of various projects, including the use of accommodations for students with disabilities in statewide testing, and various forms of alternate assessments for students with disabilities who are unable to participate in statewide testing

Education

- PhD, Educational Research and Measurement, University of South Carolina
- MS, Special Education, Longwood University
- BS, Psychology, Longwood University

Other Professional Activities

- Editorial Board Member - *Educational Measurement: Issues and Practice*
- McGraw-Hill Corporate Achievement Award, 2010
- AERA Division D award for Significant Contribution to Educational Measurement and Research Methodology as part of a special issue in *Applied Measurement in Education*, 2006
- National Council on Measurement in Education (NCME) Program Co-Chair (2007-2008)

Technical Advisory Committees (2006-2016)

- Indiana State Board of Education TAC; Standard Setting TAC
- OnPAR - Technology-interactive Classroom-embedded Modules for Measuring Challenging Math and Science Skills of English Language Learners
- LEAAP - Longitudinal Examination of Alternate Assessment Progressions (US DOE EAG)

Selected Publications and Presentations

- Thurlow, M. and K. Barton. 2016. "Reconsidering 'Grade-Based' Assessments." Presentation at the annual meeting of the Council of Chief State School Officers (CCSSO) National Conference on Student Assessment, Philadelphia, Pennsylvania.
- Barton, K. and J. Kim. 2016. "Comparison of Online Testing and Paper Pencil Structure." Presentation at the annual meeting of the NCME, Washington, D.C.
- Hayes, S., C. Meador, and K. Barton. 2016. "Impact of Feedback within Technology Enhanced Items on Perseverance and Performance." Presentation at the annual meeting of the NCME, Washington, D.C.
- Barton, K. 2013. "A Framework for the Development and Validation of Accessible Technology Enabled and Enhanced Assessments." Presentation at the annual meeting of the American Educational Research Association (AERA), San Francisco, California.
- Barton, K., W. Skorupski, A. Springhorn. 2012. "A Comparison of Approaches for Scaling Multi-Step Performance Events." Presentation at the annual meeting of NCME, Vancouver, British Columbia.
- Barton, K. and G. Schultz. 2012. "Using Technology to Assess Hard-to-Measure Constructs in the CCSS and to Expand Accessibility: English Language Arts." In *Invitational Research Symposium on Technology Enhanced Assessments*, K – 12 Center at ETS. (<http://www.k12center.org/rsc/pdf/session1-barton-paper-tea2012.pdf>)

- Barton, K., M. Karvonen. 2012. "Providing a Technology-Driven Teacher Support System for Differentiated Instruction and Individualized Student Learning: Evaluation Results and Lessons Learned." Presentation at the annual meeting of CCSSO's Large Scale Assessment Conference, Minneapolis, Minnesota.
- Barton, K., M. Karvonen, P. Wan. 2011. "An Evaluation of an Individualized Learning and Teacher Support Program." Presentation at the annual meeting of the Florida Educational Research Association, Orlando, Florida.
- Bechard, S., J. Sheinker, R. Abell, K. Barton, K. Burling, C. Camacho, R. Cameto, G. Haertel, E. Hansen, C. Johnstone, N. Kingston, E. Murray, C.E. Parker, D. Redfield, and B. Tucker. 2010. "Measuring Cognition of Students with Disabilities Using Technology-Enabled Assessments: Recommendations for a Research Agenda." *Journal of Technology, Learning, and Assessment*, 10(4). Retrieved from <http://www.jtla.org>.
- Barton, K., and P. Winter. 2009. "Evaluating the Comparability of Scores from an Alternative Format." In *Evaluating the Comparability of Scores from Achievement Test Variations*, edited by Winter, P. Washington, D.C: Council of Chief State School Officers.
- Egan, K., S. Ferrara, M.C. Schneider, and K. Barton. 2009 "Writing Performance Level Descriptors and Setting Performance Standards for Assessments of Modified Achievement Standards: The Role of Innovation and Importance of Following Conventional Practice." *Peabody Journal of Education* 84, no. 4, 552-557.

References

Dr. Michele Walker, (former) director, Office of Assessment, Indiana

- 1433 Colony Park Dr.
- Greenwood, IN 46143
- (317) 507-1026

Dr. Karla Egan, principal, EdMetric

- 120 N. Brunswick
- Marshall, MO 65340
- (660) 631-0843

Dr. Shanika Hope, digital content strategy & research lead, Amazon

- 601 New Jersey Ave NW
- Washington, DC 20001
- (202) 425-1645

Debbie Smith

Debbie Smith has served as vice president of State and Federal Accounts at NWEA since February 2016. She has over twenty years of experience in the education and assessment industry. This experience includes working as a classroom teacher, at the Oklahoma State Department of Education, and as an independent consultant, in addition to leading the development and sales of educational products and services that support student learning. Ms. Smith brings proven experience in product development; portfolio and product management; strategic planning; training; presentations; employee development; and program/project management. She holds a bachelor of science (BS) in Elementary Education from the University of Central Oklahoma and a master of education (ME) in Education, Curriculum, and Instruction, with an emphasis in Reading from Wichita State University.

Relevant Professional Experience

NWEA

Vice President of State and Government Partnerships (2016-Present)

Senior Director of State and Federal Accounts (2014-2016)

Director of State and Federal Accounts (2012-2014)

- Establishes and maintains relationships with state and federal-level leadership.
- Coordinates and monitors the scheduling, pricing, and technical performance of state- and federal-level accounts.
- Serves as primary point of contact for the Executive Team regarding state and federal initiatives.
- Coordinates with State Solutions to build programs that meet state partner goals and vision.
- Manages and approves change requests; represents change requests involving a cost to Executive Team.
- Works collaboratively with Product Development to inform design, development, and deployment.
- Provides guidance to the Proposal Development Team to support state and federal-level RFP responses.
- Lead account team. Ensure that all administrative pieces are in place, that all staff understand partner accounts and assignments, and that the team works cooperatively, leading to success for the partner.

Riverside Publishing

Director of Portfolio and Product Management; Education Products and Services (2008-2012)

- Provided strategic oversight of portfolio/product management and services for Balanced Assessment, Iowa Assessments Family, CogAT, Riverside Interim Assessments, GMRT, and other education products.
- Provided strategic vision for Education Products to ensure alignment with market needs, trends, and requirements including next-generation item types, technology, and data management.
- Oversaw Product Management team, led pricing strategies, product definitions, market research, sales team communication/training, customer feedback, comprehensive product roadmaps, and customer meetings.
- Participated in next-generation content management and development, including assessment content management for advanced item types, item banks, assessment forms, and curriculum content support.
- Identified and developed business opportunities for strategic acquisitions and distribution agreements.
- Oversaw development of new data management system and integration across Houghton Mifflin Harcourt and Riverside systems to ensure alignment with user-centered design, customer needs, and expectations supporting online, paper, local scanning, professional development, and curriculum integration.

- Responsible for management of eighteen-million-dollar budget and 100M+ P&L responsibilities.

Director of Content; Formative Product Development (2005-2008)

- Oversaw the development of content for Formative Assessment Products and data platforms including Reading, Mathematics, Science, and Social Studies Item Banks aligned to thirty-five states from grades 1 - 12.
- Provided oversight of custom fixed forms and custom contracts for paper and online delivery.
- Responsible for a ten-million-dollar budget and thirty-million-dollar P&L for Formative Product line.
- Defined requirements for technology platforms for content and reporting support including data warehousing, SIF, assessment management, and next generation item bank support.
- Developed proposal responses for all Formative RFPs.
- Additional responsibilities included staff management, process improvement, customer communication, project management implementation, and recruiting qualified content developers.

Independent Education Consultant

Professional Development, Research, Sales, Item Writing and Alignment Consultant (2004-2005)

- Provided professional development for school districts upon request. Areas covered included reading, test and data interpretation, and school improvement needs.
- Consultant for Rigby Reading Materials, Mondo Publishing, Oklahoma Reading First Project, Wright Group. Delivered presentations across the United States and covered topics related to reading instruction, implementation of purchased reading materials, company assessments, and data interpretation.
- Performed duties of an item writer, alignment specialist, and literacy product developer on a contractual basis for a number of testing and curriculum companies.
- Served as Regional Consultant for LeapFrog Schoolhouse. Developed and delivered sales presentations and product training; gathered and analyzed research data for formative assessment product line.

Oklahoma State Department of Education

Director of Reading/Literacy for Standards and Statewide Assessment (2001-2004)

- Responsible for the development and implementation of Oklahoma State Standards (Priority Academic Student Skills; PASS) for reading/language arts grades Pre-K – 12.
- Provided professional development within all areas of reading and language arts based upon the most up-to-date research within the field across the state of Oklahoma.
- Reviewed and approved all district and site Reading Sufficiency Plans for compliance to state law. Reviewed all Reading Sufficiency Act claims and approved allowable expenditures.
- Responsible for the implementation of Reading First.
- Guided and oversaw development of state criterion-referenced test for grades 3 – 8 reading and writing tests, as well as tenth grade End-of-Instruction (reading/literature, grammar, and writing).
- Developed and maintained a statewide reading and language arts consortium comprised of district curriculum directors, reading specialists, university reading professors, and teachers.
- Planned and delivered professional development on reading/language arts, using data, curriculum alignment, informal and formal assessment, and school improvement across state and via videoconference.
- Appointed state representative for implementation of Depth of Knowledge with Norman Webb and CCSSO partnership and for Enacted Curriculum Project for English/Language Arts/Math/and Science in conjunction with the Council of Chief State School Officers.
- Responsible for developing and maintaining curriculum website.

- Responsible for selecting, training, and coordinating state Master Reading Teachers.
- Presented to the Oklahoma State Board of Education and the State Legislature regularly on current mandates and trends in curriculum and assessment.

Director of Reading/Title I (2000-2001)

- Reviewed and approved applications for Title I Federal Program.
- Assisted districts in planning and implementing an effective research-based Title I Reading and Math program for targeted and school-wide sites.
- Planned and coordinated annual statewide Reading Institute for on average 1,000 participants.
- Monitored Title I programs across the state for compliance with federal regulations.
- Conducted reading audits to assist schools in evaluating reading program for effectiveness. Outcomes provided action plan, professional development, and resources to improve their overall reading program.

Education

- ME; Education, Curriculum and Instruction, with an emphasis in Reading; Wichita State University
- BS, Elementary Education, University of Central Oklahoma

Other Professional Activities

- User-Centered Design Certification, 2010
- Appointed Reviewer for the 2009 National Assessment of Educational Progress (NAEP) Framework
- Peer Reviewer for the Reading Teacher Education Journal
- Oklahoma Celebration of Reading, Executive Board Member
- Oklahoma Reading Association, Board Member
- International Reading Association, Legislative Action Team State Representative
- State Educational Agency Leaders (SEAL's) committee member for International Reading Association

References

Jill Hedrick, Senior Vice President, Turn It In

- 2101 Webster St., Ste. 1800
- Oakland, California 94612
- (503) 707-2047

Katie Dunlap, Consultant (Former OKSED Deputy Superintendent of Assessment and Accountability)

- 2929 NW 160th
- Edmond, OK 73013
- (405) 317-6742

Kris Persons, Vice President, Conversant

- 101 North Wacker, 23rd Floor
- Chicago, IL 60606
- (312) 961-0943

Bruce Smith

Bruce Smith joined NWEA in 2017, bringing over twenty years of experience in the education and assessment industry. He has extensive experience managing large scale assessment program in over eight states. Mr. Smith holds a bachelor of science (BS) degree in Business Administration and Accounting from Regis University.

Relevant Professional Experience

NWEA

Regional Manager, State and Federal Accounts (2017-Present)

- Establishes and maintains relationships with state/federal-level leadership.
- Coordinates and monitors the scheduling, pricing, and technical performance of state/federal-level accounts.
- Works collaboratively with Product Development to inform design, development, and deployment.

Pearson

Vice President and General Manager, Gateway Market (2013-2017)

- Directly managed a team of sixteen people with a revenue base of \$33 million.
- Strategized with Inside Team manager and team members to better support customers.
- Recruited and retained top talent for account leads and content specialist support.
- Developed, led, and provided leadership to establish a positive and collaborative team environment.
- Set the vision and market strategy across all products, services, and solutions.
- Support and guidance for team members with difficult customer situations.
- Provided accurate sales and budget forecasting, competition analysis, strategy adjustments and market trends.

Vice President, State Services (2004–2013)

- Maintained business relationship and activity with state departments of education related to large scale assessment and related services for Illinois, Missouri, Louisiana, Iowa, Nebraska, North Dakota, South Dakota, and Kansas.
- Met and exceeded top line revenue and margin targets while managing multi-year contracts.
- Led client management team, including subcontractors in delivering high quality assessment solutions.
- Provided strategic leadership for all client activities, including positioning, proposal development, negotiations, contract review, and costing.
- Recruited, developed, and retained top talent for program delivery teams.
- Integrated new program teams from an acquired organization.
- Participated with state and national assessment organizations.

Regional Manager, School Systems (1999–2001)

- Managed regional teams of education consultants for the south and central United States.
- Services include student information systems, benchmark and formative assessment products, online learning resources, professional development, school administration, and related services.
- Managed network of independent business partners (resellers) to optimize account coverage.

Assessment Product Marketing Manager (1996–1999)

- Responsible for all aspects of communicating and marketing product information to field teams and client base.
- Trained field staff on instructional issues and assessment product offerings.
- Presented at national user group meetings for both product updates and professional development.
- Conducted product usability workshops with teachers and assessment directors.
- Conducted item development and alignment workshops.
- Integrated a newly acquired curriculum product, including field rollout.

Assessment Product Marketing Manager (1996–1999)

- Business development responsibility for all assessment, survey, scanning, and forms products.
- Installed systems and trained state, district, and university personnel in all aspects of scanning, scoring, and reporting.
- Provided direct support and services for scoring software, scanning, and assessment documents for large customers (universities and school districts) throughout the Midwest.

Education

- BS, Business Administration, Regis University
- BS, Accounting, Regis University

References

Wade Pogany

- 306 East Capitol Ave.
- Pierre, SD 57501
- (605) 773-2500

Gay Pickner

- 210 East Broadway
- Pierre, SD 57501
- (605) 881-8653

Jim Palmer

- 100 North 1st Street
- Springfield, IL 62777
- (866) 317-6034

Paul Rice

Paul Rice, state account executive for the Nebraska Statewide Assessments, joined NWEA in 2016. Prior to joining NWEA, Mr. Rice worked for sixteen years in the assessment industry initiating and sustaining partnerships with state department of education personnel, state legislators, state educational organizations and associations, and education foundations. Mr. Rice has managed large urban school district accounts including Chicago Public Schools, Denver Public Schools, and Albuquerque Public Schools. Prior to that, he taught middle school and elementary school special education. He holds a bachelor of arts (BA) in Elementary Education from Luther College and a master of arts (MA) in Educational Administration, Supervision, Curriculum and Development from the University of Colorado.

Relevant Professional Experience

NWEA

State Account Executive (2016-Present)

- Participate in and facilitate partner participation in informing NWEA product strategies, design, timelines and development.
- Mentor and coach fellow account executives as assigned.
- Act as a strategic and knowledgeable liaison between partners and multiple divisions of NWEA.
- Attend state board meetings and legislative education meetings to stay up to date.
- Advocate for partners, while keeping NWEA mission and objectives in the forefront of all decisions.

Pearson

Measurement Specialist (2013-2016)

- Served as primary liaison between sales organization and product development teams.
- Assisted national training team in developing materials for onsite customer trainings.
- Participated in state assessment planning meetings, TAC meetings and yearly program reviews.
- Participated in standard setting workshops.
- Presented data interpretation sessions at state testing conferences.
- Built executive -level relationships in school districts and state departments of education.
- Portfolio included offerings in online assessment, data-management systems, ELL, GT identification and progress monitoring.
- Managed large urban district accounts including Chicago, Denver, and Albuquerque.

ETS

Manager, State Business Development (2004-2006)

- Formed strategic relationships and developed winning strategies for large-scale assessment systems in the western United States.
- Represented ETS products for formative assessment, online writing and professional development.
- Presented at national and international conferences about topics including interim assessment systems, data interpretation, and professional development.

Harcourt Assessment

Measurement Consultant (2000-2003)

- Responsible for leading all sales and bid response activities culminating in \$27.8 million contract award of New Mexico State Assessment System.
- Presented pre-test, post-test, and score interpretation workshops.
- Managed largest Stanford 10 customer – participated in staff development meetings, planning meetings, and implementation meetings for a large association with schools in 77 countries.
- Portfolio included educational and clinical assessments.

Education

- BA, Elementary Education, Luther College
- MA; Educational Administration, Supervision, Curriculum and Development; University of Colorado

References

Jeff Gadawski

- 13085 NW Ridgetop St.
- Portland, OR 97229
- (503) 729-4221

Darlene Hart

- 33661 Granada Dr.
- Dana Point, CA 92629
- (949) 456-3970

Gary Hunnel

- 26210 S. Cloverland Dr.
- Sun Lakes, AZ 85248
- (602) 694-4985

Julia Watkins

Julia Watkins joined NWEA as a senior account manager in 2015. Before assuming her current role, she served as an account manager for three years. Prior to joining NWEA, Julia worked for the South Madison Community School Corporation for ten years as a teacher and reading coach. She holds a bachelor of arts (BA) degree in Elementary Education from Purdue University.

Relevant Professional Experience

NWEA

Senior Account Manager (2015-Present)

- Determines partner needs and expectations.
- Delivers enrollment services for new schools.
- Schedules and delivers webinars, introductions, and other activities.
- Works with program managers to deliver products and services based on contractual agreements.
- Works closely with implementation support specialists to ensure partner needs are met.
- Implements effective processes, procedures, and use of support materials to ensure efficiency and effectiveness in meeting each partner's unique needs.
- Assists partners with the interpretation and application of NWEA data, informing them about features and benefits of products and services on a regular and proactive basis.
- Documents partner needs, trends, communications, and agreements in our Customer Relationship Management (CRM) system.

Account Manager (2012-2015)

- Served as the primary contact for existing accounts in assigned territory. Managed annual renewals while also focusing on increased use of NWEA products and services.
- Developed and nurtured relationships with partner school districts.
- Worked within NWEA to better meet the needs of our partners while also deepening knowledge and skillset.
- Delivered support via phone, webinars, or onsite meetings to address current educational trends and partner needs.

South Madison Community School Corporation

Reading Coach (2008-2012)

Kindergarten Teacher, half day (2011-2012)

Second Grade Teacher (2002-2008)

- Facilitated study groups, coached, and mentored K – 6 classroom teachers and supported classroom instruction.
- Offered ongoing coaching and professional development to teachers.
- Provided feedback to staff about professional development opportunities and aided in the dissemination of new policy and procedures from corporation, state, and federal levels.
- Provided consistent and current information on best practice strategies.
- Advised and supported teachers to improve reading lessons.

- Conducted workshops to help introduce teachers and administrators to new strategies.
- Assisted with screening, diagnosing, and monitoring student progress, as well as helping to determine appropriate intervention strategies.
- Administered primary reading assessments and other diagnostic tools for tracking purposes.
- Assisted teachers to analyze and use assessment results to improve instruction.
- Helped teachers customize intervention programs for students.
- Worked with teachers to improve reading instruction by modeling lessons and selecting strategies for at risk students.
- Assisted teachers working with small groups of students that needed in-depth intervention.

Northwestern Mutual Financial Network

Director, Recruitment (2001-2002)

- Developed, implemented, and evaluated effective strategies and high-quality processes to attract and retain qualified sales professionals to represent Northwestern Mutual Financial Network, Hoopis Financial Group.
- Recruited qualified sales professionals with appropriate licensure.
- Coordinated with the training managers in the development, identification, and placement of qualified applicants.
- Ensured continued efforts were maintained to develop and improve interviewing skills.
- Networked with individuals inside and outside Hoopis Financial Group to prospect potential candidates for employment with the company.
- Worked with recruitment team in implementing innovative, competitive, cost-effective strategies for attracting and retaining diverse, high-quality individuals.
- Managed the execution of the operational plan for collegiate recruitment efforts.

Education

- BA, Elementary Education, Purdue University
 - Endorsement: Kindergarten
 - Dean's List
 - Kappa Delta Pi Honor Society
 - State of Indiana Teaching License

Professional References

Marianne Mottley, Ohio Department of Education

- 25 S Front St.
- Columbus, OH 43215
- (614) 995-9944

Lillian Liang, Peter and Carmen Lucia Buck Foundation

- 633 Third Ave.
- New York, NY 10017
- (646) 869-0775

Kevin Marie Laxalt, Nevada Department of Education

- 700 East Fifth St.
- Carson City, NV 89701
- (775) 687-9261

Sample Weekly Status Meeting Agenda and Associated Minutes

Weekly Team Meeting Agenda/Minutes Template Time, Date



Nebraska Statewide Assessment Program

Weekly Meeting Agenda - DRAFT

MM DD, 2017

NDE Attendees:	
NWEA Attendees:	Project Director Project Manager Math/ELA/Science Content Leads Business Analyst Psychometrician
Other Attendees:	Alt Project Manager Paper/Pencil Project Manager
Call in Phone #:	800-555-xxxx passcode 123456
Webinar Room:	

	Topic	Discussion	Related Actions
INTERIM ASSESSMENT	Program Management		
	Implementation		
	Training		
	Technical Readiness		
	Reporting		
	Psychometrics		
SUMMATIVE ASSESSMENT	Program Management		
	Content Development		
	Implementation		
	Training		
	Administration		
	Reporting		
	Psychometrics		

	Topic	Discussion	Related Actions
ALTERNATIVE ASSESSMENT	Program Management		
	Implementation		
	Training		
	Administration		
	Reporting		
	Psychometrics		
	ACTION TRACKER	Review Action Tracker for any additional items	

Sample Action Tracker

Item #	Functional Area	Title	Description	Assigned To	Due Date	Current Status	Date Closed	Resolution
H-255	Dev – Reading	20XX – Item Set Submission (inc. GR items)		Susan	Closed	1/31/1X delaying submission of batch 2 so that it can be posted to TDS		
H-282	Planning	20XX Management Meeting	To prepare for 3/3-3/4 Planning Meeting: Develop/approve/print agendas print NWEA process flows find/print development/production process flows get expense forms catering sections	Chandra	Closed			
H-252	Dev – Reading	20XX – Passage Submission 7 (30)/20XX GR Passage Submission 4 (21)		Susan	Closed			
H-281	Dev – Math & Reading	TDS Setup – MOD	Setup MOD TDS sites for both reading and math MOD tests	Linda	02/28/XX			
H-283	Planning	20XX Math Item Review II	To Prepare 3/10 Item Review Meeting: get expense forms (with new mileage rate) submit initial rooming list submit final rooming list get attendance sheet	William	03/11/XX	3/10/XX all closed except need to get final attendance list		

Nebraska Weekly Management Report Nebraska Statewide Assessments For Week Ending Month, Day, Year

Key Accomplishments	Date(s)

Open Issues / Concerns	Priority Level*

** Priority Level:
A - Proceeding on schedule
B - Minor difficulties with schedule
C - Significant difficulties with schedule and/or quality
1 - High Current Priority 2 - Second Level Priority*

Items Awaiting Change Orders / Contract Changes	Status

Upcoming Meetings / Focused Conference Calls	Date(s)

Planning Ahead	Date(s)

NDE and NWEA Weekly Meeting Minutes
XX:00 a.m. CST, MONTH, DAY, 2017

NDE Attendees:	
NWEA Attendees:	Project Director, Project Manager, Math/ELA/Science Content Leads, Business Analyst, Psychometrician
Other Attendees:	Alt Project Manager, Paper/Pencil Project Manager
Call-in Phone#:	
Webinar Room:	

	Topic	Discussion	Related Actions
INTERIM ASSESSMENT	Program Management		
	Implementation		
	Training		
	Technical Readiness		
	Reporting		
	Psychometrics		
SUMMATIVE ASSESSMENT	Program Management		
	Content Development		
	Implementation		
	Training		
	Administration		
	Reporting		
ALTERNATE ASSESSMENT	Program Management		
	Implementation		
	Training		
	Administration		
	Reporting		
	Psychometrics		
	ACTION TRACKER	Review Action Tracker for any additional items	

Deliverables Tracker as of Month, Day, Year

Item#	Program	Functional Area	Title	Description	Assigned To	Due Date	Current Status
H-255		Dev-Reading	20XX-Item Set Submission (inc.GR items)		Susan	Closed	1/31/1X delaying submission of batch 2 so that can be posted
H-282		Planning	20XX Management Meeting	Prepare for Planning Meeting: Develop/approve/print agendas Print NWEA process flows Get expense forms Catering sections	Chandra	Closed	
H-252		Dev-Reading	20XX-PassageSubmission7(30)/20XXGR PassageSubmission4 (21)		Susan	Closed	
H-283		Planning	20XX Math Item Review II	To Prepare 3/10 Item Review Meeting: Get expense forms (with new mileage rate) Submit initial rooming list Submit final rooming list Get attendance sheet	William	03/11/XX	3/10/XX all closed except need to get final attendance list



Nebraska Statewide Assessment Program

Kickoff Meeting Agenda - DRAFT

MM DD, 2017

Lincoln, Nebraska

PARTICIPANTS:

Name	Org.	Role	Invited	Attended
	NDE	Project Manager	X	
	NDE	Assessment & Research	X	
	NDE	Purchasing Director	X	
	NDE	Instructional Assessment	X	
	NDE	Network Support Services	X	
	NDE	Data & Reporting Services	X	
	NDE	Multicultural Student Services	X	
	NDE	Curriculum & Instruction/Content	X	
	NDE	Gifted & Talented	X	
	NDE	Professional Development	X	
	NDE	Special Education	X	
	NWEA	Project Director	X	
	NWEA	Project Manager	X	
	NWEA	Product Operations	X	
	NWEA	Content Specialists	X	
	NWEA	Data & Reporting	X	
	NWEA	Professional Development/Training	X	
	NWEA	Psychometrician	X	
	NWEA	Technical Consultant	X	
	NWEA	Account Executive	X	
	NWEA	Account Manager	X	
	(Sub)	Project Manager	X	

TOPIC	DISCUSSION	ACTIONS
Program Management	<ul style="list-style-type: none"> • Introductions of Teams <ul style="list-style-type: none"> ○ Roles and Responsibilities ○ Points of Escalation • Contract Review • Communications <ul style="list-style-type: none"> ○ Reporting ○ Meetings ○ Invoicing/Monthly Status Report • Risk Management <ul style="list-style-type: none"> ○ Process ○ Draft Inventory Review • Schedule <ul style="list-style-type: none"> ○ Review of draft 	<ul style="list-style-type: none"> •
Product Management	<ul style="list-style-type: none"> • Demo of interim and summative assessment tools • Product development roadmap review 	<ul style="list-style-type: none"> •
Product Training & Administration Plan	<ul style="list-style-type: none"> • Draft Delivery Plan • Site Readiness • Implementation Plan • Review/approval of communications • Review/approval of product training materials 	<ul style="list-style-type: none"> •
Partner Support & Professional Development	<ul style="list-style-type: none"> • Online Training Support • Customer Service Plan • Review/approval of communications • Review/approval of Professional Development materials • Additional Professional Development options 	<ul style="list-style-type: none"> •
Data Management/ Processing	<ul style="list-style-type: none"> • Data Collection • Integration with Current Student Information System • Data Security 	<ul style="list-style-type: none"> •

TOPIC	DISCUSSION	ACTIONS
	<ul style="list-style-type: none"> • Data Access 	
Scoring/Reporting	<ul style="list-style-type: none"> • Score Reports Content • Review/approval of Assessment Interpretive Guide/Training • Summary file format 	<ul style="list-style-type: none"> •
Psychometrics/Research	<ul style="list-style-type: none"> • Technical Quality Discussion <ul style="list-style-type: none"> ○ Alignment Studies • Technical Manual Content Requirements • Meetings 	<ul style="list-style-type: none"> •



Status Report for Period Ending <<DATE>>

Project Name:	Nebraska Statewide Assessment Program		Deployment Date(s):	<<Date>>
Prepared By:	Program Manager: Melinda Orta			
Scope:	Develop and deliver interim and summative assessments to Nebraska students in grades 3-8 and 11 in Language Arts and Mathematics and Science in grades 5, 8 and 11.			
Key Milestones for the Project:	Milestones: <ul style="list-style-type: none"> • • • • 			Completion Dates:
Status Summary:	Overall	Off Track	Briefly describe the overall status of the project. See "Key" for red, yellow, green descriptions.	
	Timeline	Watch	Briefly describe the timeline/schedule status.	
	Scope	On Track	Describe the scope status – change orders.	
	Budget	Resolved	Hard dollars only – Hardware and contractor costs For the above categories, describe the budget status.	

Brief Status

<u>Key Accomplishments This Reporting Period</u> <ul style="list-style-type: none"> • • • • 	<u>Next Steps</u> <ul style="list-style-type: none"> • • • •
<u>Risks (see details in Risk Log)</u> <ul style="list-style-type: none"> • • • • 	<u>Dependencies</u> <ul style="list-style-type: none"> • • • •
<u>Issues (see details in Issues Log)</u> <ul style="list-style-type: none"> • • • • 	<u>Decisions/Change Orders (see details in respective tabs)</u> <ul style="list-style-type: none"> • • • •

Key

<u>Status Indicators</u> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: red; color: white; padding: 2px;">Off Track:</td> <td>Blocking issue, being escalated</td> </tr> <tr> <td style="background-color: yellow; padding: 2px;">Watch:</td> <td>Issue being monitored closely due to high risk</td> </tr> <tr> <td style="background-color: green; padding: 2px;">On Track:</td> <td>Resolution in process</td> </tr> <tr> <td style="background-color: gray; padding: 2px;">Resolved:</td> <td>Report resolution here, then remove the issue from future reports</td> </tr> </table>	Off Track:	Blocking issue, being escalated	Watch:	Issue being monitored closely due to high risk	On Track:	Resolution in process	Resolved:	Report resolution here, then remove the issue from future reports	<u>Impact Indicators</u> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Critical:</td> <td>No Work-around; significant impact</td> </tr> <tr> <td>High:</td> <td>Work-around available; only as last option</td> </tr> <tr> <td>Medium:</td> <td>Work-around available; not optimal</td> </tr> <tr> <td>Low:</td> <td>Work-around available; acceptable</td> </tr> </table>	Critical:	No Work-around; significant impact	High:	Work-around available; only as last option	Medium:	Work-around available; not optimal	Low:	Work-around available; acceptable
Off Track:	Blocking issue, being escalated																
Watch:	Issue being monitored closely due to high risk																
On Track:	Resolution in process																
Resolved:	Report resolution here, then remove the issue from future reports																
Critical:	No Work-around; significant impact																
High:	Work-around available; only as last option																
Medium:	Work-around available; not optimal																
Low:	Work-around available; acceptable																

Sample Risk Management Plan

Purpose	
<p>This document describes how NWEA will perform the job of managing risks for administration of the Nebraska Statewide Assessments. It defines roles and responsibilities for participants in the risk processes, the risk management activities that will be carried out, and any tools and techniques that will be used.</p>	
Roles and Responsibilities	
Program Manager	<p>The Program Manager will assign a Risk Officer to the program, and identify this individual on the program’s organization chart. The Program Manager and other members of the Nebraska Statewide Assessments team shall review the status of risk mitigation efforts for the Top Ten Risks during the weekly meeting, review the exposure assessments for any new risk items, redefine the program’s Top Ten Risk List, and, at least quarterly, participate in the review of all program risks with the Core Team.</p>
Risk Officer	<p>The Risk Officer has the following responsibilities and authority:</p> <ul style="list-style-type: none"> ▪ Coordinate risk identification and analysis activities at least quarterly ▪ Maintain program’s risk register ▪ Notify program management of new risks ▪ Report risk status and resolution to program management and the team
Core Team	<p>The NWEA and NDE Core Teams will be responsible for participating in at least quarterly risk review meetings, facilitated by the Risk Officer. The Core Team will contribute new risks to the risk list, work together to quantify new or re-quantify current risks, and develop/review mitigation plans.</p>
Program Member Assigned a Risk	<p>Program members assigned to a specific risk are responsible for performing the steps of the mitigation plan and reporting progress to the Risk Officer each week. If a new risk arises and cannot be evaluated by the entire Core Team, the Risk Officer may assign the risk to a program team member, who will assess the exposure and probability for the risk factor and report the results of that analysis back to the Risk Officer.</p>
Risk Documentation	
Risk List	<p>The risk factors identified and managed for this program will be accumulated in a risk list, which will be located in a common document repository. The ten risk items that currently have the highest estimated risk exposure are referred to as the program’s Top Ten Risk List.</p>
Risk Data Items	<p>The following information will be stored for each program risk: risk description, category (risk type), activity or process affected, impact, probability, severity, mitigation plan, trigger, and contingency plan.</p>
Retiring Risks	<p>A risk item can be considered “retired” when its mitigation actions have been completed, the associated tasks are complete, or the risk exposure level is less than one (1). Retirement of a risk does not mean the risk is deleted; rather it is tabled until risk exposure increases in the future.</p>

Activities				
Risk Identification	Task		Participants	
	Risks identified as part of previous Nebraska Statewide Assessment Program assessment administrations will serve as the starting point for the risk list. The Project Manager and the Risk Officer will facilitate a risk meeting to identify additional risks, delete those from past programs determined to be obsolete, and update those risks that convey to the new program. The group will also review the functional area process flows to look for other areas of possible risk.		Core Team	
Risk Analysis and Prioritization	Task		Participants	
	Initial risk analysis will be conducted by the Core Team who will analyze each risk factor to estimate the probability the risk could become a problem using the guidelines below:		Core Team	
	Probability	Impact		Severity
	Likelihood of the Risk occurring: 1 = 0 - 19% 2 = 20 - 39% 3 = 40 - 59% 4 = 60 - 79% 5 = 80 - 100%	Effect of the Risk Should it Occur: 1 = Very Minor impact 2 = Small Impact 3 = Moderate impact 4 = High impact 5 = Very High impact		Probability x Impact
	The analyzed risk factors are collected, reviewed, and adjusted if necessary. The list of risk factors is sorted by descending risk exposure.			Risk Officer
Risk Management Planning	Task		Participant	
	The Top Ten risks are subject to a group brainstorming session used to define mitigation plans for individual risk items and to assign responsibility to individuals.		Core Team	
	For each assigned risk factor, the Core Team recommends actions that will reduce either the probability of the risk materializing into a problem, or the severity of the exposure if it does.		Core Team	
	The mitigation plans for assigned risk items are collated into a single list. The completed Top Ten Risk List is created and made available to the program teams.		Risk Officer	

Risk Resolution	Task	Participant
	Each individual who is responsible for executing a risk mitigation plan carries out the mitigation activities and reports progress to the Risk Officer.	Assigned Individual
Risk Monitoring	Task	Participant
	The Top Ten will be reviewed each week as part of the Active Risk Mitigation portion of the Nebraska Statewide Assessment Program Team Weekly Meeting.	Project Team
	The status and effectiveness of each mitigation action is reported to the Risk Officer every week.	Assigned Individual
	The probability and impact for each risk item is reevaluated and modified if appropriate. The Top Ten Risk List is regenerated based on the updated probability and impact for each remaining risk.	Risk Officer; Project Team
	If any new risk items have been identified, they are analyzed according to the risk analysis task steps above.	Risk Officer; Core Team
	The Core Team will convene at least quarterly to revisit risk mitigation strategies, the Risk Management Plan, or individual risk profiles.	Core Team
	Any risk factors for which mitigation actions are not being effectively carried out, or whose risk exposure is rising, may be escalated to an appropriate level of management for visibility and action.	Risk Officer
Lessons Learned	Task	Participant
	Lessons Learned will be updated as necessary and be available to NWEA and the NDE teams.	Risk Officer
Schedule for Risk Management Activities		
Risk Identification	A risk workshop will be held quarterly.	
Risk List	The prioritized risk list will be completed and made available to the program team one week after each risk identification workshop/review.	
Risk Management Plan	The risk management plan, with mitigation, avoidance, or prevention strategies for the top ten risk items, will be completed within four (4) weeks of project start.	
Risk Review	The Risk Management Plan and Top Ten List will be reviewed and approved by the Program Manager one week after each risk identification workshop/review.	
Risk Tracking	The status of risk management activities and mitigation success will be revisited as part of the gate exit criteria for each life cycle phase. The risk management plan will be updated at that time.	

Sample Customer Service Report

Account Name	Contact Name	Date/Time Opened	Case Number	Case Origin	Category	Sub Category	Date Received	Subject
Potter-Dix Public Schools	Jeff Einspahr	1/9/2017 14:13	01864184	Phone	Manage Test Sessions	Assign Test/Accomm	1/9/2017	Unable to find students to test
Sandhills Public Schools	Cindy Simonson	1/9/2017 9:44	01863877	Phone	View Reports	Locate Missing Data	1/9/2017	Locate Missing Data
Laurel-Concord-Coleridge School District	Jay Vance	1/9/2017 12:48	01864113	Phone	View Reports	Report Selection	1/9/2017	2011 Norms
Crete Public Schools	Jennifer Reetz	1/10/2017 9:09	01864566	Phone	View Reports	Report Selection	1/10/2017	Report Selection
Zion Lutheran School - Pierce	Amy Lambrecht	1/10/2017 12:05	01864798	Phone	MSTC	Testing	1/10/2017	Kicked out of Session
Louisville Public Schools	Kendra Craven	1/9/2017 8:55	01863805	Chat	Manage Students	Create Student	1/9/2017	what ID to use for home school student
Plattsmouth Community Schools	Laura Phillips	1/10/2017 6:25	01864317	Phone	MSTC	Testing	1/10/2017	Student Kicked out of Testing
Fremont Public Schools	Heather Beekman	1/10/2017 8:58	01864549	Phone	MSTC	Testing	1/10/2017	test questions are not downloading
Douglas Co West Community Schs	Sandy Perry	1/10/2017 11:44	01864779	Phone	Manage Students	View/Update	1/10/2017	Fall 2016-2017 class update
Fremont Public Schools	Heather Beekman	1/10/2017 8:34	01864518	Phone	MSTC	Testing	1/10/2017	Class not getting confirmed successfully
Louisville Public Schools	Terri Johnson	1/10/2017 13:36	01864874	Chat	General	Product Questions	1/10/2017	Allowable Accommodations
Madison Public Schools	Andrew Offner	1/9/2017 8:14	01863743	Phone	Modify Preferences	Manage Terms	1/9/2017	Manage Terms
Potter-Dix Public Schools	Jeff Einspahr	1/9/2017 13:50	01864164	Phone	Manage Test Sessions	Create Session	1/9/2017	Proctoring Different Grades



DYNAMIC[®]
LEARNING MAPS

EDUCATOR PORTAL USER GUIDE

Revision Date: 12/22/2016

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.

DYNAMIC LEARNING MAPS CONSORTIUM
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FINDING HELP

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

This document supports Educator Portal (EP) users in navigating EP in order to support the Dynamic Learning Maps® (DLM®) Alternate Assessment.

Each EP user is assigned a role in the system, and some roles allow for more access than others. The user role may impact the features that are available or the options that appear onscreen. Each procedure in this guide shows the view and steps the most common user would experience.

WHAT'S NEW IN THIS VERSION?

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

Topic	Starting Page
Hint added, screenshots updated to show new Help button in EP	21
Note added to show that rosters cannot be changed after state window closes	28
Manage Tests now defaults to not show completed sessions	57
Blueprint Coverage Report added	77
Blueprint Coverage Summary Extract added	94

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

INTRODUCTION

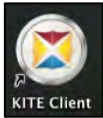
ABOUT THE DYNAMIC LEARNING MAPS ALTERNATE ASSESSMENT SYSTEM

The Dynamic Learning Maps Alternate Assessment System assesses what students with the most significant cognitive disabilities know and can do in English language arts (ELA), mathematics, and science¹ in grades 3–8 and high school.² 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 web browser accessible on multiple devices. 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**.

Educator Portal (EP) is the administrative application where staff and educators manage student data and retrieve reports. The data manager uses Educator Portal. 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.

¹ Science is available in some states.

² Each state determines the required high school grades.

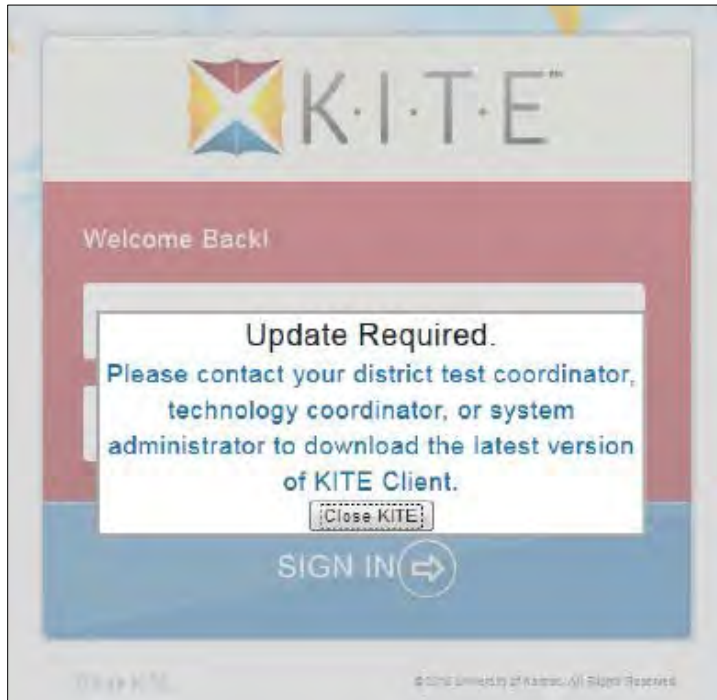
REQUIRED SOFTWARE

SUPPORTED BROWSERS

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

HINT: Sometimes certain supported browsers provide inconsistent experiences depending on the edition of the browser and other factors. Browser problems include Test 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.

KITE Client will issue the following message on testing equipment if the most current version needs installation:



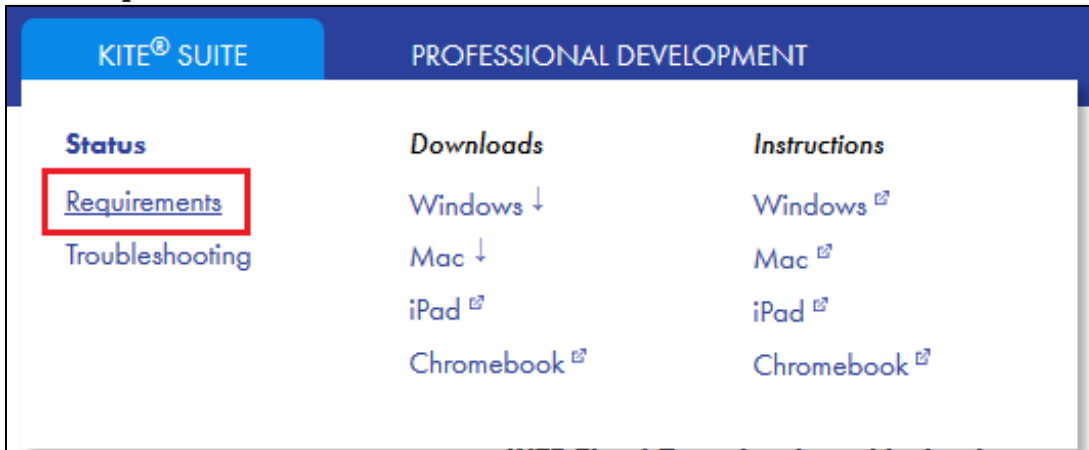
Contact the district test coordinator, technology coordinator or system administrator to download the latest version of KITE Client.

To access the KITE Requirements webpage go to <http://dynamiclearningmaps.org/requirements> or follow these steps:

1. Go to www.dynamiclearningmaps.org.
2. Hover over **KITE® SUITE** to reveal more options.



3. Click **Requirements**.



4. Look for the information on browsers.



PDF VIEWER

To view PDFs in EP, educators will need Adobe Acrobat Reader DC or other software which allows you to view and print PDFs. Download Adobe Reader from <http://get.adobe.com/reader/>. Contact your 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 complete these steps before moving to the next section.

HINT: If EP or the KITE system look or behave differently than outlined in this manual, check that you are using the most current version of the EDUCATOR PORTAL USER GUIDE and a recommended supported browser for Educator Portal.

Supported browsers are listed on the webpage: <http://dynamiclearningmaps.org/requirements>

NO TEST MANAGEMENT ACCESS

Access to the Test Management tab 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 Educator Portal 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

During spring assessments, a student is not assigned testlets until the following steps are completed correctly. The data manager or assessment coordinator can help if there are problems with grade or roster information.

- The student is listed on the correct test administrator's roster (one roster per subject area).
- The First Contact (FC) survey is complete and has been submitted.
- The student is assigned to the correct grade level in EP.
- 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.

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: Go to the procedure titled Getting Started in Educator Portal on page 13 if you have already activated your KITE EP account and received your username and password.

1. Did you receive your KITE activation email message KITE-support@ku.edu?

----- Original message -----
 From: <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 only after your state or district data manager has uploaded your user information into EP.</i></p> <p>Did your data manager upload your user information into EP?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">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 manger 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 manger has uploaded your user information.
If:	Then:						
Yes	Ask your data manager to resend the KITE activation email message.						
No	Wait until your data manger has uploaded your user information.						

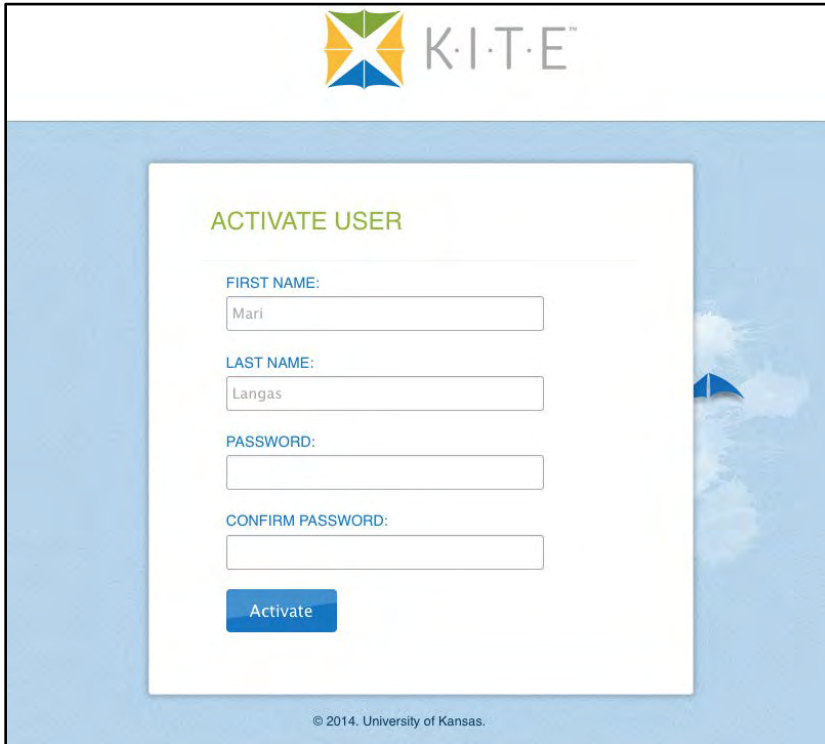
HINT: The email message may reference KITE Assessment Administration, but this is the path to EP.

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

3. Complete these fields:

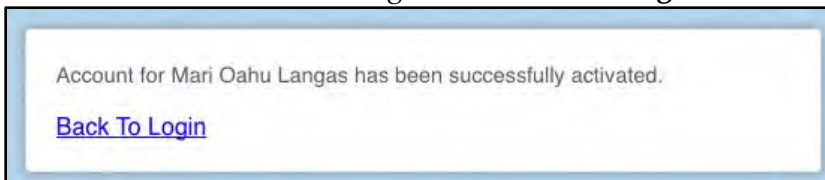
- ◆ First Name
- ◆ Last Name
- ◆ Password
- ◆ Confirm Password

4. Click **Activate**.



The screenshot shows the KITE logo at the top. Below it is a white form titled "ACTIVATE USER" set against a blue background with a sky and umbrella image. The form contains four input fields: "FIRST NAME:" with "Mari", "LAST NAME:" with "Langas", "PASSWORD:", and "CONFIRM PASSWORD:". A blue "Activate" button is at the bottom. A copyright notice "© 2014. University of Kansas." is at the bottom of the form area.

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



The screenshot shows a confirmation message in a white box with a blue border: "Account for Mari Oahu Langas has been successfully activated." Below the message is a blue link labeled "Back To Login".

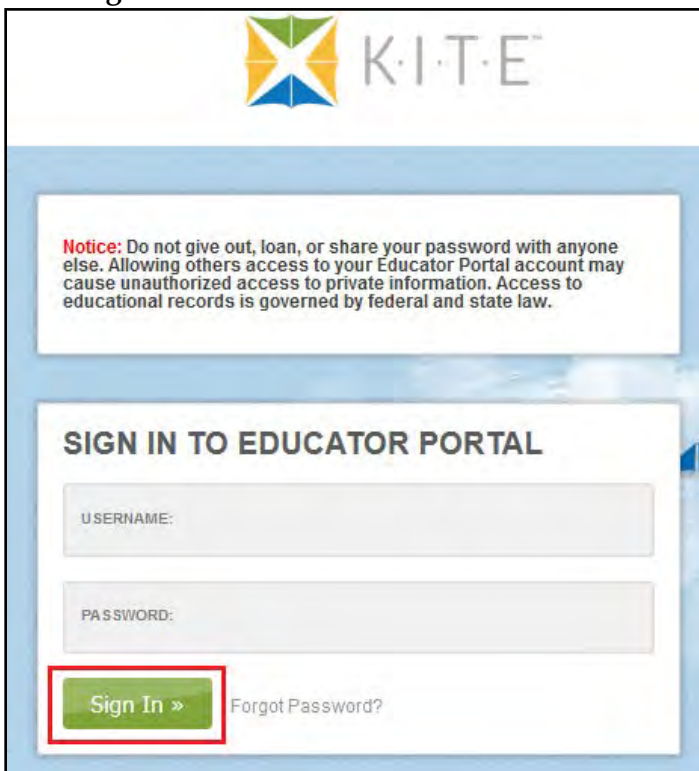
HINT: Before uploading data to EP for other users, the data manager must activate their own EP account. Only an individual with the district test coordinator role may fulfill your data management responsibilities.

GETTING STARTED IN EDUCATOR PORTAL

HINT: The first time you access EP, go to the procedure titled Activate Educator Portal Account on page 11 of this guide.

To log in to Educator Portal, follow these steps:

1. Using a recommended Internet 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 else. 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:

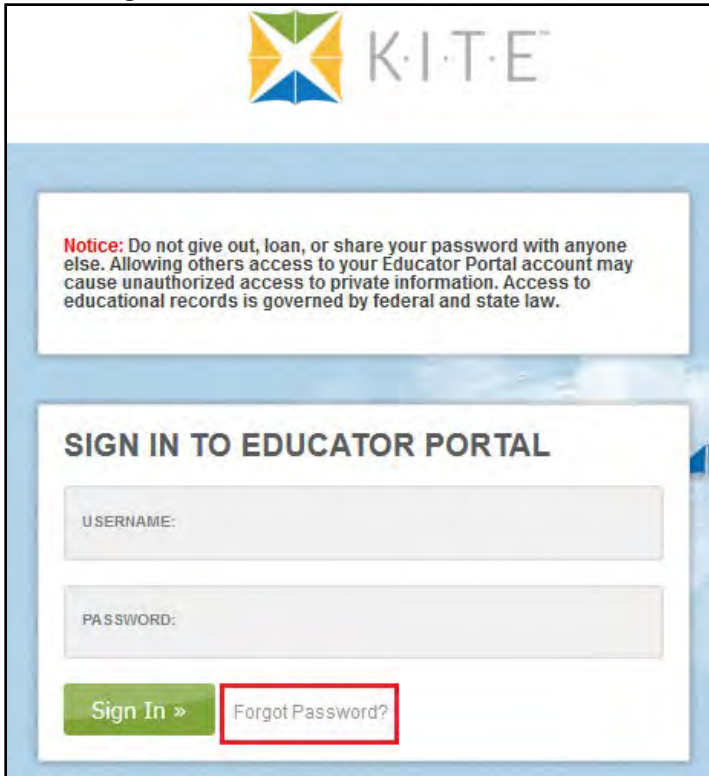
Sign In » [Forgot Password?](#)

RESET EDUCATOR PORTAL PASSWORD

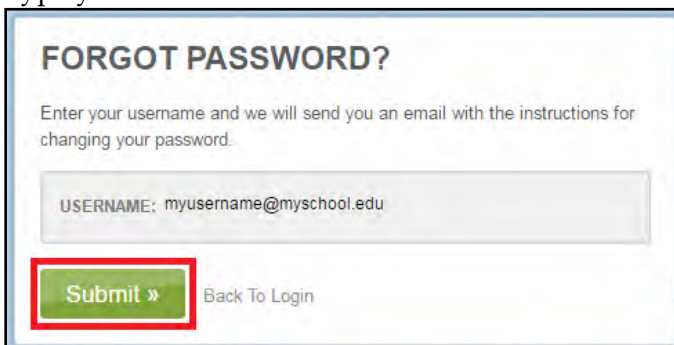
HINT: Use this procedure **only** if you forgot your password. To change your password, see Change Password on page 16.

To reset a password in EP, follow these steps:

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



3. Type your **Username**.



4. Click **Submit**.

5. You will receive a notification 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

[Back To Login](#)

6. KITE-support@ku.edu will send a password reset email within one hour; check your junk or spam email folders if this automated message does not arrive.

From: <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

A password reset has been requested for your KITE account.

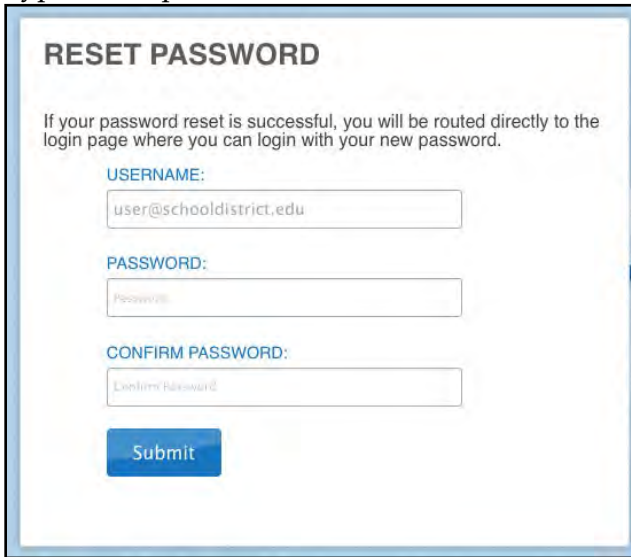
To reset your password, please click the following link:
<http://educator.cete.us/forgotPassword/resetPassword.htm>

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

Thank you,
KITE

7. Click the link in the message.
8. Type your **Username**.

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



RESET PASSWORD

If your password reset is successful, you will be routed directly to the login page where you can login with your new password.

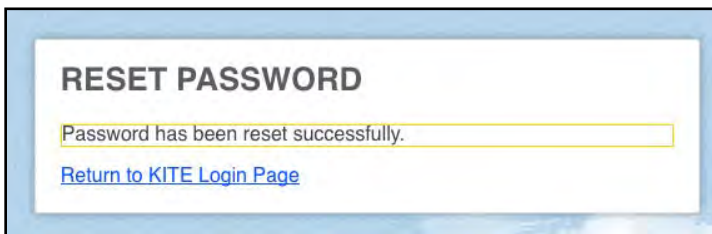
USERNAME:
user@schooldistrict.edu

PASSWORD:

CONFIRM PASSWORD:

Submit

10. Click **Submit**.



RESET PASSWORD

Password has been reset successfully.

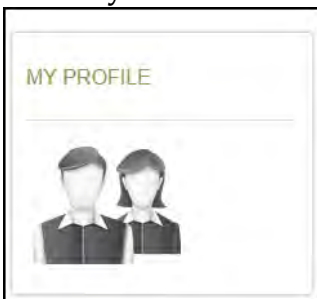
[Return to KITE Login Page](#)

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, 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.

COMPLETE THE SECURITY AGREEMENT

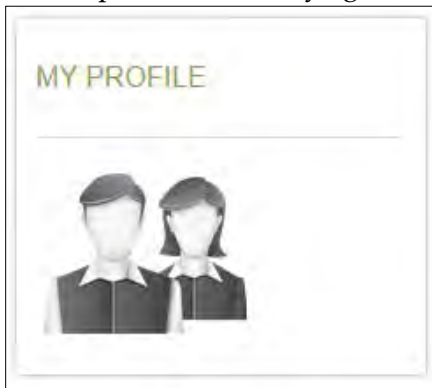
All educators with an account in EP must read, agree to, and sign the Security Agreement. The Security Agreement expires each year on August 1 and must be renewed through EP. Test administrators are expected to deliver the DLM assessments with integrity and maintain the security of testlets. Each year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

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

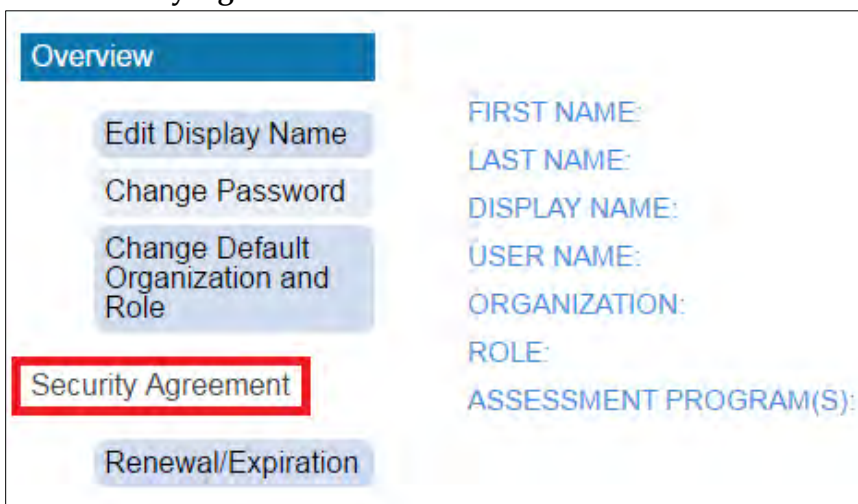
The steps to complete the Security Agreement are below.

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

1. To complete the security agreement, go to **My Profile**.



2. Click **Security Agreement**.



3. Choose the option where you agree to follow the standards.

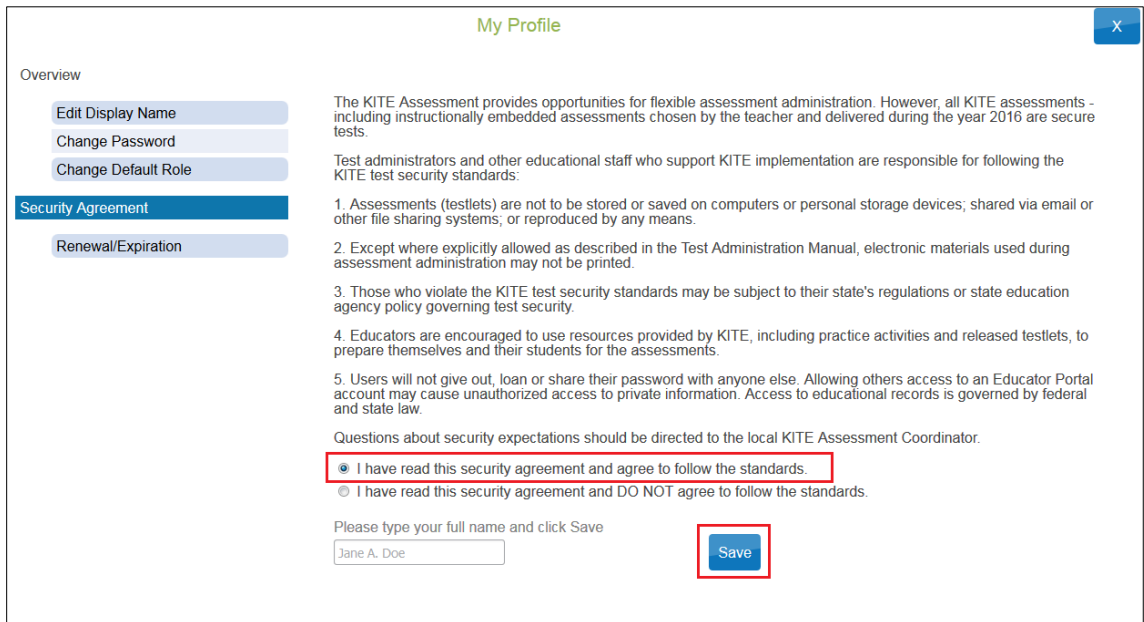
A screenshot of a security agreement form. It features two radio button options. The first option, "I have read this security agreement and agree to follow the standards.", is selected and highlighted with a red rectangular box. The second option is "I have read this security agreement and DO NOT agree to follow the standards." Below the radio buttons, there is a text prompt: "Please type your full name and click Save". Underneath this prompt is a text input field. At the bottom right of the form is a blue "Save" button.

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

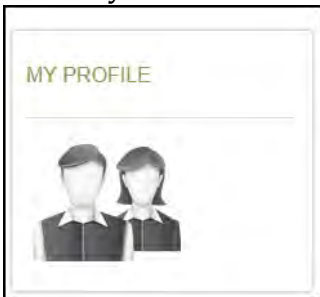
HINT: If you accidentally choose to not accept the Security Agreement, you can always go back to My Profile and complete it.

CHANGE DISPLAY NAME

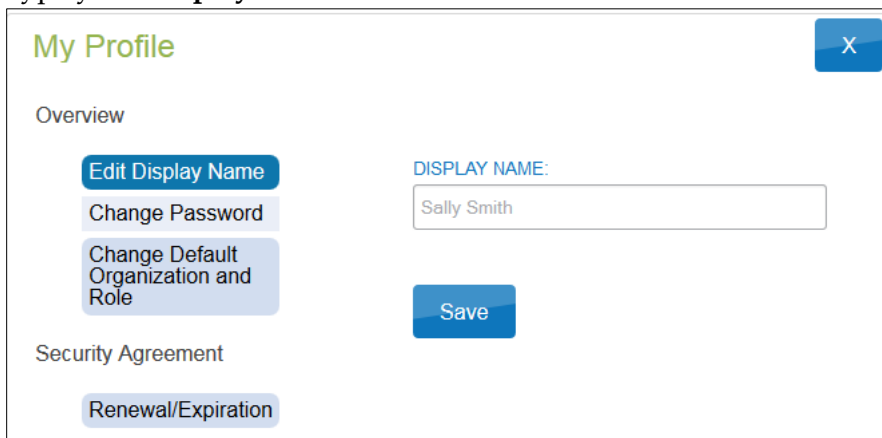
The display name is the name that shows when users log in to the application. The default display name is the first name and last name that was defined in the user upload completed by your data manager to create your account. Changing your display name is optional.

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**.



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: '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 around a tablet. 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'.

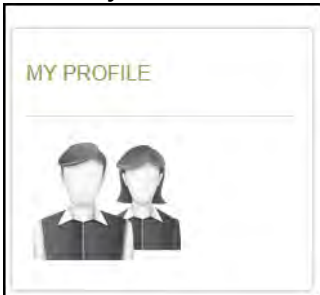
HINT: The Help button leads to frequently asked questions and answers for various Educator Portal tasks.

CHANGE DEFAULT ROLE, ORGANIZATION, AND ASSESSMENT PROGRAM

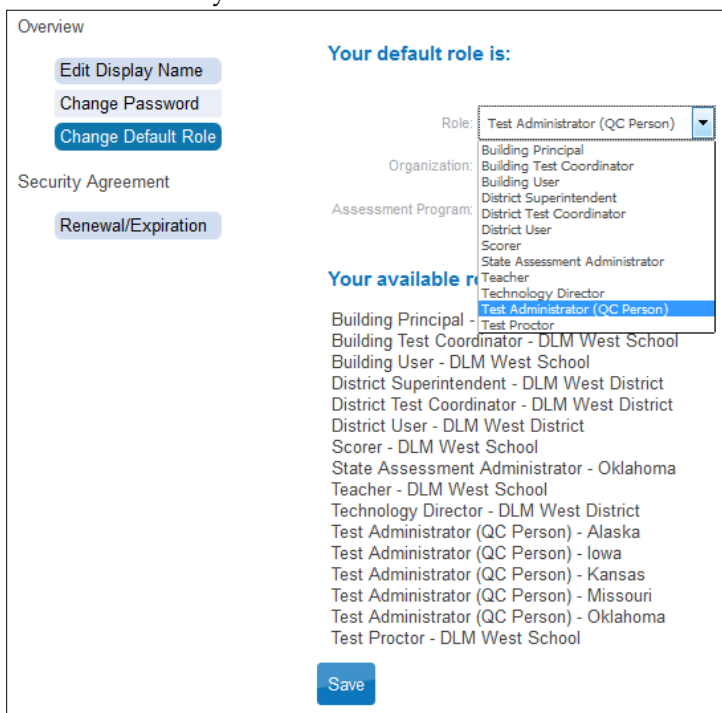
The default role, organization, and assessment program impact the view that appears when users log in to EP. Your data manager defined the default role, organization, and assessment program for each user when creating accounts. Changing these is optional.

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 the role you want to be the default.

A screenshot of a web form titled "Overview". On the left, there are three buttons: "Edit Display Name", "Change Password", and "Change Default Role". Below these is a "Security Agreement" section with a "Renewal/Expiration" button. On the right, under "Your default role is:", there is a "Role:" dropdown menu currently set to "Test Administrator (QC Person)". Below this are fields for "Organization:" and "Assessment Program:". Under "Your available roles:", there is a list of roles with "Test Administrator (QC Person)" highlighted. At the bottom right is a "Save" button.

Overview

Edit Display Name
Change Password
Change Default Role

Security Agreement
Renewal/Expiration

Your default role is:

Role: Test Administrator (QC Person)

Organization:
Assessment Program:

Your available roles:

- Building Principal
- Building Test Coordinator
- Building User
- District Superintendent
- District Test Coordinator
- District User
- Scorer
- State Assessment Administrator
- Teacher
- Technology Director
- Test Administrator (QC Person)
- Test Proctor

Building Principal - DLM West School
Building Test Coordinator - DLM West School
Building User - DLM West School
District Superintendent - DLM West District
District Test Coordinator - DLM West District
District User - DLM West District
Scorer - DLM West School
State Assessment Administrator - Oklahoma
Teacher - DLM West School
Technology Director - DLM West District
Test Administrator (QC Person) - Alaska
Test Administrator (QC Person) - Iowa
Test Administrator (QC Person) - Kansas
Test Administrator (QC Person) - Missouri
Test Administrator (QC Person) - Oklahoma
Test Proctor - DLM West School

Save

4. Click **Save**.
5. If your role spans across more than one organization or assessment program, you can set the default for those through the drop-down menus for each while still in

Change Default Role in EP.

Overview

[Edit Display Name](#)

[Change Password](#)

[Change Default Role](#)

Security Agreement

[Renewal/Expiration](#)

Your default role is:

Role: Test Administrator (QC Person) ▼

Organization: Missouri ▼

Assessment Program:

- Alaska
- Iowa
- Kansas**
- Missouri
- Oklahoma

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

MANAGE STUDENT DATA

Procedures in this section are the primary responsibility of the test administrator. Building and district level EP users may also use the procedures to manage student data. 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 helps guarantee accurate test administration and precise individual student reports. Actions like validating the correct grade and checking the spelling of names are vital to the process.

VIEW AND CHECK STUDENT DATA

HINT: Test administrators may need to take action for a student who is leaving or joining their classroom after spring assessments have started. Work with the assessment coordinator or data manager (who has more information about best practices and procedures) so these students have accurate records and receive testlets at their current school.

To view and check student records, follow these steps:

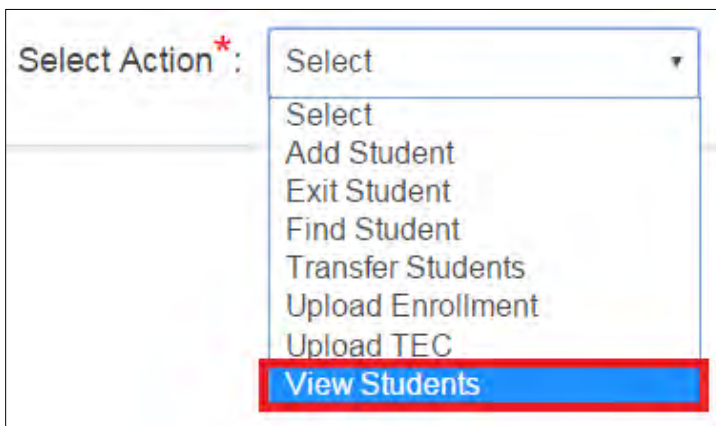
1. Click **Settings**.



2. Click **Students**.



3. Select **View Students**.



4. Apply filters in the **Select Organization** fields to choose the level you need.

5. Sort, filter, and search as needed.

The screenshot shows a web interface for viewing students. On the left, there are filters for 'STATE' (DLM QC State), 'DISTRICT' (DLM West District), and 'SCHOOL' (DLM West School). A 'Search' button is located below these filters. At the top, a 'Select Action' dropdown is set to 'View Students'. The main area contains a table with the following columns: State ID, First Name, Last Name, Current School Year, and Local Id. The table lists 9 students, all with the first name 'Annie' and last name 'Demo', and a current school year of 2016. The State ID values range from 55507000 to 55507009, and the Local Id values range from 55507000 to 55507009. At the bottom of the table, there is a pagination control showing 'Page 1 of 9' and a 'View 1 - 10 of 88' indicator.

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

6. Review the following fields for accuracy. Data in these fields must be correct before you proceed with 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 <u>NOT</u> proceed. Do <u>NOT</u> enter First Contact survey or Access Profile data for these students. Do <u>NOT</u> test these students. Contact the assessment coordinator or data manager with the correct information and do not proceed until student data is correct.

7. 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

8. 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 43

9. OPTIONAL: To view an individual student record, click the student State ID number.

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

Page 1 of 1 | 10 | View 1 - 3 of 3

10. The View Student Record overlay appears; click **Edit** if necessary.

View Student Record - X

Student Edit

Demographic

Student State ID: Date of Birth:

Gender: Comprehensive Race:

First Language: Hispanic Ethnicity:

Profile

Primary Disability: Access Profile (PNP): [Custom](#)

Assessment Program: First Contact Survey: [Complete](#)

School Enrollment

District: <input type="text"/>	Student Local ID: <input type="text"/>	AYP School ID: <input type="text"/>	Gifted Student: <input type="text"/>
State Entry: <input type="text"/>	School Entry: <input type="text"/>	District Entry: <input type="text"/>	
Subject: English Language Arts	Course: <input type="text"/>	Educator: <input type="text"/>	Roster: <input type="text"/>

HINT: The student KITE username or password will not be on this screen. See the procedure titled View Student Username and Password on page 53.

11. OPTIONAL: If you click Edit, you will have access to change the student's personal information.

The screenshot displays a web form titled "Edit Student Record" with a close button (X) in the top right corner. The form is organized into four main sections, each with a horizontal separator line below the section title:

- Student:** Contains six text input fields: LEGAL FIRST NAME, LEGAL MIDDLE NAME, LEGAL LAST NAME, GENERATION (with a dropdown arrow), DATE OF BIRTH, and STATE STUDENT ID.
- Demographic:** Contains four dropdown menus: GENDER, COMPREHENSIVE RACE, HISPANIC ETHNICITY, and FIRST LANGUAGE.
- Profile:** Contains three dropdown menus: PRIMARY DISABILITY, ASSESSMENT PROGRAM (with "DLM-Dynamic Learning Maps" selected), and GIFTED STUDENT.
- School Enrollment:** Contains one dropdown menu: CURRENT GRADE.

A blue "Save" button is located at the bottom right of the form, and a vertical scrollbar is visible on the right side.

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.

Most of the DLM students will appear on two rosters, mathematics and English language arts.³

To access the rosters, follow these steps:

1. Click **Settings**.



2. Click **Rosters**.



3. Select **View Roster**.



³ DLM Science is available in some states. Check with the assessment coordinator about DLM science test administration and the grades being tested.

- Apply filters in the **Select Organization** fields to choose the level you need; click **Search**.

- 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

- The **View/Edit Roster** screen appears.

First Name	Last Name	Educator Identifier	Status	Em:
Assigned Educator				
<input checked="" type="checkbox"/>	Nancy	Allman	NancyAllman	Active

NOTE: Rosters cannot be changed after the state window closes. See your SEA or SAA for more information.

7. Check the roster data.

If:	Then:
All expected students appear and 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 assessment coordinator or data manager to update the roster record for the student.
A student who is not eligible to participate appears,	Work with the assessment coordinator or data manager to remove the student from the roster.
An unknown student appears,	Work with the assessment coordinator or data manager to remove the student from the roster.
A student who should participate does not appear,	Work with the assessment coordinator or data manager to add the student to the correct roster. Make sure the student's correct grade level is identified.
A duplicate student record appears,	Contact the Service Desk to have the duplicate record removed. A student should appear once each for every subject area in which they will test.
No students appear,	Work with the assessment coordinator or data manager to provide student and educator data for the roster files. The data manager will upload the roster files to EP.

8. 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 assessment coordinator or data manager with the correct information. b) Go to the next step; you may continue while the data manager works to correct the information.

9. Click **Save**.

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. State assessment administrators do not have permissions to enter information in the Access Profile.

HINT: Each student's Access Profile takes about 15-20 minutes for test administrators to complete the Access Profile. 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:

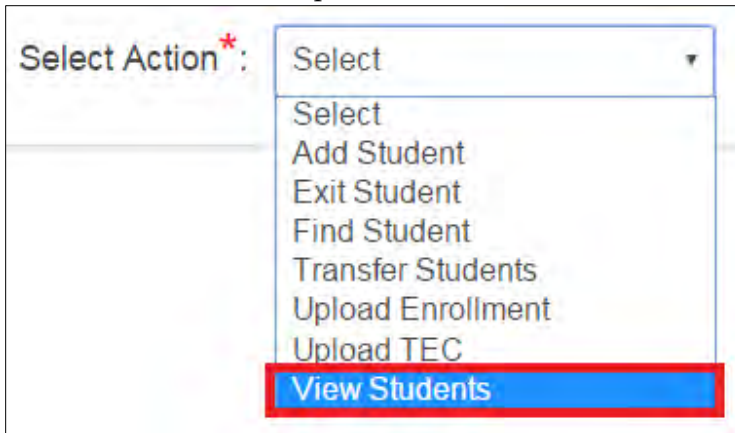
1. Click **Settings**.



2. Click **Students**.



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



- Select the organization information; click **Search**.

Organization Roles Rosters **Students** Users

Select Action*: View Students

SELECT ORGANIZATION
Specify organization level and click on search

STATE*
DLM QC State

DISTRICT*
DLM West District

SCHOOL
Select

Search

State ID	First Name	Last Name	Current School Year	Local Id

Page 0 of 0 10 No records to view

- In the list of students, click the state ID number for the student.

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

Page 1 of 1 10 View 1 - 3 of 3

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

View Student Record - [Student Name] Edit

Student

Student State ID: [State ID] Date of Birth: [Date]

Demographic

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

Profile

Primary Disability: [Disability] Access Profile (PNP): [Custom](#)
Assessment Program: [Program] First Contact Survey: [Complete](#)

School Enrollment

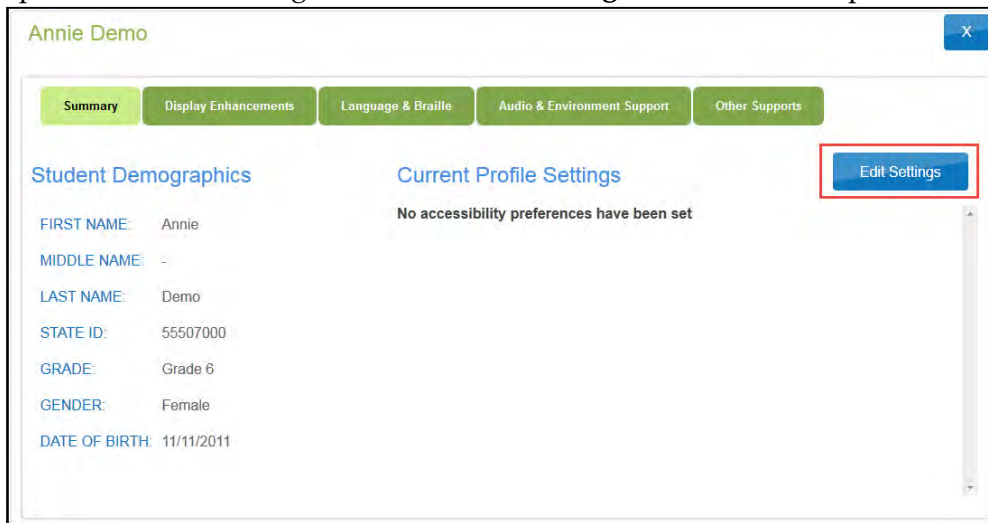
District: [District] Student Local ID: [Local ID] AYP School ID: [AYP ID] Gifted Student: [Gifted]

State Entry: [State Entry] School Entry: [School Entry] District Entry: [District Entry]

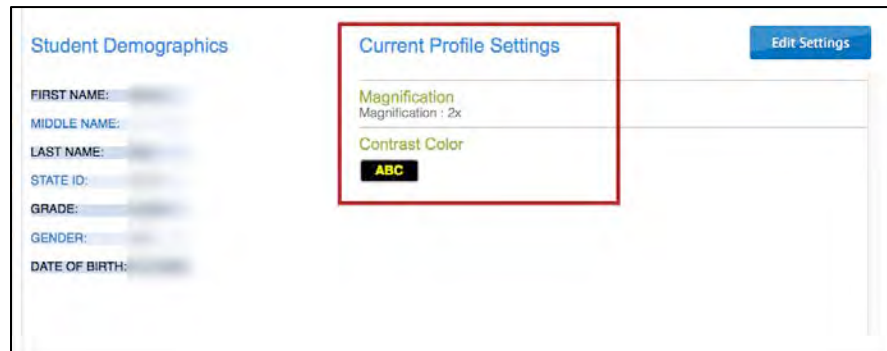
Subject: English Language Arts Course: [Course] Educator: [Educator] Roster: [Roster]

HINT: If you are creating an Access Profile, the link will read No Settings. If you are editing an Access Profile, the link will read Custom.

7. The **Summary** tab shows **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 three categories. Click **Edit Settings** to create or edit profile settings.



HINT: If editing an Access Profile, the window will display the supports currently selected.



NOTE: While moving through the tabs, be sure to click **Save** on each tab. Once selected, 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.

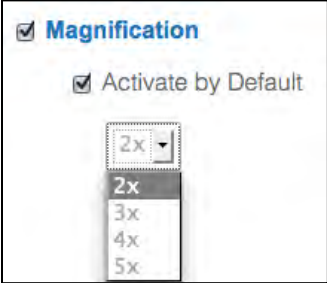
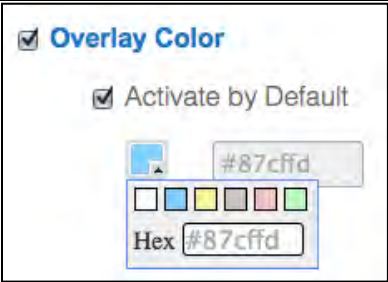
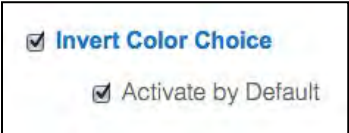

The screenshot shows a settings panel for display enhancements. It is organized into several sections:

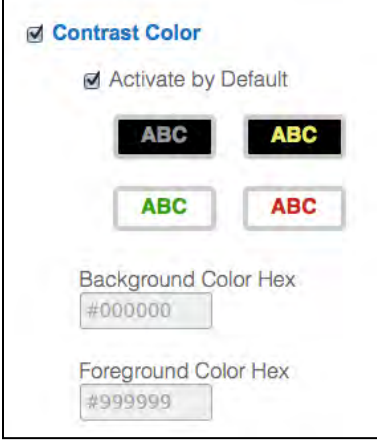
- Magnification:** Includes an "Activate by Default" checkbox and a dropdown menu currently set to "2x".
- Overlay Color:** Includes an "Activate by Default" checkbox and a color selection box.
- Invert Color Choice:** Includes an "Activate by Default" checkbox.
- Masking:** Includes an "Activate by Default" checkbox and two options: "Answer Masking" and "Custom Masking", both of which are currently grayed out.
- Contrast Color:** Includes an "Activate by Default" checkbox and four color swatches labeled "ABC": a black swatch with white text, a yellow swatch with black text, a green swatch with white text, and a red swatch with white text.
- Background Color Hex:** A text input field for specifying a background color.
- Foreground Color Hex:** A text input field for specifying a foreground color.

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

HINT: Each enhancement includes an **Activate by Default** option. Always select this option when it is available.

The following table describes the Display Enhancement options.

Display Enhancements	Definition	Screen
Magnification	Magnification allows you to choose the amount of screen magnification during testing. You can choose between a magnification of 2x, 3x, 4x, or 5x.	
Overlay Color	<p>The overlay color is the background color of the test. The default color is white; you may select an alternate color.</p> <p style="text-align: center;"><u>NOTE: If yellow is selected and Spoken Audio is enabled, TTS highlighting (which is also yellow) is disabled.</u></p>	
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	Masking is not available to students taking the DLM alternate assessment.	

Display Enhancements	Definition	Screen
Contrast Color	<p>The contrast color section allows you to choose from several background and text color schemes.</p> <hr/> <p>NOTE: If gray on black or yellow on black is selected and Spoken Audio is enabled, TTS highlighting (which is yellow) is disabled.</p> <hr/>	

9. Click **Save** to save all information and move on to the next tab.
10. Click **Language & Braille** to review and select the support option related to language and braille. Note that this testing year, braille is available only for spring 2017 operational testing via the Access Profile.



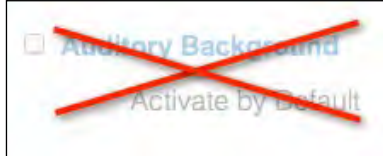
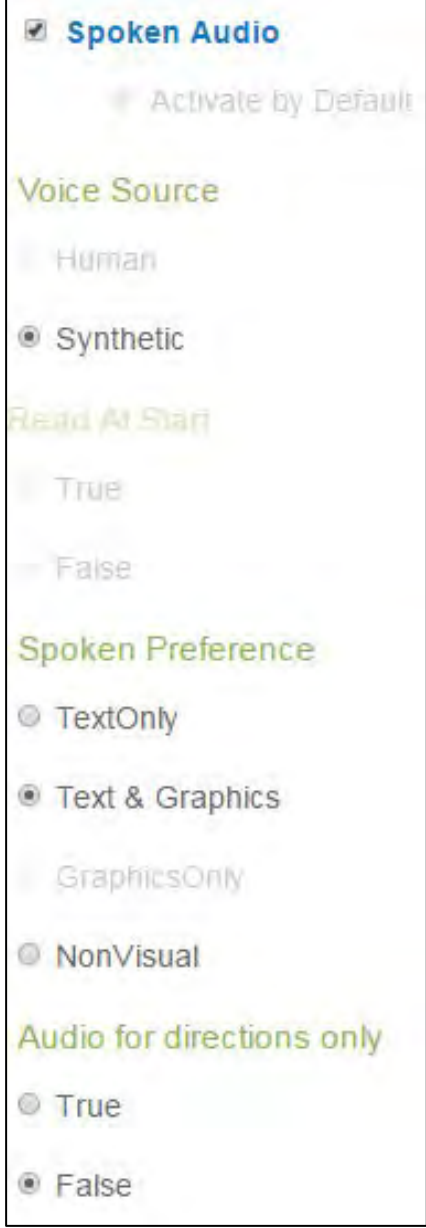
11. Click **Save**.

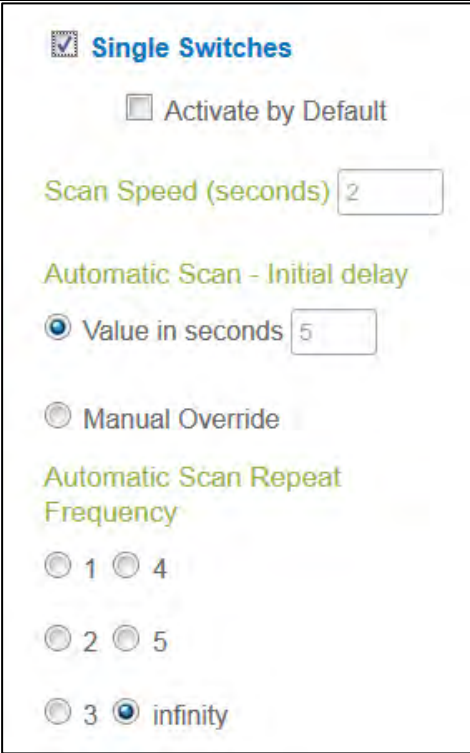
12. Click **Audio & Environment Support** to review and select support options related to read aloud and switch use.



The screenshot shows the 'Audio & Environment Support' settings page. It is organized into three main sections:

- Auditory Background:**
 - Activate by Default:
 - Breaks:
 - Additional Testing Time:
 - Activate by Default:
 - Unlimited:
 - Specify Time Multiplier:
- Spoken Audio:**
 - Activate by Default:
 - Voice Source:
 - Human:
 - Synthetic:
 - Read Aloud:
 - True:
 - False:
 - Spoken Preference:
 - TextOnly:
 - Text & Graphics:
 - GraphicsOnly:
 - NonVisual:
 - Audio for directions only:
 - True:
 - False:
- Single Switches:**
 - Activate by Default:
 - Scan Speed (seconds):
 - Automatic Scan - Initial delay:
 - Value in seconds:
 - Manual Override:
 - Automatic Scan Repeat Frequency:
 - 1:
 - 4:
 - 2:
 - 5:
 - 3:
 - infinity:

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.	
Spoken Audio	<p>For Voice Source, specify Synthetic for Spoken Audio.</p> <p>Read at Start is not active; no options are available.</p> <p>Using Spoken Preference, you can indicate which elements of a question should be read to the student.</p> <p>Audio for directions only is not available, please choose False. Educators may read the directions to the student.</p> <p>NOTE: TTS highlighting is disabled when some color overlay or color contrast options are selected.</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 users requiring one-switch automatic scanning.</p> <hr/> <p>Two-switch access does not require any activation in the Access Profile. Any student can use two switches set to Tab to move between choices and Enter to select.</p> <p>Activate by Default does not change how a switch works with the system.</p> <ul style="list-style-type: none"> • Scan Speed (seconds) 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." • Automatic Scan-Initial Delay allows you to specify whether scanning will begin automatically when a page appears. Value in seconds determines how long the system waits to begin scanning items 	

Audio & Environment Support	Definition	Screen
	<p>after a page appears. Manual Override allows you to specify that the system will wait for the test taker to select the switch to initiate the scanning on a page.</p> <ul style="list-style-type: none"> • Automatic Scan Repeat Frequency determines how many times the system will repeat the scan cycle before stopping when a selection is not made. 	
Breaks	<p>Students may take as many breaks as necessary. However, only 90 minutes of inactivity are allowed.</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
Supports Provided by Alternate Form	
Alternate Form– Visual Impairment	Most testlets are designed for all of the DLM students. For a limited number of EEs and levels, alternate forms are provided for students who have visual impairments. These are educator-administered, not braille. When alternate forms are available, selecting this option will direct the system to deliver that form.
Supports Requiring Additional Tools	
Two-switch system	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.
Individualized manipulatives	Educators may use manipulatives that are familiar to students (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters, etc.).
Calculator	Educators may use a calculator unless the TIP indicates a calculator may not be used.
Supports Provided by the Test Administrator Outside the System	
Human read aloud	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 the TIP for standardized descriptions of pictures and graphics. Descriptions of pictures and graphics should only be read aloud to students who have visual impairments.
Sign Interpretation	For students whose primary mode of receptive communication is sign, test administrators may sign the assessment to the student using American Sign Language (ASL), Exact English, or personalized sign systems. Sign language interpreters should use the alternate text provided in the TIP for picture descriptions.
Language translation	For students who are English learners and their best receptive communication is a language other than English, test administrators may translate the assessment for these students. Language translations are not provided via the computer.
Masking	Masking is not an option in KITE Client. The use of a piece of paper to cover portions of the screen to reduce visual clutter without otherwise decreasing the information or number of answer options is an acceptable support for students who have visual impairments.

Other Support	Definition
<p>Test administrator enters responses for student</p>	<p>If students are unable to select their answer choices 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.</p>
<p>Partner-Assisted scanning (PAS)</p>	<p>PAS is a strategy in which test administrators assist students with scanning, or going through, students' answer choices. Students make indications when their desired choices are presented.</p>

15. Click **Save**.
16. After all settings have been saved, you will be redirected to the **Summary** page. This page should now display all of the options selected for students during the Access Profile assessment.



17. To change a setting, click **Edit Settings** and return to the tabs, saving changes on each screen. Log the student out of the KITE system and back in for the changes to take effect.
18. Click **X** to close the pop-up window.

COMPLETE THE FIRST CONTACT SURVEY

Overview

The First Contact (FC) survey is the first step in determining the initial placement of students in the DLM alternate assessment. The First Contact 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 First Contact survey must be submitted each year. If the FC survey is not submitted, the student will not receive any testlets.

Questions marked with an asterisk must be completed because the system assigns each student to a specific level of testlet based on your responses. 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, educators will need to provide information about each student's primary disability, sensory capabilities, motor capabilities, computer access, communication abilities, and academic skills. When entering information into the survey, there are some screens where drop-down menus expand, filter, or branch, requesting more information based on answers provided to the first part of the question. Each state determines if educators must complete only the Core Set of questions or if All Questions are required for the students. This setting can be adjusted during the school year. If done so, it will only impact new or incomplete First Contact surveys.

HINT: EP presents the previous year's First Contact survey responses from the matching student record. The test administrator updates items based on changes in the student's data/learning capabilities. Submit the survey even if no changes are made.

Procedure

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.

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

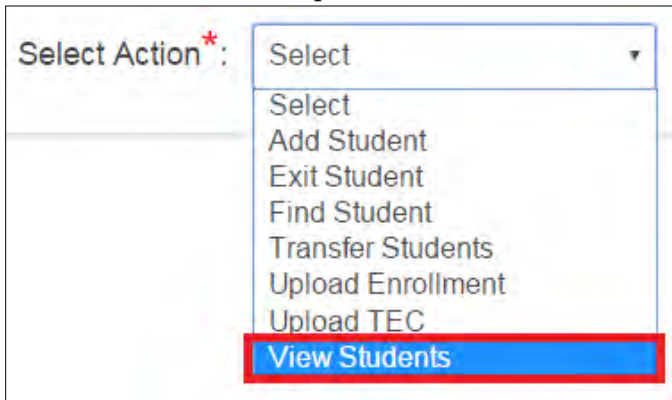
1. Click **Settings**.



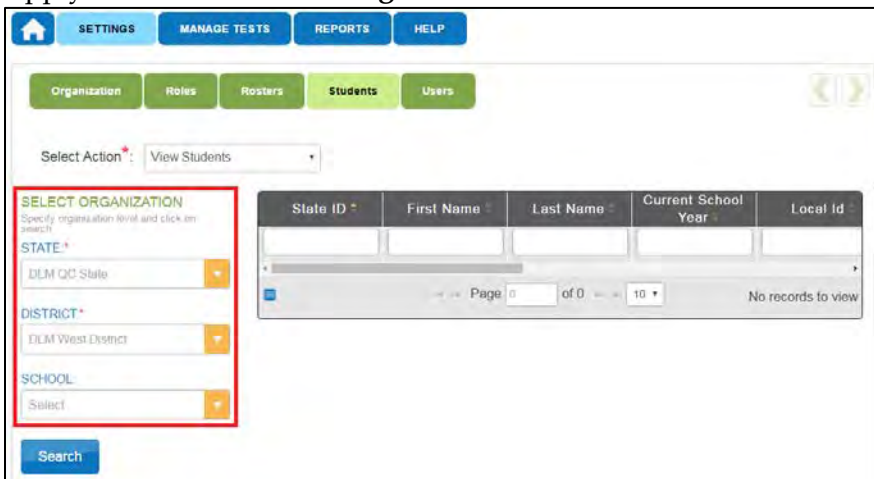
2. Click **Students**.



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



4. Apply filters in the **Select Organization** fields to choose the level needed.



5. Click **Search**.

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

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

Page 1 of 1 10 View 1 - 3 of 3

7. There are four status options in the First Contact survey column:

- ♦ 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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HINT: In this view (Students) you should only see each student once. If you see a student more than once, contact the assessment coordinator or data manager to correct the situation before proceeding.

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, Demographic, Profile, and School Enrollment. In the Profile section, there are two links: 'Access Profile (PNP): No Settings' and 'First Contact Survey: Not Started'. The 'First Contact Survey: Not Started' link is highlighted with a red rectangular box. Below the Profile section, there is a table for 'School Enrollment' with columns for District, State Entry, Subject, Student Local ID, School Entry, Course, Educator, AYP School ID, District Entry, Roster, and Gifted Student.

NOTE: Once you have started and saved the FC survey, you can go back and edit it at any time.

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 navigation bar with ten tabs: Welcome, Special Education, Sensory Capabilities, Motor Capabilities And Health, Computer Instruction, Communication, Language, Academics, and Complete. The 'Welcome' tab is active. Below the navigation bar, there is a blue header with the text 'Welcome to the First Contact Survey' and a 'Start Survey' button highlighted with a red box. The main content area features the 'DYNAMIC LEARNING MAPS' logo and a paragraph of text explaining the survey's purpose. Below the text, there is a note and a legend for the survey tabs.

HINT: The First Contact survey includes a variety of tabs, each containing a section of the survey. Each of the survey tabs will display either blue or yellow circles. Blue circles indicate that all questions for that tab

have been completed, while yellow circles indicate that one or more questions have not been completed.

11. Click **Special Education**.

HINT: Once you begin the survey, you may stop at any time. Completed surveys will be saved and you can return to in-progress surveys at a later date. When you return, click **Edit Survey** at the top of the screen.

12. Use the drop-down menu to select the student's primary disability. Choose the option that most closely mirrors the student's class placement. Click **Next**.

The screenshot shows a survey interface with a progress bar at the top. The progress bar consists of nine tabs: Welcome, Special Education, Sensory Capabilities, Motor Capabilities And Health, Computer Instruction, Communication, Language, Academic, and Complete. The 'Special Education' tab is highlighted in green and has a yellow circle below it. The 'Welcome' tab has a blue circle below it. The 'Complete' tab has a yellow circle below it. Below the progress bar is a blue header with the text 'Special Education Services' and two buttons: 'Previous' and 'Next'. Below the header is a section titled 'Select the student's Primary Disability*' with a dropdown menu labeled 'Primary Disability' and a 'Select' button. 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 yellow, revisit the section and make sure that all information was submitted successfully.

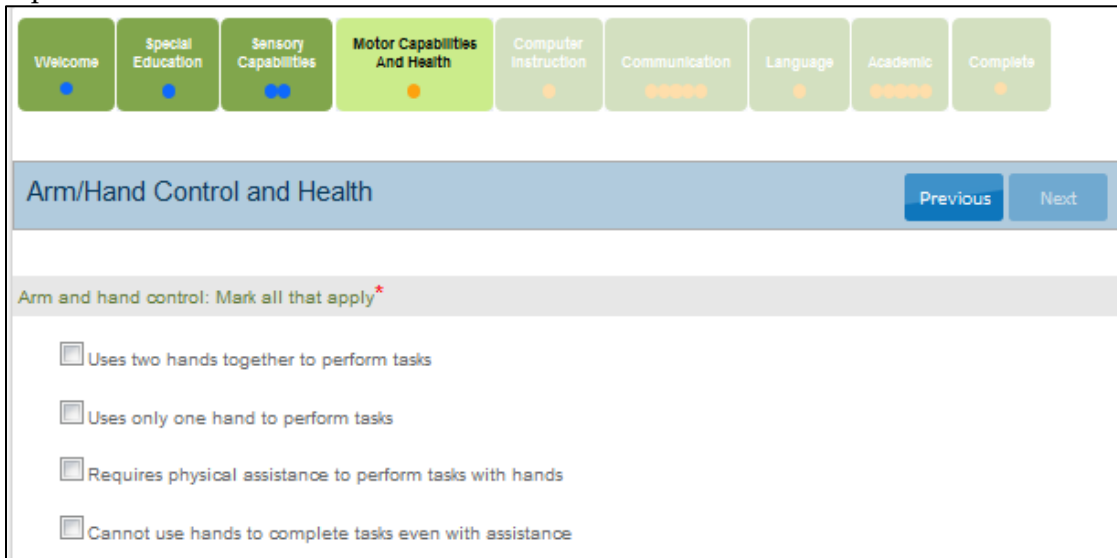
13. On the **Sensory Capabilities** tab, complete the survey on the student's hearing and vision sensory capabilities. Click **Next**.



The screenshot shows a navigation bar with tabs: Welcome, Special Education, **Sensory Capabilities**, Motor Capabilities And Health, Computer Instruction, Communication, Language, Academic, and Complete. 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
- Questionable hearing but testing inconclusive

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

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

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. Below the navigation bar is a header for 'Expressive Communication' with 'Previous' and 'Next' buttons. The main content area contains one section:

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

- Yes
- No

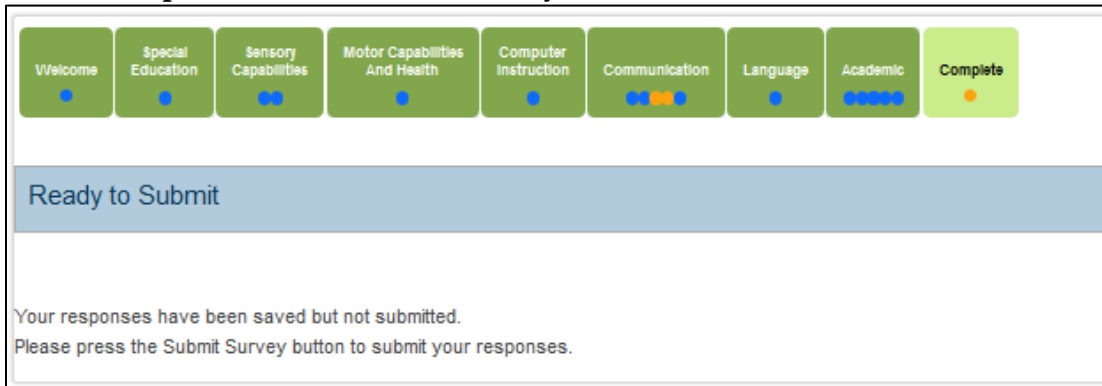
17. On the **Language** tab, complete the survey on the student's language preferences. Click **Next**.

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"/>

NOTE: Science specific questions are now under the Academic tab for states participating in science assessments. Even if a student is not in a grade that participates in science assessments, the test administrator must still answer the science questions.

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 yellow circles are still evident, revisit that tab and complete the necessary measures before submitting 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

Page 2 of 54 5 View 6 - 10 of 270

21. If you need to make changes to the survey, click the **Completed** link.

NOTE: The status Not Applicable is possible in the FC survey column, but it is not common. However, because this option is so rare, check to ensure that you 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 testing window opens, the student should have a testlet immediately. If the FC is completed after the window opens, testlet assignment happens the day following the FC completion.

If accessing the FC survey after completion and submission, you will need to click **Submit Survey** on the **Complete** tab to save it again, even if no changes have been made.

Users with the permission to View First Contact Survey will be able to see the FC content in a Read-Only capacity.

RECORD TESTING EXCEPTIONS

Requirements for recording testing exceptions vary and may or may not be allowed in your state. Contact your assessment coordinator for information on recording testing exceptions.

MANAGE SPRING ASSESSMENTS

Procedures in this section are the primary responsibility of the test administrator.

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.

During instructionally embedded assessments, use the Instructional Tools Interface in EP to retrieve the student username and password. See Print Instructional Plan History on page 71.

HINT: After finishing this procedure, go to Retrieve Testlet Information Page on page 57 to save some time.

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

Users will need a PDF reader to complete this procedure. If you choose to print, you will need a printer connection. See your local technology personnel if you need help.

To view student usernames and passwords, follow these steps:

1. Click **Manage Tests**.



HINT: An error message will appear if you have not passed all required test administrator training modules in Moodle and/or completed the Security Agreement in EP.

2. Click **Test Management**.

The screenshot shows the 'Test Management' interface. At the top, there are three tabs: 'Test Management' (highlighted with a red box), 'Instructional Tools', and 'Projected Testing'. Below the tabs are two buttons: 'View Tickets' and 'Add Test Session'. The main area contains several filter fields: 'ASSESSMENT PROGRAM:*' (set to 'Dynamic Learning Maps'), 'TESTING PROGRAM:*' (set to 'Select'), 'DISTRICT:*' (set to 'Select'), 'SCHOOL:*' (set to 'Select'), 'SUBJECT:' (set to 'Select'), and 'GRADE:' (set to 'Select'). There are also checkboxes for 'Include completed' and 'Include expired', and a 'Search' button. Below the filters is a table with the following columns: 'Actions', 'Test Session Name', 'Tickets', 'Assessment Name', 'Grade', and 'Subject'. The table is currently empty. At the bottom of the table, there is a pagination bar showing 'Page 1 of 0' and 'No records to view'.

3. Select the following options in these fields:

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

4. Leave other fields blank.

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

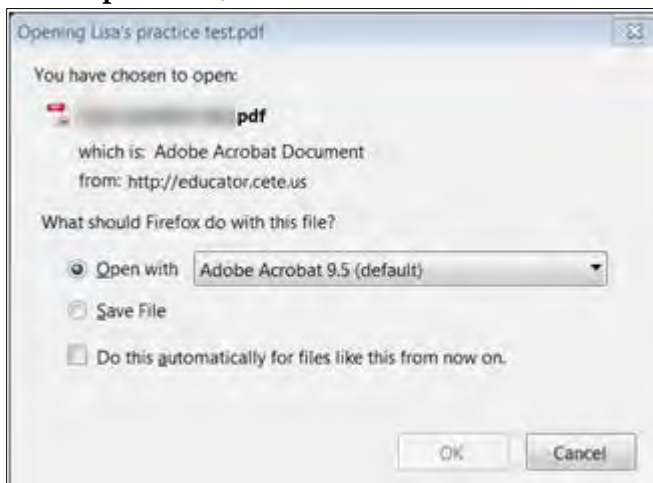
HINT: If no PDFs appear, work with the assessment coordinator or data manager to confirm that you have a roster with students connected to you.

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

The screenshot shows a web interface for Test Management. At the top, there are two tabs: "Test Management" (active) and "Instructional Tools". A "View Tickets" button is located in the top right. Below the tabs are several dropdown menus for filtering: "ASSESSMENT PROGRAM:" (Dynamic Learning Maps), "TESTING PROGRAM:" (Summative), "DISTRICT:" (District), "SCHOOL:" (Elementary), "SUBJECT:" (Select), and "GRADE:" (Select). There are also checkboxes for "Include completed" and "Include expired", and a "Search" button. Below the filters is a table with the following columns: Actions, Test Session Name, Tickets, Assessment Name, Grade, Subject, and Ran. The table contains one row with a PDF icon in the Actions column, a blurred Test Session Name, a red icon in the Tickets column, "Students with Significant Cognitive Disabilities" in the Assessment Name column, "Math 9-12" in the Grade column, and "Mathematics" in the Subject column. At the bottom of the table, there is a "View Test Session Detail" link, a pagination control showing "Page 1 of 10", and "View 1 - 1 of 1".

HINT: Testlets are only visible during the testing window. When the window closes, those tests are no longer available and the links to the sessions are no longer visible by default.

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



- Click **OK**.

9. View the student username and password.

Playground Demo 1 - Smith
<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 the student username and password. Treat this as a secure document and handle accordingly.

10. Compare the student names to the students expected.

If	Then
All students appear,	You are ready to administer assessments.
A student does not appear,	<p>Check these items on your own:</p> <ul style="list-style-type: none"> • FC survey is not complete. • FC survey is not submitted. • FC survey was submitted less than 24 hours ago. <p>Work with the assessment coordinator or data manager to check these items:</p> <ul style="list-style-type: none"> • In the Enrollment file, the Current_Grade_Level field is missing the student's grade. • In the Roster file, the State_Subject_Area field is blank or incorrect.

HINT: When you have finished this procedure, go to Retrieve Testlet Information Page on page 57 to save some time.

RETRIEVE TESTLET INFORMATION PAGE

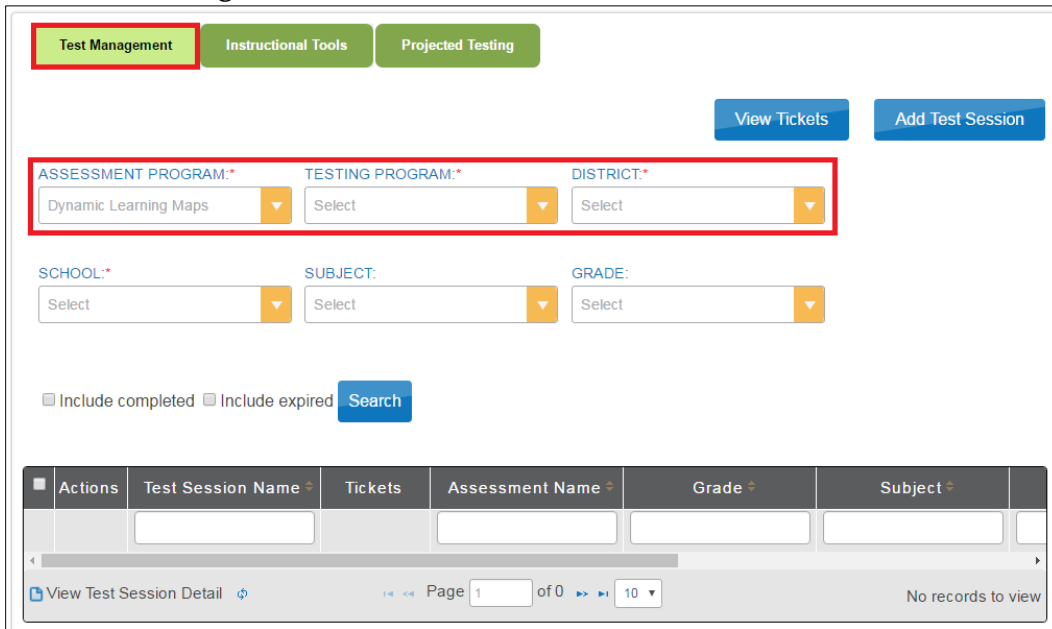
The Testlet Information Page (TIP) may be found in different locations depending on which testing phase the testlet is from.

If the testlet is part of	Retrieve the TIP by
Spring testing	Using the procedure described below to retrieve the TIP after each testlet is assigned and before you begin testing.
Instructional Tools Interface (ITI)	Referring to the section Confirm an Instructional Plan on page 66.

1. Click **Manage Tests**.



2. Click **Test Management**.

A screenshot of the 'Test Management' interface. At the top, there are three tabs: 'Test Management' (highlighted with a red border), 'Instructional Tools', and 'Projected Testing'. Below the tabs are two buttons: 'View Tickets' and 'Add Test Session'. A search filter section is highlighted with a red border, containing three dropdown menus: 'ASSESSMENT PROGRAM:*' (set to 'Dynamic Learning Maps'), 'TESTING PROGRAM:*' (set to 'Select'), and 'DISTRICT:*' (set to 'Select'). Below these are three more dropdown menus: 'SCHOOL:*' (set to 'Select'), 'SUBJECT:' (set to 'Select'), and 'GRADE:' (set to 'Select'). There are also two checkboxes: 'Include completed' and 'Include expired', followed by a 'Search' button. At the bottom, there is a table with columns: 'Actions', 'Test Session Name', 'Tickets', 'Assessment Name', 'Grade', and 'Subject'. The table is currently empty. Below the table, there is a pagination bar showing 'Page 1 of 0' and a 'View Test Session Detail' link. The text 'No records to view' is displayed at the bottom right.

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

3. Select the following options in these fields:
 - ◆ Assessment Program: Dynamic Learning Maps
 - ◆ Testing Program: Summative
 - ◆ School: your school

4. Complete these optional fields:
 - ♦ Subject
 - ♦ Grade
5. Click **Search**. A list of test sessions display.
6. Click the desired **Test Session Name**.

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

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

HINT: Test Session Names are long, but they will typically include the student's name and test collection in the following format:

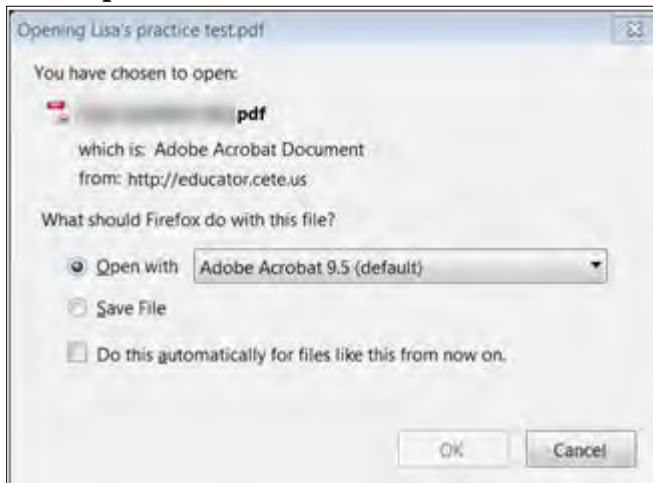
DLM-<Student Last Name><Student First Name>-<Student System ID>-<Test Collection Name>

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

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

Page 1 of 1 View 1 - 1 of 1

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



9. Click **OK**.
10. View the TIP.

HINT: You may print the TIP. Treat this as a secure document and handle accordingly. You may wish to double-check if there are multiple pages and print only the pages needed. Alternate text attachments may be lengthy and are only needed if you are providing human read aloud to the student.

11. Use the TIP to prepare for testlet administration.
12. 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. Test administrators will indicate a student's need for a braille form by marking that option on the student's Access Profile. All braille forms use uncontracted English Braille, American Edition (EBAE). Mathematics testlets use Nemeth code rather than technical symbols or words for operations. The KITE system assigns the testlets the same way that non-braille testlets are assigned. The BRF will appear when the test is assigned and is accessible using the same steps as the TIP file. As each testlet is assigned to the student, the educator embosses the testlet locally. When the student completes the testlet, the link to the BRF will no longer be available. Braille testlets are adaptive and are delivered one at a time. Therefore, test administrators should plan in advance to emboss testlets as they are received. Braille ready forms are only available for the spring

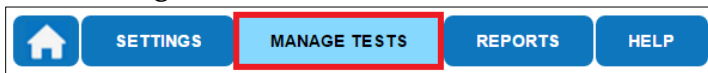
assessment. See the ACCESSIBILITY MANUAL for more information regarding braille ready files.

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 Essential Elements (EEs).

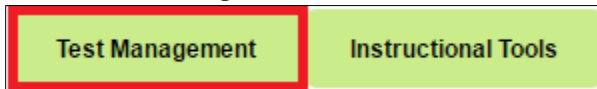
Not all testlets are available in BRF.

To print braille ready test forms, follow these steps:

1. Click **Manage Tests**.



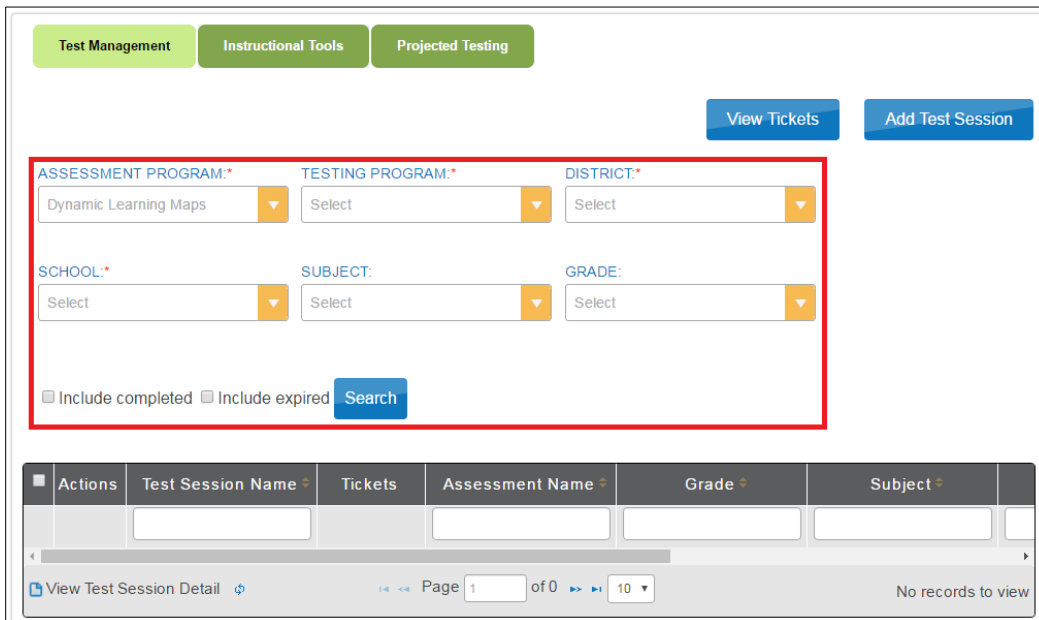
2. Click **Test Management**.



3. Select the following options in these fields:

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

4. Click **Search**.

A screenshot of the 'Test Management' interface. At the top, there are three tabs: 'Test Management', 'Instructional Tools', and 'Projected Testing'. Below the tabs are two buttons: 'View Tickets' and 'Add Test Session'. The main search area is enclosed in a red rectangular box and contains the following fields:

- ASSESSMENT PROGRAM:* (Dropdown menu with 'Dynamic Learning Maps' selected)
- TESTING PROGRAM:* (Dropdown menu with 'Select' selected)
- DISTRICT:* (Dropdown menu with 'Select' selected)
- SCHOOL:* (Dropdown menu with 'Select' selected)
- SUBJECT: (Dropdown menu with 'Select' selected)
- GRADE: (Dropdown menu with 'Select' selected)

Below these fields are two checkboxes: 'Include completed' and 'Include expired', followed by a 'Search' button. At the bottom of the screenshot, there is a table with columns: 'Actions', 'Test Session Name', 'Tickets', 'Assessment Name', 'Grade', and 'Subject'. Below the table is a pagination bar showing 'Page 1 of 0' and '10' records per page, along with a 'View Test Session Detail' link and the text 'No records to view'.

- Click the **Test Session Name**.

Actions	Test Session Name	Tickets	Assessment Name	Randomization Type	Grade
<input type="checkbox"/>					
<input type="checkbox"/>	Test Session Name				

View Test Session Detail Page 1 of 1 10 View 1 - 2 of 2

- Click the **Student** tab.
- In the **Test Information** column, click the braille icon.

State Student Identifier	Last Name	Grade	Roster	School ID	Current School Year	Educator ID	Educator First Name	Educator Last Name	Assessment Program	Test Information	Special Circumstance	Special Circumstance Status
Enrolled Students												
<input checked="" type="checkbox"/>											Select	N.A
<input type="checkbox"/>											Select	N.A

Page 1 of 1 30 View 1 - 2 of 2 Save

HINT: This is how the braille icon appears:



- Save the BRF to an external drive by using special software for BRFs.
- Open and emboss the BRF.
- 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 your computer. Delete them from the external drive when they are no longer needed.

USE THE INSTRUCTIONAL TOOLS INTERFACE (ITI)

Procedures in this section are the primary responsibility of the test administrator.

Assigning an instructionally embedded assessment begins with creating an instructional plan. See the Educator Resource Page for a video about ITI.

HINT: This feature closes for the 2016-17 school year after February 28, 2017.

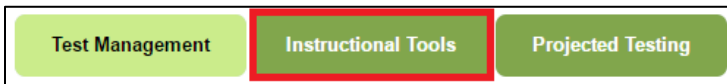
CREATE AN INSTRUCTIONAL PLAN

To choose an EE for instruction, follow these steps:

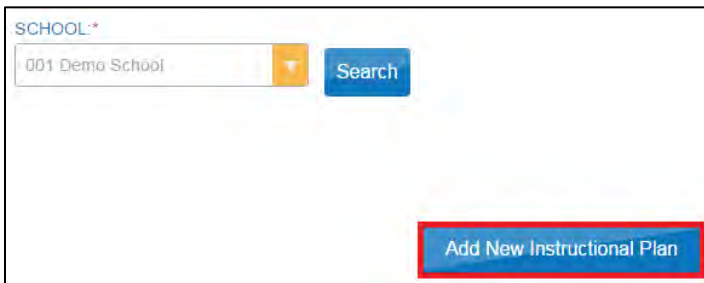
1. Click **Manage Tests**.



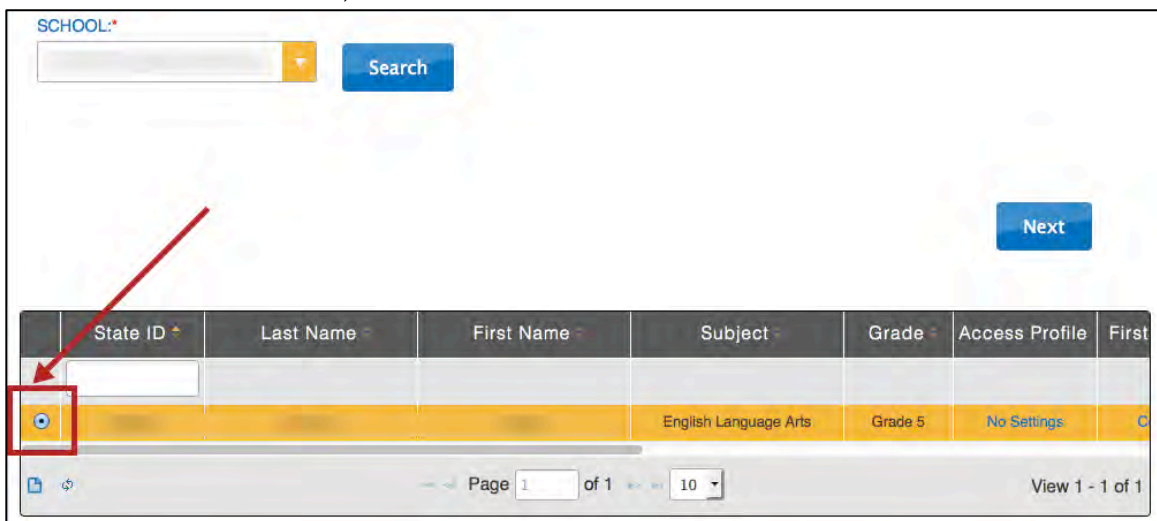
2. Click **Instructional Tools**.



3. Click **Add New Instructional Plan**.



4. On the **Student Roster** tab, click on a student.



5. Click **Next**.

6. 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: Only integrated model states will see Essential Elements in the dropdown menu with an asterisk, indicating that the EE will improve blueprint coverage.

Add New Instructional Plan: Select Content

Select an essential element and linkage level. Then, choose Next.

Student Roster Select Content Assignment Confirmation

Back Selected Student: First 4333 Last 4333 Grade: Grade 8 Roster: Academic Gr8 Math Roster Subject: Mathematics Next

*Indicates an EE that has not yet been tested. Choosing it could improve coverage of the blueprint.

Select Essential Element

A level may be selected once Essential Element chosen.

After the EE has been selected and the Instructional Plan submitted, that EE will no longer have an asterisk when viewed in the list and cannot be selected again. Once the blueprint requirements have been met for that portion of the blueprint, all EEs in that conceptual area will not have an asterisk and cannot be selected.

Select Essential Element

*M.EE.4.G.1 Recognize parallel lines
 *M.EE.4.MD.2.a Tell time using a digital
 *M.EE.4.MD.2.b Measure mass or volume u
 *M.EE.4.MD.2.d Identify coins (penny, n
 *M.EE.4.MD.3 Determine the area of a
 *M.EE.4.MD.4.b Interpret data from a pi
 *M.EE.4.MD.5 Recognize angles in geom
 *M.EE.4.MD.6 Identify angles as large
 *M.EE.4.NBT.2 Compare whole numbers to
 *M.EE.4.NBT.3 Round any whole number 0
 *M.EE.4.NBT.4 Add and subtract two-dig
 *M.EE.4.NF.1-2 Identify models of one h
 *M.EE.4.NF.3 Differentiate between wh
 *M.EE.4.OA.1-2 Demonstrate the connect
 *M.EE.4.OA.3 Solve one-step real-wor
 *M.EE.4.OA.5 Use repeating patterns t

Select Essential Element

A level may be selected once Essential Element chosen.

7. Select the appropriate linkage level for the student.

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

Essential Element
ELA.EE.L.5.4.a Use sentence level conte

Essential Element: ELA.EE.L.5.4.a

Claim: ELA.C1

Conceptual Area: ELA.C1.2

	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

NOTE: The levels that display depend upon the content framework. One level will be recommended for the student and will display a red asterisk (*).

8. Click **Next**.

9. The Theme field allows you to choose which sensitive topics to allow on a student test. This is an optional step for English language arts plans.

The screenshot shows a web interface for configuring a student plan. At the top, there are navigation links: "Back", "Selected Student:", "Grade:", "Roster:", and "Subject:". Below these, there is a section for "The instructional plan is" and an "Essential Element: ELA.EE.L.5.4.a -". A paragraph of text explains that some English Language Arts texts contain sensitive themes and that users should choose acceptable ones. A dropdown menu labeled "Theme:" is open, showing a list of themes with checkboxes: "Accidents" (checked), "Body Image/Obesity", "Death", and "Disability". To the right of the dropdown are "Save Plan" and "Continue" buttons. At the bottom, a note says: "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 you make in the Themes field do not mean that you are choosing this content for specific testlets, only that testlets with these themes are acceptable for this student. The assessment coordinator can provide guidance about appropriate themes for students.

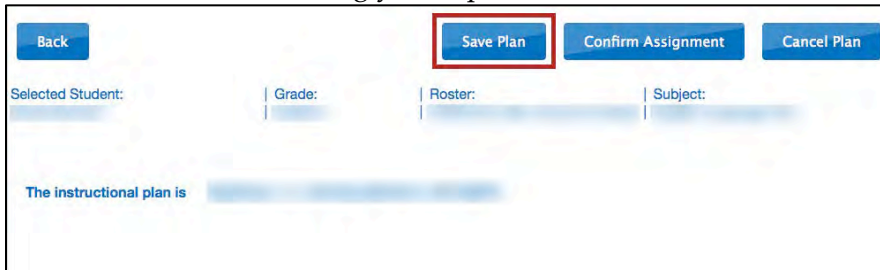
NOTE: You can select multiple items in the Theme menu.

10. 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.

11. If you are finished setting up the plan, click **Save Plan**. The plan will save, and the window will close, allowing you to provide instruction to the student.

A screenshot of a software interface showing a form for creating an instructional plan. At the top, there are four buttons: 'Back', 'Save Plan', 'Confirm Assignment', and 'Cancel Plan'. The 'Save Plan' button is highlighted with a red rectangular box. Below the buttons, there are input fields for 'Selected Student:', 'Grade:', 'Roster:', and 'Subject:'. At the bottom, there is a text area with the label 'The instructional plan is'.

12. Once student instruction is complete, go to the procedure titled Confirm an Instructional Plan on page 66.

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

Once a test 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 information you have entered.

CONFIRM AN INSTRUCTIONAL PLAN

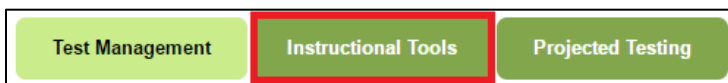
When instruction is complete and you are ready to test a student, you will confirm the instructional plan in Educator Portal through the ITI.

To confirm an instructional plan, follow these steps:

1. Click **Manage Tests**.



2. Click **Instructional Tools**.



3. Locate the student in the list.

NOTE: If you do not see a list of students, make selections and click Search.

4. 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	

HINT: You may need to scroll to the right to locate the History column.

5. On the View Instructional Plan History window, locate the plan for the EE you wish to test. It will be in **Pending** status.

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

Select All to Print

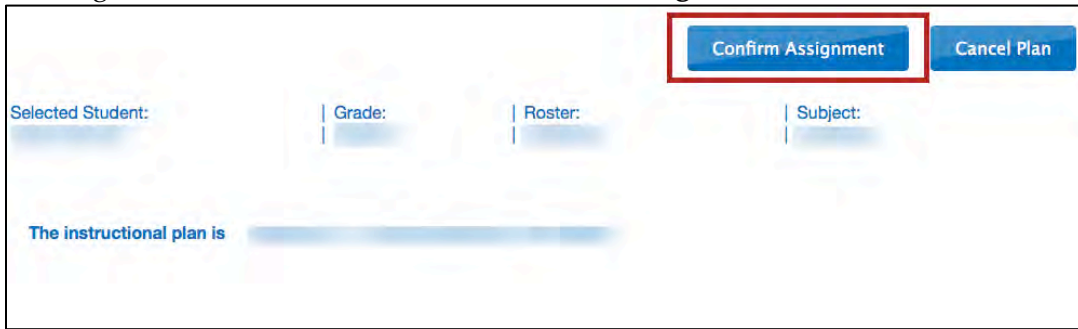
Instructional Plan:

Status: Pending
Date Assigned: 08/08/2014
Date Confirmed: 08/08/2014
Date Administered: 08/08/2014
Essential Element:
Level:

Instructional Plan:

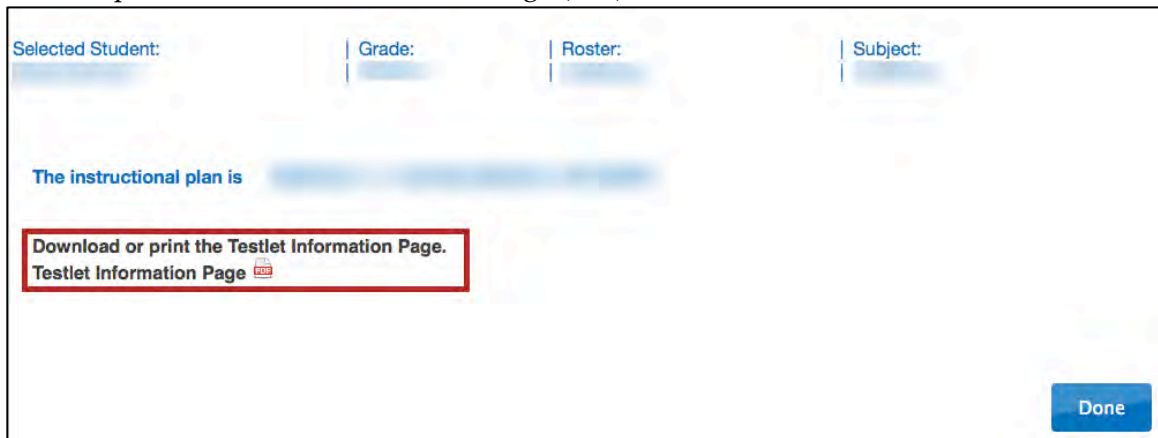
6. Click **Pending**. The Confirmation tab appears.

7. To assign the test to the student, click **Confirm Assignment**.



NOTE: The **Cancel Plan** button will return you to the list of instructional plans, but the plan will remain in Pending status.

8. On the Confirm window, click **Yes**.
9. View or print the Testlet Information Page (TIP).



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**.



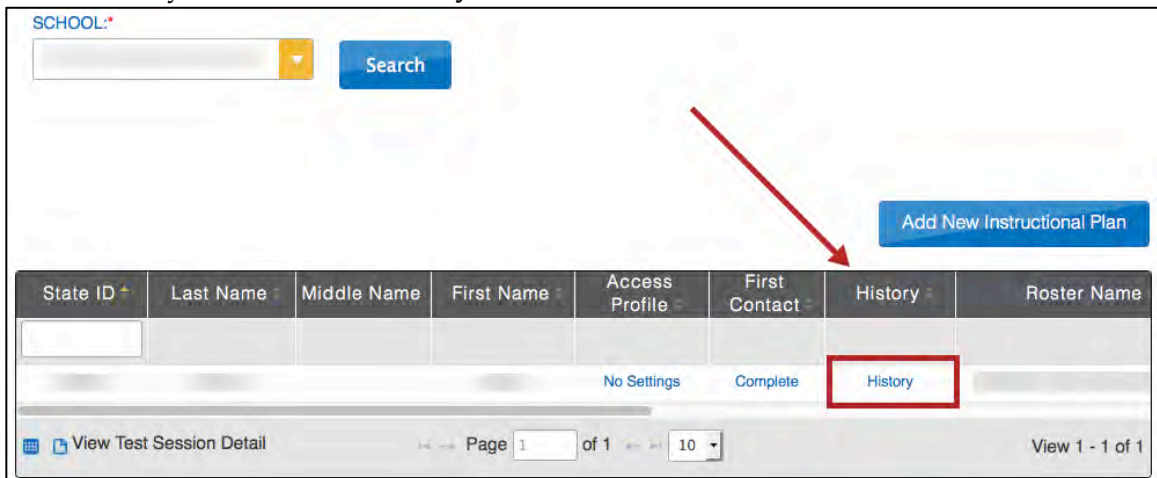
2. Click **Instructional Tools**.



3. Locate the student in the list.

NOTE: If you do not see a list of students, make selections and click **Search**.

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



HINT: You may need to scroll to the right to locate the History column.

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

The screenshot shows a window titled "View Instructional Plan History" with a close button (X) in the top right corner. On the left, there is a list of fields: Student Name, Student State ID, Instructor Name, Roster, Student Login, and Password. A "Print Selected Plans" button is located to the right of these fields. Below this is a section with a "Select All Plans" checkbox. Underneath, there is a list of "Instructional Plan" items. The first item is expanded, showing details: Status: Pending, Date Assigned: 07/28/2015, Date Confirmed, Date Administered, Essential Element: ELA.EE.L.5.4.a -, and Level: Distal Precursor -. A second "Instructional Plan" item is visible below but is not expanded.

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

This screenshot is identical to the one above, but with a red rectangular box highlighting the second "Instructional Plan" item in the list. This item is currently collapsed, showing only the "Instructional Plan:" label and a small arrow icon.

PRINT INSTRUCTIONAL PLAN HISTORY

You can use the View Instructional Plan History screen to print a summary of each instructional plan associated with a student. These reports include the following fields:

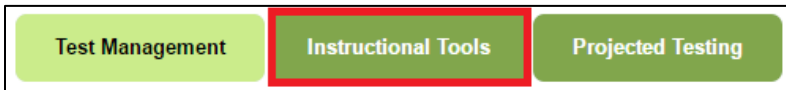
- Student name
- Student State ID
- Instructor Name
- Roster
- Student Login
- Password

To print an instructional plan history, follow these steps:

1. Click **Manage Tests**.



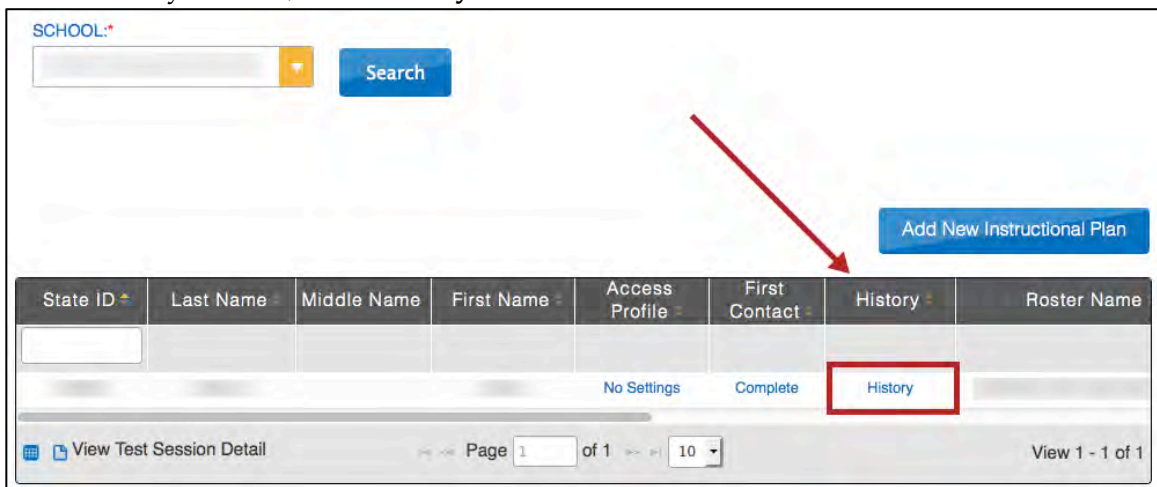
2. Click **Instructional Tools**.



3. Locate the student in the list.

NOTE: If you do not see a list of students, make selections and click **Search**.

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

A screenshot of a web application interface. At the top, there is a search bar with a dropdown arrow and a 'Search' button. Below the search bar is a table with columns: State ID, Last Name, Middle Name, First Name, Access Profile, First Contact, History, and Roster Name. The 'History' column contains a link labeled 'History', which is highlighted with a red rectangular border. A red arrow points from the 'Add New Instructional Plan' button to the 'History' link. At the bottom of the table, there is a pagination bar showing 'Page 1 of 1' and 'View 1 - 1 of 1'.

5. To print a plan, click the checkbox next to that plan.

6. Click **Print Selected Plans**.

View Instructional Plan History [X]

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:

HINT: To print all of the plans, click **Select All Plans**.

View Instructional Plan History [X]

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

Print Selected Plans

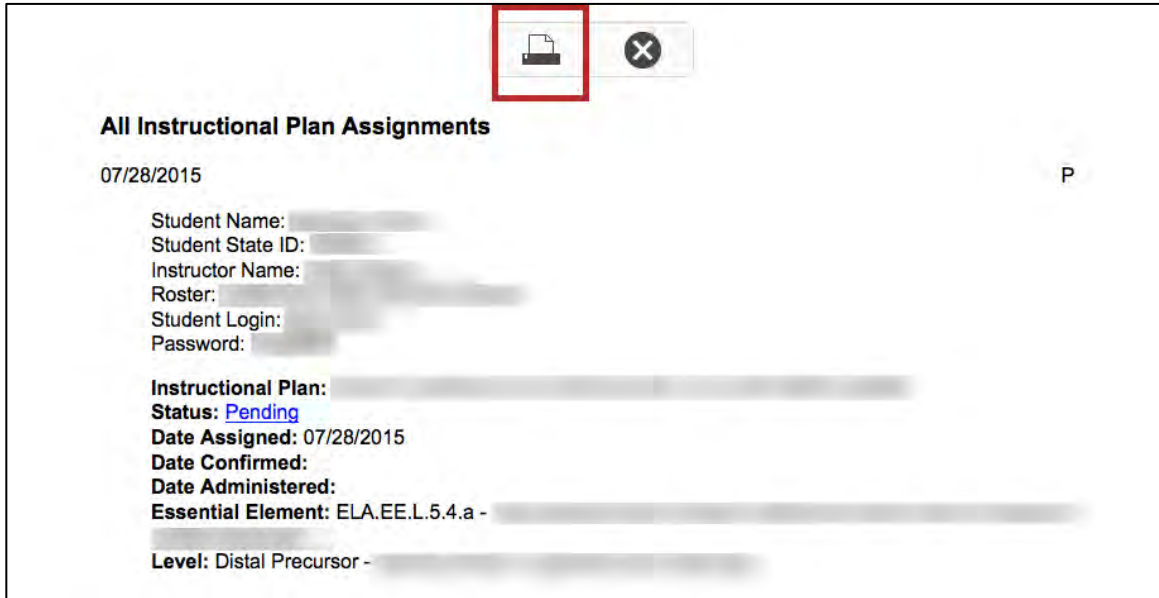
Select All Plans

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:

7. On the preview window, click the printer icon.

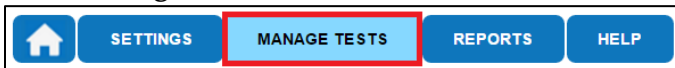


CANCEL AN INSTRUCTIONAL PLAN

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

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

1. Click **Manage Tests**.

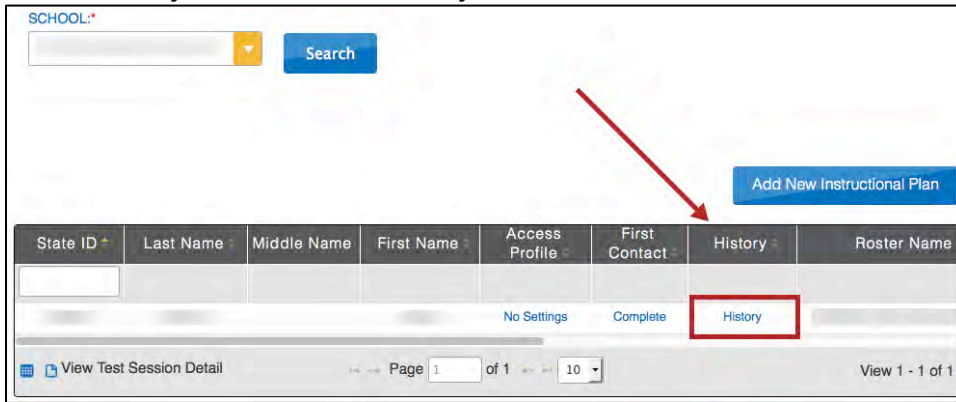


2. Click **Instructional Tools**.



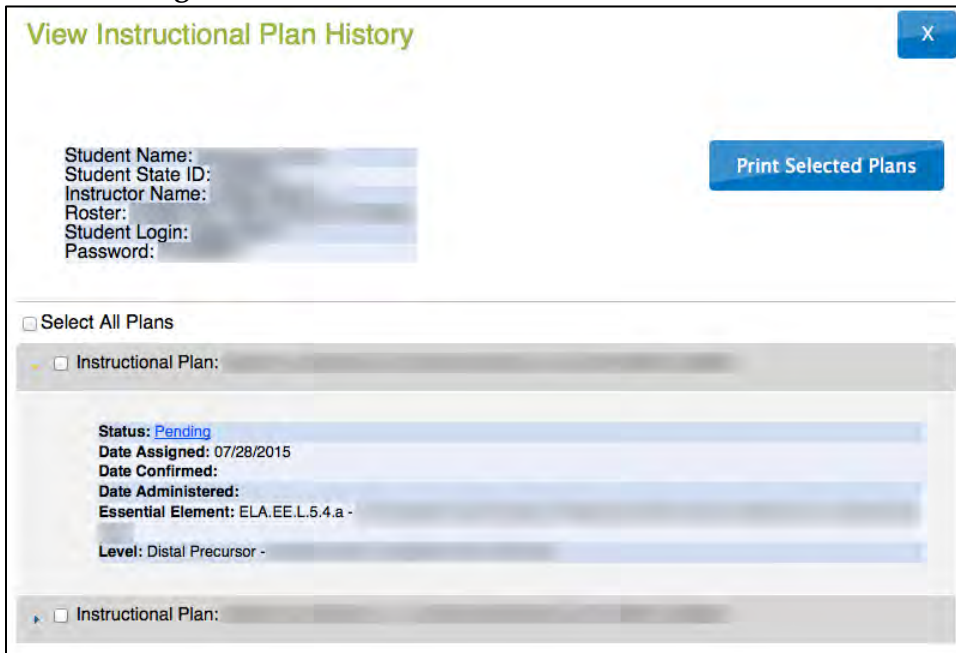
3. Locate the student in the list.

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

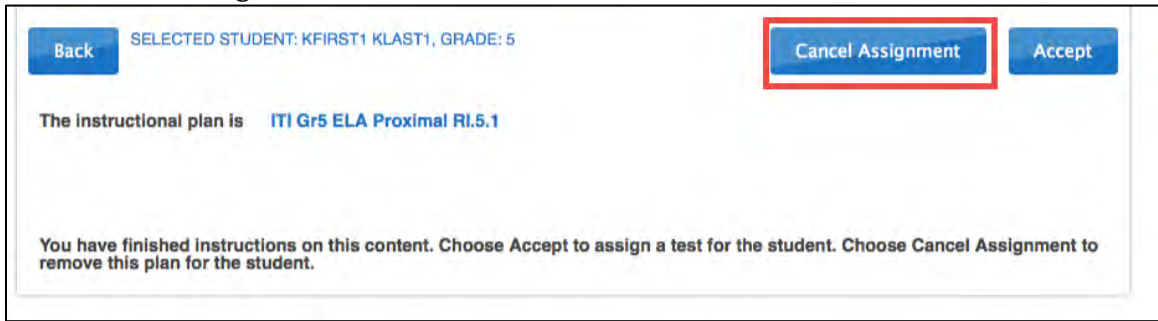


HINT: You may need to scroll to the right to locate the History column.

5. On the View Instructional Plan History window, locate the plan for the EE you wish to cancel. It will show **Pending** status.
6. Click **Pending**.



7. Click **Cancel Assignment**.



8. 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	DS	DU	BTC	BP	BU	T
Reports								
Monitoring Summary	X	X	X	X	X	X	X	
Blueprint Coverage	X	X	X	X	X	X	X	X
Student Progress	X	X	X	X	X	X	X	X
Class Roster	X	X	X	X	X	X	X	X
Year-End	Each state will determine which role has access to Year-End Reports.							
Extracts								
Accessibility Profile	X	X	X	X	X	X	X	X
Accessibility Profile Counts	X	X	X	X	X	X	X	X
Current Enrollment	X	X	X	X	X	X	X	X
DLM Blueprint Coverage Summary	X	X	X	X	X	X	X	X
DLM Test Administration Monitoring	X	X	X	X	X	X	X	X
Roster	X	X	X	X	X	X	X	X
Security Agreement Completion	X	X	X	X	X	X	X	
Training Status	X	X	X	X	X	X	X	

File Type	SAA	DTC	DS	DU	BTC	BP	BU	T
Users	X	X	X	X	X	X	X	

Table Key: SAA=State Assessment Administrator, DTC=District Test Coordinator, DS=District Superintendent, DU=District User, BTC=Building Test Coordinator, BP=Building Principal, BU=Building User, T=Teacher, TP=Test Proctor

VIEW A MONITORING SUMMARY REPORT

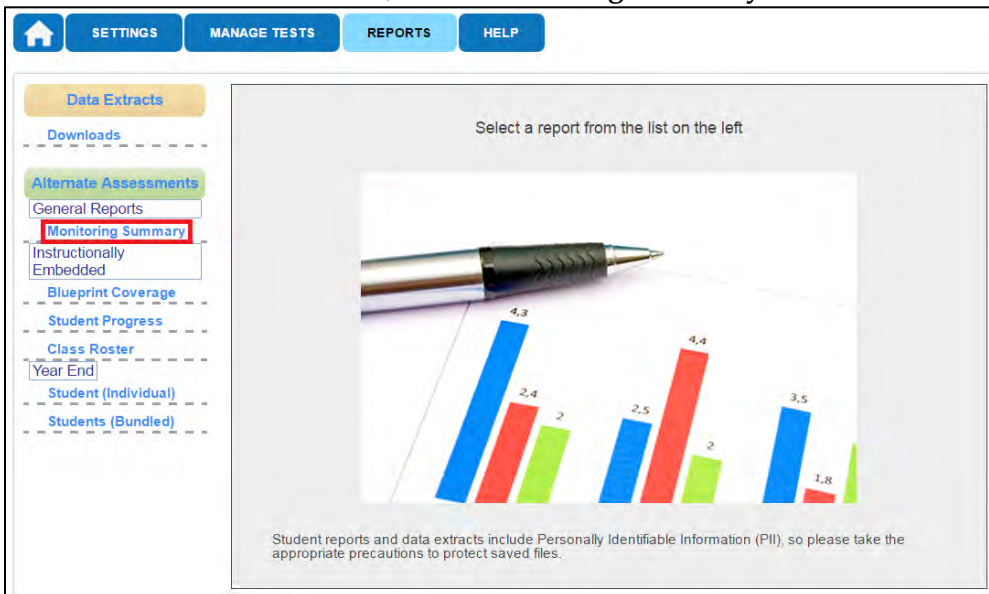
This report summarizes student testing completion information at school, district, or state levels. The report can be viewed in Educator Portal or saved as a PDF.

To view the monitoring summary report, follow these steps:

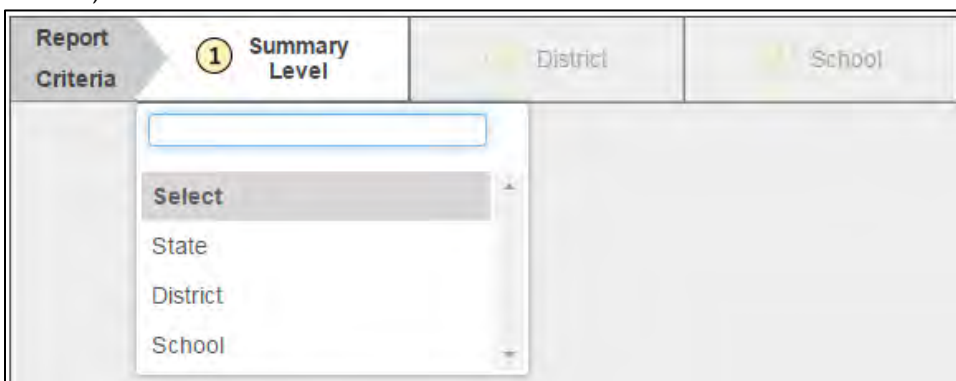
1. Click **Reports**.



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



3. Use the menus to select the report criteria. You may choose a summary level of state, district, or school.



- The report will appear in the space below. Click **Save** to download a PDF of the report to your computer.

10/31/2016 Save

DLM Test Administration Monitoring Summary

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

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 student has no ITI activity.

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

To view the student progress report, follow these steps:

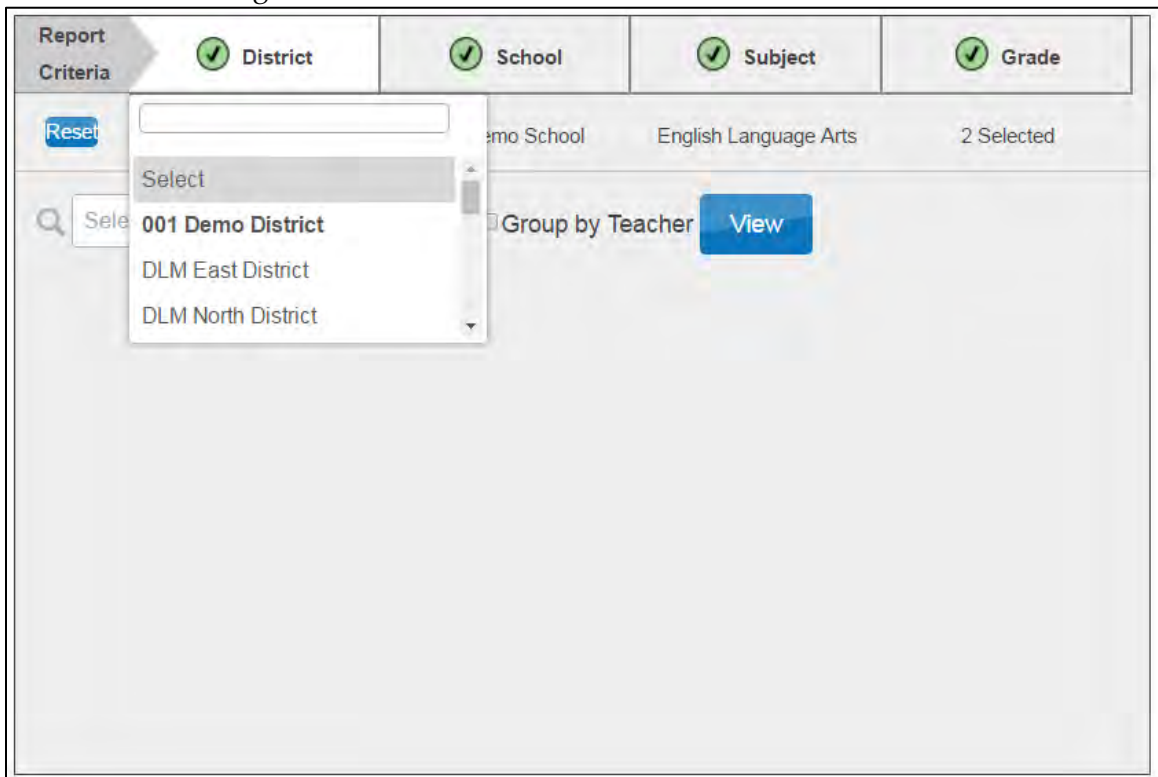
- Click **Reports**.



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



3. Use the dropdown menus to select the report criteria. You may choose a summary level of school and grade.



4. OPTIONAL: Select Teacher(s).

Report Criteria: District, School, Subject, Grade

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

Select Teachers Group by Teacher **View**

Check all Uncheck all

5. Click **View**.

Report Criteria: District, School, Subject, Grade

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

Select Teachers Group by Teacher **View**

6. Use the key to interpret results.

Report Criteria: District School Subject Grade

Reset English Language Arts Grade 4

1 selected 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	

7. OPTIONAL: 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 **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.		
ELA.C1.1	ELA.EE.RI.4.2	Identify the main idea of a text when it is explicitly stated.		

VIEW A STUDENT PROGRESS REPORT

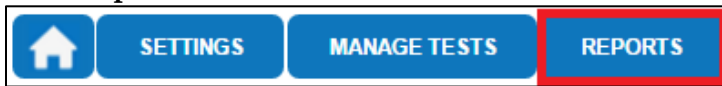
The Student Progress report summarizes the progress of a student in an individual subject area. It only includes information about assessments from instructional plans selected through ITI. The progress report will not display any testlet delivered in the spring assessment.

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 level tested, and indicates if the student has been assessed at that level.

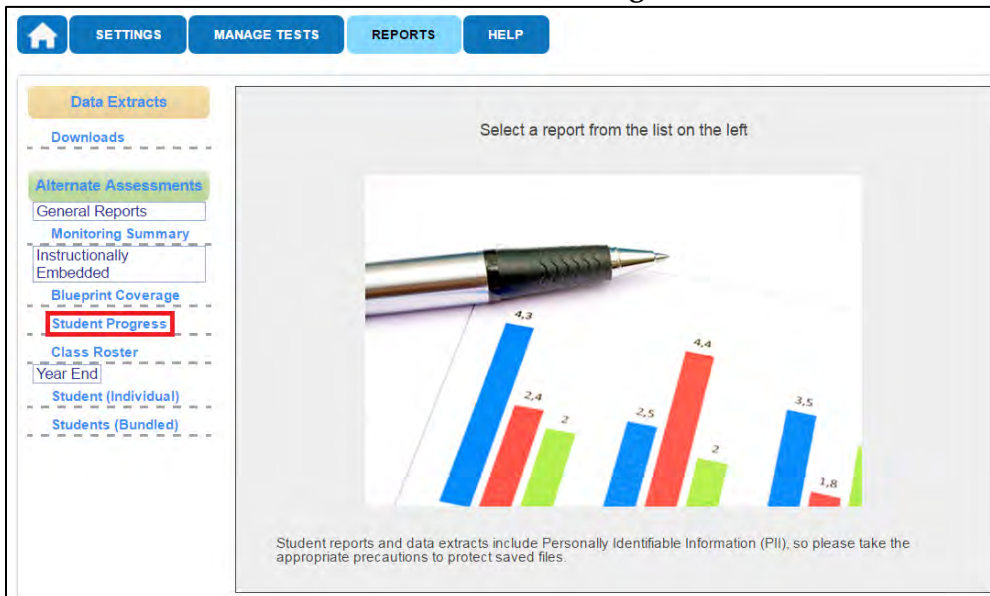
NOTE: The progress report contains sensitive information, including the student's name, school, grade, and ID number, among other data. Treat this as a secure document and handle it accordingly.

To view the student progress report, follow these steps:

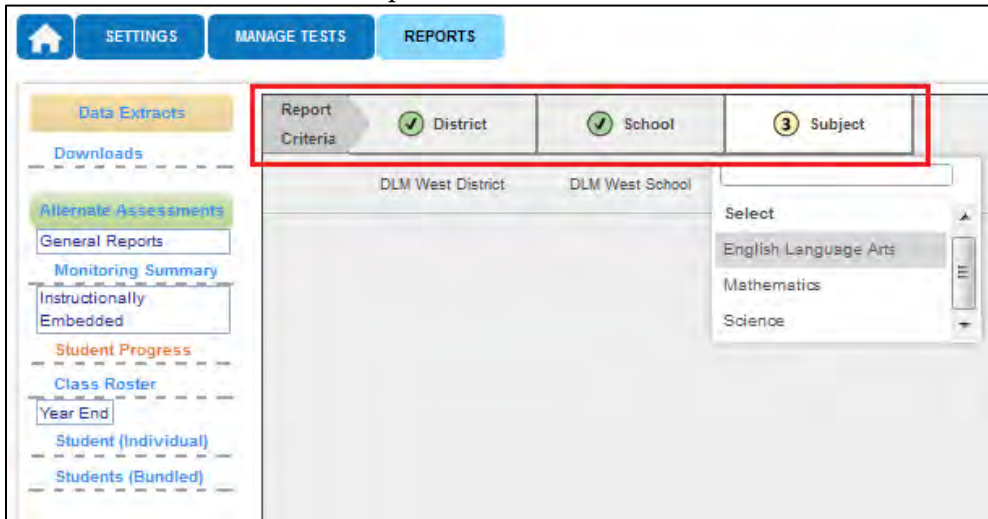
1. Click **Reports**.



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

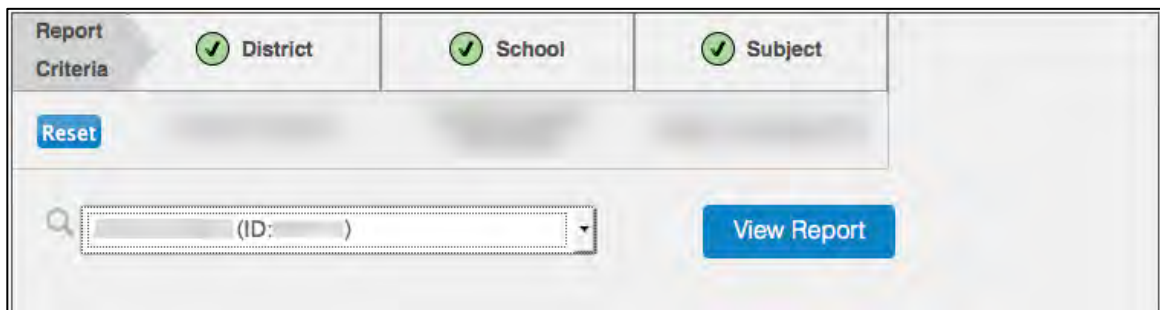


3. Use the menus to select the report criteria.



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

4. 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	The target node.
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 Educator Portal, the results will not be available until after spring assessments. The results of writing testlets will be in the student's individual 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 the ITI. It does not apply to spring assessments.

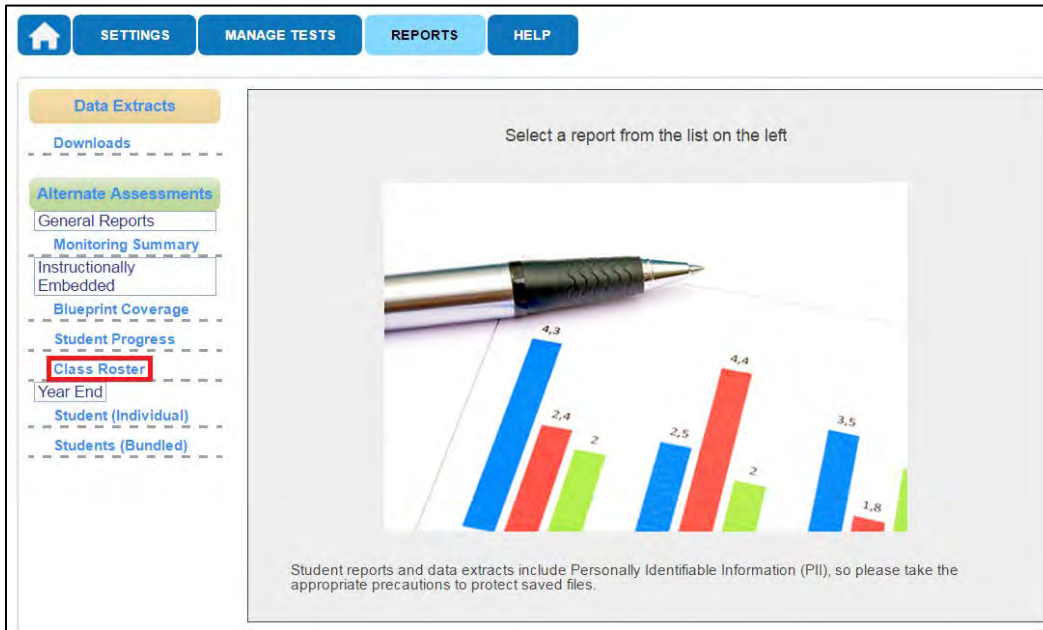
The report uses a series of numbered filters at the top of the screen to select what data to display. When data has been selected, a green checkmark displays. Data that needs to be selected displays a yellow, circled number.

To view the class roster report, follow these steps:

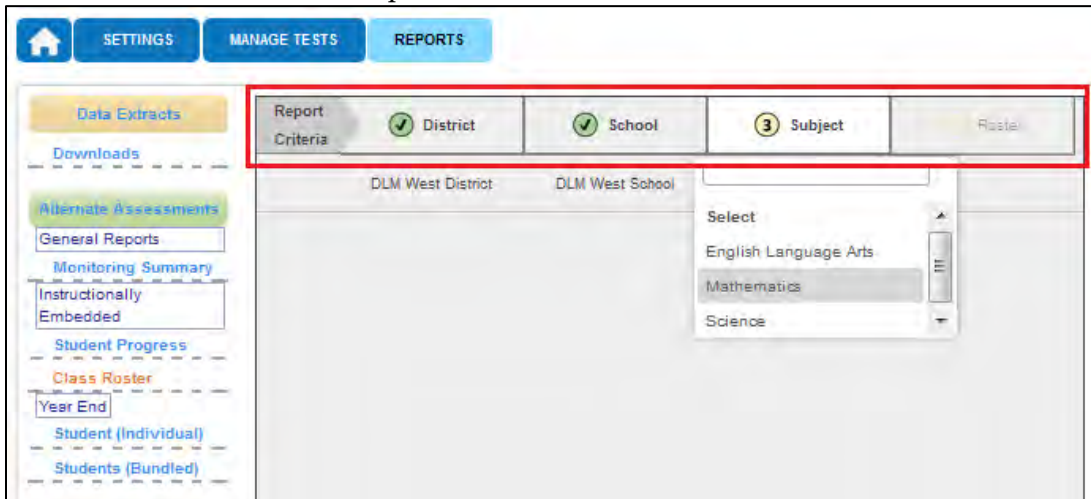
- Click **Reports**.



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

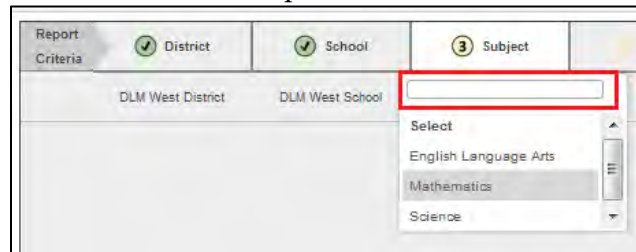


3. Use the menus to select the report criteria.

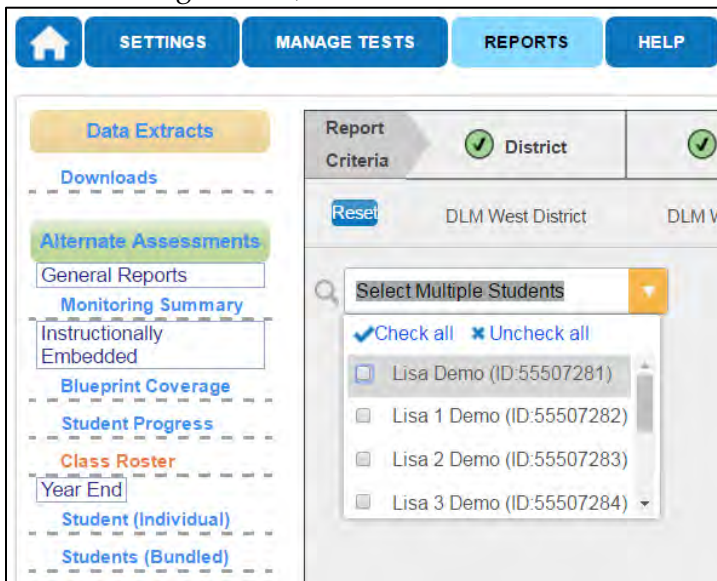


NOTE: When a criterion has been selected, the number next to it will change to a green checkmark.

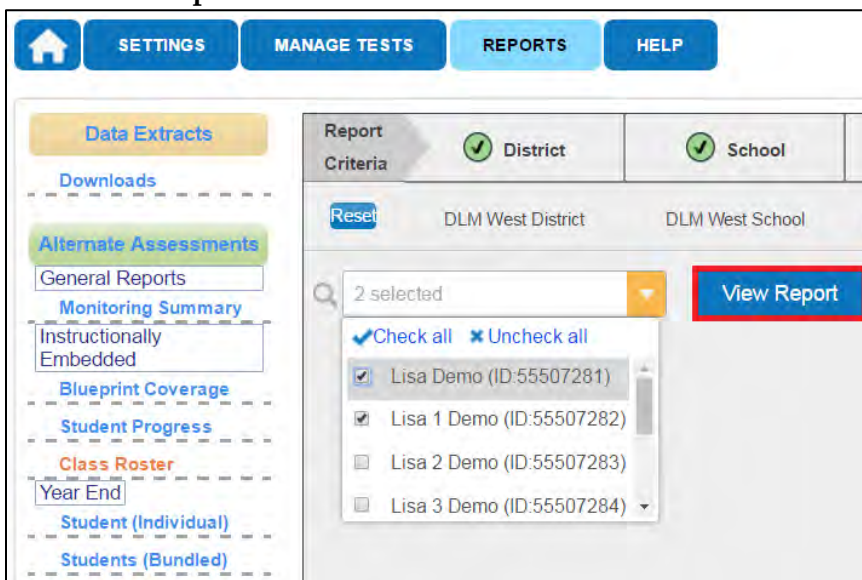
HINT: Use the field at the top of each menu to search for information.



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 YEAR END REPORTS

Check with your state to determine which role has access to individual and bundled Student Year End Reports.

These reports present an overview of student results from the year's DLM assessments.

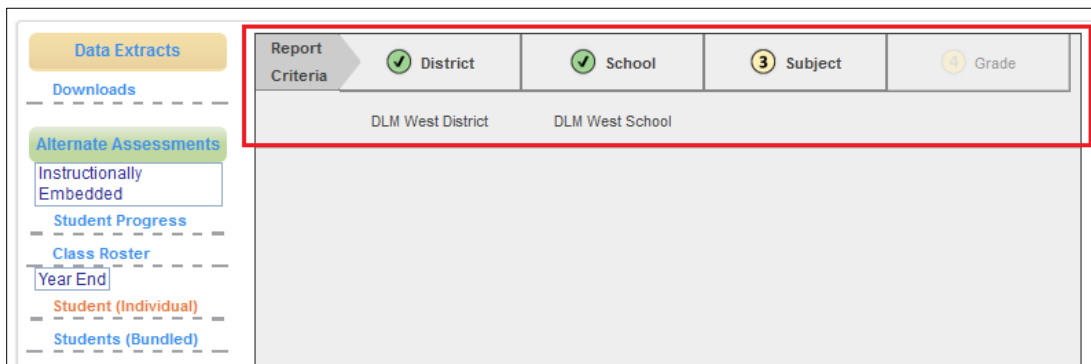
1. Click **Reports**.



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.



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



4. For individual student reports, choose the student's name and click **View Report**.

5. For bundled student reports, select the district and school from the drop-down menus to gain access to PDF files for individual grades, which can then be saved locally.

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.

Name of Data Extract	Summary
Accessibility Profile	Access ⁴ Profile settings by student
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.
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:

Abbreviation	Meaning
OrgID	The organization identifier for your school or district.
UserID	Your 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.

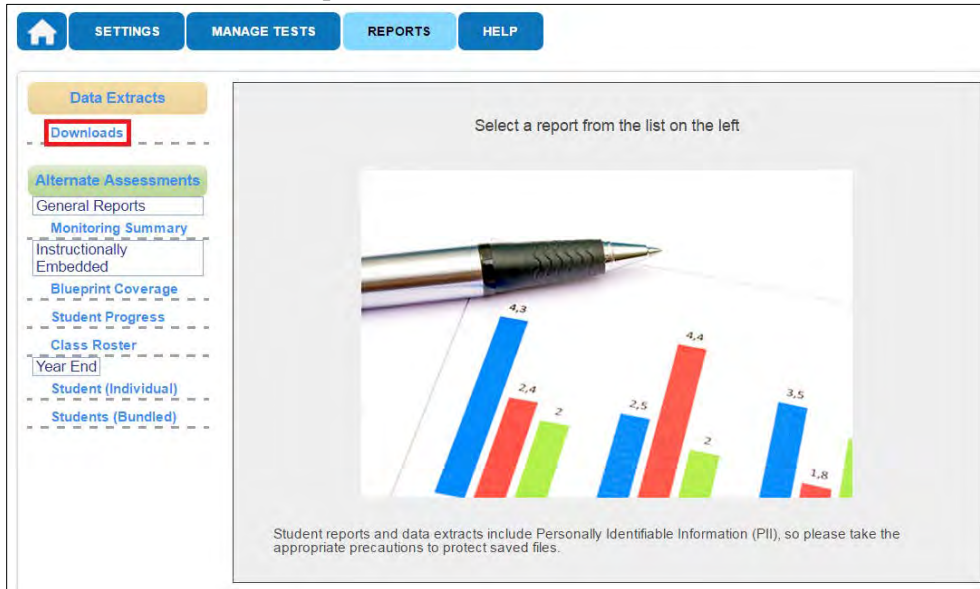
⁴ This may appear as “Personal Needs and Preferences” in EP.

To view a data extract, follow these steps:

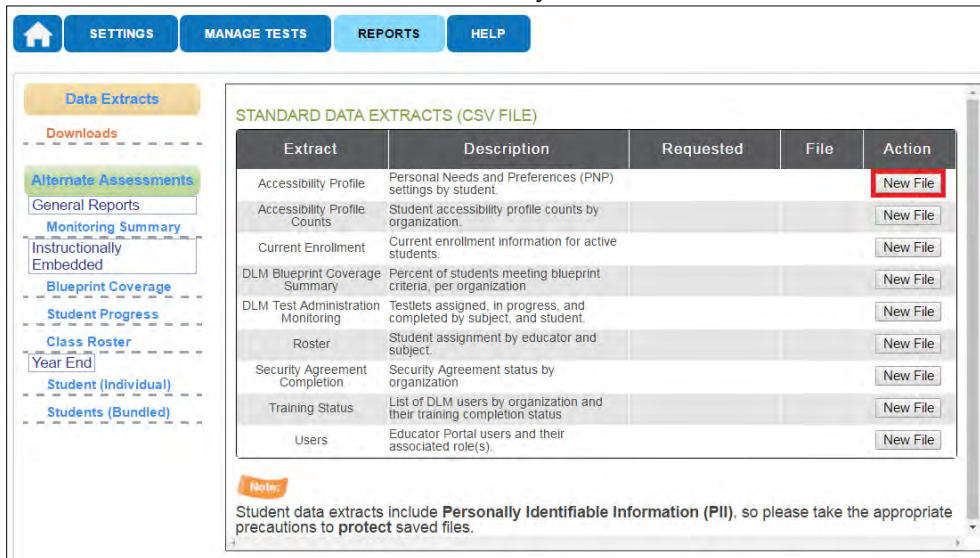
1. Click **Reports**.



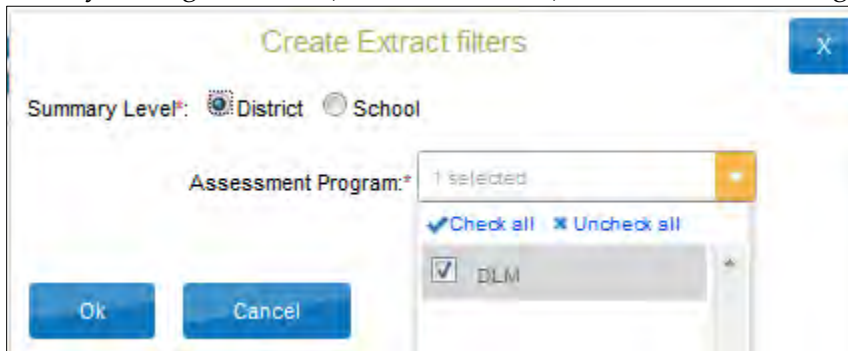
2. On the left side of the Reports screen under Data Extracts, click **Downloads**.



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

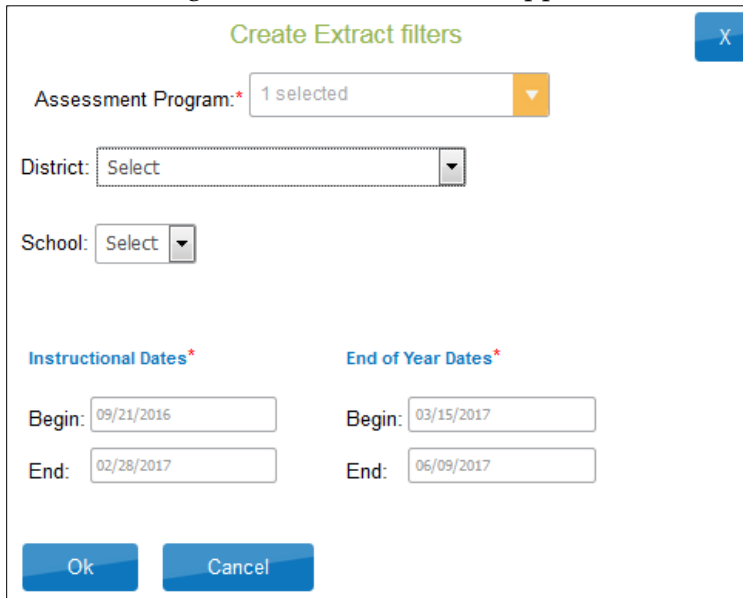


4. Select your organization (district or school) and Assessment Program.



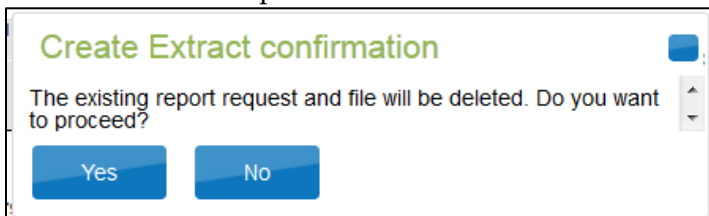
The screenshot shows a dialog box titled "Create Extract filters". At the top, there are radio buttons for "District" (selected) and "School". Below that is a dropdown menu for "Assessment Program:" showing "1 selected". A secondary dropdown menu is open, displaying "DLM" with a checkmark. There are "Check all" and "Uncheck all" options. At the bottom are "Ok" and "Cancel" buttons.

5. Choose the Begin and End dates when applicable; click **Ok**.



The screenshot shows the "Create Extract filters" dialog box with more options. "Assessment Program:" is "1 selected". There are dropdowns for "District:" (Select) and "School:" (Select). Under "Instructional Dates*", there are "Begin:" (09/21/2016) and "End:" (02/28/2017) fields. Under "End of Year Dates*", there are "Begin:" (03/15/2017) and "End:" (06/09/2017) fields. "Ok" and "Cancel" buttons are at the bottom.

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



The screenshot shows a confirmation dialog box titled "Create Extract confirmation". The text inside says "The existing report request and file will be deleted. Do you want to proceed?". There are "Yes" and "No" buttons at the bottom.

HINT: Each request for an extract replaces the previous extract. Save extracts to your computer if you require an archive.

- The File field transitions from “In Queue” 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

- 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.

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

UNDERSTANDING THE ACCESSIBILITY PROFILE EXTRACT

Accessibility Profile 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 is 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

The file indicates whether or not a feature or support has been selected for a student, and, if a feature or 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 feature or support has not been selected, either because the selection depends upon another item being checked or because the feature or support is not available for your organization.
- Not Selected—appears when a feature or support has been selected, but “Activate by Default” has not been selected.

- Selected—indicates that the feature or 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.

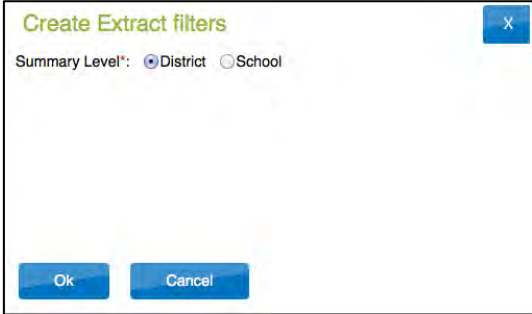
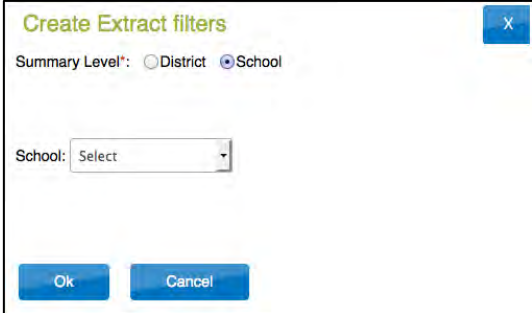
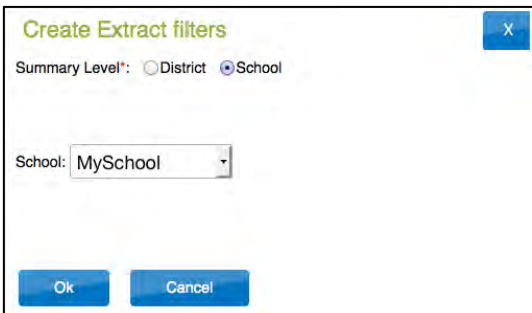
NOTE: If the user has school-level access to Educator Portal (i.e., access to the data for only one school), there is no need to select any filters. The CSV file will have two lines of data, summarizing the Access Profile settings for the user’s school.

District-Level Access

The 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. When the 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

The 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.

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.

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

The extract provides a count of the total number of students who have the feature or support selected in their Access Profile.

UNDERSTANDING THE CURRENT ENROLLMENT EXTRACT

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

HINT: There will be multiple records for one student if the student has been enrolled in more than one school or grade.

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. With the addition of Extract_State, Extract_District, and Extract_School_Name, the columns are the same as those in the Enrollment Upload Template.

UNDERSTANDING THE DLM BLUEPRINT COVERAGE SUMMARY EXTRACT

The DLM Blueprint Coverage Summary 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.

Column Heading	Definition
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 is helpful 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 roster, grade, or 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 (September 1 through July 30) through July 31.
- In August, the extract will be reset to show the dates for the current academic year.

HINT: There are two subsections of the extract: the Instructional dates apply to the four columns of Instructional testlets; the End of Year dates apply to the four columns of End of Year testlets.

The screenshot shows a 'Create Extract filters' dialog box. At the top, there is a title bar with 'Create Extract filters' and a close button (X). Below the title bar, there is a dropdown menu for 'Assessment Program' with '1 selected' and a downward arrow. Below that are two more dropdown menus: 'District' with 'Select' and a downward arrow, and 'School' with 'Select' and a downward arrow. There are two columns of date pickers. The left column is titled 'Instructional Dates' and has 'Begin' (09/21/2016) and 'End' (02/28/2017) pickers. The right column is titled 'End of Year Dates' and has 'Begin' (03/15/2017) and 'End' (06/09/2017) pickers. Below the date pickers is a warning message: '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.' At the bottom left are two buttons: 'Ok' and '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 the Instructional Tools Interface in EP.

Column Heading	Definition
Instructional # Testlets Not Started	The number of instructional plans confirmed for a student but which the student has not started.
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 the browser 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	Will always show an asterisk because requirements vary.

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 testing window and will count all testlets administered during that time.

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 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 testlets that are in progress.
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.
End of Year # Testlets Required	Five testlets per subject.

HINT: The End of Year Begin and End dates impact the data in these columns. Use the system default dates for accurate results. Do **not** change the dates that appear.

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. The Roster extract is similar, but not identical to the Roster Upload Template.

NOTE: If your program will use the report to maintain rosters, be sure to delete the first five columns in the report (State, District, School, Last Modified Time, and Last Modified By) and any other columns which do not identically match the Roster Template.

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

Fields in the Extract

The extract includes information about rosters. With the addition of Extract_State, Extract_District, and Extract_School, the columns are the same as those in the Roster Upload Template.

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 users' locations (state, district, and building) as well as their name, 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 the field will be 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 users' district, school, username, first and last name, email, user role, and training status. Training status will show in the extract as Yes or No under the heading called "RTComplete."

UNDERSTANDING THE USERS EXTRACT

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

HINT: There will be multiple records for one user if the user is assigned to multiple organizations.

Name of the Extract

When you save the users extract, the file is named:

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 Building Principal, an X will be in each column.

	C	D	H	J	M	N	AD
1	Legal Last	Educator Identifier	Organization Name	User Status	Building Principal	Building Test Coordinator	Teacher
2	User 1		School 1	Active	X	X	
3	User 2		School 2	Active			X
4	User 3		School 3	Pending			X
5							

VIEW UPLOAD ERROR REPORT



A table listing recent uploads is displayed on the upload screens for Organization, Roster, Enrollment, TEC, and Users. The table includes the date, time, and status of the upload, and users can download a CSV file that contains any error messages.

SELECT ORGANIZATION
select organization level and file, click on Upload


STATE:*
DLM QC State

DISTRICT:
Select

SCHOOL:
Select

FILE:*
  

Upload

Date	Time	Status	File
09/26/2016	03:54:39 PM	FAILED	

Page 1 of 1 10

STATE APPENDIX

DOCUMENT HISTORY

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

Date	Section Name/ Summary of Changes	Starting Page
12/22/2016	Hint added and screenshots updated to show new Help button in EP	21
	Note added to show that rosters cannot be changed after state window closes	28
	Manage Tests now defaults to not show completed sessions	57
	Blueprint Coverage Report added	77
	Blueprint Coverage Summary Extract added	94
11/09/2016	Changes to user role capabilities	75
09/26/2016	Test Management error messages added	9
	Reports and Data Extracts updated	75
09/13/2016	Note added about Not Applicable status appearing in First Contact Survey	43

SOFTWARE UPDATES

This document may be updated following each software update. Below is a list of the planned software updates for the 2016-17 year.

Date	Release
08/04/2016	Educator Portal software release
09/15/2016	Educator Portal software release KITE Client software release
10/27/2016	Educator Portal software release
12/19/2016	Educator Portal software release



DYNAMIC[®]
LEARNING MAPS

DATA MANAGEMENT MANUAL 2016-17

Revision Date: 12/22/2016

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 your state 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">• KITE Client installation• General computer support• Internet availability• Display resolution• Issues with sound, headphones, speakers, etc.	Local technology representative
<ul style="list-style-type: none">• How to use KITE Client and Educator Portal• Training requirements• Assessment questions• Assessment scheduling	Local assessment coordinator
<ul style="list-style-type: none">• Data issues (rosters, enrollment, etc.)	The DLM Service Desk* 1-855-277-9751 (toll-free) or DLM-support@ku.edu
<ul style="list-style-type: none">• Test invalidation requirements• Student IEP requirements• Test window dates, extensions, requirements, etc.• Test resets (may take up to 72 hours)	State education agency

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 assessment coordinator to find out what student information can be legally emailed in your state.
- Do send:
 - your contact information (email address and name)
 - the state and district in which your school is located
 - error messages, including the testlet number if applicable to the problem
 - the Service Desk ticket number when following up on a previously submitted issue

DATA MANAGEMENT MANUAL

2016-17

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AUDIENCE AND PURPOSE

This document supports data managers in preparing schools for the Dynamic Learning Maps® (DLM®) alternate assessment. It provides information about gathering, editing, and uploading user (educator/test administrator/staff), enrollment (student), and roster (assigning students to test administrators) data in Educator Portal (EP).

This manual provides an overview of the DLM Alternate Assessment System and includes a checklist of key duties. It addresses planning needs, resources, and detailed procedures for data management activities.

Be sure to check your state-specific page on the DLM website to see if your state has provided additional information about responsibilities for local and state data managers.

WHAT'S NEW IN THIS VERSION?

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

Topic	Starting Page
Help button added to table, screen shots	6
Blueprint report added to Roles and Permissions in EP table	20
Inactive users will not display unless chosen	36
Rosters cannot be changed after state window closes	100

A more comprehensive list of changes to this manual prior to this release is included in the Appendix under **Document History** on page 113.

INTRODUCTION

ABOUT THE DYNAMIC LEARNING MAPS ALTERNATE ASSESSMENT SYSTEM

The Dynamic Learning Maps® (DLM®) Alternate Assessment System assesses what students with the most significant cognitive disabilities know and can do in English language arts (ELA), mathematics, and science¹ in grades 3–8 and high school.² 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 web browser accessible on multiple devices. 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**.

Educator Portal (EP) is the administrative application where staff and educators manage student data and retrieve reports. The data manager uses EP. Users can access EP via <https://educator.cete.us>. For information on working within EP, see the EP sections of this manual and the EDUCATOR PORTAL USER GUIDE on the DLM website.

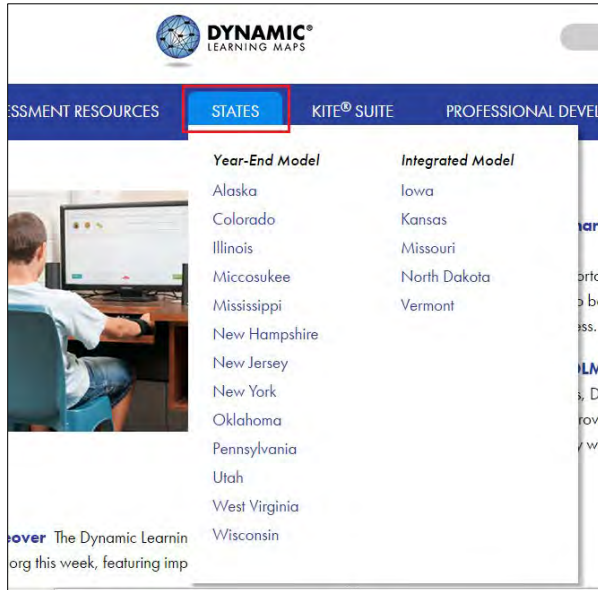
ACCESS ADDITIONAL RESOURCES

Additional resources for managing data and administering testlets are available on the DLM website. To find materials specific to your state, hover the cursor over **States** on

¹ Science is available in some states.

² Each state determines the required high school grades.

the blue navigation ribbon at the top of the page, and then select your state from the menu under the **Year-End or Integrated Model** heading.



Standard resources available across all states that support data management include:

DATA MANAGEMENT MANUAL (PDF)	Supports data managers in gathering, editing, and uploading user (test administrator/staff), enrollment (student), and roster (assigning students to test administrators) data via EP.
EDUCATOR PORTAL USER GUIDE (PDF)	Supports test administrators in navigating EP to access assessment information including student data and reports.
EDUCATOR PORTAL HELP FEATURE	The Help button has frequently asked questions and answers for various Educator Portal tasks.

CHECKLIST TO MANAGE DATA

HINT: Print these pages and keep them handy!

The key duties of the local data manager are to gather, verify, and upload educator (teacher, test administrator, examiner), student, and roster data into EP and to update records as needed. A brief summary of key responsibilities and steps is summarized in the table below. A more detailed description of roles in EP can be found in Assign a User Role or Organization Assign a User Role or on page 36.

Data managers should work with the assessment coordinator to align any state-provided calendar on their state's DLM webpage and to determine due dates to meet their district assessment schedule.

<input checked="" type="checkbox"/>	Step
	1. Read this DATA MANAGEMENT MANUAL.
	Use the resources on your state's page to become familiar with the DLM alternate assessments and the procedures to prepare your district's data. See Access Additional Resources on page 6.
	2. Log in to your EP account and complete the security agreement if it appears upon your first login. The security agreement must be accepted each year. See the EDUCATOR PORTAL USER GUIDE for the procedure.
	3. Review your district's information inside the State Organizational Table.xls located on your state's DLM webpage. Alert the State Education Agency (SEA) representative of new or changed buildings in the district or any other corrections needed.
	4. Collect educator, student, and roster data. Use the instructions in this manual and the templates to prepare user, enrollment, and roster files. Comma-Separated Values (CSV) templates are available on your state's DLM webpage when that state allows district uploads. Templates must always be saved as a CSV file. Some state agency staff uploads all files. Check with your SEA before completing any uploads.
	5. Verify data for accuracy.
	a. Review and confirm user data from previous year. Deactivate accounts for users who are no longer active in your district for the DLM alternate assessment.
	b. Send test email message to users to verify accuracy of email address.

CHECKLIST TO MANAGE DATA

☑	Step
	c. Confirm students and educators are linked to correct schools in the User Upload and Enrollment Upload Templates.
	d. Confirm students are linked to the correct test administrator in the Roster Upload Template.
	6. Manually update users or upload user file to EP.
	7. Assign a role or roles to each user as needed. See Assign a User Role or Organization on page 36.
	8. Upload enrollment and roster files to EP.
	9. Alert the assessment coordinator and educators when data uploads are complete.
	10. Manage student moves as needed. See Manage Student Moves and Transfers on page 85.
	11. Manage data verification and revisions (changes to user, enrollment, and roster data) promptly, and in alignment with any state-provided calendar on your state's DLM webpage. See the EDUCATOR PORTAL USER GUIDE for information about reports and data extracts.

STATE ORGANIZATIONS AND AUTHORITY

NOTE: The state provides data to set up an organizational file before the district data manager can begin work the first time.

THE STATE ORGANIZATIONAL TABLE

This section describes the duties of the State Education Agency (SEA) representative.

The DLM Alternate Assessment Consortium states organize educational units in a variety of structures. Some states organize districts into regions; other states define the smallest unit as a school or a building. The KITE system has been designed to accommodate many centralized, distributed, and decentralized organizational structures.

Before uploading users in a state into EP, the SEA must provide the DLM Alternate Assessment Consortium with state organizational tables. The SEA must do this annually. Subsequent changes must be submitted using the State Organizational Data Update Template (xlsx) found on the secure side of the DLM website.

HINT: If you are uncertain where to locate your state's organization table, review your state's DLM webpage or check with your SEA.

Follow the structure in your state's organization table closely because data in your user, enrollment, and roster files will not load unless the organization information you use exactly matches information in your state organizational table. User files include information about teachers, educators, test administrators, examiners, or proctors. Enrollment files contain information about students.

If a new state joins the consortium or an existing state completely changes their process, the SEA will email DLM-support@ku.edu to connect the state data team with the DLM data team and begin the process to provide the state's organization table, which is the first step in providing educator and student information to the DLM alternate assessment.

PROVIDE UPDATED STATE DATA TO THE DLM ALTERNATE ASSESSMENT CONSORTIUM

States are responsible for providing changes to state organizational data. Email DLM-support@ku.edu with those details using the State Organizational Data Update Template (xlsx) found on your state webpage. State and district users should await confirmation that changes have been made before proceeding.

STATE-LEVEL USER ACCOUNTS

Each state must define its own distribution of authority and responsibility for tasks associated with the DLM alternate assessment. For example, a state may retain all authority and responsibility for assessment coordination and data management, or distribute parts of that authority to assessment coordinators and data managers at the regional, district, or school level.³

After defining the state organizational table in EP, SEAs must also provide a user file with records for the state-level assessment coordinator and data manager or any additional state-level staff who needs SEA access. The DLM staff will load this information and set the roles and permissions. The DLM staff will use EP to set up the top-most user account at the state level, the State Assessment Administrator (SAA). The SAA can then set up user accounts at the next lower level, such as new district test coordinators. States that wish to use a completely centralized model do not need to set up additional user accounts except for test administrators.

³ Regardless of the organizational structure, this guide refers to assessment coordinators and data managers outside the SEA as local.

EDUCATOR PORTAL PROCEDURES FOR DATA MANAGERS

This section outlines the step-by-step procedures a data manager will use in EP.

HINT: If EP or the KITE Client look or behave differently and you are using a printed version of this manual and the EDUCATOR PORTAL USER GUIDE, check for an updated version of the manuals on your state's DLM webpage.

OVERVIEW

Several procedures are necessary to successfully upload the required data to EP. To understand the complete process, review the entire series of procedures and the required and optional steps before you begin.

EP is the administrative application where staff and educators manage student data and retrieve reports. EP operates with related tables of data. Upload files in this order so that records and relationships are correctly linked:

1. The **user file** creates user accounts for state and district users such as test administrators, test proctors, and administrators in EP.
2. The **enrollment file** creates student records in EP, allowing student access to the KITE Client.
3. The **roster file** groups students by course rosters and links students to their test administrators so they can access the students' information in EP.

The following are key fields that link these tables:

- District and Building Identifiers (state organizational table)
- Educator_Identifier (links a test administrator to a roster of students)⁴
- State_Student_Identifier (uniquely identifies a student)
- User Email (also the educator username for EP)

⁴ The educator identifier is required for test administrators.

HINT: Note fields are included in more than one file. The data in these fields must match across files, especially where the same data applies to multiple records (e.g., Attendance_School_Program_Identifier in the enrollment file will apply to many students and must match the organization value in the user file). Use copy and paste to avoid typographical errors.

There are four data upload templates (User Upload CSV, Enrollment Upload CSV, Roster Upload CSV, and Test, Exit, and Clear (TEC) CSV). These files must be saved and uploaded as CSV documents. Prepare and upload data in batches (e.g., by school). Working in small batches makes finding and fixing data upload issues easier.

HINT: The templates are available on the state DLM webpages for states that allow district data management.

Each of the following sections provides a summary of the steps to upload the CSV files. Also listed are the field names and definitions for each field in these files. These field definition tables include a list of fields in the same order as they appear in the CSV upload template.

REQUIRED SOFTWARE

SUPPORTED BROWSERS

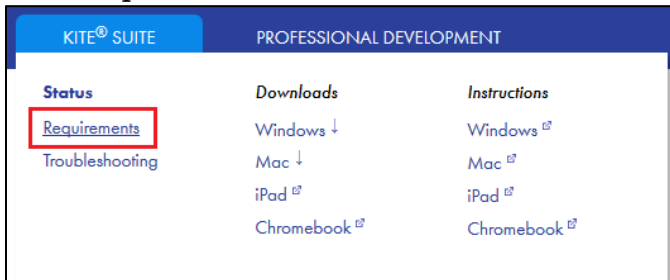
See the [KITE Requirements webpage](#) to choose a browser that will work well with EP. Firefox (24.3 ESR and above) is the recommended browser. For more information on browsers and technology in your district, contact your technology personnel.

To access the KITE Requirements webpage, follow these steps:

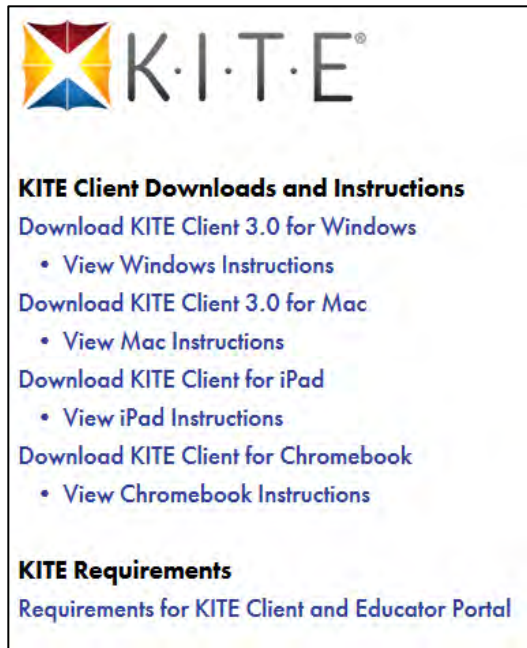
1. Go to www.dynamiclearningmaps.org.
2. Click **KITE® SUITE**.



3. Click **Requirements**.



4. Look for the information on browsers.



SPREADSHEET EDITING SOFTWARE

Data managers should have access to MS Excel or another spreadsheet editing software to manipulate the DLM templates for CSV uploads.

PDF VIEWER

Educators and test administrators will need [Adobe Acrobat Reader DC](#) or other software that allows them to view and print PDFs out of EP. Download Adobe Acrobat Reader DC from <http://get.adobe.com/reader/>.

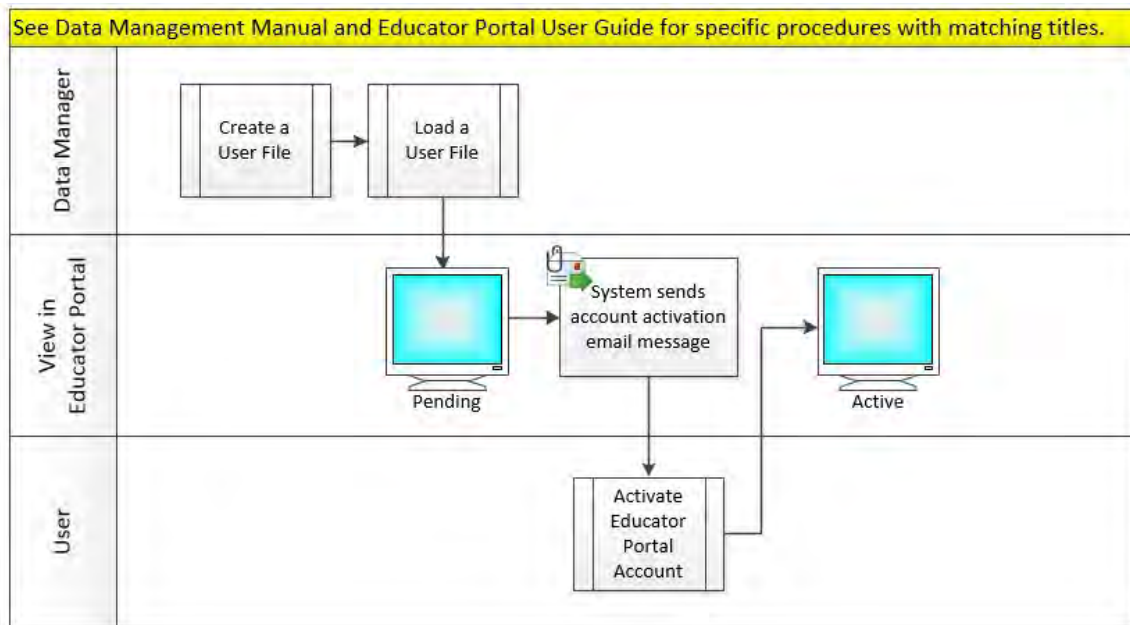
MANAGE USER DATA

OVERVIEW

Use the user file to create unique user accounts in EP with permission to access specific student data within the assigned school or district. Users include educators, test administrators (examiners, proctors), data managers, and assessment coordinators. Optionally, technology personnel do not need EP access, but they may have an account if they serve as back up for a role that requires access.

Creating a new user account is a multi-step process where data managers upload the user, and the system automatically assigns the role of teacher. If users require a different role or additional roles, assign those using the procedure titled Assign a User Role or Organization on page 36.

To activate their accounts, users complete steps from the system-generated activation email message. See the flow chart below showing an overview of the steps required to upload and activate a user account in EP. Data management activities include adding additional roles or changing a user's role and resending the account activation message.



USER ROLES

Role in EP	Description
State Assessment Administrator (SAA)	<p>This role is only for state education agency (SEA) staff, has the highest level of permissions, and can perform most data management and instructional oversight functions in Educator Portal for any district in their state. The SAA</p> <ul style="list-style-type: none"> • Has access to all reports and extracts, and can create all roles except a parallel role of another SAA. • Can edit the organization name. • Can transfer students between districts within their state. • Can edit Access Profile. • Can only view First Contact survey. • Determines and assigns the role of District Test Coordinator for each district.
<i>Who Assigns SAA in Educator Portal?</i>	<p>DLM Consortium assigns the role of SAA based on state education agency communication.</p>
District Test Coordinator (DTC)	<p>This role has the <u>highest district-level</u> permissions and can perform most data management and instructional oversight functions in Educator Portal for their district. The DTC</p> <ul style="list-style-type: none"> • Has access to <u>all</u> district reports and extracts. • Can edit & submit the First Contact survey. • Can edit the Access Profile survey for test administrators in the district. • Can add users to all available roles at the district and building level, except the parallel role of District Test Coordinator.
<i>Who Assigns DTC in Educator Portal?</i>	<p>Only a state assessment administrator (SAA) can assign DTC user and authorize DLM to assign DTC with written permission. Each state prescribes who fulfills this user role.</p> <ul style="list-style-type: none"> • <i>This role can be a good match for assessment coordinators, district data managers, or assistant district administrators.</i>
District Superintendent (DS)	<p>This role has permissions to perform most of the data management and instructional oversight functions at the district level. The DS can</p> <ul style="list-style-type: none"> • View all district reports and extracts. • Can edit the Access Profile. • Can only view the First Contact survey. • Can only assign roles at the building level.

Role in EP	Description
<i>Who Assigns DS in Educator Portal?</i>	The DTC or SAA can assign this role, and it is typically limited to the district superintendent. Assigning this role is a district decision unless contrary to SEA guidance.
District User (DU)	This role has permissions to perform most of the same data management functions as a DTC. The DU can <ul style="list-style-type: none"> • View most district reports and extracts. • <u>Cannot</u> access Score Reports. • Can edit Access Profile, but can only view First Contact survey. • Can only assign roles at the <u>building level</u>.
<i>Who Assigns DU in Educator Portal?</i>	The DTC or SAA can assign this role. Assigning this role is a district decision unless contrary to SEA guidance. <ul style="list-style-type: none"> • <i>This role can be a good match for district data managers, assessment coordinators, district administrators, or district program directors.</i>
Building Test Coordinator (BTC)	An educator with this role has the highest level of permissions in their building and can perform most of the data management and instructional oversight functions in Educator Portal for their building. The BTC <ul style="list-style-type: none"> • Has access to all Educator Portal reports and extracts at their building level. • Can edit the Access Profile. • Can edit and submit the First Contact survey for test administrators in their building. • Can only add teacher and test proctor roles.
<i>Who Assigns BTC in Educator Portal?</i>	The DTC, DS, DU, or SAA can assign this role. Assigning this role is a district decision unless contrary to SEA guidance. <ul style="list-style-type: none"> • <i>This role can be a good match for building assessment coordinators.</i>
Building Principal (BP)	This role has the permission to perform most of the data management and instructional oversight functions that a BTC can. The BP can <ul style="list-style-type: none"> • View all building reports and extracts. • Can only add teacher and test proctor user roles. • Can edit Access Profile but can only view First Contact survey.

Role in EP	Description
<i>Who Assigns BP in Educator Portal?</i>	The DTC, DS, DU, or SAA can assign this role and it is typically limited to one Building Principal. Assigning this role is a district decision unless contrary to SEA guidance.
Building User (BU)	This role at the building level has the permission to perform some of the data management functions for their building. The BU <ul style="list-style-type: none"> • Has access to some reports and extracts. • Can edit Access Profiles. • Can only view First Contact surveys. • Can only add teacher and test proctor roles.
<i>Who Assigns BU in Educator Portal?</i>	DTC, DS, DU, or SAA can assign this role. Assigning this role is a district decision unless contrary to SEA guidance <ul style="list-style-type: none"> • <i>This role can be a good match for building data managers.</i>
Teacher as Test Administrator (TA)	This role has access only to the records for those students linked to their account by a roster. The TA <ul style="list-style-type: none"> • Has access to Educator Portal reports and extracts associated with students on their rosters. • Can edit Access Profiles • Can edit First Contact surveys Note: An educator with this role <u>must have an educator identifier</u> associated with their account.
<i>Who Assigns TA in Educator Portal?</i>	The DTC, DS, DU, BTC, BP, BU, or SAA can assign this role. This role is a necessary match for an educator who is the test administrator (administering the testlets to students).
Test Proctor (TP)	An educator with this role is limited to the functions of test administration only and has a very limited view of Educator Portal reports. <ul style="list-style-type: none"> • A TP can view the First Contact survey.
<i>Who Assigns TP in Educator Portal?</i>	The DTC, DS, DU, BTC, BP, BU, or SAA can assign this role.

Roles and Permissions in Educator Portal

This table shows the permissions for common roles in EP. “Upload” refers to completing the task using a CSV file upload. Manual Actions refer to completing the task through the User Interface in EP.

			Manual Actions in the User Interface (UI):		
Roles at District Level	CSV Uploads at the District Level	Reports at the District Level	Users at the District Level	Rosters at the District Level	Students at the District Level
District Test Coordinator (DTC)	<ul style="list-style-type: none"> - User - Enrollment - Roster - TEC 	<ul style="list-style-type: none"> - Blueprint Report - IE Student Progress - IE Class Roster - Monitoring Summary Report - YE Student (individual) - YE Student (bundled) - View All Extracts 	<ul style="list-style-type: none"> - View - Add - Edit - Activate - Deactivate 	<ul style="list-style-type: none"> - View - Create - Edit 	<ul style="list-style-type: none"> - View - Add - Edit - Exit - Find & Activate - Transfer within the district - Edit AP - Edit/Submit FCS <hr/> <p>Manage Tests</p> <ul style="list-style-type: none"> - View Testlets - View ITI - Create ITI Plans - Cancel Confirmed ITI Plans

			Manual Actions in the User Interface (UI):		
Roles at District Level	CSV Uploads at the District Level	Reports at the District Level	Users at the District Level	Rosters at the District Level	Students at the District Level
District Superintendent (DS)	- User - Enrollment - Roster - TEC	- Blueprint Report - IE Student Progress - IE Class Roster - Monitoring Summary - YE Student (individual) - YE Student (bundled) Report - View All Extracts	- View - Add - Edit - Activate - Deactivate	- View - Create - Edit	- View - Add - Edit - Exit - Find & Activate - Transfer within the district - View FCS <hr/> Manage Tests - View Testlets - View ITI - Create ITI Plans
District User (DU)	- User - Enrollment - Roster - TEC	- Blueprint Report - IE Student Progress - IE Class Roster - Monitoring Summary Report - View All Extracts	- View - Add - Edit - Activate - Deactivate	- View - Create - Edit	- View - Add - Edit - Exit - Find & Activate - Transfer within the district - Edit AP - View FCS <hr/> Manage Tests - View Testlets - View ITI - Create ITI Plans

			Manual Actions in the User Interface (UI):		
Roles at the Building Level	CSV Uploads at the Building Level	Reports at the Building Level	Users at the Building Level	Rosters at the Building Level	Students at the Building Level
Building Test Coordinator (BTC)	<ul style="list-style-type: none"> - User - Enrollment - Roster - TEC 	<ul style="list-style-type: none"> - Blueprint Report - IE Student Progress - IE Class Roster - Monitoring Summary Report - YE Student (individual) - YE Student (bundled) - View All Extracts 	<ul style="list-style-type: none"> - View - Add - Edit 	<ul style="list-style-type: none"> - View - Create - Edit 	<ul style="list-style-type: none"> - View - Add - Edit - Exit - Find & Activate - Edit AP - Edit/Submit FCS <hr/> <p>Manage Tests</p> <ul style="list-style-type: none"> - View Testlets - View ITI - Create ITI Plans
Building Principal (BP)	<ul style="list-style-type: none"> - User - Enrollment - Roster - TEC 	<ul style="list-style-type: none"> - Blueprint Report - IE Student Progress - IE Class Roster - Monitoring Summary Report - YE Student (individual) - YE Student (bundled) - View All Extracts 	<ul style="list-style-type: none"> - View - Add - Edit 	<ul style="list-style-type: none"> - View - Create - Edit 	<ul style="list-style-type: none"> - Add - Edit - Exit - Find & Activate - View FCS <hr/> <p>Manage Tests</p> <ul style="list-style-type: none"> - View Testlets - View ITI - Create ITI Plans

Manual Actions in the User Interface (UI):					
Roles at the Building Level	CSV Uploads at the Building Level	Reports at the Building Level	Users at the Building Level	Rosters at the Building Level	Students at the Building Level
Building User (BU)	- User - Roster	- Blueprint Report - IE Student Progress - IE Class Roster - Monitoring Summary Report - View All Extracts	- View - Add - Edit	- View - Create - Edit	- View - Edit AP - View FCS <hr/> Manage Tests - View Testlets - View ITI - Create ITI Plans
Teacher	N/A	- Blueprint Report - IE Student Progress - IE Class Roster - View Some Extracts	N/A	- View rosters to which they are assigned	- View Students on their rosters - Edit AP - Edit/Submit FCS <hr/> Manage Tests - View Testlets - View ITI - Create ITI Plans
Test Proctor (TP)	N/A	N/A	N/A	- View all rosters in their school	- View Students - View FCS <hr/> Manage Tests - View Testlets - View ITI - Create ITI Plans

CREATE A USER FILE

This is a required procedure for uploading multiple new users to EP. Data managers may also manually enter individual users. See Add a User Manually on page 32. Returning users may access EP using their username and password from previous years.

To create a user file, follow these steps:

1. Download the User Upload Template from your state's DLM webpage.

HINT: Always begin by downloading the template to ensure you have the current file. Do not use files saved from previous years as they will likely not upload correctly.

2. Open the User Upload Template in a spreadsheet program that saves data in the CSV format. The template **must** be uploaded as a CSV file format.
3. When using the data upload template, either format all fields as text or place an apostrophe before numbers with leading zeroes to preserve the leading zeroes (To check that the leading zeroes remain, save the file as CSV and reopen it; reset the format to text, and resave the file).
4. Using a new line (row) for each user, type the information for each new user into the CSV file.
5. Complete all required fields and as many non-required fields as possible for the best results.
6. Verify that all column headings appear in the file, even for fields left blank. Do not delete any columns or change any column headings.
7. Save the file as a CSV file and leave it open on your screen. The system will only load files saved in CSV format. If the file is closed, formatting changes may be lost and have to be reformatted such as the added apostrophe for a leading zeroes.
8. Save the file in an easily accessible location.

HINT: Data managers may save the original file as an .xls file to preserve all of the information for later use, but prior to an upload, the file must be opened and saved as a CSV (comma delimited) file or it will not upload. This is true for all file templates. As a reminder, do not try to upload a file formatted from a previous year.

NOTE: Excel has several CSV format choices. DLM users must use the choice of CSV (comma delimited). Comma delimited is the same as comma-separated values.

Your state may offer a resource that maps the field names listed below in the User Field Definitions table to codes and identifiers commonly used in your state or district. See the State Appendix State Appendix on page 113 and Access Additional Resources on page 6.

Best Practices

Here are some helpful hints about the fields in the User Upload Template.

EP displays the **Legal First Name** and **Legal Last Name** exactly as entered in the User file. Best practices are to use mixed-case (Sarah DuShagne), and not all capitals (SARAH DUSHAGNE). Use spaces, hyphenation, and accent marks to produce better results later. However, do not include apostrophes in names.

The **Educator Identifier** field is the required connector between test administrators (those with the role of teacher) and students. This field is used to group student records into rosters. If a test administrator is missing the unique educator identifier in the Educator Identifier field, that test administrator will not have access to the students' information. EP uses the Educator Identifier field to control building-level account access to individual student data. This code must be unique within the state. Some states do not have numerical or standardized educator identifiers. In this case, the test administrator's email address can be used. Users who are not test administrators with the role of teacher and do not need to be connected to students (e.g., assessment coordinators, are not required to have an educator identifier).

The **Organization** field identifies a specific school or district. Upon logging into EP, only the student records that match the user's assigned Organization ID will be displayed. See your state organizational tables for more information.

Use the **Organization Level** field to indicate the scope of user access to student data within EP (usually the district or school level). For example, educator accounts will typically be created at the school level by recording the letters SCH in the Organization Level column. SCH stands for School/Building. To support an educator with responsibilities for classes in multiple buildings, choose one Organizational Level in the User file (typically SCH) and use the procedure in the section titled Add a User Manually on page 32 to add more organizational levels.

User Field Definitions

Field	Format; Length	Required	Description	Special Notes
Legal_First_Name	Alphanumeric	Yes	The user's first name.	Double-check that you have first and last names listed in the correct columns.
Legal_Last_Name	Alphanumeric	Yes	The user's last name	Double-check that you have first and last names listed in the correct columns.
Educator_Identifier	Alphanumeric; 30 Special characters found in email addresses are allowed	Yes for test administrators No for other users	The user's identification code. For educators, this is usually their state license number or another state identification number, but it could be their official school email address. NEVER use social security numbers. Check with your SEA data manager if you have questions about this value.	If a user will not be assigned to students, this field is optional. For example, a district assessment coordinator would not need an educator identifier unless he or she is also testing students. Remove any spaces in the user's identification code as it is entered into the template.
Email	Alphanumeric Use only lower case.	Yes	The user's email address. This will become the user's EP login name.	New users will receive their KITE activation email message at this address. As a key field, it must be accurate. It is strongly recommended that email addresses be the official work-issued address. Send an email message to verify the accuracy of the address before including it in your upload.

Field	Format; Length	Required	Description	Special Notes
Organization	Alphanumeric	Yes	The code for the user's district, school, or other organizational unit. Must include any leading zeros.	Use the organization code from your state organizational table. Data in this field will be matched against the organization information provided by your state and present in the KITE system and EP. Failure to match will result in record rejection.
Organization_Level	Alphanumeric UPPERCASE ONLY	Yes	The user's access level, e.g., DT (district), SCH (school/building).	Use the Organization_Level from your state organizational table. Users can have only one organization level for the initial upload.
Primary_Role	Alphabetical	Yes	The user's default role (the role that automatically appears when the user logs in to EP). The role must be one that is valid for the organization, e.g., teacher, etc.	If left blank, the upload will generate an error. Details about potential values are provided in a separate table on page 22.
Secondary_Role	Alphabetical	No	A second role for the user. The role must be one that is valid for the organization, e.g., teacher, etc.	If a user has a second role in EP, enter that role in this column. For example, a district test coordinator might also be a building principal. Details about potential values are provided in a separate table on page 22.
Primary_Assessment_Program	Alphabetical	Yes	The code associated with the assessment program.	Enter DLM.

Codes for the Primary and Secondary Role Fields

Role Code abbreviations must be used for the Primary_Role and (if needed) Secondary_Role.

Role Code	Role Name
TEA	Teacher
PRO	Test Proctor
PRN	Building Principal
BTC	Building Test Coordinator
BUS	Building User
SUP	District Superintendent
DTC	District Test Coordinator
DUS	District User

LOAD A USER FILE

This is a required procedure for uploading multiple new users to EP. Data managers may also manually enter individual users. See Add a User Manually on page 32.

NOTE: A DTC can add a district superintendent and a district user role. A BTC can add a building user or building principal role.

To load a user file to EP, follow these steps:

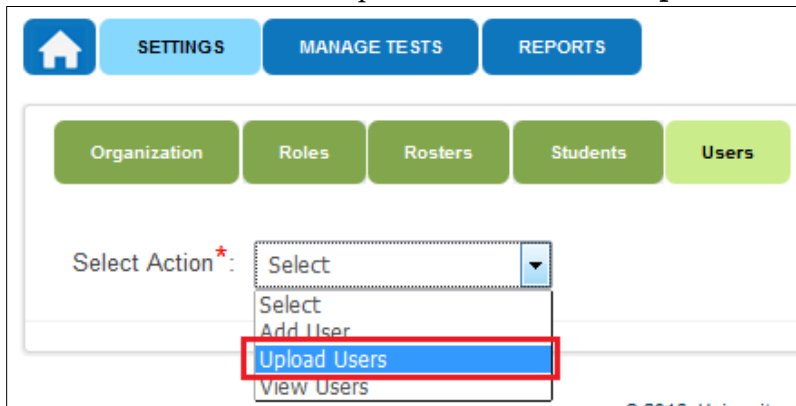
1. Click **Settings**.



2. Click **Users**.



3. From the **Select Action** drop-down menu, select **Upload Users**.



4. Apply filters in the **Select Organization** fields to choose the necessary level.

Select Action: Upload Users

SELECT ORGANIZATION
select file and organization level, click file upload

STATE: [dropdown]

DISTRICT: [dropdown]

SCHOOL: [dropdown]

FILE: [upload icon]

Upload

HINT: If the list does not include the correct option, your account permissions may need to be changed. Contact your district test coordinator.

5. Click to find the CSV file on your computer. A browser window appears.



6. Locate the CSV file you created.
7. Click the file name to select it.
8. Click **Open**. The filename appears in the **File** field.

HINT: Verify that the file has a .csv file extension. Filenames with extensions ending in .xls or .xlsx will be rejected.

9. Click **Upload**.



10. A message will show the number of records created/updated or rejected. Review the confirmation message for errors.

Date	Time	Status	File
12/02/2015	04:01:52 PM	Completed: Records Created/Updated: 2 Rejected: 2 Alerts: 0	
12/02/2015	02:14:10 PM	FAILED	

Page 1 of 1

HINT: Each line in the CSV file is one record.

11. Click the CSV file under **File** to see error messages related to the upload.

Date	Time	Status	File
10/13/2016	09:34:11 AM	Completed: Records Created/Updated: 0 Rejected: 1 Alerts: 0	

Page 1 of 1

HINT: If the rejection reason is that the email address is invalid, the user may already have an account in the system.

Attempting to upload the file with the incorrect template will cause an error. Verify that you are using the most recent version of the template.

ADD A USER MANUALLY

This procedure is most helpful when adding only a few users. When adding several users, use the User Upload Template.

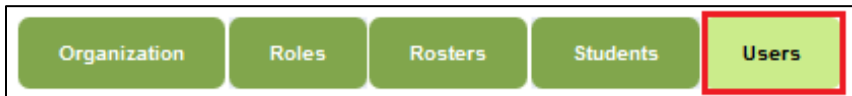
NOTE: Data managers with the role of District User can now add district level roles to users (exception: only the State Assessment Administrator can add the DTC role).

To add a user manually, follow these steps:

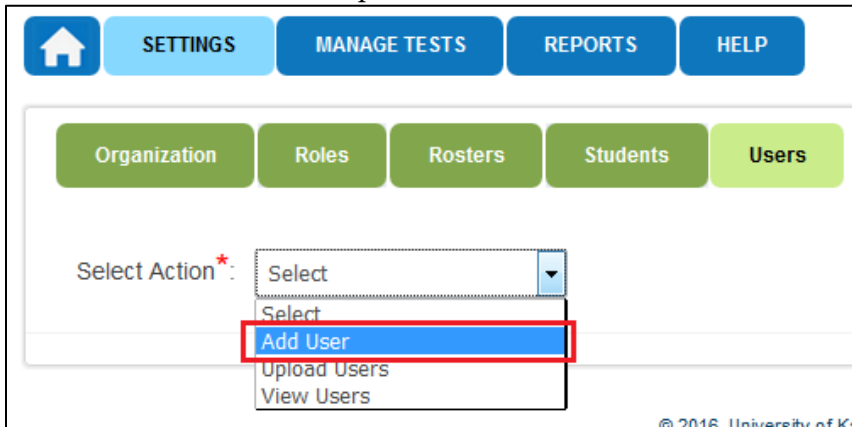
1. Click **Settings**.



2. Click **Users**.



3. From the **Select Action** drop-down menu, choose **Add User**.



4. Under User Information, complete the fields (fields marked with a red asterisk are required):

- ♦ **First Name**
- ♦ **Last Name**
- ♦ **Email Address** (will become the login ID)
- ♦ **Educator Identifier** (If the user is a test administrator, type in an identification number for later use on rosters.)

Home | SETTINGS | MANAGE TESTS | REPORTS | HELP

Organization | Roles | Rosters | Students | **Users**

Select Action*: Add User

Save

USER INFORMATION

FIRST NAME:*

LAST NAME:*

EMAIL ADDRESS:*

EDUCATOR IDENTIFIER:

- Under Select Organization & Assign Roles, select the State, Assessment Program, and Role.

Home | SETTINGS | MANAGE TESTS | REPORTS | HELP

Organization | Roles | Rosters | Students | **Users**

Select Action*: Add User

Save

USER INFORMATION

FIRST NAME:*

LAST NAME:*

EMAIL ADDRESS:*

EDUCATOR IDENTIFIER:

SELECT ORGANIZATION & ASSIGN ROLES

STATE:*

ASSESSMENT PROGRAM:*

ROLE:*

HINT: Fields appear depending on the selected role.

- Assigning the role activates the **District** and **School** drop-down menus; select the correct district and school. There may be more than one option for each if the educator works in more than one district or school.

- The **Add** button becomes active once both the district and school are chosen; click **Add** to upload the user information.

HINT: If a user has multiple roles, complete 5-7 for each role.

8. After each of the user's roles have been added, click **Save**.

SELECT ORGANIZATION & ASSIGN ROLES

STATE*: DLM QC State

ASSESSMENT PROGRAM*: DLM

ROLE*: Teacher

DISTRICT*: DLM West District

SCHOOL*: DLM West School

Add

Edit	State	Assessment Program	Role	Region	District	School	Default
	Select	Select	Select	Select	Select	Select	

Page 1 of 0

Save

9. After saving, the screen will revert to the previous screen and display a confirmation message that the user has been successfully uploaded.

Home SETTINGS MANAGE TESTS REPORTS HELP

Organization Roles Rosters Students **Users**

Select Action*: Select

Successfully created User.

ASSIGN A USER ROLE OR ORGANIZATION

This procedure is required if the user needs a role other than the role(s) assigned during the User file upload process.

HINT: Data managers can change user roles by following the Change User Account Information procedure on page 39.

Before a user can begin using EP, the account must be assigned at least one role, determining the tasks the user can complete.

HINT: A test administrator will not be able to see student data until their Educator ID is rostered to student(s). See the section titled Manage Roster Data on page 91.

A test administrator who serves students in multiple schools is given the teacher role, not a district role; the teacher role is then assigned to that test administrator in multiple organizations.

Reports and data extracts are available for select users. If the users do not have permission to view the report or data extract, it will not appear for them. See the EDUCATOR PORTAL USER GUIDE for information about reports and data extracts.

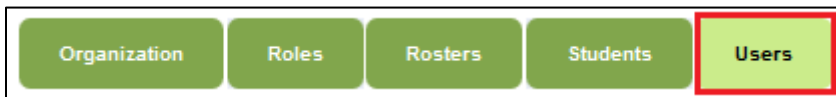
See Manage Data Verification and Revisions on page 106.

To assign a user role, follow these steps:

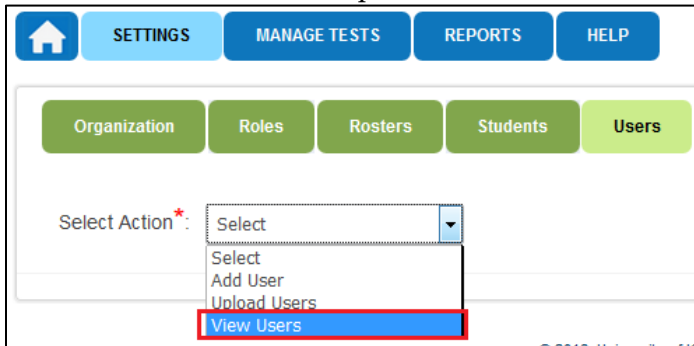
1. Click **Settings**.



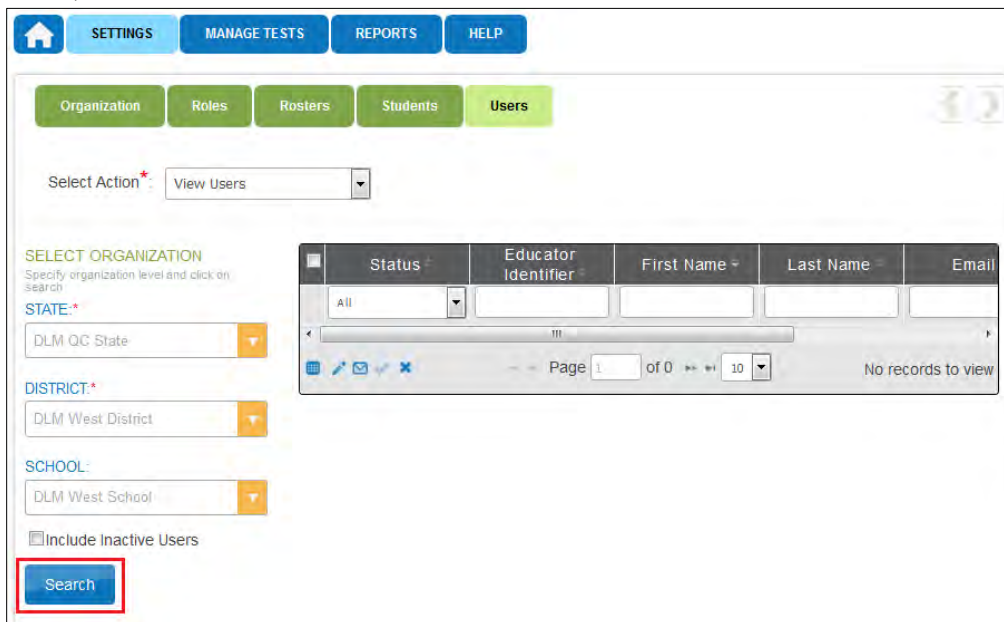
2. Click **Users**.



3. From the **Select Action** drop-down menu, click **View Users**.

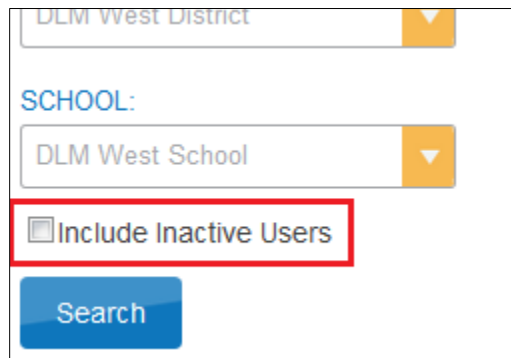


4. Under **Select Organization**, accept the pre-populated choices or select choices for the fields; click **Search**.



HINT: Depending upon your EP role and how your state is organized, you will only have access to visible levels. A state-level user will see more levels than an educator in a single school district.

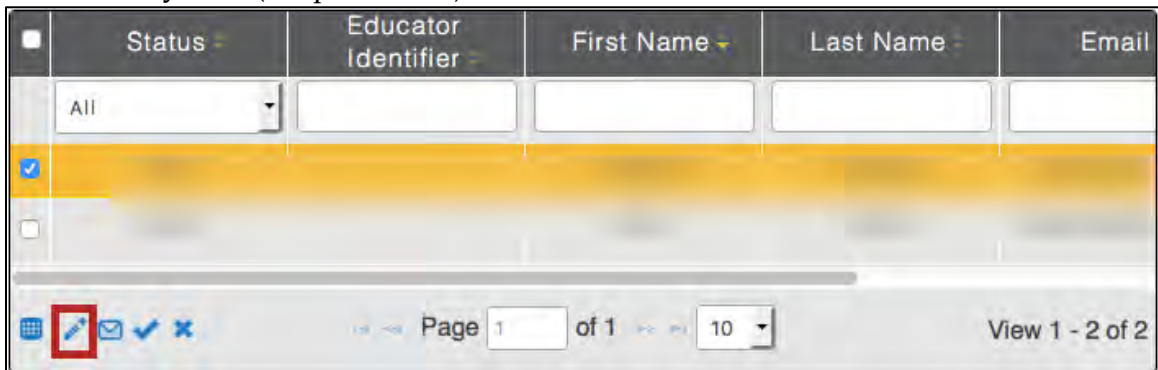
HINT: The list will only include active or pending users. To include inactive user, select the Include Inactive Users button before clicking Search.



The screenshot shows a search interface with the following elements:

- A dropdown menu at the top with the text "DLM West District" and a downward arrow.
- A label "SCHOOL:" in blue text.
- A dropdown menu below the label with the text "DLM West School" and a downward arrow.
- A checkbox labeled "Include Inactive Users" which is currently unchecked. This checkbox is highlighted with a red rectangular border.
- A blue button labeled "Search" located below the checkbox.

5. In the table, click the row that contains the user information you need to edit.
6. Click **Modify User** (the pencil icon).



The screenshot shows a table with the following columns: Status, Educator Identifier, First Name, Last Name, and Email. The first row is highlighted in yellow and contains a blue checkmark in the left margin. Below the table is a toolbar with several icons. A red box highlights the pencil icon, which is used for modifying a user. The toolbar also includes a calendar icon, an envelope icon, a checkmark icon, and an 'X' icon. To the right of the toolbar, it says "Page 1 of 1" and "View 1 - 2 of 2".

Status	Educator Identifier	First Name	Last Name	Email
All				
<input checked="" type="checkbox"/>				
<input type="checkbox"/>				

- The **Modify User** screen appears; under Select Organization & Assign Roles, complete the appropriate fields (District and School do not become available until State, Assessment Program, and Role have been filled).

Edit	State	Assessment Program	Role	Region	District	School	Default
	Select	Select	Select	Select	Select	Select	
	Alaska	DLM	Test Administrator (QC Person)				<input type="radio"/>
	DLM QC State	DLM	Technology Director		DLM West District		<input type="radio"/>
	DLM QC State	DLM	District User		DLM West District		<input type="radio"/>
	DLM QC State	DLM	District Test Coordinator		DLM West District		<input type="radio"/>
	DLM QC State	DLM	District Superintendent		DLM West District		<input type="radio"/>

- Click **Add**. Repeat steps 5-7 to add additional roles or organizations.
- When finished making changes, click **Save** to close the Modify User dialog box.

HINT: An educator with roles in multiple organizations will use a filter on the Home Page of EP to view students on different school rosters.

MERGE MULTIPLE ACCOUNTS

When a user needs to access multiple organizations, the best practice is to establish a single user account with multiple roles. To merge multiple accounts into a single user account, follow these steps:

- Determine which account to retain and enhance. It is recommended that you choose the one with the username that matches the user's email address.
- Contact the Service Desk about which accounts need to be combined and identify which username to retain.

CHANGE USER ACCOUNT INFORMATION

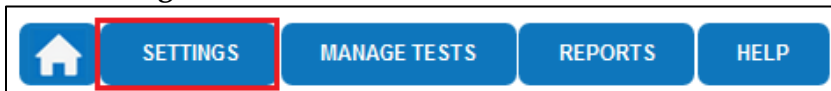
Some EP users have permissions to change a user's account information such as the display name, email address, or role. Use this procedure if you need to change user

account information (excluding a password). Also see Roles and Permissions in Educator Portal on page 20.

HINT: Users may change their own Display Name, Password, and Default Organization and Role in the **My Profile** section of EP. The EDUCATOR PORTAL USER GUIDE includes these procedures.

To change user account information, follow these steps:

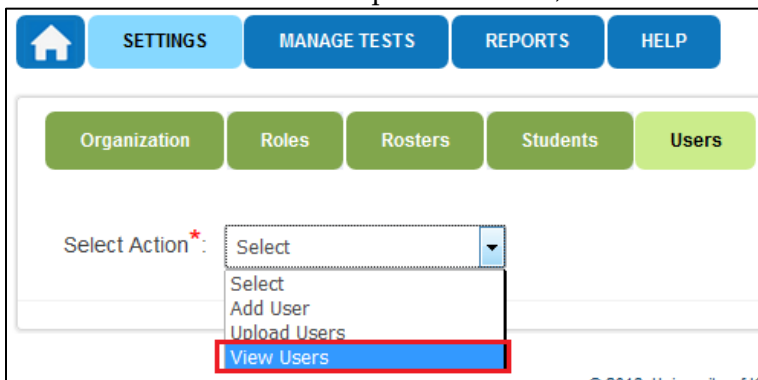
1. Click **Settings**.



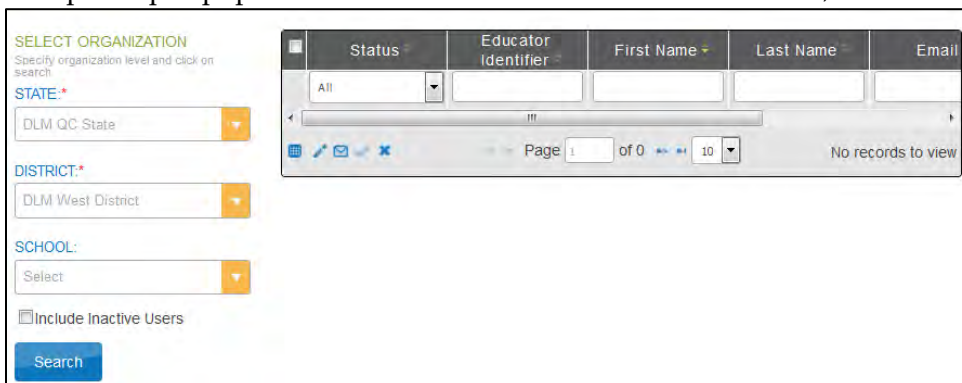
2. Click **Users**.



3. Under the **Select Action** drop-down menu, select **View Users**.



4. Accept the pre-populated choices or select choices for the fields; click **Search**.



HINT: The visible levels depend upon your EP role and how your state is organized. A state-level user will see more levels than an educator in a single school district.

5. Locate the user (options to filter, sort, and search are available).
6. Click the row to highlight the user.
7. Click **Modify User** (the pencil icon).

Status	Educator Identifier	First Name	Last Name	Email
All				
<input checked="" type="checkbox"/>				
<input type="checkbox"/>				

Page 1 of 1 | 10 | View 1 - 2 of 2

HINT: If a test administrator's email address changes from one year to the next or during the school year, but the test administrator has not changed schools, you do not need to create a new user account for that person. Instead, you are able to edit the user's information by selecting the Modify User icon (pencil).

8. The **Modify User** screen appears; click the modify user icon (the pencil).

Modify User

SELECT ORGANIZATION & ASSIGN ROLES

STATE:





ASSESSMENT PROGRAM:

ROLE:

Edit	State	Assessment Program	Role	Region	District	School	Default
<input type="checkbox"/>	<input type="text" value="Select"/>	<input type="text" value="Select"/>	<input type="text" value="Select"/>	<input type="text" value="Select"/>	<input type="text" value="Select"/>	<input type="text" value="Select"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	DLM QC State	DLM	Building Test Coordinator		DLM West District	DLM West School	<input type="checkbox"/>
<input type="checkbox"/>	DLM QC State	DLM	Teacher		DLM West District	DLM West School	<input checked="" type="checkbox"/>

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9. After clicking the modify user icon, each field will become active. Select on the drop-down arrow for the field(s) that need updating and select the new information.

Edit	State	Assessment Program	Role	Region	District	School	Default
	Select	Select	Select	Select	Select	Select	
	DLM QC State	DLM	Building Test Co		DLM West Distri	DLM West Scho	
	DLM QC State	DLM	Teacher		DLM West District	DLM West School	

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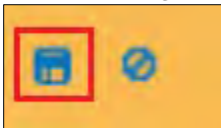
Save

HINT: The modify user icon (the pencil) will become a submit icon (floppy disk) and the delete button will be unavailable while the drop-down menus for each field are active.



If you want to:	Then:
Change First Name, Last Name or Email Address	Type the new information into the matching field at the top of the Modify User screen.
Remove a role	Click the trashcan icon on the row for that role. <div style="border: 1px dashed black; padding: 10px; width: fit-content; margin: 0 auto;"> <p>HINT: At least one role must be selected.</p> </div>
Add a role	Under Select Organization & Assign Roles, use drop-down menus to select appropriate information.
Change the default role	In the list of roles beneath the Select Organization & Assign Roles section, click the radio button in the Default Role column to the right of the desired role.
Correct Educator Identifier	See Change User Account Information on page 39.
Add an organization	Under Select Organization & Assign Roles, use drop-down menus to select appropriate information.
Remove an organization	On the Modify User screen on the list of roles beneath the Select Organization & Assign Roles section, click the trash can icon in the Edit Column.

10. After making changes, click the submit icon (the floppy disk).



11. After saving, the icon will revert to the modify user icon (the pencil) and the drop-down menus will no longer be active in each field.

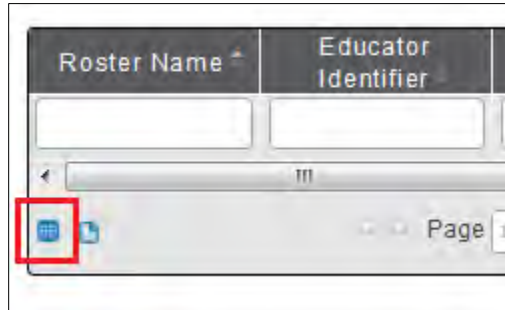
12. Click **Save**.

Edit	State	Assessment Program	Role	Region	District	School	Default
	Select	Select	Select	Select	Select	Select	
	DLM QC State	DLM	Building Test Coordinator		DLM West District	DLM West School	<input type="radio"/>
	DLM QC State	DLM	Teacher		DLM West District	DLM West School	<input checked="" type="radio"/>

Page 1 of 1

Save

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



RESEND THE KITE ACTIVATION EMAIL MESSAGE

The EP logins are connected to email addresses, and each user must activate their user account individually. After the user is loaded into EP, the system automatically generates a KITE activation email from KITE-support@ku.edu. The user should use the information in the email to activate the EP account. The activation link expires after twenty days.

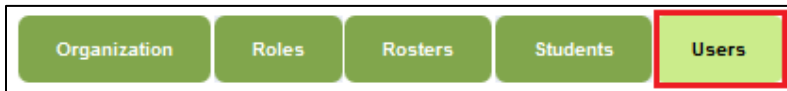
Use the following procedure to resend the KITE activation email message if necessary, which may occur if an account was not activated within the first twenty days or if a user did not receive an initial email.

To resend the activation email message, follow these steps:

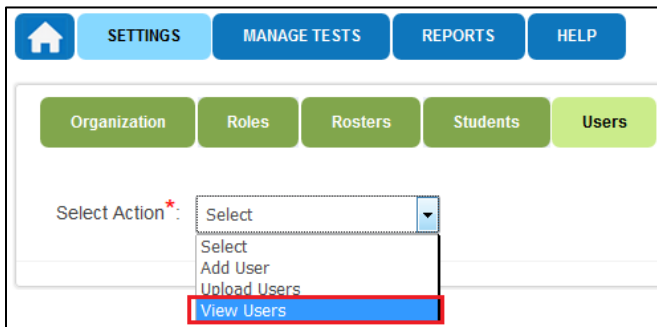
1. Click **Settings**.



2. Click **Users**.



3. Select **View Users**.



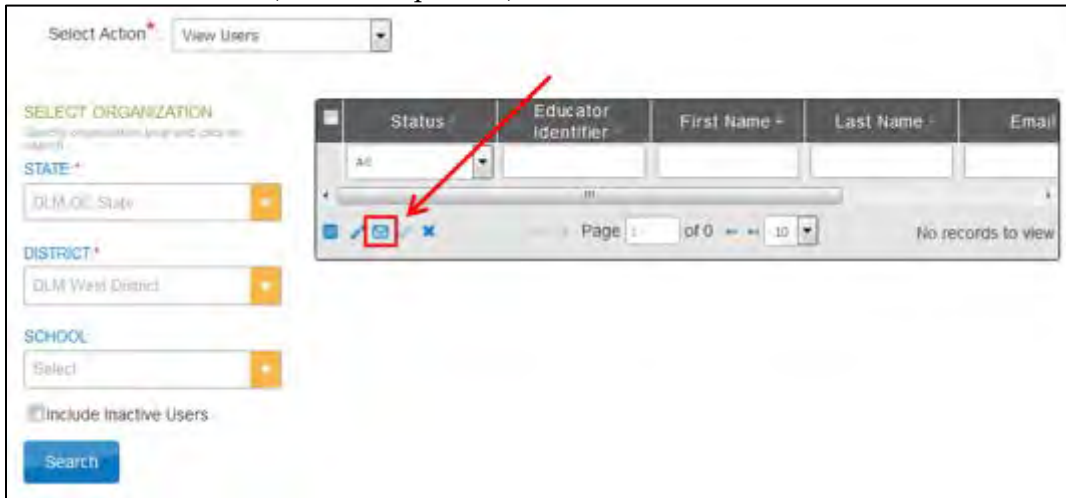
4. Accept the pre-populated choices or select choices for the fields; click **Search**.
5. Locate the user (options to filter, sort, and search are available).

HINT: A **Pending** status indicates that the user has not clicked the link in the KITE activation email message to activate the account, possibly because:

- a spam filter caught the KITE activation email message
- the email address used in the User upload is incorrect

6. Click the checkbox to select the user.

7. Click **Resend Email** (the envelope icon).



8. Optional: contact the user and ask them to watch for the email.

ACTIVATE OR DEACTIVATE A USER

Usually, a user is activated when that user follows the instructions in the KITE activation email and establishes a password for EP. Occasionally, you may need to activate a user (e.g., if you have deactivated the user).

Deactivating a user means they will no longer have access to log in to EP.

To activate or deactivate a user, follow these steps.

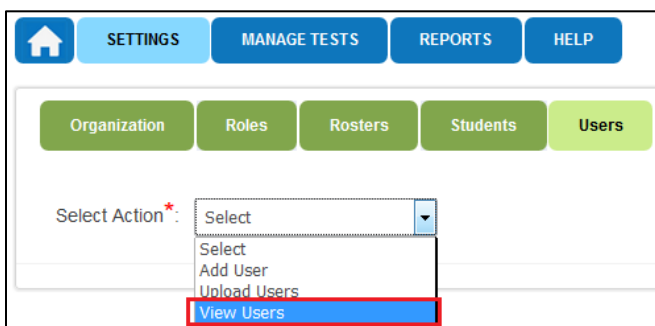
1. Click **Settings**.



2. Click **Users**.



3. Select **View Users**.



- Accept the pre-populated choices or select choices for the fields; click **Search**.



The screenshot shows a web interface for user management. At the top, there are navigation buttons: HOME, SETTINGS, MANAGE TESTS, REPORTS, and HELP. Below these are tabs for Organization, Roles, Rosters, Students, and Users. A 'Select Action' dropdown is set to 'View Users'. The 'SELECT ORGANIZATION' section includes filters for STATE (DLM QC State), DISTRICT (DLM West District), and SCHOOL (Select). There is a checkbox for 'Include Inactive Users' and a 'Search' button. A table is displayed with columns: Status, Educator Identifier, First Name, Last Name, and Email. The table currently shows 'No records to view' and a pagination control for 'Page 1 of 0'.

- Locate the user (options to filter, sort, and search are available).

HINT: A **Pending** status indicates that the user has not clicked the link in the KITE activation email message to activate the account, possibly because:

- a spam filter caught the KITE activation email message
- the email address used in the User upload is incorrect

- Click the checkbox or row to select the user.
- Choose the next step.

If you want to:	Then:
Activate the user	Click the checkmark. 
Deactivate the user	Click the X icon. 

VIEW USERS EXTRACT

The Users Extract includes all records for EP users in the user's organization. This includes those uploaded via user file or the manual user interface.

HINT: There will be multiple records for one user if the user is assigned to multiple organizations.

Name of the Extract

When you save the users extract, the file is named:

KITE_User_Extract_OrgID_UserID_MM-DD-YY_HH-MM-SS.csv

HINT: **OrgID** is the organization identifier for your school or district.
UserID is your user identification number.
MM-DD-YY is the month, day, and year the report was created.
HH-MM-SS is the hour, minute, and second the report was created.

Fields on the Extract

The extract is similar, but not identical to, the User Upload Template. See page 27 for definitions of common fields.

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 building principal, an X will be in each column.

	C	D	H	J	M	N	AD
1	Legal Last	Educator Identifier	Organization Name	User Status	Building Principal	Building Test Coordinator	Teacher
2	User 1		School 1	Active	X	X	
3	User 2		School 2	Active			X
4	User 3		School 3	Pending			X
5							

See the EDUCATOR PORTAL USER GUIDE for information about reports and data extracts.

VIEW TRAINING STATUS REPORT

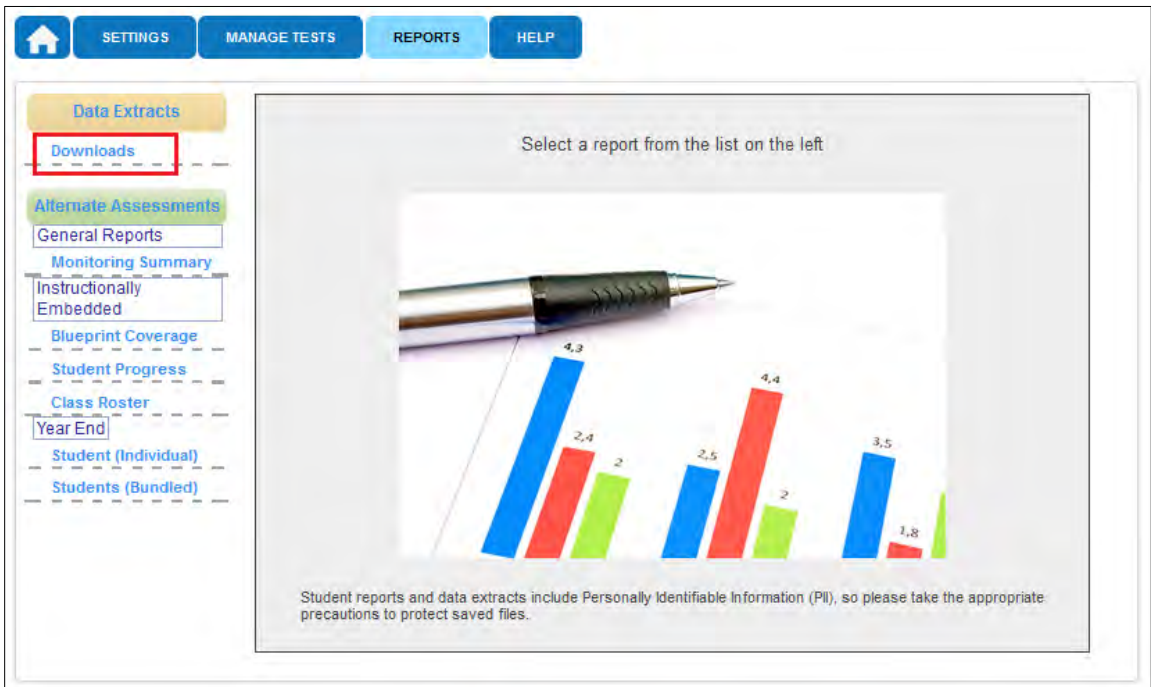
State assessment administrators and data managers can check the Required Test Administration Training status for users from their building, district, or state. The extract will indicate which users have completed, are in process, or have not started the required test administration training.

NOTE: Access to the Training Status Report will depend on permissions.

1. Click **Reports**.

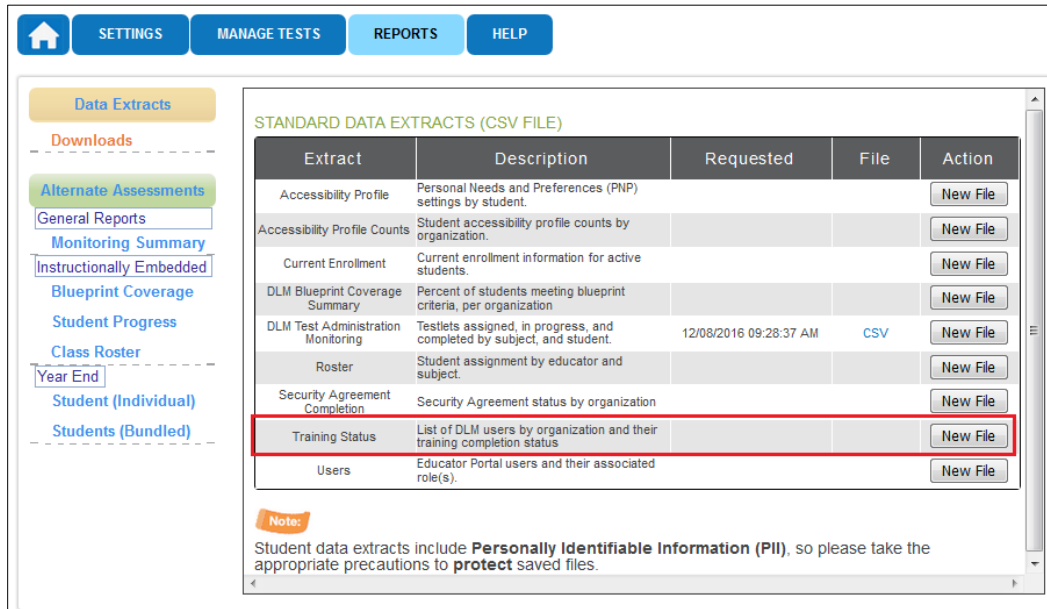


2. Under Data Extracts, click **Downloads**.



A screenshot of a web application interface. At the top is a navigation bar with buttons for 'HOME', 'SETTINGS', 'MANAGE TESTS', 'REPORTS', and 'HELP'. Below this is a 'Data Extracts' section with a list of options: 'Downloads', 'Alternate Assessments', 'General Reports', 'Monitoring Summary', 'Instructionally Embedded', 'Blueprint Coverage', 'Student Progress', 'Class Roster', 'Year End', 'Student (Individual)', and 'Students (Bundled)'. The 'Downloads' option is highlighted with a red rectangular border. To the right of the list is a large graphic area containing a bar chart with a pen resting on it. The chart has three groups of bars with values 4.3, 2.4, 2; 2.5, 4.4, 2; and 3.5, 1.8. Below the chart is a warning message: 'Student reports and data extracts include Personally Identifiable Information (PII), so please take the appropriate precautions to protect saved files.'

3. Under Standard Data Extracts, click **New File** under Training Status.

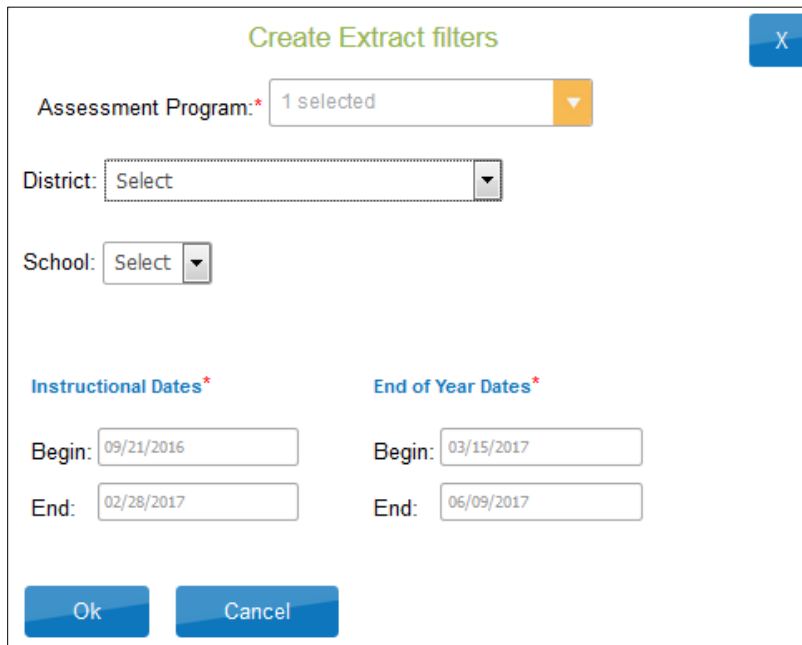


STANDARD DATA EXTRACTS (CSV FILE)

Extract	Description	Requested	File	Action
Accessibility Profile	Personal Needs and Preferences (PNP) settings by student.			New File
Accessibility Profile Counts	Student accessibility profile counts by organization.			New File
Current Enrollment	Current enrollment information for active students.			New File
DLM Blueprint Coverage Summary	Percent of students meeting blueprint criteria, per organization.			New File
DLM Test Administration Monitoring	Testlets assigned, in progress, and completed by subject, and student.	12/08/2016 09:28:37 AM	CSV	New File
Roster	Student assignment by educator and subject.			New File
Security Agreement Completion	Security Agreement status by organization.			New File
Training Status	List of DLM users by organization and their training completion status.			New File
Users	Educator Portal users and their associated role(s).			New File

Note:
Student data extracts include **Personally Identifiable Information (PII)**, so please take the appropriate precautions to **protect** saved files.

4. Select the District(s) and School(s) from the drop-down menus. More than one district and school may be selected at one time.
5. Select dates of necessary.
6. Click **OK**.



Create Extract filters

Assessment Program:* 1 selected

District: Select

School: Select

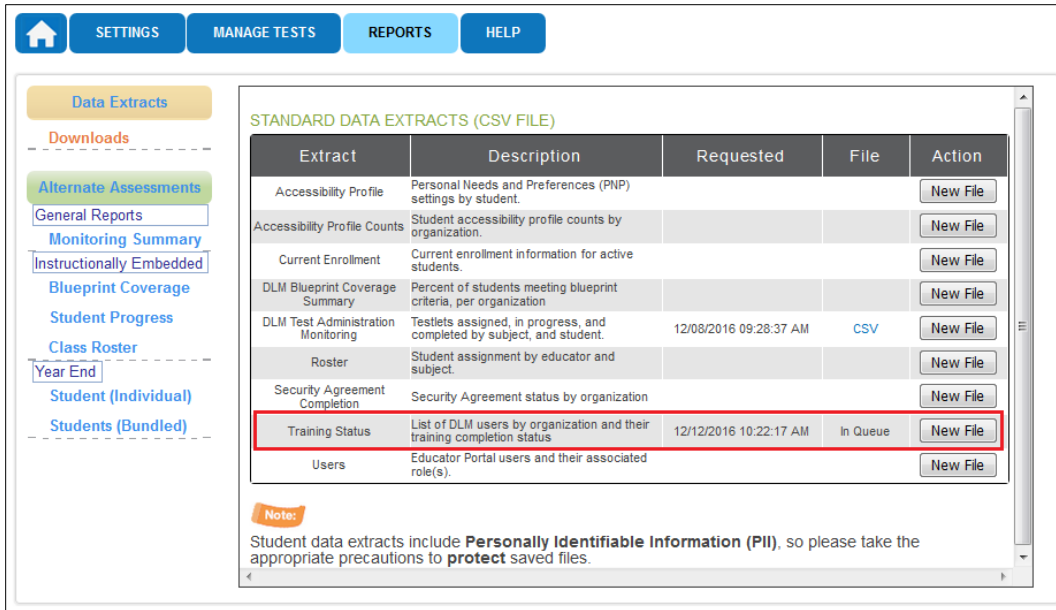
Instructional Dates* **End of Year Dates***

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

End: 02/28/2017 End: 06/09/2017

Ok Cancel

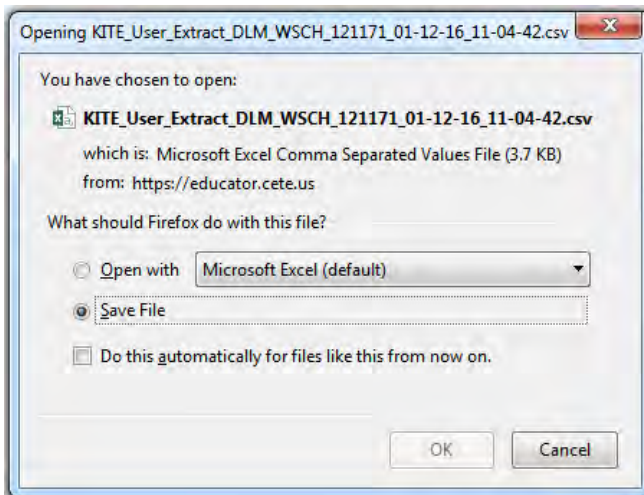
As the extract processes, the file will read as In Queue. When the extract is ready, the file will read as CSV.



Extract	Description	Requested	File	Action
Accessibility Profile	Personal Needs and Preferences (PNP) settings by student.			New File
Accessibility Profile Counts	Student accessibility profile counts by organization.			New File
Current Enrollment	Current enrollment information for active students.			New File
DLM Blueprint Coverage Summary	Percent of students meeting blueprint criteria, per organization			New File
DLM Test Administration Monitoring	Testlets assigned, in progress, and completed by subject, and student.	12/08/2016 09:28:37 AM	CSV	New File
Roster	Student assignment by educator and subject.			New File
Security Agreement Completion	Security Agreement status by organization			New File
Training Status	List of DLM users by organization and their training completion status	12/12/2016 10:22:17 AM	In Queue	New File
Users	Educator Portal users and their associated role(s).			New File

Note:
Student data extracts include **Personally Identifiable Information (PII)**, so please take the appropriate precautions to **protect** saved files.

7. Click on the CSV file on the Training Status line.
8. You will have the option to open or save the file. Select **Save File** and save the extract locally before viewing.



MANAGE ENROLLMENT DATA

An enrollment file is used to upload demographic information for each student who will participate in the DLM alternate assessment. The enrollment file is loaded once per year, unless changes are required.

Each year at the end of July, the KITE system deactivates (removes from view) student records in EP. The student records are not visible the following year. **New enrollment files must be created each year to reactivate student records for students who will participate in assessments for the current year.** Students can be added by batch enrollment (see Load an Enrollment File on page 61) or individually (see Add a Student Record Manually on page 64)

NOTE: Use the Enrollment Template to reactivate student records from the previous year, but whose information is not currently visible in EP.

CREATE AN ENROLLMENT FILE

This is a required procedure for uploading multiple new student users to EP. Data managers may also manually enter individual students. See Add a Student Record Manually on page 64.

To create an enrollment file, follow these steps:

1. Download the Enrollment Upload Template from your state's DLM webpage.

HINT: Always start by downloading the template to ensure you have the current file.

Use the Enrollment Template when reactivating an existing student.

2. Open the Enrollment Upload Template in a spreadsheet program that can save data in the CSV format. The template **must** be uploaded as a CSV file format.
3. Using a new line (row) for each student, type the information into the CSV file.
4. Complete all required fields and as many non-required fields as possible for the best results.
5. Verify that all column headings appear in the file, even if optional columns are left blank.
6. Save the file as a CSV file. The system will only load files saved in CSV format.
7. Save the file in a location you can access later.

NOTE: Students who change buildings within the district or leave the district can be moved manually. See Manage Student Moves and Transfers on page 85.

Use the tables on the next several pages to compile your enrollment information. Some of the fields with limited or complex entry structures are explained at the end of this section.

States may offer a resource that maps the field names shown below to codes and identifiers commonly used in your state or district. Check your DLM state webpage and the appendix of this manual on page 113.

Enrollment Field Definitions

Field	Format; Length	Required	Definition	Special Notes
AYP_School_Identifier	Alphanumeric; 30	No	The unique number that has been assigned by the DLM alternate assessment to the school building as listed in your state organizational table.	Use the school number provided in your state organizational table. If your data has leading zeroes, use an apostrophe to preserve a leading zero in the organization number. Check that the leading zero is retained after each save.
Attendance_District_Identifier	Alphanumeric; 30	Yes	The district where the student attends school. The unique code that has been assigned to the district by the DLM alternate assessment. This identifies the parent organization for a school (such as the school district).	Use the district number provided in your state organizational table. If your data has leading zeroes, use an apostrophe to preserve a leading zero in the organization number. Check that the leading zero is retained after each save. The number must match one in your organization, or the file upload will fail.
Student_Legal_Last_Name	Alphanumeric; 60	Yes	The student's last name.	
Student_Legal_First_Name	Alphanumeric; 60	Yes	The student's first name.	

Field	Format; Length	Required	Definition	Special Notes
Student_Legal_Middle_Name	Alphanumeric; 60	No	The student's middle name.	
Generation_Code	Alphanumeric; 10	No	The part of the student's name used to denote the generation in his/her family, e.g., Jr., Sr., III, etc.	
Gender	Numeric; 1 0 = Female 1 = Male	Yes	The student's gender.	
Date_of_Birth	MM/DD/YYYY; 10	Yes	The date (month, day, and year) on which the student was born.	Use an apostrophe to preserve a leading zero in the date beginning in a single digit, e.g., '09/14/2016.
Current_Grade_Level	Numeric; 2 3-12. Do not use leading zeroes.	Yes	The grade level or primary instructional level at which a student enters and receives services in a school or an educational institution during a given academic session. For example, 3=third grade, 11=eleventh grade.	This field helps determine which assessment the student is assigned. Each state should refer to their state's DLM webpage with regard to direction on a student's grade assignment.
Local_Student_Identifier	Alphanumeric; 10	No	The unique code assigned to the student by the school or local education agency.	Use an apostrophe to preserve a leading zero in a student's local student identifier.
State_Student_Identifier	Numeric; 10	Yes	The student's state ID number.	Use an apostrophe to preserve a leading zero in a student's local student identifier.

Field	Format; Length	Required	Definition	Special Notes
Current_School_Year	YYYY; 4	Yes	The ending year of the current school year (e.g., for the 2016–2017 school year, enter 2017).	Use 2017 for all of the students taking the DLM assessments.
Attendance_School_Program_Identifier	Alphanumeric; 10	Yes	The building number (typically four digits) or other location identifier assigned by the DLM Alternate Assessment System to represent where the student attends school. This is the building whose staff will see the student information, including the student username and password.	Use the School Number provided in your state organizational table. If your data has leading zeroes, use an apostrophe to preserve the leading zero. Check that the leading zero is retained after each save. The number must match one in your organization, or the file upload will fail.
School_Entry_Date	MM/DD/YYYY; 10	Yes	The date on which the student enrolls and begins to receive instructional services in a school. If the student leaves and then re-enrolls, this date should reflect the most recent enrollment date.	Use an apostrophe to preserve a leading zero in the date beginning in a single digit, e.g., '09/14/2016.
District_Entry_Date	MM/DD/YYYY; 10	No	The date (month, day, and year) on which the student enrolls and begins to receive instructional services in a school district.	If used, use an apostrophe to preserve a leading zero in the date beginning in a single digit, e.g., '09/14/2016.

Field	Format; Length	Required	Definition	Special Notes
State_Entry_Date	MM/DD/YYYY; 10	No	The date on which the student enrolls and begins to receive instructional services in the state. If the student leaves the state and then re-enrolls in school, this date should reflect the most recent enrollment date.	If used, use an apostrophe to preserve a leading zero in the date beginning in a single digit, e.g., '09/14/2016.
Comprehensive_Race	Numeric; 1	Yes	General racial category (or categories) that most clearly reflects the individual's recognition of his or her racial background.	Details about potential values are provided in a separate table below.
Primary_Disability_Code	Alpha; 2	Yes	Indicates whether or not the student has an active Individual Education Plan (IEP) under the Individuals with Disabilities Education Act (IDEA—Part B).	Details about potential values are provided in a separate table below.
Gifted_Student	Alpha; 5 TRUE FALSE	No	Indicates whether or not the student has an active Individual Education Plan (IEP) for giftedness.	Leave blank for students taking the DLM assessments.
Hispanic_Ethnicity	Alphanumeric; 3	Yes	The code that reflects the individual's recognition of his or her Hispanic ethnicity background. (Yes, No).	
First_Language	Alphanumeric; 2	No	The code for the primary language or dialect (not ethnicity) of the student.	Details about potential values are provided in a separate table below.
ESOL_Participation_Code	Numeric; 1	Yes	The type of ESOL/Bilingual Program in which the student participates.	Details about potential values are provided in a separate table below.

Field	Format; Length	Required	Definition	Special Notes
Assessment_ Program_1	Alphanumeric; 30	Yes	The code to enable the DLM system and the FC survey for the student.	Enter the code "DLM" for students taking the DLM assessments.
Assessment_ Program_2	Alphanumeric; 30	No	Allows the student to be assigned to an additional assessment program.	Leave blank
Assessment_ Program_3	Alphanumeric; 30	No	Allows the student to be assigned to an additional assessment program.	Leave blank

Comprehensive_Race

Entry	Definition
1	White
2	African American
4	Asian
5	American Indian
6	Alaska Native
7	Two or More Races
8	Native Hawaiian or Pacific islander

Primary_Disability_Code

Entry	Definition
AM	Autism
DB	Deaf/blindness
DD	Developmentally delayed (ages 3-9 only)
ED	Emotional disturbance
HI	Hearing impairment
ID	Intellectual disability
LD	Specific learning disability
MD	Multiple disabilities
EI	Eligible individual
DA	Decline to answer

Entry	Definition
ND	No disability
OH	Other health impairment
OI	Orthopedic impairment
SL	Speech or language impairment
TB	Traumatic brain injury
VI	Visual impairment
WD	Documented disability

First_Language

Entry	Definition
Blank	English
1	Chinese (Mandarin or Cantonese)
2	Dinka (Sudanese)
3	French
4	High German
5	Hmong
6	Khmer (Cambodian)
7	Korean
8	Lao
10	Filipino or Tagalog (Philippines)
11	Russian
13	Spanish

Entry	Definition
24	Hindi
25	Urdu
26	Swahili
27	Nepali
28	American Sign Language (ASL)
29	Serb
30	Croatian
31	Turkish
32	Karen languages (e.g., Burma, Myanmar)
33	Haitian/Haitian Creole
34	Gujarati
35	Punjabi

Entry	Definition
14	Vietnamese
15	Arabic
16	Other
17	Somali
18	Thai
19	Portuguese
20	Farsi (Iranian)
21	Chuukese (e.g., Marshall Island, Micronesian)
22	Bosnian
23	Burmese

Entry	Definition
36	Pashto
37	Dari
38	Quiche
39	Mam
40	Ilokano
41	Visayan
42	Low German
43	Other Signed Language
44	English – with other language background
45	Native American Languages

ESOL_Participation_Code

Entry	Definition
0	Not an ESOL eligible student and not an ESOL monitored student
1	Title III Funded
2	State ESOL/Bilingual Funded
3	Both Title III and State ESOL/Bilingual Funded
4	Monitored ESOL student
5	ESOL program eligible, based on an English language proficiency test, but not currently receiving ESOL program services. Example: Parents/guardians who have waived their child out of ESOL services, but the district is still obligated to provide ESOL support.
6	Receives ESOL services and not funded with Title III and/or State ESOL Funding

LOAD AN ENROLLMENT FILE

This is a required procedure for uploading multiple new student users to EP. Data managers may also manually enter individuals. See Add a Student Record Manually on page 64.

NOTE: Your district or state may have a system in place for submitting multiple student records to EP. Before using these procedures, check with your organization and/or the Service Desk.

When using the enrollment file upload, each row with a new student identifier results in the creation of a new student record. A row with an existing or previously enrolled/uploaded student identifier updates the record. When a student record has been inactivated (occurs July 31 each year), the upload will reactivate the student record.

HINT: Up to 5,000 records at a time may be loaded. However, large files may load slowly and can be difficult to troubleshoot. It is recommended that you load 100 or fewer records at a time, unless you are confident about the quality of your data.

To load the enrollment file, follow these steps:

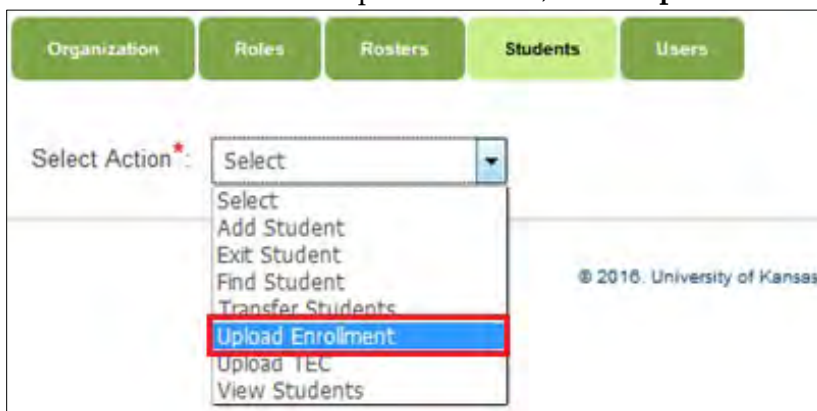
1. Click **Settings**.



2. Click **Students**.



3. From the **Select Action** drop-down menu, select **Upload Enrollment**.



4. Apply filters in the **Select Organization** fields to choose the necessary level.

The screenshot shows a web interface for uploading enrollment data. At the top, there are navigation tabs: Organization, Roles, Rosters, Students, and Users. Below these is a 'Select Action' dropdown menu with 'Upload Enrollment' selected. The main section is titled 'SELECT ORGANIZATION' and contains three dropdown menus: 'STATE' (DLM DC State), 'DISTRICT' (DLM West District), and 'SCHOOL' (DLM West School). To the right of these dropdowns is a table with columns 'Date', 'Time', 'Status', and 'File'. Below the table is a pagination control showing 'Page 1 of 0' and a dropdown for '10'. At the bottom left, there is a 'FILE' input field with a file upload icon and a question mark, and an 'Upload' button.

NOTE: If the list does not include the correct option, your account permissions may need to be changed. Contact your state-level data manager or SEA.

HINT: When choosing to upload a file, hovering over the question mark next to the file upload reveals an option to download the template for the matching upload.

The close-up shows the 'FILE:*' input field with a file upload icon and a question mark. A tooltip is visible over the question mark, containing the text: 'Please use the current version of the [Enrollment Upload Template](#).' Below the input field is an 'Upload' button.

- Click to find the CSV file on your computer.
A browser window appears.



- Locate the CSV file you created.
- Click the file name to select it.
- Click **Open**.
The filename appears in the **File** field.

HINT: Verify that the file has a .csv file extension. Filenames with extensions ending in .xls or .xlsx will be rejected.

- Click **Upload**.
The confirmation message indicates the number of records uploaded and, if applicable, the number of records rejected.

Date	Time	Status	File
12/02/2015	04:01:52 PM	Completed: Records Created/Updated: 2 Rejected: 2 Alerts: 0	
12/02/2015	02:14:10 PM	FAILED	

Page 1 of 1


- Click the CSV file under **File** to see error messages related to the upload.

Date	Time	Status	File
10/13/2016	09:34:11 AM	Completed: Records Created/Updated: 0 Rejected: 1 Alerts: 0	

Page 1 of 1

HINT: Each line in the CSV file is one record.

When the upload is completed, you can download a file with any

Date	Time	Status	File
08/03/2015	01:47:46 PM	FAILED	

Page 1 of 1

CHANGE ENROLLMENT DATA PREVIOUSLY UPLOADED

Prepare a new file with the correct information and repeat the upload steps. The new record will be matched to the previous record using the State_Student_Identifier field. The new record replaces the previous record.

NOTE: To move a student who has changed buildings in the current district or has left the district, see Manage Student Moves and Transfers on page 85. If a student has moved out of state or is no longer participating in the DLM alternate assessments, see the procedure titled Remove a Student from Educator Portal on page 75.

ADD A STUDENT RECORD MANUALLY

This procedure is most helpful when adding only a few students. When adding several students, it is best to use the Enrollment Template.

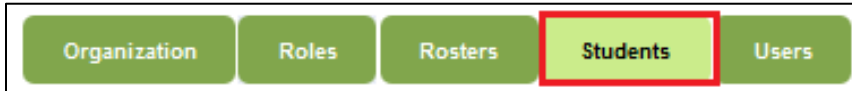
HINT: This feature can only be used if the student record has never been uploaded to EP. Use the Enrollment Template and follow the procedure titled Create an Enrollment File on page 52 to reactivate student records from the previous year, but whose information is not currently visible in EP.

To add a student record manually using the EP interface, follow these steps:

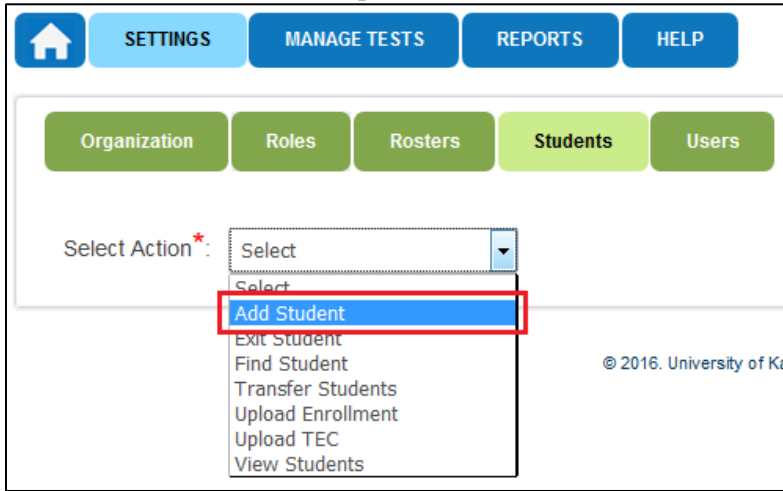
1. Click **Settings**.



2. Click **Students**.



3. From the **Select Action** drop-down menu, select **Add Student**.



4. Fill in all required fields denoted with a red asterisk. Complete the remaining fields using the tables that begin on page 67.

The screenshot shows a web application interface for adding a student. At the top, there are navigation buttons: 'SETTINGS', 'MANAGE TESTS', 'REPORTS', and 'HELP'. Below these are tabs for 'Organization', 'Roles', 'Rosters', 'Students', and 'Users', with 'Students' selected. A 'Select Action' dropdown is set to 'Add Student'. The form contains the following fields:

- STATE:* (Dropdown: DLM QC State)
- DISTRICT:* (Dropdown: DLM West District)
- SCHOOL:* (Dropdown: Select)
- LEGAL FIRST NAME:* (Text input)
- LEGAL MIDDLE NAME: (Text input)
- LEGAL LAST NAME:* (Text input)
- GENERATION: (Dropdown: Select)
- DATE OF BIRTH:* (Date input: mm/dd/yyyy)
- GENDER:* (Dropdown: Select)
- CURRENT SCHOOL YEAR:* (Dropdown: Select)
- CURRENT GRADE:* (Dropdown: Select)
- AYP SCHOOL IDENTIFIER: (Text input)
- ATTENDANCE DISTRICT IDENTIFIER: (Text input: DLM_WDT)
- ATTENDANCE SCHOOL IDENTIFIER: (Text input)
- COMPREHENSIVE RACE:* (Dropdown: Select)
- HISPANIC ETHNICITY:* (Dropdown: Select)
- FIRST LANGUAGE: (Dropdown: Select)
- STATE STUDENT IDENTIFIER:* (Text input)
- LOCAL STUDENT IDENTIFIER: (Text input)
- GIFTED STUDENT: (Dropdown: Select)
- STATE ENTRY DATE: (Date input: mm/dd/yyyy)
- SCHOOL ENTRY DATE:* (Date input: mm/dd/yyyy)
- DISTRICT ENTRY DATE: (Date input: mm/dd/yyyy)
- PRIMARY DISABILITY CODE:* (Dropdown: Select)
- ASSESSMENT PROGRAM:* (Dropdown: Dynamic Learning Maps)
- ESOL PARTICIPATION CODE:* (Dropdown: Select)
- ESOL ENTRY DATE: (Date input: mm/dd/yyyy)
- USA ENTRY DATE: (Date input: mm/dd/yyyy)

At the bottom of the form are 'Save' and 'Reset' buttons.

5. Click **Save**.

HINT: The Attendance District Identifier and attendance School Identifier will auto-populate based on the selection in the District Box.

Click **Reset** to clear all fields.

The information in this table only applies when adding a student manually. When uploading an enrollment file, use the table(s) on page 54.

Field	Required	Definition	Special Notes
State	Yes	The state	
District	Yes	The district. Options appear after selecting a state.	
School	Yes	The school. Options appear after selecting a district.	
Legal First Name	Yes	The student's first name.	
Legal Middle Name	No	The student's middle name.	
Legal Last Name	Yes	The student's last name.	
Generation	No	The part of the student's name used to denote the generation in his/her family, e.g., Jr., Sr., III, etc.	
Date Of Birth	Yes	The date (month, day, and year) on which the student was born.	
Gender	Yes	The student's gender (female, male).	
Current School Year	Yes	The ending year of the current school year.	Choose 2017.
Current Grade	Yes	The grade level or primary instructional level at which a student enters and receives services in a school or an educational institution during a given academic session.	
AYP School Identifier	No	The unique alphanumeric code that has been assigned by the DLM alternate assessment to the school building as listed in your state organizational table.	
Attendance District Identifier	Yes	The unique alphanumeric code that has been assigned to the district by the DLM alternate assessment. This identifies the parent organization for a school (such as the school district).	Use the district-level ID provided in your state organizational table.

Field	Required	Definition	Special Notes
Attendance School Identifier	No	The building number (typically four digits) or other location identifier assigned by the DLM alternate assessment to represent where the student attends school. This is the building whose staff see the student information, including the student username and password.	This field populates based on the user's role and the choices made in previous fields on this screen.
Comprehensive Race	Yes	General racial category (or categories) that most clearly reflects the individual's recognition of his or her racial background.	Choose from options presented.
Hispanic Ethnicity	Yes	The individual's recognition of his or her Hispanic ethnicity background (Yes, No).	
First Language	No	The primary language or dialect (not ethnicity) of the student.	Choose from options presented.
State Student Identifier	Yes	The student's state ID number.	
Local Student Identifier	No	The unique alphanumeric code assigned to the student by the school or local education agency.	
Gifted Student	No	Indicates whether or not the student has an active IEP for giftedness (Yes, No, blank).	Leave blank for the students taking the DLM assessments.
State Entry Date	No	The date on which the student enrolls and begins to receive instructional services in the state. If the student leaves the state and then re-enrolls in school, this date should reflect the most recent enrollment date.	
School Entry Date	Yes	The date on which the student enrolls and begins to receive instructional services in a school. If the student should leave and then re-enroll, this date should reflect the most recent enrollment date.	
District Entry Date	No	The date on which the student enrolls and begins to receive instructional services in a school district.	

Field	Required	Definition	Special Notes
Primary Disability Code	Yes	Indicates whether or not the student has an active Individual Education Plan (IEP) under the Individuals with Disabilities Education Act (IDEA – Part B).	Choose from options presented.
Assessment Program	Yes	Enables DLM alternate assessment and the FC survey for the student.	Choose Dynamic Learning Maps.
ESOL Participation Code	Yes	The type of ESOL/bilingual program in which the student participates.	
ESOL Entry Date	No	Date the ESOL participation began.	
USA Entry Date	No	Date of entry into USA.	

EDIT A STUDENT RECORD MANUALLY

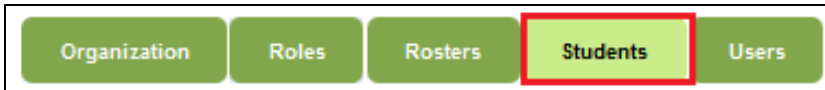
This procedure may not be used to change the building or district associated with an existing student record. See the EDUCATOR PORTAL USER GUIDE for information about reports and data extracts. Also see Manage Student Moves and Transfers on page 85.

To edit a student record using the EP interface, follow these steps:

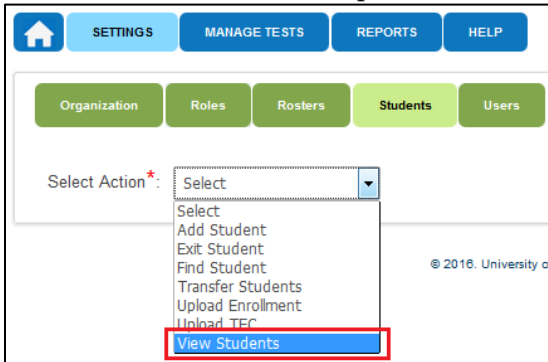
1. Click **Settings**.



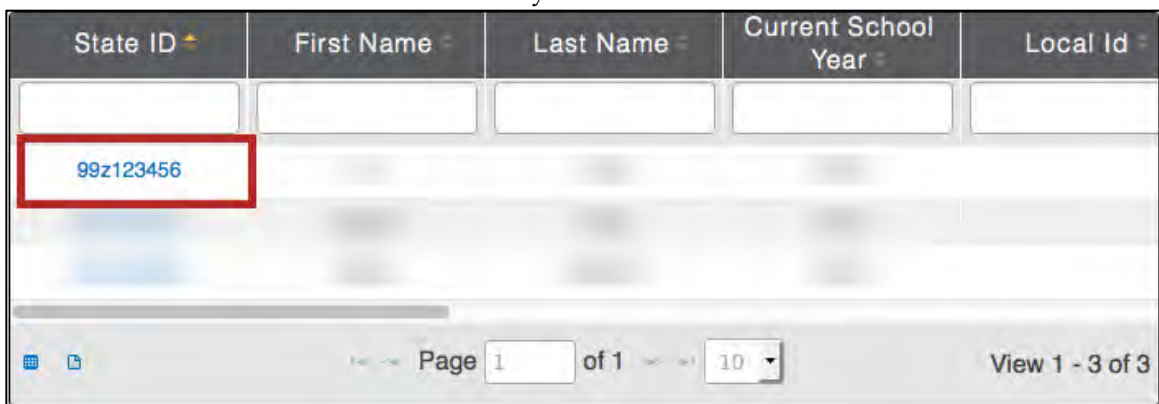
2. Click **Students**.



3. From the **Select Action** drop-down menu, click **View Students**.



4. Accept the pre-populated choices, or select choices in the **Select Organization** fields; click **Search**.
5. Click the **State ID** for the student record you wish to edit.



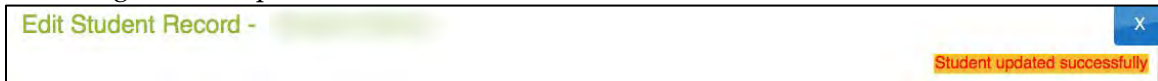
- On the **View Student Record** window, click **Edit**.

NOTE: If there is no link to edit the student, you do not have sufficient access permissions to make this change.

- On the **Edit Student Record** window, make the necessary changes.

- Click **Save**.

9. A message at the top of the window indicates that edits were successful.



10. Close the **Edit Student Record** window.

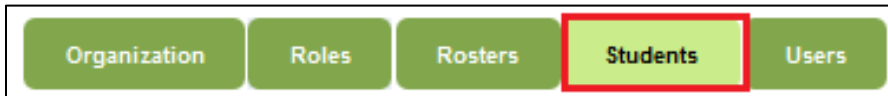
ACTIVATE A STUDENT RECORD

State, district, and building users with appropriate permission levels may use a State Student Identifier to locate an inactive student record in their state and activate the record for the current school year.

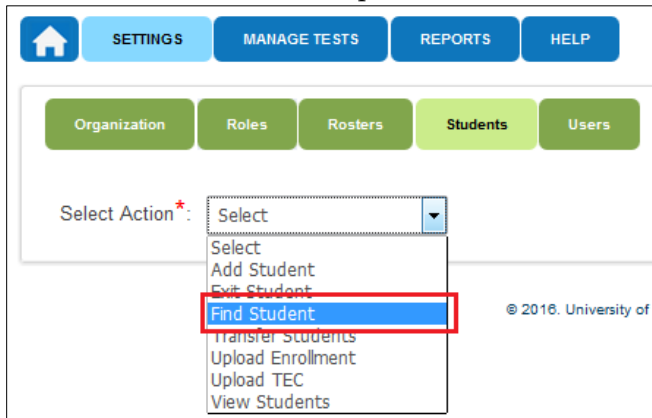
1. Click **Settings**.



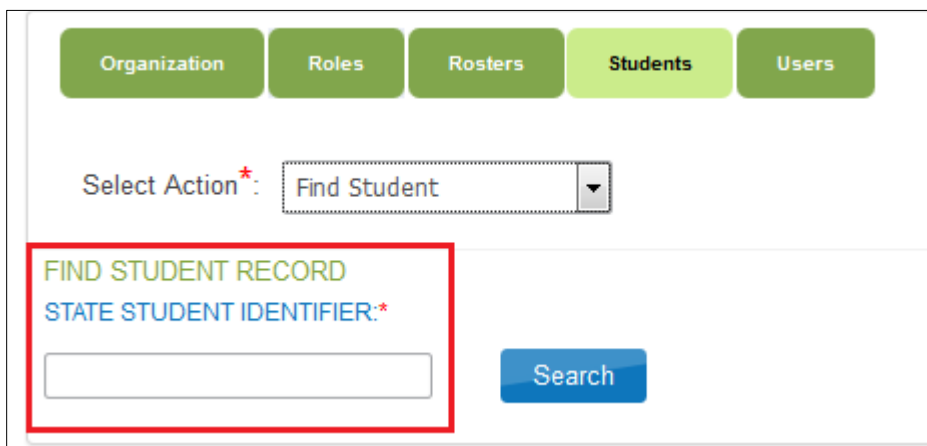
2. Click **Students**.



3. From the **Select Action** drop-down menu, choose **Find Student**.

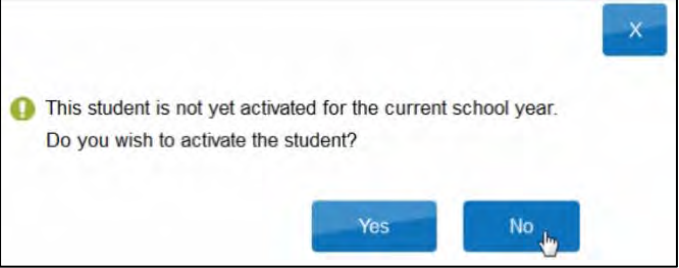
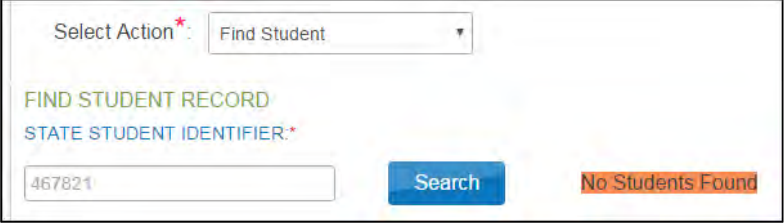
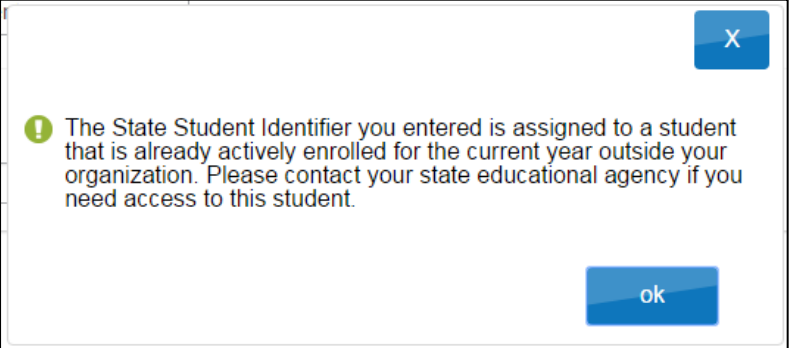


4. Enter the **State Student Identifier**; click **Search**.



Hint: The identifier must match exactly, including capitalization or lower case for alpha characters. Wild card searches are not allowed so that student privacy is protected.

5. What do you see?

If you see:	Then:
<p>A message asking if you want to activate the student record.</p> 	<p>This means that the student record from a previous year is not yet activated for this school year. Click Yes. Go to next step.</p>
<p>A message advising that no students were found.</p> 	<p>This means that the student does not have a record in your state from a previous year. You may enroll the student using Add a Student Record Manually. You may search for another student. End of procedure.</p>
<p>A message advising that the student is actively enrolled, but not viewable by you.</p> 	<p>This means that the student is active in a different building or district in your state. Contact your SEA if needed, to request that the student be transferred to your district and building. End of procedure.</p>

If you see:	Then:
The View Student Record screen.	This means the student has an active record for the current school year. You may use the procedure to Edit a Student Record Manually . End of procedure.

6. On the **Activate Student for Current School Year** window, update the fields for the current school year. When activating the student, be sure to update the grade level so that it is correct for the current year.

Activate Student for Current School Year - Sharla Notts X

Student

State Student ID: SR78559

Student Last Name: Notts **Student First Name:** Sharla

School Enrollment

Select the student's district, school, and grade. Saving these changes will enroll the student for the current school year.

State: DLM QC State **District:*** 001 Demo District ▼

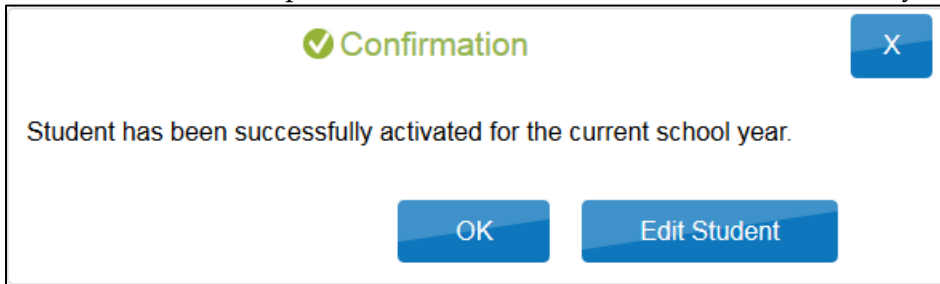
School:* 001 Demo School ▼ **Grade Level:*** Grade 3 ▼

Save

HINT: School will default to the building level user's school. Although the building level user is unable to change to a different school, a district level user can make this change. Contact your assessment coordinator for help with this edit.

7. Click **Save**.
8. When the Confirmation message appears, click **OK** if no additional changes are necessary. To make edits to the student record such as spelling of name, etc., click

Edit Student. See the procedure titled Edit a Student Record Manually on page 70.



REMOVE A STUDENT FROM EDUCATOR PORTAL

This procedure is required when a student moves out of state or will no longer participate in the DLM alternate assessments.

Your district or state may have additional accountability recommendations.

Best practice is to remove students before an assessment window opens. Contact the district test coordinator for dates of data cleanup in your district.

HINT: Student data, including the Access Profile (AP) and FC survey data, travel with the student record **within the state**. When a student moves from one building to another or one district to another, the student data supplied by the previous school or district appears so the “receiving” school or district may verify or modify it. A student who moves outside of the state is assigned a new State Student Identifier, and therefore an entirely new record in EP. Their data does not travel with them.

To remove an individual student from EP, follow these steps:

1. Click **Settings**.



2. Click the **Students** tab.



3. From the **Select Action** drop-down menu, choose **Exit Student**.

The screenshot shows a navigation bar with buttons for 'SETTINGS', 'MANAGE TESTS', 'REPORTS', and 'HELP'. Below this is a sub-navigation bar with buttons for 'Organization', 'Roles', 'Rosters', 'Students', and 'Users'. The 'Students' button is highlighted. Below the sub-navigation bar is a 'Select Action*' dropdown menu. The dropdown menu is open, showing a list of actions: 'Select', 'Add Student', 'Exit Student', 'Find Student', 'Transfer Students', 'Upload Enrollment', 'Upload TEC', and 'View Students'. The 'Exit Student' option is highlighted with a red box. To the right of the dropdown menu, there is a copyright notice: '© 2016. University of'.

4. Select the organization information; click **Search**.

The screenshot shows the 'SELECT ORGANIZATION' screen. It has a title 'SELECT ORGANIZATION' and a subtitle 'Specify organization level and click on search'. There are three dropdown menus for 'STATE*', 'DISTRICT*', and 'SCHOOL*'. A 'Search' button is at the bottom left. A 'Continue' button is at the top center. To the right, there is a table with columns: 'State ID', 'First Name', 'Last Name', 'Current School Year', and 'Local Id'. The table is empty. Below the table is a pagination control showing 'Page 0 of 0' and a 'Continue' button at the bottom right.

5. Select one student; click **Continue**.

The screenshot shows the 'SELECT ORGANIZATION' screen. It has a title 'SELECT ORGANIZATION' and a subtitle 'Specify organization level and click on search'. There are three dropdown menus for 'STATE*', 'DISTRICT*', and 'SCHOOL*'. A 'Search' button is at the bottom left. A 'Continue' button is at the top center. To the right, there is a table with columns: 'State ID', 'First Name', 'Last Name', 'Current School Year', and 'Local Id'. The table has one row highlighted in yellow. Below the table is a pagination control showing 'Page 1 of 1' and a 'Continue' button at the bottom right.

6. On the Select Date and Reason screen, type or select the exit date.

7. Select the **Reason for Removing Student** (exit reason) from the drop-down menu.

Select Date and Reason, then Click Exit Student

Student's Exit date, the date on which the change is effective:

Reason for Removing Student:

Select

Exit Student

8. Click **Exit Student**.

NOTE: The Exit Student button is unavailable until both an exit date and reason are selected.

To batch remove students from EP, follow these steps:

1. Download the TEC (Test, Exit, and Clear) Upload Template from your state's DLM resources webpage.

HINT: Always start by downloading the template to ensure you have the current file.

2. Open the TEC Upload Template in a spreadsheet program that can save data in the CSV format. The template **must** be uploaded as a CSV file format.
3. Using a new line (row) for each student, type the information into the CSV file.
4. Complete all required fields and as many non-required fields as possible for the best results.
5. Verify that all column headings appear in the file, even if optional columns are left blank.
6. Save the file as a CSV file. The system will only load files saved in CSV format.

HINT: Up to 5,000 records at a time may be loaded. However, large files may load slowly and can be difficult to troubleshoot. It is recommended that you load 100 or fewer records at a time, unless you are confident about the quality of your data.

7. Save the file in a location you can access later.

NOTE: After removing a student who has moved buildings in the current district, re-enroll the student with the updated information using the enrollment template. The receiving building/district can also use the 'find' option and then the UI. See Create an Enrollment File on page 52 for more information.

Your state may offer a resource that maps the field names shown below to codes and identifiers commonly used in your state or district. See the State Appendix on page 113 and Access Additional Resources on page 6.

Test, Exit, and Clear Field Definitions

Field	Format; Length	Required	Description	Special Notes
Record_Type	Alpha <ul style="list-style-type: none"> • Test • Exit • Clear 	Yes	Each line in the CSV file will have one of the following types: <ul style="list-style-type: none"> • Test – makes the student available for enrollment in a test • Exit – marks the student to be removed from enrollment in a particular location • Clear – resets the test or exit value for the student to blank 	For DLM alternate assessment, choose Exit.
State_Student_Identifier	Numeric; 10	Yes	Student’s state ID number.	
Attendance_School_Program_Identifier	Alphanumeric; 30	Yes	The building number (typically four digits) or other location identifier assigned by the DLM alternate assessment to represent where the student attends school. This is the building whose staff will see the student information, including the student username and password.	The number must match a number in your organization, or the file upload will fail.
Exit_Reason	Numeric; 2	Yes		See the table on page 81.
Exit_Date	MM/DD/YYYY	Yes	The date on which this change is effective.	
Test_Type	Alphanumeric; 1	No	Indicates the type of test. The DLM users select 3 = Alternate Assessment (DLM).	

Field	Format; Length	Required	Description	Special Notes
Subject	Alpha; 3	No	Enter the subject for the test. Current choices are: <ul style="list-style-type: none"> • M = math • ELA = English language arts • SCI = science⁵ • SS = social studies⁶ 	
School_Year	YYYY	Yes	The school year for which the change is effective.	

⁵ Only some states test in science. Check with your SEA regarding your state.

⁶ Only some states test in social studies. Check with your SEA regarding your state.

Exit_Reason Field

These values are used in a TEC (Test, Exit, and Clear) file for the Exit_Reason column. Do not add a leading zero or the system will reject the file.

Entry	Definition	Entry	Definition
1	Transfer to public school, same district	13	Reached maximum age for services
2	Transfer to public school, different district, same state	14	Discontinued schooling
3	Transfer to public school, different state	15	Transfer to accredited or non-accredited juvenile correctional facility – educational services provided
4	Transfer to an accredited private school	16	Moved within the United States, not known to be enrolled in school
5	Transfer to a non-accredited private school	17	Unknown
6	Transfer to home schooling	18	Student data claimed in error/never attended
7	Matriculation to another school	19	Transfer to an adult education facility (e.g., for GED completion)
8	Graduated with regular diploma	20	Transfer to a juvenile or adult correctional facility – no educational services provided
9	Completed school with other credentials (e.g., district-awarded GED)	21	Student moved to another country, may or may not be continuing enrollment
10	Student death	30	Student does not meet eligibility criteria for alternate assessment
11	Student illness	98	Unresolved exit
12	Student expulsion (or long-term suspension)	99	Undo a previously submitted exit record

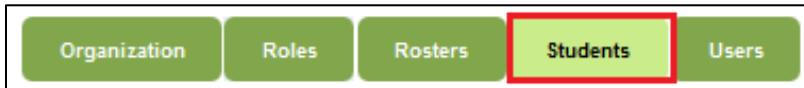
LOAD A TEC FILE

To upload a TEC file, follow these steps:

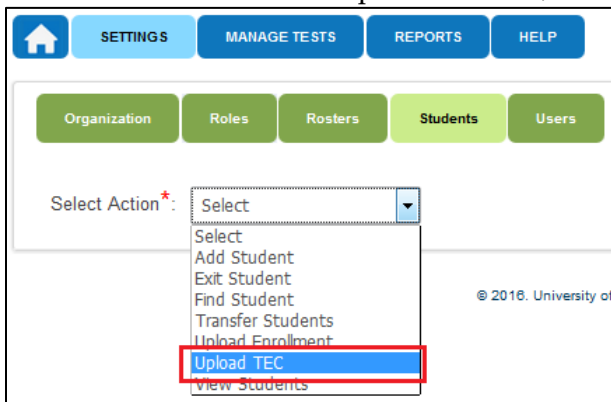
1. Click **Settings**.



2. Click **Students**.

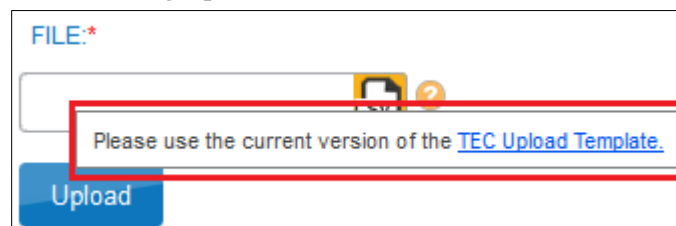


3. From the **Select Action** drop-down menu, select **Upload TEC**.



4. Accept the pre-populated choices or select choices for the **Select Organization** fields.

HINT: When choosing to upload a file, hovering over the question mark next to the file upload reveals an option to download the template for the matching upload.



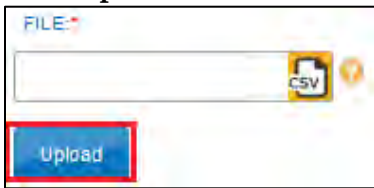
- Click to find the CSV file on your computer.
A browser window appears.



- Locate the CSV file you created.
- Click the file name to select it.
- Click **Open**.
The filename appears in the **File** field.

HINT: Verify that the file has a .csv file extension. Filenames with extensions ending in .xls or .xlsx will be rejected.

- Click **Upload**.



- A message will show the number of records created, rejected, updated, and with alerts. Review the confirmation message for errors.

Date	Time	Status	File
12/02/2015	04:01:52 PM	Completed: Records Created/Updated: 2 Rejected: 2 Alerts: 0	
12/02/2015	02:14:10 PM	FAILED	

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- Click the CSV file under **File** to see error messages related to the upload.

Date	Time	Status	File
10/13/2016	09:34:11 AM	Completed: Records Created/Updated: 0 Rejected: 1 Alerts: 0	

Page 1 of 1 10

VIEW CURRENT ENROLLMENT EXTRACT

The current enrollment extract includes all records for students who are enrolled in the user's organization. This includes those uploaded via web service, enrollment file, or the manual user interface.

HINT: There will be multiple records for one student if the student has been enrolled in more than one school or grade.

Name of the Extract

When saving the current enrollment extract, the file is named:

KITE_Enrollment_Extract_OrgID_UserID_MM-DD-YY_HH-MM-SS.csv

HINT: **OrgID** is the organization code for your school or district.
UserID is your user identification code.
MM-DD-YY is the month, day, and year the report was created.
HH-MM-SS is the hour, minute, and second the report was created.

Fields on the Extract

The extract is similar, but not identical to, the Enrollment Upload CVS Template. See page 54 for definitions of common fields.

HINT: The roster and enrollment extracts now display the last modified date, time, and user.

Using the Extract to Maintain Enrollment Records

To use the extract to maintain enrollment records, delete the first five columns and any other columns that do not identically match the Enrollment Template.

The first five columns are for the following fields:

- Extract State
- Extract District
- Extract School Name
- Extract Last Modified Time
- Extract Last Modified By

For more information, see the procedure titled Change Enrollment Data Previously Uploaded on page 64.

See the EDUCATOR PORTAL USER GUIDE for information about reports and data extracts.

MANAGE STUDENT MOVES AND TRANSFERS

This section describes the recommended steps data managers should take to process a student moving to a new building within a district or to a different district, especially if the move occurs just before and during the end of the state's spring assessment window. This includes best practices and troubleshooting.

HINT: To move one student or a few students, use the procedure

Transfer a Student on page 85 which uses the EP interface.

To move many students, use the procedure Transfer Multiple Students Using CSV Upload Templates on page 91, which uses the CSV upload templates.

Using either procedure results in the following outcomes:

- Testlets and ITI plans move with the student record.
- The system continues assignments where the student left off.

Testlets are not generated for a student who is not rostered.

HINT: To remove a student who moves out of state, use the procedure titled Remove a Student from Educator Portal on page 75.

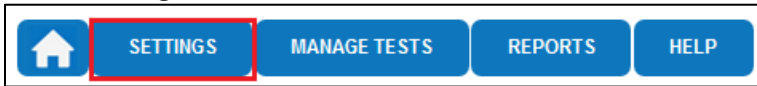
TRANSFER A STUDENT MANUALLY

This procedure allows for the transfer of a single or multiple students at one time. The DTC and DU can only transfer students within their own district. An SAA can transfer students between districts.

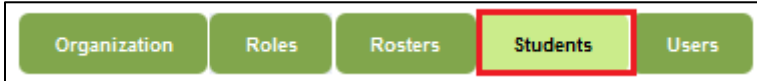
NOTE: Transferring between two or more districts can only be accomplished by the State Assessment Administrator or the DLM Service Desk. If transferring more than one student to multiple districts, the process must be completed separately for each district.

To transfer a student between districts or schools, follow these steps:

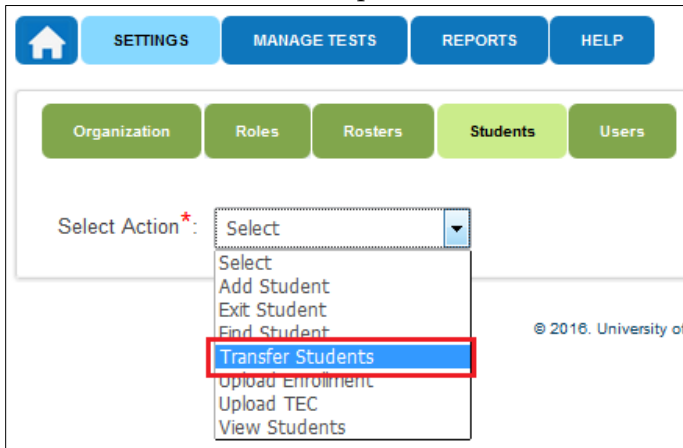
1. Click **Settings**.



2. Click **Students**.

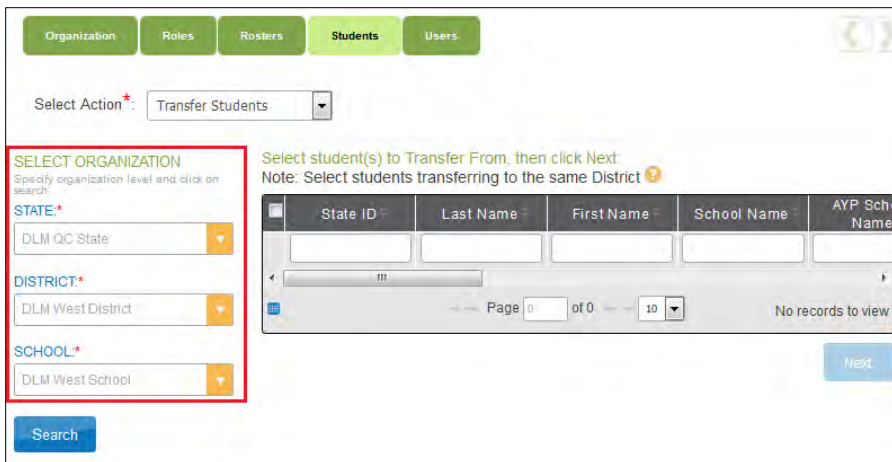


3. From the **Select Action** drop-down menu, click **Transfer Students**.



4. Under Select Organization, choose the **State, District, and School**.

5. Click **Search**.



HINT: Students must be transferred by district. If transferring more than one student to the same district, the process can be completed at one time by selecting all of the students to transfer, the district, and then schools. Transfer students to different districts separately.

Select Action*: Transfer Students

SELECT ORGANIZATION
Specify organization level and click on search

STATE*:
DLM QC State

DISTRICT*:
DLM West District

SCHOOL*:
DLM West School

Select student(s) to Transfer From, then click Next:
Note: Select students transferring to the same District ?

"The destination district (not the schools) must be the same for all selected students." Name

Page 0 of 0

6. Select the student or students to transfer; click **Next**.

Organization Roles Rosters **Students** Users

Select Action*: Transfer Students

SELECT ORGANIZATION
Specify organization level and click on search

STATE*:
DLM QC State

DISTRICT*:
DLM West District

SCHOOL*:
DLM West School

Select student(s) to Transfer From, then click Next:
Note: Select students transferring to the same District ?

	State ID	Last Name	First Name	School Name	AYP School Name
<input type="checkbox"/>	55507000	Demo	Annie	DLM West School	DLM West School
<input checked="" type="checkbox"/>	55507001	Demo	Annie 1	DLM West School	DLM West School
<input type="checkbox"/>	55507002	Demo	Annie 2	DLM West School	DLM West School
<input type="checkbox"/>	55507003	Demo	Annie 3	DLM West School	DLM West School
<input type="checkbox"/>	55507004	Demo	Annie 4	DLM West School	DLM West School
<input type="checkbox"/>	55507005	Demo	Annie 5	DLM West School	DLM West School
<input type="checkbox"/>	55507006	Demo	Annie 6	DLM West School	DLM West School
<input type="checkbox"/>	55507007	Demo	Annie 7	DLM West School	DLM West School
<input type="checkbox"/>	55507008	Demo	Annie 8	DLM West School	DLM West School
<input type="checkbox"/>	55507009	Demo	Annie 9	DLM West School	DLM West School

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- From **District**, select the receiving district if different than the existing district; click **Next**.

Select Action*:

Select destination District, if different than existing District:

- Select destination Attendance School for all students, or for each individual student.
- Select option to keep or remove existing AYP Schools, or select an AYP Schools for all students or for each individual student.
- Select option to keep or remove Local Ids for all students, or enter/edit individual student's Local Ids.
- Select applicable Exit Reason for all Students or for each individual student.

State ID	Last Name	First Name	Destination AYP School	Destination AYP School
55507001	Demo	Annie 1	DLM West School	DLM West School

Next

HINT: Scroll to the right to view additional columns.

- Select the **Destination Attendance School**, **Destination AYP School**, and **Destination Location**.
- Select the **Exit Reason**.

Select Action*:

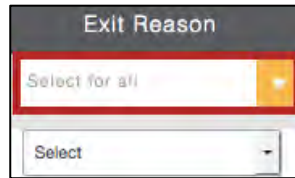
Select destination District, if different than existing District:

- Select destination Attendance School for all students, or for each individual student.
- Select option to keep or remove existing AYP Schools, or select an AYP Schools for all students or for each individual student.
- Select option to keep or remove Local Ids for all students, or enter/edit individual student's Local Ids.
- Select the application Exit Reason for all Students or for each individual student.

Existing AYP School	Destination AYP School	Local Id	Destination Local Id	Exit Reason
DLM West School	Select	55507001		Select for all

01 Transfer to Public School, Same District
02 Transfer to Public School, Different District, Same State
04 Transfer to an Accredited Private School

HINT: If all students have the same exit reason, select the exit reason from the **Select for all** menu in the header of the column.

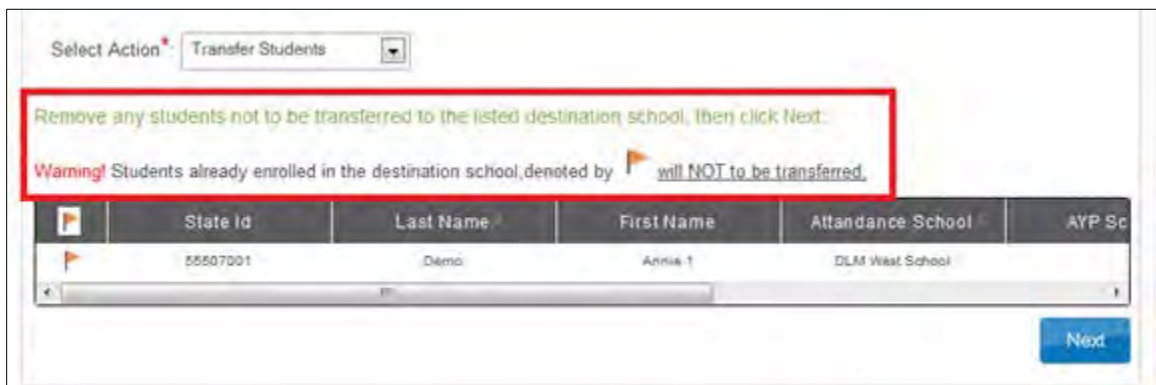


The **Select for all** menu is available for the **Destination Attendance School** column, **Destination AYP School** column, **Destination Local ID** column, and **Exit**.

You will have the option to remove any students from the list if you wish them **not** to be transferred in the EP system.

There will be a warning message indicating that students already enrolled in the receiving school are denoted by a flag in EP and will not be transferred.

10. Click Next.



Hint: The delete icon looks like a trash can.



11. Review the student and the selected information.

Select Action * Transfer Students

Please review before concluding the transfer:

Listed students will be exited from the leaving schools and enrolled in the selected destination schools. Students' general information, demographic and profile and test records for the current year will be transferred to the destination schools.

For Each Student, the following table displays:

- >The destination District, School, AYP School and Local Id
- >The destination District and School Entry Date(s)
- >The Exit Reason Code and Date

Click Yes to transfer students, or No to cancel.

Yes No

State Id	Last Name	First Name	Attendance School	AYP School

12. To cancel the action, click **No**. If you select **No**, you will receive a warning message that reflects the cancelation of the transfer.

Select Action * Transfer Students

Please review before concluding the transfer:

Listed students will be exited from the leaving schools and enrolled in the selected destination schools. Students' general information, demographic and profile and test records for the current year will be transferred to the destination schools.

For Each Student, the following table displays:

- >The destination District, School, AYP School and Local Id
- >The destination District and School Entry Date(s)
- >The Exit Reason Code and Date

Click Yes to transfer students, or No to cancel.

Warning! Selected/entered information will not be saved and students will not be transferred.
Cancel transfer?

Yes No

Yes No

State Id	Last Name	Attendance School	AYP School

13. To continue the transfer, click **Yes**. A confirmation message will appear, confirming that the student has been transferred.

Select Action * Transfer Students

Transfer Students completed successfully.

SELECT ORGANIZATION
Specify organization level and click on search:

STATE:*
Alaska

DISTRICT:*
Demo District

SCHOOL:*
MySchool

Search

Select student(s) to Transfer From, then click Next:
Note: Select students transferring to the same District

State ID	Last Name	First Name	School Name	AYP School Name

Page 1 of 0

No records to view

Next

After transferring a student, roster the student to a test administrator by following Create a Roster File on page 92, and then Load a Roster File 97.

TRANSFER MULTIPLE STUDENTS USING CSV UPLOAD TEMPLATES

HINT: This complex process is best used when transferring many students. When transferring a small number of students, please use Transfer a Student Manually on page 85.

Move a Student within a District

To move a student from one building to another within the same school district, follow these steps in order:

1. The originating district exits the student using a TEC file.
2. When completed, School A will no longer have access to the student's data.
3. The receiving district enrolls the student to School B using the Enrollment Upload Template. **Note that returning students cannot be enrolled manually.**
4. School B rosters the student. When completed, School B will have access to the student's data including student username and password.
5. School B educator completes and submits FC survey.

Move a Student from One District to Another

To move a student from one building to another in a different district, follow these steps in order:

1. District A exits the student using a TEC file. The student will automatically be removed from rosters in that district.
2. District B enrolls the student using the Enrollment Upload Template. **Note that returning students cannot be enrolled manually.**
3. District B rosters the student. When completed, District B will have access to the student's data including student username and password.
4. District B educator verifies that the FCS and AP settings are accurate and resubmits as necessary.

MANAGE ROSTER DATA

The Roster Upload Template links students to educators and enrolls the student in a test for each subject area. While the enrollment file contains one record per student, the

roster file will contain two records (rows) per student to represent each of the DLM subject areas.⁷

NOTE: Students must be rostered once for each subject area (ELA and math) for all assessments in the current school year.

Test administrators will not see students on their rosters until they have completed Required Test Administration Training.

CREATE A ROSTER FILE

This procedure is best when creating rosters for multiple educators and students. For only one or two educators and a small number students, rosters can be created manually. See Create a Roster Manually on page 103.

To create a roster file, follow these steps:

1. Download the Roster Upload Template from your state's DLM webpage. Do not start from a data extract from your existing system. Copy and paste records into the CSV file in the corresponding field.

HINT: Always start by downloading the template to ensure you have the current file.

2. Open the Roster Upload Template in a spreadsheet program that can save data in the CSV format. The template **must** be uploaded as a CSV file format.
3. Using a new line (row) for each student and for each subject (ELA and mathematics), type the information into the CSV file.

HINT: There will be one row for ELA and one row for mathematics in this file.

4. Complete all required fields and as many non-required fields as possible for the best results.
5. Verify that all column headings appear in the file, even if optional columns are left blank.

⁷ There will be three records (rows) for districts that use the DLM alternate assessment for science.

6. Save the file as a CSV file. The system will only load files saved in CSV format.

HINT: Up to 5,000 records at a time may be loaded. However, large files may load slowly and can be difficult to troubleshoot. It is recommended that you load 100 or fewer records at a time, unless you are confident about the quality of your data.

7. Save the file in a location you can access later.

HINT: The file can be given any name that helps identify the group of students it contains.

Your state may offer a resource that maps the field names shown below to codes and identifiers commonly used in your state or district. See the State Appendix on page 113 and Access Additional Resources on page 6.

HINT: If the data has leading zeroes, use an apostrophe to preserve them. Check that the leading zeroes are retained after each save.

Key to Table

The following table is the key for the Roster Field Definitions table beginning on page 94.

CSV Col.	Matches the column label in the Roster Template.
Column Heading	The name of the field. This matches the column heading in the Roster Template.
Data Required	Indicates if the spreadsheet must have data in a particular column. Y = Yes, N = No
Format or Valid Entries	The type of data allowed in the field.
Definition	The definition of the field.

Roster Field Definitions

CSV Col.	Column Heading	Data Required	Format or Valid Entries	Definition
A	Roster name	Y	Alphanumeric	The name for the roster (see best practices below for naming).
B	Subject	Y	Alphanumeric	Details about potential values are provided in a separate table below. Testlets will not be provided for any other subject that those listed in the table below.
C	Course	N	Alphanumeric	This field is only to be used in states administering End-of-Instruction testing. Use this field only when directed by your state. Otherwise, do not use this field.
D	School Identifier	Y	Alphanumeric up to 10	<p>Identification code assigned by the state (or other organization) that indicates the location where the student attends school.</p> <hr/> <p>NOTE: The entry must match an entry in EP for your organization, or the file upload will fail.</p> <hr/>
E	School Year	Y	YYYY	The four-digit ending year of the current school year (e.g., for the 2016–2017 school year, you would enter 2017).

CSV Col.	Column Heading	Data Required	Format or Valid Entries	Definition
F	State Student Identifier	Y	Numeric up to 10	The student's state identification number. Must match field of same name in Enrollment file.
G	Local Student Identifier	N	Numeric up to 10	The student's state or school ID number. Must match field of same name in enrollment file.
H	Student Legal First Name	Y	Alphanumeric	The student's first name.
I	Student Legal Last Name	Y	Alphanumeric	The student's last name.
J	Educator Identifier	Y	Alphanumeric	This is a required field for the test administrators (those with the role of teacher.) To successfully match student to educator, this code must match the Educator_Identifier used in the User file. If it does not match an existing Educator_Identifier then the record will fail to upload.
K	Educator First Name	Y	Alphanumeric	The educator's first name.
L	Educator Last Name	Y	Alphanumeric	The educator's last name.
M	Remove from roster	N	Remove or leave blank	If the information should be removed from a previously submitted roster, type Remove in this field. Otherwise, the field should remain blank.

Subject

Entry	Definition
M	Math
ELA	English language arts
SCI	Science ⁸
SS	Social studies ⁹

Best Practices for Naming Rosters

Consider defining a standard naming convention for rosters in your state or district. A standard naming convention can make it easier for others to find a specific roster later. In these examples, rosters that use a standard naming convention appear neatly grouped when sorted alphabetically.

HINT: Rosters must be separated by content area. More than one grade may appear on a single roster.

Example

Teacher Last Name Teacher First Name Subject

- Wheeler Lisa ELA
- Wheeler Lisa Math
- Wheeler Lisa Science

Roster Name	Subject	Last Name	First Name	Educator Identifier
Allman Nancy ELA	English Language Arts	Allman	Nancy	NancyAllman
Allman Nancy Math	Mathematics	Allman	Nancy	NancyAllman
Allman Nancy Science	Science	Allman	Nancy	NancyAllman
Wheeler Lisa ELA	English Language Arts	Wheeler	Lisa	493
Wheeler Lisa Math	Mathematics	Wheeler	Lisa	493
Wheeler Lisa Science	Science	Wheeler	Lisa	493

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⁸ Only some states test in science. Check with your SEA regarding your state before rostering students to science.

⁹ Only some states test in social studies. Check with your SEA regarding your state before rostering students to social studies.

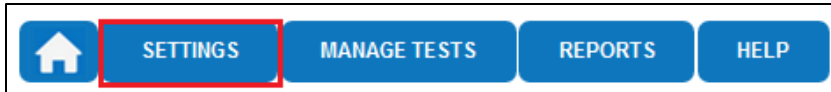
LOAD A ROSTER FILE

This procedure is required for a student to be issued the first testlet.

HINT: It is recommended that you upload roster files separately by building. This helps with tracking and troubleshooting. Roster records are rejected if an educator account is not found on the roster or if there is no educator identifier for the test administrator.

To upload the roster file into EP, follow these steps:

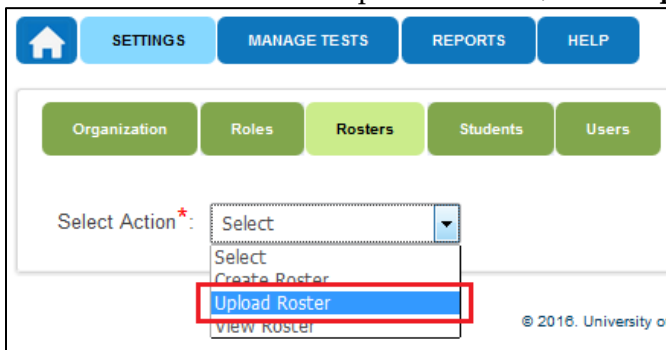
1. Click **Settings**.



2. Click **Rosters**.



3. From the **Select Action** drop-down menu, select **Upload Roster**.



4. Apply filters in the **Select Organization** fields to choose the necessary level.

Organization Roles **Rosters** Students Users

Select Action*: Upload Roster

SELECT ORGANIZATION
select organization level and file, click on Upload

STATE*: DLM QC State

DISTRICT*: DLM West District

SCHOOL: DLM West School

FILE*:

Upload

Date	Time	Status	File
------	------	--------	------

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NOTE: If the list does not contain the correct option, your account permissions may need to be changed. Contact your state-level data manager or SEA.

HINT: When choosing to upload a file, hovering over the question mark next to the file upload reveals an option to download the template for the matching upload.

FILE*:

Please use the current version of the [Roster Upload Template](#).

Upload

- Click to find the CSV file on your computer. A browser window appears.



- Locate the CSV file you created.
- Click the file name to select it.
- Click **Open**. The filename appears in the **File** field.

HINT: Verify that the file has a .csv file extension. Filenames with extensions ending in .xls or .xlsx will be rejected.

- Click **Upload**.
- A message will show the number of records created, rejected, updated, and with alerts. Review the confirmation message for errors.

Date	Time	Status	File
12/02/2015	04:01:52 PM	Completed: Records Created/Updated: 2 Rejected: 2 Alerts: 0	
12/02/2015	02:14:10 PM	FAILED	

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HINT: Each line in the CSV file is one record.

- Click the CSV file under **File** to see error messages related to the upload.

Date	Time	Status	File
10/13/2016	09:34:11 AM	Completed: Records Created/Updated: 0 Rejected: 1 Alerts: 0	

Page 1 of 1

CHANGE ROSTER DATA

Using this procedure, you may take the following actions:

NOTE: Rosters cannot be changed after the state window closes. See your SEA or SAA with further questions.

- Change a roster name (see Best Practices for Naming Rosters on page 96).
- Change the subject or course.
- Change the educator connected to the roster.
- Change the students connected to the roster.
- Remove the roster (by removing all students).

NOTE: Do not choose a subject other than English language arts, mathematics, science, or social studies.¹⁰

Do not use the course field. This field is only to be used in states administering End-of-Instruction assessments in high school. Otherwise, do not use this field.

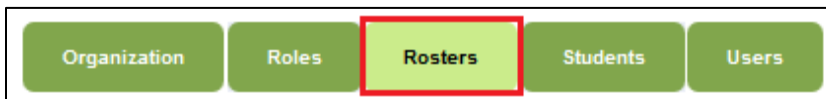
HINT: For rosters attached to inactive users, the first step is to assign an active educator to the roster. Other updates may be made after that.

To change roster data, follow these steps:

1. Click **Settings**.

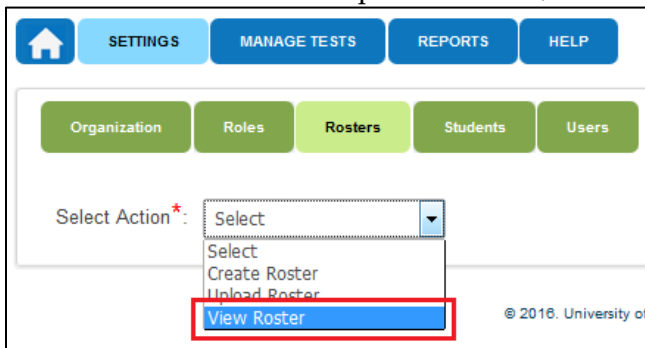


2. Click **Rosters**.

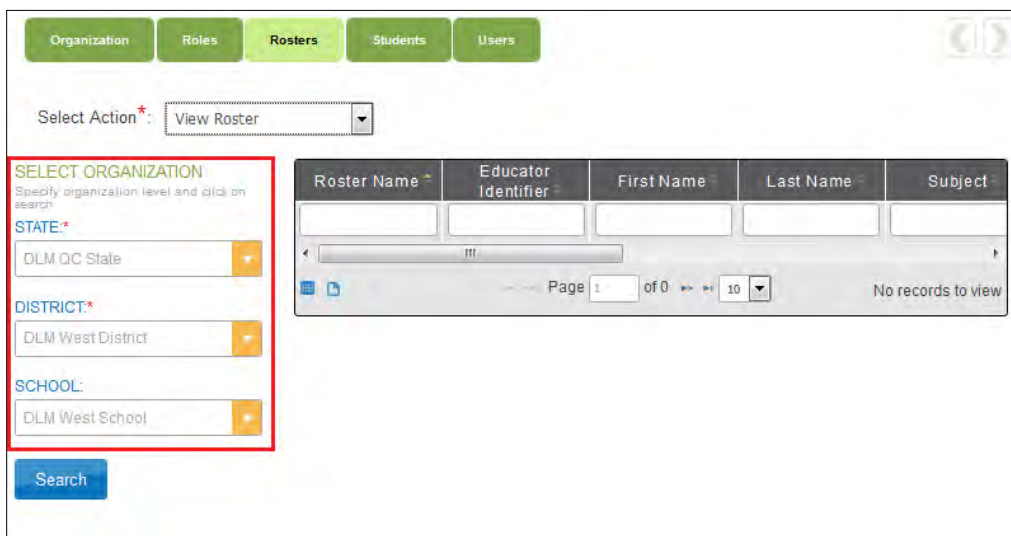


¹⁰ Only some states currently test in science and social studies.

- From the **Select Action** drop-down menu, choose **View Roster**.



- Accept the pre-populated choices or select choices for the fields.
- Click **Search**.



HINT: Educators and students will not populate until after clicking the Search button.

- Click the desired roster; the **View/Edit Roster** screen appears.
- Make the desired changes. You may do any of the following:
 - Type a Roster Name.
 - Choose a Subject and/or Course.¹¹
 - Select an Educator.
 - Select or clear checkboxes to remove or add students to the roster.

¹¹ Only choose ELA, mathematics, science or social studies where applicable. Course is only chosen for End of Instruction assessments in high school.

View/Edit Roster -

ROSTER NAME: SUBJECT: COURSE:

SELECT EDUCATOR

First Name	Last Name	Educator Identifier	Status	Email
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Assigned Educator

<input checked="" type="checkbox"/>				
-------------------------------------	--	--	--	--

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SELECT STUDENTS

Student Identifier	First Name	Middle Name	Last Name	Gender	Grade Course
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

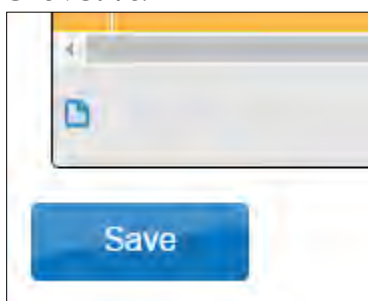
Enrolled Students

<input checked="" type="checkbox"/>					
<input checked="" type="checkbox"/>					
<input checked="" type="checkbox"/>					
<input checked="" type="checkbox"/>					
<input checked="" type="checkbox"/>					
<input checked="" type="checkbox"/>					
<input checked="" type="checkbox"/>					
<input checked="" type="checkbox"/>					
<input checked="" type="checkbox"/>					
<input checked="" type="checkbox"/>					

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NOTE: If you clear a checkbox, that educator or student will be removed from the roster. If you clear all students from the roster, the roster is deleted.

8. Click **Save**.



CREATE A ROSTER MANUALLY

To create a roster manually using the EP interface, follow these steps:

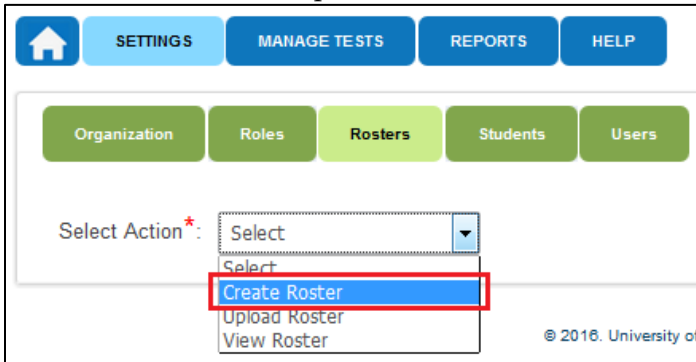
1. Click **Settings**.



2. Click **Rosters**.

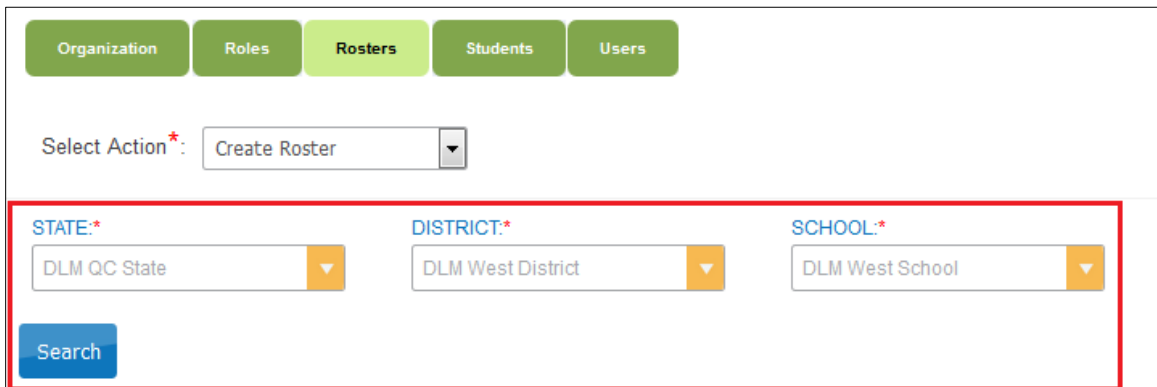


3. In the **Select Action** drop-down menu, select **Create Roster**.



4. In the additional fields, accept the pre-populated choices or select different choices (e.g., **District**, **School**, etc.)

5. Click **Search**.



6. Type a **Roster Name**.

- Select a **Subject**; optionally, select a **Course** if your state is participating in End-of-Instruction assessments.

- Click the checkbox to select an educator.

SELECT EDUCATOR*

	First Name	Last Name	Educator Identifier	Status	Email
<input type="checkbox"/>					
<input checked="" type="checkbox"/>	Mal	Reynolds		Active	bcoat@yah

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HINT: You may only select one educator.

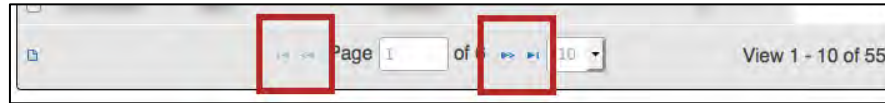
- Select or clear the checkboxes to remove or add students to the roster.

SELECT STUDENTS*

<input type="checkbox"/>	Student Identifier	First Name	Last Name	Grade Course
<input type="checkbox"/>				
<input checked="" type="checkbox"/>	123456678	Belle	Phoneme	Grade 5
<input type="checkbox"/>	123345678	Phron	Belelel	Grade 5
<input checked="" type="checkbox"/>	123445678	Ronnie	Nopheme	Grade 5

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HINT: Use the arrows at the bottom of the screen to move between pages and select multiple students.



10. Click **Save**.

11. To close the roster, click **X**.



HINT: When the roster saves, the window closes, and a message indicating that the roster has been created will appear.

VIEW ROSTER EXTRACT

The roster extract includes all records for students who are assigned to a roster within the user's organization. This includes those uploaded via web service, roster file, or manually.

HINT: A student should be rostered by one test administrator, per school, per grade, per subject. Check the roster extract to ensure that rosters were only created for ELA, mathematics, and science if your state is administering DLM science, and social studies if applicable for your state. Courses should not be listed unless your state is testing End-of-Instruction courses in high school. If incorrect rosters are listed, move students from the incorrect roster to the correct ones. The empty rosters will be deleted automatically.

The roster and enrollment extracts now display the last modified date, time, and user who downloaded the roster.

Name of the Extract

When saving the roster extract, the file is named:

KITE_Roster_Extract_OrgID_UserID_MM-DD-YY_HH-MM-SS.csv

HINT: **OrgID** is the organization identifier for your school or district.
UserID is your user identification number.
MM-DD-YY is the month, day, and year the report was created.
HH-MM-SS is the hour, minute, and second the report was created.

Fields on the Extract

The extract is similar, but not identical to the Roster Upload Template. See page 94 for definitions of common fields.

Understanding the Roster Extract

The roster extract creates a CSV file that lists the students and educators on every roster in a particular school. When creating the extract, you must select the school. The roster extract is similar, but not identical to the Roster Upload Template.

HINT: If your program will use the report to maintain rosters, be sure to delete the first five columns in the report (State, District, School, Last Modified Time, and Last Modified By) and any other columns which do not identically match the Roster

Using the Extract to Maintain Roster Records

To use the extract to maintain roster records, delete the first five columns and any other columns that do not identically match the Roster Upload Template.

The first five columns are

- Extract State
- Extract District
- Extract School
- Extract Last Modified Time
- Extract Last Modified By

MANAGE DATA VERIFICATION AND REVISIONS

In preparation for an assessment window and before it opens, districts should take steps to verify and revise data in EP. The data manager is the person best suited to organize the effort. States and educators also have a role in the verification.

HINT: Check with your SEA for variations in how this procedure applies to your state or district. Your state may offer a customized version in early 2017 to prepare for the spring assessment window.

WHY DATA VERIFICATION AND REVISION MATTER

Incorrect information results in incorrect testlet assignment. Accurate information about educators (users), students (enrollment, Access Profile, and FC survey), and rosters is required so that all students who need to participate in the DLM alternate assessments for state accountability purposes are ready for assessments, and that all students receive testlets that best match their needs and abilities.

NOTE: The DLM alternate assessment does not host all the data a state might need for accountability purposes. Contact your SEA with any questions about how to count students for accountability purposes.

WHEN TO CONDUCT DATA VERIFICATION AND REVISIONS

Data verification and revisions should be done during the dates outlined in any calendar your state provides on your state's DLM webpage.

HINT: See the EDUCATOR PORTAL USER GUIDE for information about reports and data extracts.

See Manage Student Moves and Transfers on page 85 to manage planned student moves.

PROCEDURE OVERVIEW

State and district data managers should follow these steps to begin verifying and revising data for their district.

1. Assemble your plan and team members to conduct data verification and revision.
2. Determine how you will communicate responsibilities about the data verification and revision process.
3. Pull data extracts from EP to view your current data.
4. Edit the data against your state or district data.
 - a. Look for duplicate student records across schools in your district. Remove students from any schools in which they are no longer enrolled by using Remove a Student from Educator Portal on page 75.

- b. Remove students who are no longer enrolled in your district using Remove a Student from Educator Portal on page 75.
5. Use procedures from this manual to modify the data.
Optional: Pull a new data extract to check your work and/or distribute new extracts to appropriate audiences for them to check the information.

Educators should follow these steps to begin verifying and revising data for their district. The EDUCATOR PORTAL MANUAL includes procedures for checking student information.

- Review each student’s AP and direct the test administrator to complete each of his or her students’ Access Profile.
- Review and check student data (spelling, DOB, grade, race, gender, etc.).
- Check rosters. Make sure each student is assigned to the correct roster(s) – one per content area.
- Review the First Contact survey for each student, and direct the test administrator to complete each of their student’s First Contact survey.

NOTE: Educators will receive an Access Restricted message when logging into EP if the annual requirements such as security agreement acceptance and all required training modules have not been completed.

A student will not be assigned a testlet until the FC survey is completed in Educator Portal.

The ACCESSIBILITY MANUAL is a valuable resource for educators who must make decisions about the Access Profile.

DATA MANAGER ACTIONS

While data collection and comparison can be addressed simultaneously for all three types of files, you should process data upload templates in this order so that records and relationships are correctly linked: user, enrollment, and roster. Procedures in this manual may be helpful in completing specific actions.

Data Manager Actions	Procedure Title
User <ol style="list-style-type: none"> 1. View the user extract. 2. Compare the extract data against your district or state data. 3. Correct data. 4. Ensure educators with the role of teacher have an educator identifier associated with their account. 	View Users Extract Change User Account Information

Data Manager Actions	Procedure Title
<p>Enrollment</p> <ol style="list-style-type: none"> 1. View the current enrollment extract. 2. Compare the extract data against your state or district data. 3. Keep rows of information that require correction. 4. Delete rows of information that do not require correction. 5. Delete the first five specified columns described above to prepare the extract for use as an enrollment file. 6. Upload the enrollment file*. 7. Exit students from the system if needed. 	<p>View Current Enrollment Extract</p> <p>Change Enrollment Data Previously Uploaded</p> <p>Edit a Student Record Manually Activate A Student Record</p> <p>Remove a Student from Educator Portal</p>
<p>Roster</p> <ol style="list-style-type: none"> 1. View the roster extract. 2. Compare the extract data against your state or district data. 3. Keep rows of information that require correction. 4. Delete rows of information that do not require correction. 5. Delete the first five specified columns described above to prepare the extract for use as a roster file. 6. Upload the roster file*. 	<p>View Roster Extract</p> <p>Change Roster Data</p>

**Some information may be edited manually.*

USE THE DATA EXTRACTS FOR DATA CLEAN-UP

Here are some suggestions for comparing the EP extracts against district or state data to identify corrections that are needed.

- Consider whether the right students are in the right places. If not, review the section titled Manage Student Moves and Transfers on page 85 to add them to the receiving school or district and remove them from the old school or district. Although Educator Portal allows for dual enrollments when needed, unintended duplicate student enrollment records could result in errors in student reports. Correct the student information.
- Look for students enrolled more than once with identical information except perhaps one field, (e.g., the state ID). A student may have been enrolled using a state ID with a transposed number, and then enrolled a second time with the corrected state ID. Investigate which one is correct.

- Before removing the wrong entry, check the Test Administration Monitoring Extract to see if the student may have been tested on more than one account. If the student was tested on the wrong account or if the student was tested on both accounts, call the DLM Service Desk to have the accounts corrected and reconciled.
- Correct inaccurate data by using administrative knowledge, educator reference, or school- or district-level databases.

Experienced Excel users might consider using these features to review and compare data (click on the links for these features to find tutorials):

- [Sort](#) the data by a specific column to identify duplicates (e.g., name).
- Apply a [filter](#) to a column to view select records (e.g., in the enrollment file, choose Current_School_Year and filter out the correct value to see which records have incorrect data or blanks).
- Use [VLOOKUP](#) to search for a value and return a value from a related cell.

THE EDUCATOR PORTAL USER GUIDE

The EDUCATOR PORTAL USER GUIDE includes procedures for checking student information.

- Understanding the Accessibility Profile Extract
- View and Check Student Data
- View and Check Roster
- Complete Access Profile
- Complete the First Contact survey

WHERE TO FIND HELP

Common error messages and solutions related to file uploads into EP are summarized on the KITE Troubleshooting webpage: <http://dynamiclearningmaps.org/kite-troubleshooting>.

See Finding Help (see page 2) for additional assistance.

HINT: Do not send Personally Identifiable Information to the Service Desk or screenshots of testlets via email.

For questions about data that is not collected by the DLM alternate assessment, contact your SEA.

TROUBLESHOOTING

COMMON VIEW ACCESS ISSUES


A user's role in EP may limit access to view tabs, features, or data. If a user cannot access needed information, the data manager may need to assign that person a new or additional role in EP. See [Assign a User Role or Organization](#) on page 36.

COMMON DATA UPLOAD ISSUES

Experience	Possible Causes
Nothing happens when clicking the Upload button (for user, enrollment, or roster files)	<ul style="list-style-type: none"> File is not in CSV format. Incompatible browser; use a supported browser as listed under the EP heading on http://dynamiclearningmaps.org/requirements

SYSTEM ERROR MESSAGES

To view error messages, click **the CSV file to view the error message.**

Date	Time	Status	File
10/13/2016	09:34:11 AM	Completed: Records Created/Updated: 0 Rejected: 1 Alerts:	

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The table below shows some error messages that may appear when uploading roster or enrollment files. Messages now include the line number, column the field name where the error is located, and other helpful information within the error message.

Message	Possible Causes
### records created, ### records updated and ### records are rejected out of ### total records. Upload completed with errors.	The file was uploaded, but EP found errors. The hashtags (###) will be replaced with numbers indicating how many records were updated and how many errors were found.
Enter a value with a valid extension.	The file was not uploaded because the file format was not CSV. This error may occur if you have copied and pasted data from other programs into the CSV file. This can be corrected by transferring the data into a fresh copy of the CSV file that you are attempting to upload.

Message	Possible Causes
File format is not correct.	The file was not uploaded. One possible reason is that a header is missing or is incorrect. Use the templates provided on the name of the webpage for your state.
File is required.	User clicked the Upload button before attaching a file.
Blank value is not valid.	The record is not actually rejected and no action required. This message will appear for any field that is not required and is left blank.
The roster upload file is rejected.	<ul style="list-style-type: none"> -Use only ELA or Mathematics in the State_Subject_Area_Code field. Spelling and capitalization must be as shown above. -Check the Current_School_Year field is completed correctly. -The Attendance School Program Identifier is not found. -The Attendance District Identifier is incorrect. -The Date of Birth with value 11/22/2017 is not valid. Date is in the future.

SERVICE DESK ASSISTANCE REQUIRED

Contact the Service Desk for assistance with the following items.

- Change the State Student Identifier if testlets have been taken under two different state identifiers. Contact the Service Desk to have the accounts merged into the correct ID.
- Add or change state or district organizational data.
- Remove an educator from the state if an educator leaves the state or the DLM program (not district).

REPORTS AND DATA EXTRACTS

See the EDUCATOR PORTAL USER GUIDE for information about reports and data extracts.

STATE APPENDIX

DOCUMENT HISTORY

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

Date	Section Name/Summary of Changes	Starting Page
12/22/2016	Help button added to table, screen shots	6
	Blueprint report added to Roles and Permissions in EP table	20
	Inactive users will not display unless chosen	36
	Rosters cannot be changed after state window closes	100
11/09/2016	Updates from October 27 software release	Throughout
	User Roles table Updates to the descriptions. Grouped roles by district, then building.	17
	Roles and Permissions in Educator Portal table Updated with new permissions and corrected language to match what a user sees in Educator Portal.	20
	Manage Student Moves and Transfers Updates due to software enhancements	85
	Manage Data Verification and Revisions Updates due to software enhancements	106
	Troubleshooting Updates due to software enhancements	111
10/20/2016	Update URLs for new DLM website release	Throughout
10/13/2016	Clarified language in Load a User File, Load an Enrollment File, Load a TEC File, and Upload a Roster File.	29, 61, 82, 97
9/26/2016	User Roles table Minor updates to the descriptions. Grouped roles by district, then building.	17
	Roles and Permissions in Educator Portal table Updated with new permissions and corrected language to match what a user sees in Educator Portal.	20
	Replaced the procedure titled Find a Student Record with Activate A Student Record to more accurately describe the details.	72

Date	Section Name/Summary of Changes	Starting Page
	Update to Best Practices for Naming Rosters	96
	September Software Release Updates	Throughout

Northwest Evaluation Association™ (NWEA™) is committed to making our products accessible for all students. Various accommodations and accessibility features for Measures of Academic Progress® (MAP®) and MAP for Primary Grades (MPG) assessments ensure that all students can benefit from assessment activities.

Key definitions:

Accessibility: Web accessibility allows equal access to online content and services for all people, including those with disabilities.	
Screen reader	A software application that identifies and interprets what is being displayed on the screen (text, images, etc.). Screen readers are used by students with no or low vision.
Refreshable braille	A refreshable braille display or braille terminal works in conjunction with a screen reader. These devices display braille characters, usually by means of round-tipped pins raised through holes in a flat surface. Braille readers can use this to read the text output from the computer and enter text using a braille keyboard.
Keyboard navigation	This accessibility feature makes all of a site or application’s functionality available through a keyboard, with no mousing required.
Accommodations: Accommodations are changes in materials or actions that enable students to participate in assessments in a way that assesses abilities rather than disabilities.	
Color contrast	This accommodation tool allows a student to change the color contrast of the screen from item to item throughout the entire test. For example, a student may choose an inverse color scheme that makes dark items light and light items dark.
Magnification	This accommodation tool allows students to enlarge text and graphics onscreen while preserving clarity, contrast, and color.
Test aids: Test aids are tools that are available throughout the test. Students can access these tools in the NWEA testing platform and use them at their own discretion.	
Highlighter	This test aid is available for students to highlight desired text to make it easier to read.
Item aids: Item aids are tools that appear only with specific test items, rather than throughout the entire test, depending on the nature of the test item.	
Calculator	This item aid is embedded in relevant items so students can use it for mathematical computations.

1. [Are practice tests with these accessibility and accommodations features available?](#)
2. [Which accommodations, accessibility features, and test aids work with MAP?](#)
3. [Which accommodations, accessibility features, and test aids work with MPG?](#)
4. [Does the lockdown browser work with third-party accommodation software?](#)
5. [Which screen readers can I use with MAP?](#)
6. [What are allowable and non-allowable accommodations?](#)
7. [Can a student enlarge the text without using magnification software?](#)
8. [What's the difference between a screen reader and a text-to-speech program?](#)
9. [Does the lockdown browser work with third-party accommodation software?](#)
10. [How do I administer an assessment for a student who needs assistive technology software, such as JAWS, ZoomText, or MAC OS X Zoom?](#)
11. [Is there a specific standards base to which accessible MAP assessments are aligned?](#)
12. [Are the reports generated by accessible assessments the same as other MAP reports?](#)
13. [What is the validity of the accessible MAP assessments compared to other MAP assessments?](#)
14. [Do math assessments work with refreshable braille?](#)
15. [Is there an additional cost to using accessible MAP assessments?](#)
16. [How do I request an accessible MAP test?](#)

1. Are practice tests with these accessibility and accommodations features available?

Practice tests are available and provide the same access and functionality as real MAP and MPG tests. The practice tests are available from the warmup link on the student login page. While taking a practice test, students will be able to familiarize themselves with tools such as the highlighter and calculator (note: highlighter is not available for tests taken on an iPad® or for MPG). Using third-party software, students can also practice with the screen reader, magnification, and color contrast tools.

2. Which accommodations, accessibility features, and test aids work with MAP?

Accessibility	Mac	iPad	Windows®	Chromebook®
Keyboard Navigation	✓		✓	✓
Accommodations				
Screen Reader (JAWS)			✓	
Refreshable Braille			✓	
Color Contrast	✓	✓	✓	✓
Magnification	✓	✓	✓	✓
Test Aids				
Highlighter	✓		✓	✓
Item Aids				
Calculator	✓	✓	✓	✓

3. Which accommodations, accessibility features, and test aids work with MPG?

Accessibility	Mac	iPad	Windows	Chromebook
Keyboard Navigation				
Accommodations				
Screen Reader				
Refreshable Braille				
Color Contrast	✓	✓	✓	✓
Magnification	✓	✓	✓	✓
Test Aids				
Highlighter				
Item Aids				
Calculator				

4. Does the lockdown browser work with third-party accommodation software?

Yes. The user must start the tool prior to launching the MAP lockdown browser. To allow the user full access to third-party tools, use browser-based testing.

5. Which screen readers can I use with a MAP assessment?

NWEA has developed MAP using the W3Cs Web Content Accessibility Guidelines 2.0 in order to provide support for assistive technology products. Although other programs may be compatible, we have evaluated and recommend JAWS (version 16 or higher) for testing at this time.

6. What are allowable and non-allowable accommodations?

NWEA does not place restrictions on which accommodations can be used. Please carefully consider your state and district accommodations policy, along with the accommodations given to students during instruction, so that accommodations are as consistent as possible between the classroom and assessments. Bear in mind that there may be inherent concerns about how a particular accommodation may affect the student's test score. For example, while native language translation could be provided by the proctor, teacher, or translator, the translation itself may change the meaning of the test directions or test questions. Therefore, native language translation may have more of an impact on the validity of student's test scores than a quiet test lab. This qualification should be considered when interpreting test scores or using them to make important educational decisions, such as promotion or retention in a course, classroom, or grade.

7. Can a student enlarge the text without using magnification software?

The only way to enlarge text in an assessment is to use a magnification software tool that is either built into the computer's operating system or a third-party tool like ZoomText.

8. What's the difference between a screen reader and a text-to-speech program?

In addition to reading text, screen reader applications provide structural information that non-sighted users need to navigate a webpage or document. For example, JAWS announces what item you've navigated to, such as a button, link, or edit field. Screen readers will also read alternative text descriptions for images if they are provided.

Text-to-speech programs typically only read text on the screen. Unlike MPG assessments, MAP assessments do not have a built-in text-to-speech feature. Sighted students who need assistance reading print can use screen reader applications like JAWS, but these programs may provide more information than necessary and, like any program, require practice to learn to use. Students who don't normally use assistive technology applications to access a computer would need time to learn the assistive software first, before using it on a test.

9. How can I track which accommodations were given on an assessment?

Proctors must record which accommodations are given at the time the assessment is taken. This information will then be available in the Comprehensive Data File (CDF). For instructions on how to record accommodations and order or view the CDF, please refer to [Web-Based MAP Help](#).

10. How do I administer an assessment for a student who needs assistive technology software, such as JAWS, ZoomText, or Mac OS X Zoom?

You should first ensure the tool is installed and set up for the student to use. Launch the third-party program first, then launch the lockdown browser. While using the lockdown browser, the student will only be able to access the settings menu for the third-party software by using keyboard commands. If the student needs to adjust settings within a tool, please refer to the keyboard commands to access the settings for that specific tool.

Certain third-party tools may not be compatible with the lockdown browser. In this case, you may choose browser-based testing, or choose a different tool if that is appropriate for the student.

11. Is there a specific standards base to which accessible MAP assessments are aligned?

Accessible assessments have the same alignment as the standard Common Core MAP assessment, with the same goals and subgoals. The only difference between the assessments is that accessible MAP assessments remove questions that contain visual bias and non-accessible item types such as drag and drop, click and pop, and gap match items.

The following tests are currently aligned to the Common Core State Standards:

- Reading grades 2 – 5
- Reading grades 6+
- Language Usage grades 2 – 5
- Language Usage grades 6+
- Math grades 2 – 5
- Math grades 6+

12. Are the reports generated by accessible assessments the same as other MAP reports?

Yes. Accessible MAP assessments will appear on the same student, class, grade, school, and district-level reports that other MAP assessments appear on, including reports used to measure growth.

13. What is the validity of the accessible MAP assessments compared to other MAP assessments?

Accessible MAP assessments are as valid psychometrically in terms of precision and accuracy when compared to their standard Common Core–aligned MAP for Reading, Language Usage, Mathematics and NWEA-aligned science assessments.

14. Do math assessments work with refreshable braille?

Yes. However, there are some limitations. Due to the complexity of some math items, it's possible that not all of the information in an item can be displayed in braille. This issue is due to the screen reader not being able to translate complex math content for the braille display. [Freedom Scientific](#), the creator of JAWS, provides a [solution](#) for students who need to use a refreshable braille display for math. In addition, Freedom Scientific is working on a solution to address this issue.

15. Is there an additional cost to using accessible MAP assessments?

No. If you have already purchased MAP, the accessible version of MAP is part of your subscription.

16. How do I request an accessible MAP assessment?

To request an accessible MAP assessment, please have your System Administrator call NWEA Partner Support at 1-877-469-3287 and ask them to license the accessible MAP assessment to your district.

Northwest Evaluation Association (NWEA) has nearly 40 years of experience helping educators accelerate student learning through computer-based assessment suites, professional development offerings, and research services.

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Appendix Q: NWEA Sample Items

Appendix Q has been included in the Confidential and Proprietary Volume.



Guide to Practice Activities & Released Testlets

The Dynamic Learning Maps® (DLM®) Alternate Assessment System provides two practice activities and many released testlets to support educators and students preparing for testing.

- **Practice activities** are designed to familiarize users with the way testlets look in the KITE® system. One is for educators and the other is for students.
- **Released testlets** are similar to the real DLM testlets in content and format.

Practice activities and released testlets are accessed through KITE Client in the practice section. Using login information provided in this guide, both types of activities can be completed as many times as desired.

NOTE: Some released testlets are available in PDF format on the
on the DLM website
here: <http://www.dynamiclearningmaps.org/about/tests/releasedtestlets>.

If you have questions or technical problems with the practice activities or released testlets, please contact your assessment coordinator.

Released Testlets

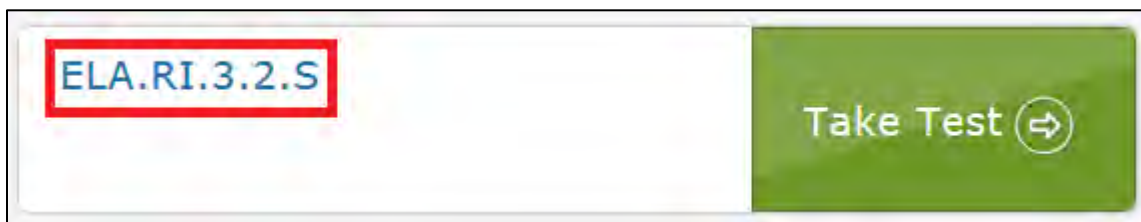
Released testlets are similar to real testlets. They are selected from a variety of Essential Elements (EEs) and linkage levels across grades three through high school. New released testlets are added periodically.

Remember that testlets contain items that align to nodes at the designated linkage level. The linkage levels in English language arts (ELA) and mathematics are¹:

- Initial Precursor (IP)
- Distal Precursor (DP)
- Proximal Precursor (PP)
- Target (T)
- Successor (S)

Testlets administered by teachers are typically at the Initial Precursor linkage level. All writing testlets are also administered by teachers. Computer-delivered testlets are typically at the other four linkage levels.

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



In this image, the labels are:

Subject	Grade	Section & Level Codes	Linkage Level
ELA RI	3.	2.	S

To view the Essential Elements, linkage levels, and nodes used in assessments, go to the Educator Resource Page on the DLM website.

The following sections describe the step-by-step procedure to access the practice activities and released testlets.

¹ For science demo testlet information, see the Guide to Science Practice Activities & Released Testlets.

Practice Activities

Teacher Practice Activity

The **teacher practice activity** is a tutorial about testlets that are administered directly by the teacher. Teacher-administered testlets are used when:

- the content is difficult to assess on the computer, or
- the student has presymbolic communication and cannot interact directly with the computer.

In this type of testlet, teachers read the instructions on the screens and follow them. They enter the student's responses to activities or exchanges that occur outside the system.

Most of these testlets require teachers to gather materials to be used in the assessment. Directions for how to prepare for the testlet are provided as "educator directions" on the first screen(s).

Users may go forward and backward within a testlet as much as needed before submitting the answers.

Student Practice Activity

The **student practice activity** is a tutorial about testlets that are administered directly to the student. Student-administered testlets are used when:

- the content can be assessed directly by computer, **AND**
- the student can interact with the system directly and select his or her own answer, using assistive devices or other supports as needed.

Students may navigate using a mouse, tab and enter on a keyboard, or with switches. If the student **can** engage with the content but **cannot** advance the screens or input answers independently, the teacher may navigate the screens and record the student's answers on his or her behalf. More information about allowable practices is provided in the TEST ADMINISTRATION MANUAL.

There are several types of items in the student practice activity:

- multiple-choice items, in which the student selects one or more correct answers.
- sorting items, in which the student selects and moves objects from one place to another. Some items require the student to click the selection and the destination. Others require students to drag and drop an image. Students who use switches may need help navigating some of these screens.
- matching items, in which the student identifies how pairs of items are related to one another.

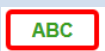
Students may go forward and backward within a testlet as much as needed before submitting answers.

Student Accounts for Practice Activities and Released Testlets

Practice activities and released testlets are available through several practice student accounts.

Each practice student has been given certain Access Profile settings as described in the ACCESSIBILITY MANUAL. These features are summarized in the table below.

Each of the practice students listed below is enrolled in all available practice activities and released testlets.

Name	Password	Access Profile Features Turned On
demo.sue28	sand3	Spoken audio: voice source = synthetic, read at start = false, spoken preference = text and graphics, audio for directions only = false. Contrast color: Green text on white background 
demo.sue29	wall3	None*
demo.sue30	swept	Switch: scan speed = 4 seconds, auto scan = manual override, auto repeat scan frequency = infinity
demo.sue31	topic	2x magnification
demo.sue33	void7	4x magnification and reverse contrast
demo.sue34	nine7	Color overlay (green)
demo.sue35	jar71	Switch: scan speed = 5 seconds, initial delay = 5 seconds, auto repeat scan frequency = 2
demo.sue36	stop3	Spoken audio: voice source = synthetic, read at start = false, spoken preference = NonVisual, audio for directions only = false.
demo.sue37	after	5x magnification

*No special settings are required for two-switch users. Use **Tab** to navigate, and **Enter** to select.

Accessing Practice Activities and Released Testlets

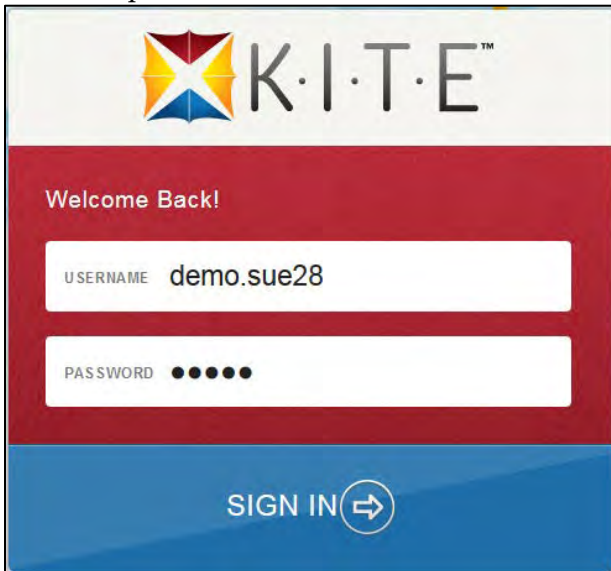
NOTE: KITE Client must be installed before you can access practice activities or released testlets. Download information is available on the KITE Suite page of the Dynamic Learning Maps website.

To access the DLM practice activities and released testlets, follow these steps:

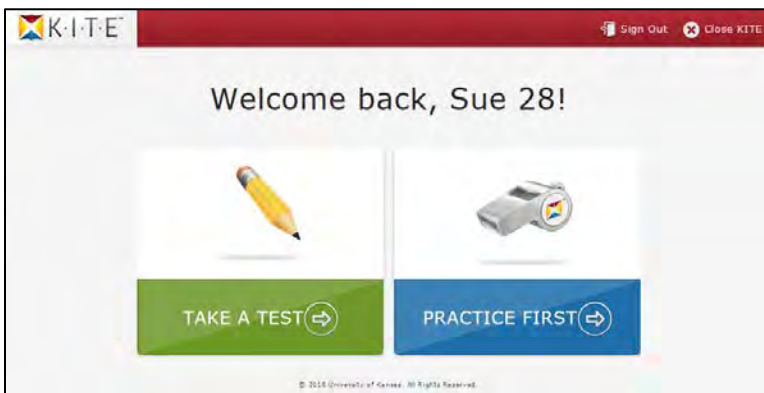
1. Click the **KITE Client** icon on the testing device.



2. Enter the practice student's **Username** and **Password**; click **Sign In**.

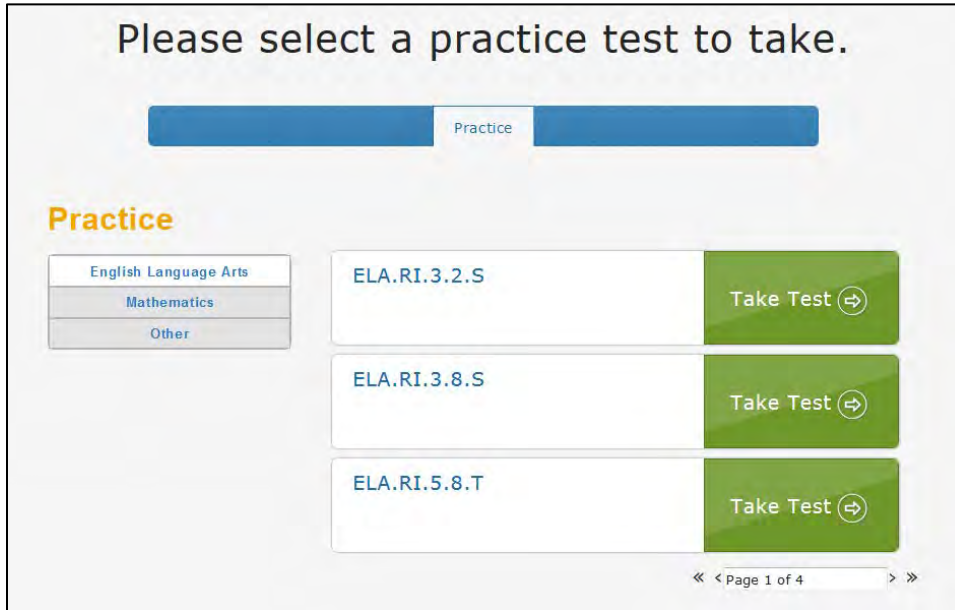


3. Click **Practice First**.



4. Select the appropriate subject (click **Other** if you want to access practice activities), and scroll through the pages to select a test. Click **Take Test** for the desired practice activity or

released testlet.



5. Click **Begin**.
6. Continue with the testlet, navigating using the **BACK** and **NEXT** buttons. To stop in the middle of a testlet, use the **EXIT DOES NOT SAVE** button.



7. To try a different student profile or a different released testlet or practice activity, either complete a test or use the **EXIT DOES NOT SAVE** button to return to the welcome screen. Then **Sign Out** and sign back in with a different username and password.



Released Testlet

ELA.RI.5.8.T

Subject: English Language Arts

Grade: 5th

Linkage Level: Target Level

Essential Element: Identify the relationship between a specific point and supporting reasons in an information text.

Node Assessed: Can find out how specific points made by an author in an informational text relate to the reasons supporting it.

The interface for the testlet ELA.RI.5.8.T. It features a light gray background with a faint world map. At the top center, the text "ELA.RI.5.8.T" is displayed in blue. Below this, a white rectangular box contains the instruction "Choose BEGIN to start." At the bottom, there are two buttons: a blue button on the left labeled "GO BACK" with a left-pointing arrow icon, and a green button on the right labeled "BEGIN" with a right-pointing arrow icon.

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 ↩



NEXT ➡

The Importance of Water



BACK ↩



NEXT ➡



Water is everywhere.

BACK ↩



NEXT ➡



You can see water in many places.

BACK ↩



NEXT ➡



There are waterfalls.

BACK ↩



NEXT ➡



There are rivers.

BACK ↩



NEXT ➡



There are lakes.

BACK ↩



NEXT ⏩



There are oceans.

BACK ↩



NEXT ⏩



Water freezes into ice. Icebergs are frozen water.

BACK ↩



NEXT ➞



Water is also an important resource.

BACK ↩



NEXT ➞



A resource is something that is used by many people and animals.

BACK ↩



NEXT →



People can play in water.

BACK ↩



NEXT →



People can feel water when it rains.

BACK ↩



NEXT ➔



Many things need water to survive.

BACK ↩



NEXT ➔



Trees need water to grow.

BACK ↩



NEXT ➔



Fish live in water.

BACK ↩



NEXT ➡



Animals drink water.

BACK ↩



NEXT ➡



All animals need water. Animals need water to live.

BACK ↩



NEXT ➔



People need water too.

BACK ↩



NEXT ➔



People need to drink water every day.

BACK



NEXT



Water is an important resource.

BACK



NEXT

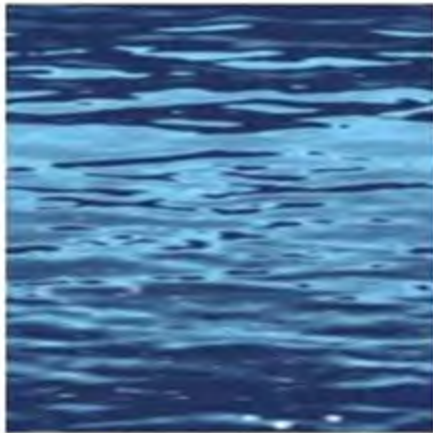
This is the end of the text. Now, read the text again and answer some questions.

BACK



NEXT

The Importance of Water



BACK



NEXT



Water is everywhere.

BACK ↩



NEXT ➔



You can see water in many places.

BACK ↩



NEXT ➔



There are waterfalls.

BACK ↩



NEXT ⏩



There are rivers.

BACK ↩



NEXT ⏩



There are lakes.

BACK ↩



NEXT ⏩



There are oceans.

BACK ↩



NEXT ⏩



Water freezes into ice. Icebergs are frozen water.

BACK



NEXT



Water is also an important resource.

BACK



NEXT



A resource is something that is used by many people and animals.

BACK ↩



NEXT →



People can play in water.

BACK ↩



NEXT →



People can feel water when it rains.

BACK ↩



NEXT ➞



Many things need water to survive.

BACK ↩



NEXT ➞



Trees need water to grow.

BACK



NEXT

Why do trees need water?

- to grow
- to move
- to stretch

BACK



NEXT



Fish live in water.

BACK ↩



NEXT ➡



Animals drink water.

BACK ↩



NEXT ➡



All animals need water. Animals need water to live.

BACK ↩



NEXT ➞

Why do animals need water?

to live

to smell

to touch

BACK ↩



NEXT ➞



People need water too.

BACK



NEXT



People need to drink water every day.

BACK



NEXT

What do people need to do every day?

drink water

feel water

hear water

BACK



NEXT



Water is an important resource.

BACK



NEXT

Why is water an important resource?

People and animals need water to live.

People and animals need water to look at.

People and animals need water to touch.

BACK



NEXT

Review: ELA.RI.5.8.T

Are you done?



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

Answered Not answered

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

GO BACK

END

Review: ELA.RI.5.8.T

Are you done?

1	2	3	4
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Red boxes mean you are not done.

Green mean you are done.

Are you sure you want to end?

YES

NO



Released Testlet

Math 7.NS.2a.IP

Subject: Mathematics

Grade: 7th

Linkage Level: Initial Precursor

Essential Element: Solve multiplication problems with products to 100.

Nodes Assessed: Recognize separateness and recognize set.

A screenshot of a testlet interface. At the top, the text "Math 7.NS.2.a IP" is displayed in blue. Below this, a white rectangular box contains the instruction "Choose BEGIN to start." At the bottom of the interface, there are two buttons: a blue button on the left with a left-pointing arrow icon and the text "GO BACK", and a green button on the right with the text "BEGIN" and a right-pointing arrow icon. The background of the interface is a light gray world map.

Educator Directions:

In this testlet you will present the student with objects that are separate and objects that are in sets. It is important that separate objects are clearly separated, and objects in sets are clearly in a group (e.g., stacked, connected, touching, etc.).

Gather seven cups and six erasers. You may substitute other objects if required.

For the first two items, you will use the cups. For the second two items, you will use the erasers.



Educator Directions:

Present the seven cups to the student in a way that captures the student's attention. For example:

- Draw the student's attention to the presence of the cups.
- Talk about how cups are used for drinking juice, water, etc.

Once the student has attended to the cups, stack five cups together and leave two cups separated. Indicate to the student that the stacked cups are in a group and the other cups are separate.

On the next screens, you will ask the student some questions about the cups.



Educator Directions:

SHOW: the stacked cups.

SAY: "Here are some cups."

SHOW: the separate cups.

SAY: "Here are some more cups."

SHOW: the stacked cups and the separate cups.

SAY: "Show me the group of cups."

BACK ↩



NEXT ➡

Record student response:

- Indicates the group of stacked cups
- Indicates the separate cups
- Indicates one cup or all of the cups
- Attends to other stimuli
- No response

BACK ↩



NEXT ➡

Educator Directions:

SHOW: the stacked cups.

SAY: "Here are some cups."

SHOW: the separate cups.

SAY: "Here are some more cups."

SHOW: the stacked cups and the separate cups.

SAY: "Show me the separate cups."

BACK ↩



NEXT →

Record student response:

- Indicates the separate cups
- Indicates the group of stacked cups
- Indicates one cup or all of the cups
- Attends to other stimuli
- No response

BACK ↩



NEXT →

Educator Directions:

Present the six erasers to the student in a way that captures the student's attention. For example:

- Draw the student's attention to the presence of the erasers.
- Show how erasers are used.

Once the student has attended to the erasers, stack three erasers in a group and leave three erasers separated. Indicate to the student that the stacked erasers are in a group and the other erasers are separate.

On the next screens, you will ask the student some questions about the erasers.

BACK ↩



NEXT ➡

Educator Directions:

SHOW: the stacked erasers.

SAY: "Here are some erasers."

SHOW: the separate erasers.

SAY: "Here are some more erasers."

SHOW: the stacked erasers and the separate erasers.

SAY: "Show me the separate erasers."

BACK ↩



NEXT ➡

Record student response:

- Indicates the separate erasers
- Indicates the group of stacked erasers
- Indicates one eraser or all of the erasers
- Attends to other stimuli
- No response

BACK ↩



NEXT →

Educator Directions:

SHOW: the stacked erasers.
SAY: "Here are some erasers."

SHOW: the separate erasers.
SAY: "Here are some more erasers."

SHOW: the stacked erasers and the separate erasers.
SAY: "Show me the group of erasers."

BACK ↩



NEXT →

Record student response:

- Indicates the group of stacked erasers
- Indicates the separate erasers
- Indicates one eraser or all of the erasers
- Attends to other stimuli
- No response

BACK ↩



NEXT →

Review: Math 7.NS.2.a IP

Are you done?



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

Answered Not answered

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

↩ GO BACK

END →

Review: Math 7.NS.2.a IP

Are you done?

1	2	3	4
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Red boxes mean you are not done.

Green mean you are done.

Are you sure you want to end?

YES	NO
-----	----



DYNAMIC
LEARNING MAPS

Released Testlet

HS.PS2-3.P

Subject: Science

Grade: High School

Linkage Level: Precursor

Essential Element: Use data to compare the effectiveness of safety devices to determine which best minimizes the force of a collision.

Read the text. After you read the text, you will answer some questions.

BACK 

NEXT 

Tomas learns about safety devices. Tomas knows that safety devices lower forces.



BACK ↩



NEXT ➡

Tomas compares safety devices. Tomas wants to protect an egg from breaking.



BACK ↩

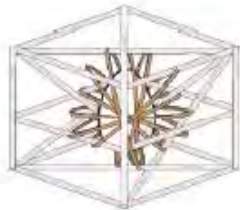


NEXT ➡

Tomas makes 3 egg safety devices.



Device 1



Device 2



Device 3

BACK ↩



NEXT ➡

Tomas drops the egg safety devices from different heights. Tomas compares the 3 safety devices. Tomas makes a table.

Safety Devices

Device	Safe Drop Height
1	10 feet
2	15 feet
3	18 feet

BACK ↩



NEXT ➡

Tomas compares the 3 safety devices. Tomas makes a table.

Safety Devices

Device	Safe Drop Height
1	10 feet
2	15 feet
3	18 feet

Which device has the biggest safe drop height?

Device 1

Device 2

Device 3

BACK ↩



NEXT ➡

Tomas compares the 3 safety devices. Tomas makes a table.

Safety Devices

Device	Safe Drop Height
1	10 feet
2	15 feet
3	18 feet

Which device lowers the force on the egg the most?

Device 1

Device 2

Device 3

BACK ↩



NEXT ➡

Tomas drops the egg onto 3 different materials. Tomas wants to keep the egg safe.



BACK ↩



NEXT ➡

Tomas drops the egg onto 3 different materials. Tomas has foam. Tomas has tissues. Tomas has cardboard. Tomas keeps the thickness of the materials the same.



foam



tissue



cardboard

BACK ↩



NEXT ➡

Tomas drops the egg onto each of the materials from the same height.



BACK ↩



NEXT ➡

Tomas drops the egg onto each of the materials. Tomas checks to see if the egg is safe. Tomas makes a table.

Safety Materials

Material	Safety
Foam	Safe
Tissue	Not Safe
Cardboard	Not Safe

Which material protects the egg the best?

foam

tissue

cardboard

BACK ↩



NEXT ➡

Nebraska: A Plan to Transition to Unified English Braille (UEB)

BACKGROUND INFORMATION



**Braille Authority
of North America**

Implementation of Unified English Braille (UEB)

The following statement was approved by the BANA Board on November 9, 2014.

On November 2, 2012, the United States members of the Braille Authority of North America (BANA) voted to adopt Unified English Braille (UEB) to replace English Braille American Edition (EBAE) in the U.S. Based on extensive dialog and planning that involved more than 30 organizations as well as individual consumers, teachers, and transcribers, BANA established January 4, 2016, as the date by which the United States will implement UEB.

BANA is working toward implementation of UEB in four phases:

- 2013: Information year—BANA developed and disseminated information about UEB and gathered input from constituents.
- 2014: Infrastructure year—BANA and other organizations planned for procurement and production of braille materials in UEB and developed training materials.
- 2015: Instructional year—Readers, producers, and educators will become proficient in UEB.
- 2016: Implementation year—All new transcriptions will be produced in UEB; educators will teach the code. Devices and software will fully and accurately incorporate UEB.

As of the implementation date in 2016, UEB, Nemeth, Music, and the International Phonetic Alphabet (IPA) will be the official codes for use in the United States. BANA is providing guidance on how to incorporate the Nemeth Code into UEB context with the intent that the Nemeth Code will continue to be integral to braille in the United States.

BANA recognizes that in order to make an effective transition to UEB, states and organizations will need to develop customized implementation plans. To maximize efficiency and impact, BANA encourages widespread collaboration and sharing of expertise, resources, and training.

The Board of BANA consists of appointed representatives from seventeen member organizations of braille producers, transcribers, teachers, and consumers. The mission of the Braille Authority of North America is to assure literacy for tactile readers through the standardization of braille and/or tactile graphics.

The purpose of BANA is to promote and to facilitate the uses, teaching, and production of braille. Pursuant to this purpose, BANA will promulgate rules, make interpretations, and render opinions pertaining to braille codes and guidelines for the provisions of literary and technical materials and related forms and formats of embossed materials now in existence or to be developed in the future for the use of blind persons in North America. When appropriate, BANA shall accomplish these activities in international collaboration with countries using English braille. In exercising its function and authority, BANA shall consider the effects of its decisions on other existing braille codes and guidelines, forms and formats; ease of production by various methods; and acceptability to readers.

www.brailleauthority.org

NEBRASKA UEB IMPLEMENTATION PLAN

A designated group of educators from the Nebraska Center for the Education of Children who are Blind or Visually Impaired (NCECBVI), Nebraska Department of Education (NDE), and the University of Nebraska-Lincoln (UNL), has prepared this implementation plan in response to BANA’s official adoption of the UEB code on November 2, 2012.

This is a variable plan which may require changes as more information becomes available. Nebraska is planning to adopt the UEB code with full implementation targeted for the 2017-2018 school year.

TIMELINE

School Year	Activities
2014-2015	<ul style="list-style-type: none"> ▪ In October 2014, NCECBVI representation was present at national Instructional Resource Center meetings, Council of Schools for the Blind, and Principals of Schools for the Blind, where the transition to UEB was discussed. ▪ Informational Survey was created by Sally Giittinger, NCECBVI Administrator, and sent to all TVIs on November 11, 2014. ▪ Implementation Team meeting was held on December 17, 2014. ▪ UNL 2015 Spring Semester course utilized the Ashcroft UEB Manual in VI endorsement program. The class referenced <i>The ABCs of UEB</i> manual by Constance Risjord. There were opportunities to demonstrate/practice contrasting EBAE and UEB. ▪ Parent Workshop at Braille Challenge provided a session about UEB. ▪ UNL 2015 Summer course focused on Nemeth. ▪ A 2-day UEB introductory workshop, designed and led by Frances Mary D’Andrea, Past-Chair of BANA, was held March 19-20, 2015, in Nebraska City. This training was specifically designed for TVIs and Braillelists; administrators and other interested educators were welcome to attend. ▪ In the spring and summer months, TVIs and Braillelists were encouraged to review self-study references (intended for those who already know EBAE) from the following options: <ul style="list-style-type: none"> ○ <i>The ABCs of UEB</i> by Constance Risjord. This is a brief reference manual for those who know EBAE and want to build on their skills to learn UEB. Available at: http://www.brailleauthority.org/ueb/abcs/abcs-ueb.html ○ <i>Hadley School for the Blind: UEB Transition Course</i>. Available at: http://www.hadley.edu/ ○ <i>UEB Online</i>. This is from the Royal Institute for Deaf and Blind Children’s Renwick Centre (a brief reference training program designed for sighted individuals). Available at: http://uebonline.org/ ○ <i>CNIB Transcriber’s UEB Course titled, “Update to UEB.”</i> Available at: http://www.cnib.ca/en/living/braille/Pages/Transcribers-UEB-Course.aspx ○ <i>Library of Congress/National Federation of the Blind Joint Training</i>. Available at: http://nfb.org/braille.transcribing.com ○ <i>UEBOT</i> from the University of Northern Illinois. Intensive, monthly courses for those who already know EBAE. Available at: http://uebot.niu.edu ▪ A statewide support system was created for Braillelists, including professional development opportunities, networking, and a listserv.

<p>2014-2015 (cont.)</p>	<ul style="list-style-type: none"> ▪ NCECBVI gathered additional information from school districts and ESUs about individuals who braille for students and clarify their backgrounds, i.e. Library of Congress certification, self-taught, University program, other. ▪ The Braille Challenge, a national program of the Braille Institute, offered UEB at the Apprentice level only. ▪ Implementation Team meeting was held on May 12, 2015. ▪ Statewide assessments were offered in EBAE and Nemeth.
<p>2015-2016</p>	<ul style="list-style-type: none"> ▪ Beginning in the fall, TVIs will start teaching UEB to elementary and middle school age students. High school students who are already proficient EBAE readers may be exposed to the UEB for awareness of changes in the Braille code to benefit them during their transition years. In all situations, learning UEB should be determined on a case-by-case basis. ▪ Expectation that all <i>new</i> materials transcribed during this school year will be in UEB; some existing braille material will be in EBAE. ▪ Explore professional development opportunities focusing on UEB. NCECBVI will provide information based on needs/recommendations of all involved, i.e. TVIs, Braillists, and others. ▪ Parent Training ▪ The Braille Challenge will provide contests materials in UEB only for the Apprentice level. Freshmen have the option to take contest in UEB <i>or</i> EBAE. Sophomore, Junior Varsity, and Varsity levels will be offered in EBAE only. ▪ APH: “Orders for textbooks in subjects using literary braille (i.e. social studies and language arts), not previously transcribed, will be produced in UEB for the 2015-2016 school year” (www.aph.org). ▪ APH: “Orders for textbooks in technical subjects (i.e. science and mathematics), not previously transcribed, will be produced in UEB and/or UEB with Nemeth Code for the 2015-2016 school year” (www.aph.org). ▪ Statewide assessments will be offered as the following: 1) EBAE and Nemeth, or 2) UEB and Nemeth
<p>2016-2017</p>	<ul style="list-style-type: none"> ▪ TVIs will continue teaching UEB to students with the expectation that all new material transcribed during this school year will be in UEB; some existing braille material will be in EBAE. ▪ Parent Training ▪ Ongoing Professional Development ▪ Statewide assessments will be offered as the following: 1) EBAE and Nemeth, or 2) UEB and Nemeth
<p>2017-2018</p>	<ul style="list-style-type: none"> ▪ All students who read braille will be expected to utilize materials produced in UEB. ▪ Parent Training ▪ Ongoing Professional Development ▪ Statewide assessments will be offered in UEB and Nemeth.

ADDITIONAL RESOURCES

Ashcroft Programmed Instruction—Unified English Braille (API-UEB):

<http://www.scalarspublishing.com/>

Braille Authority of North America--Find Out about UEB:

<http://www.brailleauthority.org/ueb.html>

Duxbury Braille Translator:

<http://www.duxburysystems.com/dbt.asp>

New Zealand UEB Manual:

<http://www.brailleauthority.org/ueb/NZ%20UEB%20Manual%202011.pdf>

The Rules of Unified English Braille

<http://www.iceb.org/Rules%20of%20Unified%20English%20Braille%202013.pdf>

The UEB Reader (introduces Braille readers to UEB; designed for adult readers)

<http://www.brailleauthority.org/ueb/reader/>

UEB Implementation Guide

http://www.ccsso.org/Resources/Programs/Supporting_Students_with_Disabilities.html

Unified English Braille: Australian Training Manual 2013:

<http://brailleaustralia.org/unified-english-braille/unified-english-braille-australian-training-manual-2013/>



9/1/15



DYNAMIC[®]
LEARNING MAPS

ASSESSMENT COORDINATOR MANUAL 2016-17

Publication Date: 11/04/2016

Version IM

All screenshots, data dictionaries, and templates shown or referred to in this manual are accurate on the Publication 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.

DYNAMIC LEARNING MAPS CONSORTIUM
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FINDING HELP

When the information in this manual and resources from your state 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">• KITE Client installation• General computer support• Internet availability• Display resolution• Issues with sound, headphones, speakers, etc.	Local technology representative
<ul style="list-style-type: none">• How to use KITE Client and Educator Portal• Training requirements• Assessment questions• Assessment scheduling	Local assessment coordinator
<ul style="list-style-type: none">• Data issues (rosters, enrollment, etc.)	The DLM Service Desk 1-855-277-9751 (toll-free) or DLM-support@ku.edu
<ul style="list-style-type: none">• Test invalidation requirements• Student IEP requirements• Test window dates, extensions, requirements, etc.• Test resets (may take up to 72 hours)	State education agency

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 assessment coordinator to find out what student information can be legally emailed in your state.
- Do send:
 - your contact information (email address and name)
 - the state and district in which your school is located
 - error messages, including the testlet number if applicable to the problem
 - the Service Desk ticket number when following up on a previously submitted issue

ASSESSMENT COORDINATOR MANUAL

2016-17

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AUDIENCE AND PURPOSE

This document supports the assessment coordinator in preparing schools for the Dynamic Learning Maps® (DLM®) alternate assessment. It also provides information for assessment coordinators to support the roles of data managers, technology personnel, and test administrators (educators, examiners, proctors, or teachers). The manual delivers an overview of the DLM alternate assessment system and includes a checklist of key duties. This document addresses planning needs and resources.

This DLM-provided manual is designed for assessment coordinators in all states in the DLM Alternate Assessment Consortium. However, your state may also provide appendices that clarify in addition to supplemental information specific to your state. Each state may also provide a state-customized version which entirely replaces this manual. Be sure to check the resources provided on your state's DLM webpage and follow any additional instructions provided at the state level.

To learn about updates to assessment coordinator resources such as this manual, subscribe to Test Updates on the DLM website under Assessment Resources | Test Updates (<http://dynamiclearningmaps.org/test-updates>).

WHAT'S NEW IN THIS VERSION?

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

Topic	Starting Page
Update URLs for new DLM website release	Throughout
September Software Release Updates	Throughout

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

INTRODUCTION

This manual provides information and a checklist to assist the assessment coordinator support district staff and educators participating in DLM assessment. It includes policies and procedures and outlines the roles and responsibilities the DLM Alternate Assessment Consortium has defined for participants.

The DLM Alternate Assessment Consortium has defined four participant roles in test delivery. These titles are used throughout the assessment administration manuals and training resources:

- test administrator
- assessment coordinator
- data manager
- technology personnel

{ One person may fill multiple roles. }

Information about the roles of data manager and technology personnel is included in this manual only as it supports assessment coordinators in their activities. Resources specifically written for data managers and technology personnel are available on each state’s page on the DLM website. The roles and responsibilities of the people administering testlets are addressed in the TEST ADMINISTRATION MANUAL (TAM).

How your state defines the tasks and titles may vary. First, assessment coordinators should check the state page on the DLM website to see if the state has provided additional information.

Title	Task Summary
Assessment Coordinator	<p>The assessment coordinator is presumed to work at the district level and is the one main point of contact between the state department, the service desk, and the district.</p> <p>The key duty of the assessment coordinator is to oversee the assessment process, including managing staff and educator roles and responsibilities, developing and implementing a comprehensive training plan, developing a schedule for assessment implementation, monitoring and supporting assessment preparations and administration, and developing a plan to facilitate communication with parents/guardians and staff.</p>

Title	Task Summary
Data Manager	<p>The data manager is presumed to work at the district or building level, but may be at a higher level.</p> <p>The key duty of the data manager is to maintain educator, student, and roster data. The assessment coordinator and data manager work together throughout the year.</p>
Technology Personnel	<p>The technology personnel is presumed to work at the district or building level, but may have a position at a higher level.</p> <p>The key duty of the technology personnel is to prepare the network and assessment devices for assessment administration.</p>
Test Administrator	<p>Test administrators are educators who are responsible for working with IEP teams to select and enter the accessibility supports for each student into Educator Portal (EP). They are also responsible for completing Required Test Administrator Training, reviewing and verifying student data, preparing students for assessment, instructing students on the Essential Elements (EEs), and administering the DLM alternate assessments to students.</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

HINT: Print these pages for your convenience!

The following checklists detail the critical steps for assessment coordinators to follow. Refer to them as you read this manual and prepare your school or district for the DLM alternate assessments. Follow the links provided for more information to quickly navigate to topics in this guide or to access other resources.


The checklists are organized into four sets of tasks for different parts of the school year. Information about each task is developed in more detail later in this manual.

- Before Beginning Assessment
- Instructionally Embedded Assessment
- Spring Assessment Window
- Preparing for Next Year

Before Beginning Assessments

<input checked="" type="checkbox"/>	Tasks	Resources
	1. Use the resources on your state's DLM webpage to become familiar with the DLM system, your roles and responsibilities, the roles and responsibilities of other participants from your state and district, and the procedures and materials needed to prepare for the assessment, including the DLM support resources.	The DLM website, Assessment Resources Integrated Model Educator Resources: http://dynamiclearningmaps.org/erp_im
	2. Activate your Educator Portal account by following the instructions in the KITE activation email. You will not receive an activation email until your data manager uploads your information into EP. The State Education Agency (SEA) must upload data manager information. (If you already have an EP account, skip this step.)	Activate Educator Portal Account, EDUCATOR PORTAL USER GUIDE Educator Portal: https://educator.cete.us
	3. Work with your SEA and data manager to activate accounts equal to or above the District Test Coordinator (DTC) level.	

CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
	<p>4. Complete the annual Security Agreement in your EP profile.</p>  <p style="text-align: center;">Students do NOT receive testlets if the agreement is not signed.</p>	<p>Complete Security Agreement, EDUCATOR PORTAL USER GUIDE Educator Portal: https://educator.cete.us</p>
	<p>5. Sign up for the DLM Test Updates during the year.</p>	<p>The DLM website, Assessment Resources Test Updates: http://dynamiclearninmaps.org/test-updates</p>
	<p>6. Participate in assessment coordinator training. States may also provide their own training for assessment coordinators.</p>	<p>The DLM website http://dynamiclearninmaps.org/district-staff-training-resources-im</p>
	<p>7. Manage district and school staff roles and responsibilities.</p> <ol style="list-style-type: none"> a) Identify staff to fill the roles of technology personnel and data manager as needed. Designate backup personnel for each role. b) Identify educators who will serve as test administrators for the DLM alternate assessments. c) Make sure each person is aware of his or her roles and responsibilities and the timeline of events, including firm deadlines for required steps. d) Make sure the technology personnel, the data manager, and test administrators understand the DLM assessment policies and procedures, as well as state-specific policies. 	<p>Checklists for data managers, technology personnel, and test administrators from role-specific manuals</p> <p>Manage District/School Staff Roles and Responsibilities, page 22</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

<input checked="" type="checkbox"/>	Tasks	Resources
8.	<p>Develop and implement a comprehensive training plan or implement your state’s training plan for district staff and test administrators.</p> <ul style="list-style-type: none"> a) Review the checklists for data managers, technology personnel, and test administrators. b) Encourage data managers and technology personnel to complete the DLM-sponsored or state-sponsored training on their roles. c) Deliver Required Test Administrator Training (if assigned to you by your state or district). d) Monitor educator completion of all parts of Required Test Administrator Training and the Security Agreement. e) Identify additional training or resource needs specific to your local DLM participants and develop resources to address needs. f) Encourage and monitor participation in the DLM professional development for instruction. 	<p>Checklists for data managers, technology personnel, and test administrators from role-specific manuals</p> <p>The DLM training for data managers and technology personnel</p> <p>The DLM Required Test Administrator Training http://dynamiclearningmaps.org/district-staff-training-resources-im</p> <p>Develop and Implement a Comprehensive Training Plan, page 22</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
	<p>9. Prepare for assessment implementation.</p> <ul style="list-style-type: none"> a) Gather technology personnel and data manager contact information and initiate communication among district staff. Encourage staff to sign up for Test Updates on the DLM website. b) Establish communication between data managers, technology personnel, and the DLM Service Desk. c) Determine how you will receive communications from your state or district representatives for information that is specific to your state or district. d) Monitor creation of EP user accounts. e) Follow up, as needed, to ensure deadlines are met for test administrators to activate accounts and complete training. f) Establish an assessment security plan and monitor adherence to the DLM- and state-specific test-security policies. g) Troubleshoot issues as they arise. 	<p>Test Updates: http://dynamiclearninmaps.org/test-updates</p> <p>Educator Portal: https://educator.cete.us</p> <p>EDUCATOR PORTAL USER GUIDE</p> <p>Prepare for Assessment Implementation, page 25</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
☑	<p>10. Monitor and support assessment preparations and administration.</p> <ul style="list-style-type: none"> a) Remind technology personnel, data managers, and test administrators about important deadlines. b) Make sure educators have identified students who will participate in the DLM assessments. Advise educators about your state’s policy for students who are hospitalized or home-bound as needed. c) Support test administrators and data managers in conducting data verification and revision within the two windows (fall for instructionally embedded assessment; spring for spring assessments). d) Ensure that every student who is supposed to participate is listed in EP and assigned to the correct test administrator. e) Monitor completion of the Access Profile (AP) and the First Contact (FC) survey for all students who will be assessed. Follow up with test administrators as needed. The Access Profile is where test administrators enter a student’s personal needs and preferences. f) Assist test administrators with technology preparations (e.g., making sure assistive devices work) and assessment environment set-up (e.g., computer lab scheduling) as needed. Use the practice testlets to ensure computers are configured correctly. g) Support test administrators in preparing the assessment environment. h) If responsibility for printing student usernames and passwords for KITE Client will be centralized in the school/district, assign responsibility for that task (the DLM Alternate Assessment Consortium assumes test administrators are responsible). 	<p>Educator Portal: https://educator.cete.us</p> <p>EDUCATOR PORTAL USER GUIDE</p> <p>Participation Guidelines on the DLM website</p> <p>Your state page on the DLM website</p> <p>Monitor and Support Test Preparations and Administration, page 25</p> <p>GUIDE TO PRACTICE ACTIVITIES AND RELEASED TESTLETS on the DLM website</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS


☑	Tasks	Resources
☑	<p>11. Develop a plan to facilitate communication with parents/guardians and district staff or follow your state-developed communication plan. Schedule meetings as necessary.</p> <p>a) Consider what parents/guardians and district staff will need and want to know about the DLM assessments.</p> <p>b) Determine the frequency of communication to various audiences.</p> <p>c) Deliver communication to various audiences according to the timeline in your communication plan.</p> <p>d) Relay new information from the DLM Alternate Assessment Consortium, your state, and your district to appropriate audiences as needed.</p>	<p>The DLM Webpage About Us Information for Parents</p> <p>Develop a Communication Plan on page 31</p>

Instructionally Embedded Assessments

☑	Tasks	Resources
☑	<p>1. Monitor and support test administration.</p> <p>a) Facilitate communication between the DLM staff and district staff during the assessment window(s).</p> <p>b) Monitor assessment activity, including assessment completion, prior to the end of the assessment window.</p> <p>c) Serve as the first point of contact for test administrators, answering questions about the assessment. Troubleshoot issues as they arise.</p> <p>d) Serve as the point of contact for the DLM Service Desk.</p>	

CHECKLISTS FOR ASSESSMENT COORDINATORS

Spring Assessment Window

<input checked="" type="checkbox"/>	Tasks	Resources
<input checked="" type="checkbox"/>	<p>1. Support test administrators in verifying that student demographic information, the Access Profile, and the First Contact Survey have been completed.</p> <div style="text-align: center;">  <p>Students do NOT receive testlets if the FC is not submitted.</p> </div>	TEST ADMINISTRATION MANUAL and EDUCATOR PORTAL USER GUIDE
<input checked="" type="checkbox"/>	<p>2. Monitor and support test administration.</p> <p>a) Facilitate communication between the DLM staff and district staff during the assessment window(s).</p> <p>b) Monitor assessment activity, including assessment completion, prior to the end of the assessment window.</p> <p>c) Serve as the first point of contact for test administrators, answering questions about the assessment. Troubleshoot issues as they arise.</p>	Form Delivery, page 30

Prepare for Next Year

<input checked="" type="checkbox"/>	Tasks	Resources
<input checked="" type="checkbox"/>	<p>1. Prepare assessment coordinator plans for next year (develop calendar, design communication plan, schedule required training, etc.).</p>	
<input checked="" type="checkbox"/>	<p>2. Support test administrators in preparing for next year (evaluate the Access Profiles, review blueprints for the next grade, etc.).</p>	TEST ADMINISTRATION MANUAL and EDUCATOR PORTAL USER GUIDE Blueprints on your state page on the DLM website

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 English language arts (ELA), mathematics, and science¹ in grades 3–8 and high school.² 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.

STUDENTS

As defined by the U.S. Department of Education, students with the most significant cognitive disabilities have a disability or multiple disabilities that especially affect intellectual functioning and adaptive behaviors. When adaptive behaviors are significantly affected, the individual is unlikely to develop the skills needed to live independently and to function safely in daily life. The DLM alternate assessment is designed for students for whom general education assessments, even with accommodations, are not appropriate.

Students taking the DLM alternate assessment require extensive, direct instruction and substantial supports to achieve measurable gains. These students learn academic content aligned to grade-level content standards, but at reduced depth, breadth, and complexity.

Seek guidance from your state assessment administrator about your state’s participation guidelines for eligibility requirements.

THE DYNAMIC LEARNING MAPS FOUNDATION

The DLM maps are highly connected representations of how academic skills are acquired, as reflected in research literature. Nodes in the maps represent discrete knowledge, skills, and understandings in either ELA or mathematics, as well as important foundational skills that provide a foundation for academic skills. As of April 2016, there are 2,089 nodes in the ELA map, 2,399 nodes in the mathematics map, and 150 foundational nodes that are associated with both content area maps. The maps go beyond traditional learning progressions by including multiple and alternate pathways through which students may develop content knowledge. As of April 2016, the ELA map has 5,045 connections and the mathematics map has 5,200 connections.³

¹ Science is available in some states.

² Each state determines the required high school grades.

³ The DLM science assessment does not presently use a map model; however, a learning map model for science is currently in development.

ESSENTIAL ELEMENTS

The DLM content standards are called Essential Elements (EEs) and are the learning targets for the assessments for grades 3-8 and high school in ELA, mathematics, and science. The EEs are specific statements of knowledge and skills linked to the grade-level expectations identified in college and career readiness standards. The purpose of the EEs is to build a bridge from those content standards to the academic expectations for students with the most significant cognitive disabilities.

The EEs specify academic targets, and the DLM map clarifies how students can reach those targets. For each EE, small collections of nodes are identified earlier in the map, representing critical stages on the path toward the standard. These small collections of nodes are called linkage levels (LLs). The fourth level is the Target in ELA and mathematics, and the third level is the Target in science. In ELA and mathematics, there are three levels below the Target and one level beyond the Target. In science, there are two levels below the Target, and the Target is the highest level. See Linkage Level in the GLOSSARY on page 34 for more detail.

ASSESSMENT SYSTEM DESIGN AND DELIVERY

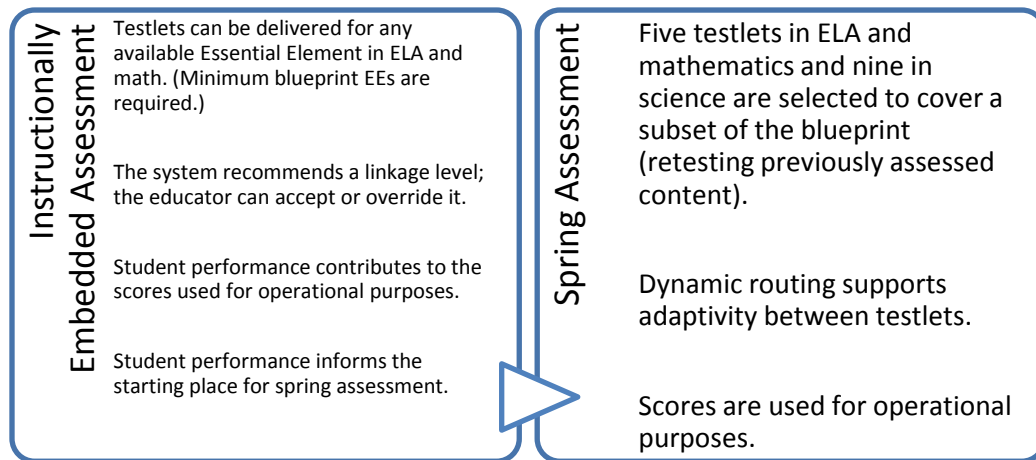
The DLM system is designed to map a student's learning throughout the year. The DLM alternate assessments are delivered in testlets. Each testlet consists of an engagement activity and 3-9 items. Mathematics and ELA testlets can be embedded within instruction throughout the year. In this way, assessment informs teaching and benefits students. In the spring, all students are re-assessed on several EEs, which they were taught and assessed on earlier in the year.

All items in a testlet align to nodes in a single linkage level within an EE. An engagement activity for an ELA testlet consists of a reading or writing task. For math, an engagement activity gives context, which is carried throughout the testlet. Science testlets begin with an engagement activity just like testlets in ELA and math. These engagement activities are designed to motivate students, provide a context, and activate prior knowledge. Science testlets may be designed around a science story featuring an experiment or classroom activity that is presented twice with items embedded within the second presentation of the activity and/or with the items presented at the end of the second presentation. For shorter science stories, testlets may simply provide a context for the items. In this case, the science story is presented a single time and all items appear at the conclusion of the activity. Specific item types are described in the TEST ADMINISTRATION MANUAL. Information on accessing practice activities and released testlets using demo student accounts is also included in the TEST ADMINISTRATION MANUAL.

Educators are informed about the EEs available for assessment at the end of each year. Within the options provided and the requirements for coverage of the conceptual areas, test administrators decide locally which EEs the student will be taught and assessed in

during the year. Each state decides what specific direction to provide beyond this general expectation. Once EEs are selected and the First Contact (FC) survey is submitted, test administrators use instructionally embedded assessments to assess students throughout the year. Using an algorithm that defines the relationships among the nodes in the map and using all prior information available about the student, the system dynamically routes students to testlets for the appropriate linkage level for each EE. Instructionally embedded assessments are available most of the year but not during spring assessments.

In late spring, students are reassessed on several EEs they were taught and assessed in earlier in the year. The KITE system determines which EEs are assessed. The purpose of this spring assessment is to verify and update information about the student’s mastery of the EEs.



Instructionally Embedded Assessment Times	
Subject	Minutes for Each Testlet
Mathematics	5-10
Reading	10-15
Writing	10-15

Time per testlet may vary depending on each student’s unique needs. Total time varies depending on the number of EEs an educator chooses and the number of times a student is assessed on each EE. Testlets may be taken separately across multiple assessment sessions as long as they are all completed within the assessment window.

Spring Assessment Times	
Subject	Time in Minutes
ELA	50-75
Math	25-50
Science	45-135 ⁴

ASSESSMENT RESULTS

The scoring system in the DLM alternate assessments works differently from scoring in traditional alternate assessments. Students are not given raw scores, percentages, or scale scores. Instead, the system combines a student's responses on all operational assessments, both the instructionally embedded and the spring assessments, and information about the structure of the DLM map to determine which linkage levels the student has likely mastered. Student's results from the instructionally embedded assessments do not guarantee the student's overall performance during the spring assessment.

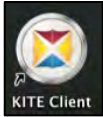
Results for each node are determined based on the probability that the student has mastered the node. When the student is reassessed on an EE during the spring assessment the system uses the information gained from the most recent assessment to update data about the probabilities of student mastery for those nodes.

Summative results are determined from the linkage level mastery data. The information about each linkage level leads to a summary of the student's mastery of skills in each conceptual area and for the content area overall. Summative results are based on the mastery probabilities for all linkage levels in all EEs in a content areas on which the student was assessed throughout the year.

⁴ The DLM alternate assessment for science is currently available only during spring assessment.

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. They each see a different part:



Students have accounts in **KITE Client**.

KITE Client delivers assessments to students through the use of a customized, secure web browser accessible on multiple devices. 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)**.

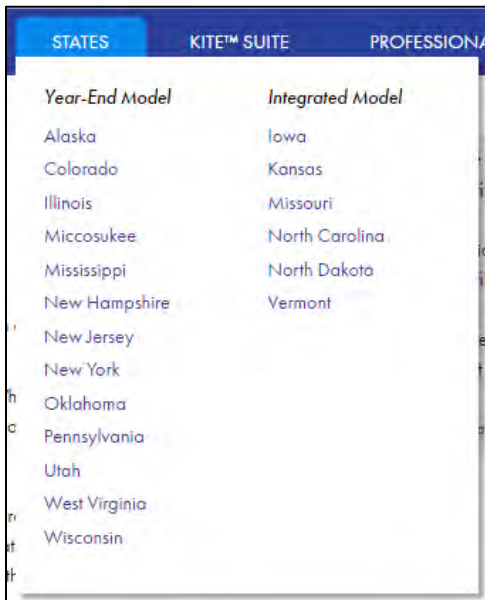
Educator Portal is the administrative application through which staff and educators manage student data and retrieve reports. Users can access EP via <https://educator.cete.us>. For information on how to work within EP, see the EDUCATOR PORTAL USER GUIDE on the DLM website.

HOW TO USE THE DLM WEBSITE

Additional resources for test administrators, assessment coordinators, data managers, and technology personnel are available on the DLM website. Resources are provided by the DLM Alternate Assessment Consortium and state-specific resources may also be available.

To access resources for your state and role, follow these steps:

1. Go to the DLM website <http://dynamiclearningmaps.org>.
2. Hover over the States tab to reveal a list of states.



3. Select your state.

HINT: Bookmark the page or save it to your favorites for quick access later.

RESOURCES ON THE DLM WEBSITE

The following table lists DLM resources that are designed for test administrators. These resources are available on most state webpages.

ASSESSMENT COORDINATOR MANUAL (PDF)	Supports the assessment coordinator in preparing district and school staff for assessment.
DATA MANAGEMENT MANUAL (PDF)	Supports the data manager in gathering, editing, and uploading user (educator/staff) data, enrollment (student) data, and roster (groups of students by educator) data via EP.
TECHNOLOGY SPECIFICATIONS MANUAL (PDF)	Supports the technology personnel in preparing schools for the technology needs of the DLM alternate assessment.
TEST ADMINISTRATION MANUAL (TAM) (PDF)	Supports test administrators in preparing themselves and students for assessment. Expands the knowledge base for the assessment coordinator on specific topics.
ACCESSIBILITY MANUAL (PDF)	Provides guidance to state leaders, districts, educators, and Individualized Education Program (IEP) teams on the selection and use of accessibility supports available in KITE Client.
EDUCATOR PORTAL USER GUIDE (PDF)	Supports educators in navigating EP to access assessment information including student data and reports.
Educator Resource Page (webpage)	Provides supplemental instruction and assessment resources for educators and test administrators.
GUIDE TO DLM REQUIRED TEST ADMINISTRATOR TRAINING (PDF)	Helps test administrators access the DLM Required Test Administrator Training on the DLM Moodle training website. Moodle is the website where the training modules are located. It is where test administrators take their tests.
GUIDE TO PRACTICE ACTIVITIES & RELEASED TESTLETS (PDF)	Supports the test administrator in accessing practice activities in KITE Client using demo student accounts.
Test Updates Page (webpage)	Provides breaking news on test administration activities. Sign up to receive alerts when new resources become available. http://dynamiclearningmaps.org/test-updates

PREPARE FOR THE DLM ASSESSMENT ADMINISTRATION

OVERVIEW

The key duty of the assessment coordinator is to oversee the assessment process, including managing staff and educator roles and responsibilities, developing and implementing a comprehensive training plan, developing a schedule for assessment implementation, monitoring and supporting assessment preparations and administration, and developing a plan to facilitate communication with parents/guardians and staff. In some cases, responsibilities will be determined by plans and communications decided at the state level.

The DLM Alternate Assessment Consortium suggests you prepare for the DLM test administration through careful planning, implementation, and monitoring.

MANAGE DISTRICT/SCHOOL STAFF ROLES AND RESPONSIBILITIES

- Identify staff to fill the roles of technology personnel and data manager as needed. Designate backup personnel for each role.
- Identify educators who will serve as test administrators for the DLM alternate assessments.
- Make sure each person is aware of his or her roles and responsibilities and the timeline of events, including firm deadlines for required steps.
- Make sure the technology personnel, data managers, and test administrators understand DLM assessment policies and procedures, as well as state-specific policies.

DEVELOP AND IMPLEMENT A COMPREHENSIVE TRAINING PLAN

NOTE: The user manuals for test administrators, data managers, and technology personnel direct users to contact their district assessment coordinator for a training plan tailored specifically to their state and district.

The DLM Alternate Assessment Consortium suggests developing a training plan to support test administration efforts by test administrators, data managers, and technology personnel. Consider these tasks when developing your plan:

- Participate in the DLM- or state-sponsored training for assessment coordinators. Prerecorded training is available by role on the DLM website. Check to see if state-sponsored training is available in your state.

- ❑ Review the checklists for data managers, technology personnel, and test administrators, located in individual manuals for each role.
- ❑ Encourage data managers and technology personnel to complete the DLM-sponsored or state-sponsored training on their roles and responsibilities.
- ❑ Deliver Required Test Administrator Training (if assigned to you by your state or district).
- ❑ Monitor educator completion of all parts of Required Test Administrator Training and the Security Agreement.
- ❑ Identify additional training or resource needs specific to your local DLM participants and develop resources to address needs.
- ❑ Encourage and monitor participation in the DLM professional development for instruction.

RESOURCES FOR DATA MANAGERS AND TECHNOLOGY PERSONNEL

Most training and professional development modules provided by the DLM Alternate Assessment Consortium are intended for educators and test administrators/examiners. However, resources specific to data managers and technology personnel include:

- Prerecorded training for data managers and technology personnel
- Helplet videos for data management tasks in EP

NOTE: All resources listed above are located on the DLM website; none are in Educator Portal.

See How to Use the DLM Website on page 20 to find resources by role.

RESOURCES FOR TEST ADMINISTRATORS

The DLM Alternate Assessment Consortium provides required training for test administrators, professional development for instructional support, and supplemental training. The following table compares these three categories.

Required Test Administrator Training	Professional Development for Instruction	Supplemental Training
<ul style="list-style-type: none">• Covers critical content for managing and delivering the DLM alternate assessments• Required for test administrators• Test administrators will not be able to deliver testlets if training is incomplete• States decide which format(s) to offer: self-directed or facilitated• Successful completion = a score of 80% or higher on the post-test	<ul style="list-style-type: none">• Addresses topics to support instruction in academics for students who take the DLM alternate assessment• Strongly recommended• States and districts may recommend or require specific modules• States decide which format(s) to offer: self-directed or facilitated	<ul style="list-style-type: none">• Includes a variety of topics to supplement use of the DLM materials and system navigation• Strongly recommended

Required Test Administrator Training

Training is required for all test administrators who will administer DLM alternate assessments. New test administrators must successfully complete four modules with a passing score on each module's post-test before administering the DLM alternate assessment. In states offering science, additional science content is included in the four modules. Total training time is estimated at about two and a half hours.

States policy determines who takes the required training course, which course is offered, and the format for the course. In some states, in addition to the test administrators, other educators, such as the district and building assessment coordinators, must take the required training. In some states, both new and returning test administrators must take the New Test Administrator Training.

HINT: See the GUIDE TO DLM REQUIRED TEST ADMINISTRATOR TRAINING located on the DLM website for complete information.

Professional Development for Instructional Support

Professional development for instruction is strongly encouraged. If you wish to incorporate professional development for instruction into your training plan, the DLM Alternate Assessment Consortium offers a variety of content and multiple methods to access the materials.

- See the professional development website at <http://dlmpd.com>.
- Each online, self-directed module lasts approximately 30-45 minutes and focuses on a single topic related to instruction of students with the most significant cognitive disabilities.⁵
- Facilitated modules for groups cover the same content as self-directed modules and provide materials to support a facilitator in addressing a group of test administrators. However, test administrators who participate in facilitated training must also log in to the website and receive a passing score of 80% or higher on the post-test in order to be included on the completed modules list for their district.

A Virtual Community of Practice is provided to encourage collaboration among educators across the consortium <http://dlmpd.com/clds/forum>.

Supplemental Training

Supplemental training plans and materials have been developed. Resources include short helplet videos on common EP procedures and best practices to help test administrators. Helplet videos on the Access Profile and First Contact survey are available. Subscribe to [Test Updates](#) to learn when new training is released.

⁵ Professional development modules are not currently available for science.

PREPARE FOR ASSESSMENT IMPLEMENTATION

To prepare for assessment implementation, consider these tasks:

- ❑ Gather technology personnel and data manager contact information and initiate communication among district staff. Encourage staff to sign up for Test Updates on the DLM website.
- ❑ Establish communication between data managers, technology personnel, and the DLM Alternate Assessment Consortium.
- ❑ Determine how you will receive communications from your state or district representatives for information specific to your state or district.
- ❑ Monitor creation of EP user accounts.
- ❑ Follow up, as needed, to ensure deadlines are met for test administrators to activate accounts and complete training.
- ❑ Establish an assessment security plan and monitor adherence to the DLM and state-specific test-security policies. Consider these tasks when developing your plan:
 - ❑ Designate the assessment location(s); a quiet, private environment is best.
 - ❑ Ensure test administrators complete required training on assessment security and agree to the Security Agreement in EP.
 - ❑ Adhere to state and district policies for assessment security.
- ❑ Troubleshoot issues as they arise.

Complete the Security Agreement

Test administrators have a unique opportunity to administer new items and assessments. These items are expected to be treated as secure assessments.

Each year, anyone with access to EP must renew their DLM Security Agreement. The previous year's agreement expires August 1. For a step-by-step procedure, see the EDUCATOR PORTAL USER GUIDE section Complete Security Agreement. The text of the Security Agreement is provided below.

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

Jane A. Doe Save

NOTE: If DLM staff discovers that a user account has been used by someone other than the account owner, the user account will be considered compromised and will be locked.



Help test administrators avoid this common pitfall.

If a user does NOT agree to the annual Security Agreement, the user will NOT have access to the Test Management tab in Educator Portal.

MONITOR AND SUPPORT ASSESSMENT PREPARATIONS AND ADMINISTRATION

The DLM Alternate Assessment Consortium suggests monitoring and supporting assessment preparations and administration to promote success in schools and districts. Include these tasks:

- Remind technology personnel, data managers, and test administrators about important deadlines.
- Make sure educators have identified students who will participate in the DLM alternate assessments. Advise educators about your state’s policy for students who are hospitalized or home-bound as needed.
- Support test administrators and data managers in conducting data verification/revision within the two windows (fall for instructionally embedded assessment and spring for spring assessment).
- Ensure that every student who is supposed to participate is listed in EP and assigned to a test administrator **and** remove students who are not eligible for the DLM alternate assessment and should not be in EP. Educators, along with IEP teams, identify students who will participate in the DLM alternate assessments. Participation guidelines are available on the DLM website.

HINT: Help test educators who have students who are leaving or joining the classroom after spring assessment has started. Work with your data manager (who has more information about best practices and procedures) so these students have accurate records and receive testlets at their current school.

- Monitor completion of the Access Profile⁶ and First Contact survey for all students who will be assessed. Follow up with test administrators as needed.

NOTE: More checklist items appear after this supplemental information.

Access Profile

The test administrator, using information and procedures from the ACCESSIBILITY MANUAL, completes an Access Profile (AP) for each student. The AP ensures the correct selection and use of the accessibility supports available in KITE Client.

⁶ The Access Profile may have been called a Personal Needs and Preferences Profile in your state.

Two data verification/revision windows are outlined in the DLM Administration Calendar 2016-17. These are the dates when test administrators should enter new AP information or verify existing information in EP.

First Contact Survey

The test administrator completes a First Contact survey in EP for each student. This survey data places the student determines their initial testlet. The DLM system will not generate testlets until the FC is completed and submitted.

Test administrators receive training on how to answer the FC survey questions as part of the Required Test Administrator Training. The assessment coordinator's job is to answer questions and help test administrators make sure they have answered all items and successfully completed the survey. Responses selected in the FC determine the complexity band for the student. The complexity band determines the linkage level assigned for the first spring testlet or suggested for all ITI testlets.

NOTE: For each of the items in the following checklist, see the TEST ADMINISTRATION MANUAL (TAM). Use the TAM checklists to find specific sections in the TAM, which define policies and procedures for test administrators.

- Assist test administrators with technology preparations (e.g., making sure assistive devices work) and assessment environment set-up (e.g., computer lab scheduling) as needed. Use the practice testlets to ensure computers are configured correctly.
- Support test administrators in preparing the assessment environment.
- If responsibility for printing student usernames and passwords for KITE Client will be centralized in the school or district, assign responsibility for each task. (The DLM Alternate Assessment Consortium assumes test administrators are responsible.)
- As the primary contact, facilitate communication between the DLM staff and district staff during the assessment window(s).
- Monitor assessment activity, including assessment completion, prior to the end of the assessment window.
- Serve as the first point of contact for test administrators, answering questions about the assessment. Troubleshoot issues as they arise.

Responsibilities for Braille Test Administration

Assessment coordinators monitor and support the administration of braille forms during spring assessment. All braille forms use uncontracted English Braille, American Edition (EBAE). Mathematics testlets use Nemeth code rather than technical symbols or words for operations. Braille forms are created for grades 3-5 at the Target and Successor levels and in grades 6-HS at the Proximal Precursor, Target, and Successor levels.

However, not all parts of the assessment at every grade level have braille equivalents. Where they are not provided, test administrators will need to use other approaches to deliver assessments to students who are blind or have visual impairments. Braille should not be selected for emerging braille readers since the DLM alternate assessment tests the student's knowledge and understanding of the Essential Elements and *not* the student's ability to use braille. For more information, see the Braille Fact Sheet available on the Educator Resource Page.

FORM DELIVERY

Select the braille support on the Access Profile so the system will assign braille forms to the student when available. Because braille forms are only available during the spring, it will not be available in the Access Profile for selection at the opening of the school year, but will be available before the opening of the spring assessment window. Prior to the opening of the spring assessment window, the test administrator will need to select braille in the Access Profile.

Braille Ready Files (BRF) are delivered through EP. The DLM Alternate Assessment Consortium does not provide braille forms. All braille forms are delivered via EP and must be embossed locally. The forms are adaptive; consider the testlet embossing process into the time used for assessment preparation. The braille forms are located in the same area of the Test Management screen as the Testlet Information Page. See the procedure titled Retrieve Braille Ready File in the EDUCATOR PORTAL USER GUIDE for the steps to retrieve the BRF.

SCORING A STUDENT'S RESPONSE

When the system assigns a testlet, it delivers a computer-based version through KITE Client. This version is equivalent to the braille version the student receives. As the student takes the testlet on the braille paper version, the student indicates each response choice to the test administrator as she or he normally would on other braille assignments. The test administrator inputs each student response into KITE Client. Responses are scored by the system, the same way as non-braille forms.

Monitor Test Activity

You may retrieve reports to monitor student enrollment in testlets and completion of testlets through the DLM Test Administration Monitoring Extract. Using this same extract, test administrators have the ability to monitor students who are rostered to them. Building-level users have the ability to monitor students in the building, while district-level users have the ability to monitor students in the district. See the procedure titled Understanding the DLM Test Administration Monitoring Extract in the EDUCATOR PORTAL USER GUIDE for more detail.

DEVELOP A COMMUNICATION PLAN

The DLM Alternate Assessment Consortium suggests developing a plan to facilitate communication with parents/guardians and district staff **or** following your state-developed communication plan. Schedule meetings as necessary. Consider these tasks when developing a plan:

- Consider what parents/guardians and district staff will need and want to know about the DLM alternate assessments.
- Determine the frequency of communication to various audiences.
- Deliver communication to various audiences on the timeline in your communication plan.
- Relay new information from the DLM Alternate Assessment Consortium, your state, and your district to appropriate audiences as needed.

The DLM Alternate Assessment Consortium provides a Parent Notification Letter, available in English and Spanish, as an editable Word document. These resources are available to download and edit to fit the needs of a state or district. The DLM Alternate Assessment Consortium offers information and resources for parents/guardians on the DLM Webpage | About Us | [Information for Parents](#).

REPORTS AND DATA EXTRACTS

PROGRESS REPORTS

A student's participation in the optional instructionally embedded assessment generates a progress report. This report summarizes the progress of a student in an individual subject area. It only includes information about assessments from instructional plans selected through the Instructional Tools Interface used during the instructionally embedded assessment.

Test administrators may find the progress report to be useful when planning or reviewing instruction for an individual student or for a roster of students. The progress report displays the conceptual area(s) tested, the Essential Element, and the linkage level tested. The progress report contains sensitive information, including the student's name, school, grade, and state ID number among other data and the report should be treated as a secure document and handled accordingly.

For more information about the progress reports to help test administrators participating in the optional instructionally embedded assessment, contact your assessment coordinator.

INDIVIDUAL STUDENT YEAR END REPORTS

Depending on when your state spring assessment window closes, your Individual Student Year End Reports, commonly called ISRs, become available to the assessment coordinator in late summer or early fall. Other roles in your state may also have access to these reports in Educator Portal in the Reports tab. Test administrators do not have

direct access to the reports. All scores from all year form the Individual Student Year End Reports.

The scoring system in the DLM alternate assessments works differently than scoring in traditional alternate assessments. Students are not given raw scores, percentages, or scale scores. Instead, the system combines a student's responses on operational tests with information about the structure of the DLM map to determine which linkage levels the student has likely mastered.

Results for each linkage level are determined based on the probability that the student has mastered the skills at that linkage level.

Summative results are determined from the linkage level mastery data. The information about each linkage level leads to a summary of the student's mastery of skills in each conceptual area and for the subject overall. Summative results are based on the student's mastery probabilities for all linkage levels in the subset of Essential Elements on the blueprint for ELA and mathematics that are assessed during the spring assessment window. Science testlets cover the entire science blueprint during the spring assessment window.

See the [EDUCATOR PORTAL USER GUIDE](#) for addition information about accessing reports and data extracts.

REQUIRED SOFTWARE

SUPPORTED BROWSERS

See the [KITE Requirements webpage](#) to choose a browser that will work well with EP. For more information on browsers and technology in your district, contact your technology personnel.

KITE CLIENT

KITE ASSESSMENT DEVICES

The DLM alternate assessments may be administered on:

Windows PC desktops	Via KITE Client with Windows and Mac instructions
Mac desktops	
Laptops (PC or Mac)	
iPads	Via KITE Client app with iPad instructions (previous versions are not supported)
Chromebooks	Via KITE Client or Google app with Chromebook instructions

Local devices attached to these machines, such as interactive whiteboards, are also acceptable. Interactive whiteboards (brand names SMART, Promethean, etc.) may be used during assessment. The same hardware, software, and screen resolution constraints apply. The projector associated with the interactive whiteboard must project the computer screen at a resolution of no lower than 1024 x 768. For more information on assessment devices, contact your technology personnel.

ENSURE INTERNET CONNECTIVITY

An internet connection is required to deliver assessments through the use of KITE Client. Test administrators may contact you or technology personnel to ask about opportunities available for assessment without the use of an internet connection.

KITE PROCEDURES

See the EDUCATOR PORTAL USER GUIDE for procedures that support test administrators.

- Access Practice Activities and Released Testlets
- Start a Test
- Navigate in KITE Client
- Take a Break During Assessment
- Complete the Test
- Change an Accessibility Support During Assessment
- Troubleshoot in KITE Client

GLOSSARY

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

Access Profile (AP)	Student-specific information that informs KITE Client about individual student’s needs. The Access Profile 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. Test administrators who know the student provide the information in the profile.
claim	A broad statement about what the DLM Consortium expects students to learn and to be able to demonstrate within each content area. Each claim is subdivided into two or more conceptual areas.
conceptual area	A region within the DLM map containing nodes associated with related Essential Elements and nodes representing concepts and skills that support the learning of the Essential Elements. Conceptual areas are comprised of clusters of connected concepts and skills and serve as models of how students may acquire and organize their content knowledge. Conceptual areas are considered subparts of the overall claims.
connection	The relationship between two nodes. Connections are illustrated with arrows in the map.
engagement activity	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 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.
Essential Elements (EEs)	Specific statements of knowledge and skills linked to the grade-level expectations identified in college and career readiness standards. EEs build a bridge from the content in the grade-level standards to academic expectations for students with the most significant cognitive disabilities.

First Contact Survey (FC)	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. Some questions from the FC survey are used to determine a student’s entry point, or initialization, into the assessment.
initialization	The process by which existing information about a student is used to determine the point in the map where the student enters the assessment for the first time.
instructionally embedded assessment	Assessment that occurs throughout instruction during the fall and winter months.
linkage level	A small section of the DLM map containing one or more nodes that represent critical concepts or skills needed to learn the Essential Element. English language arts and mathematics are five linkage levels: Initial Precursor, Distal Precursor, Proximal Precursor, Target, and Successor. Science has three linkage levels: Initial Precursor, Proximal Precursor, and Target. Linkage levels are always related directly to grade-level Essential Elements but extend back to foundational skills at the Initial Precursor level. The nodes at the Target level for all content areas are most closely related to the expectation in the EE.
node	A representation in the DLM maps of an individual skill or conceptual understanding identified in the research in English language arts, mathematics, and science.
State Education Agency (SEA)	A state department of education.
testlet	Short for instructionally relevant testlet. A testlet includes an engagement activity and a set of three to nine items. Beginning with an engagement activity and combining multiple items increases the instructional relevance of the assessment. This also provides a better estimate of the students’ knowledge, skills, and abilities than can be achieved by a single assessment item.

STATE APPENDICES

DOCUMENT HISTORY

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

Date	Section Name/ Summary of Changes	Starting Page
10/20/2016	Update URLs for new DLM website release	Throughout
09/27/2016	September Software Release Updates	Throughout



DYNAMIC[®]
LEARNING MAPS

TECHNOLOGY SPECIFICATIONS MANUAL 2016-17

Revision Date: 11/10/2016

DYNAMIC LEARNING MAPS CONSORTIUM
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FINDING HELP

When the information in this manual and resources from your state 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">• KITE Client installation• General computer support• Internet availability• Display resolution• Issues with sound, headphones, speakers, etc.	Local technology representative
<ul style="list-style-type: none">• How to use KITE Client and Educator Portal• Training requirements• Assessment questions• Assessment scheduling	Local assessment coordinator
<ul style="list-style-type: none">• Data issues (rosters, enrollment, etc.)	The DLM Service Desk* 1-855-277-9751 (toll-free) or DLM-support@ku.edu
<ul style="list-style-type: none">• Test invalidation requirements• Student IEP requirements• Test window dates, extensions, requirements, etc.• Test resets	State education agency

**PLEASE REMEMBER, IF YOU CONTACT 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 assessment coordinator to find out what student information can be legally emailed in your state.
- Do send:
 - your contact information (email address and name)
 - the state and district in which your school is located
 - error messages, including the testlet number if applicable to the problem
 - the Service Desk ticket number when following up on a previously submitted issue

TROUBLESHOOTING

The TEST ADMINISTRATION MANUAL includes this table, which guides users to contact the appropriate representatives depending on the issue they experience.

For these items	Contact
<ul style="list-style-type: none">• KITE Client installation• General desktop support	District technology personnel
<ul style="list-style-type: none">• Test invalidation requirements• Student IEP requirements• Test window dates, extensions, and requirements• Test resets	State education agency
<ul style="list-style-type: none">• Data issues (roster; enrollment; Test, Edit, Clear)• General questions about the DLM Alternate Assessment System• General guidance on how to use Educator Portal and KITE Client	DLM Service Desk

TECHNOLOGY SPECIFICATIONS MANUAL 2016-17

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AUDIENCE AND PURPOSE

This document supports technology personnel in preparing schools for the technology needs of the Dynamic Learning Maps® (DLM®) Alternate Assessment System. It provides an overview of the DLM assessments and includes a checklist of key duties. It covers procedures, resources, and troubleshooting of specific applications and features of Educator Portal and KITE® Client.

Most reference materials are written by the KITE technology team and apply to various programs, not strictly to the DLM Alternate Assessment System. For further questions, please contact the Service Desk at 1-855-277-9751.

WHAT'S NEW IN THIS VERSION?

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

Topic	Starting Page
Revised URLs and screenshots to match DLM website release	Throughout

A more comprehensive list of changes is included in the Appendix under **Document History**.

INTRODUCTION

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 English language arts (ELA), mathematics, and science¹ in grades 3–8 and high school.² 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.

The DLM Alternate Assessment System includes computer-based assessments and an online dashboard for educators to manage student information. The DLM assessments can be administered on a variety of devices. DLM technology personnel support the technology needs of test administrators and students who participate in the DLM alternate assessments.

¹ Science is available in some states.

² Each state determines the required high school grades.

ADDITIONAL RESOURCES

Additional resources for technology personnel are available on the DLM website under States on the blue navigation ribbon at the top. To find materials specific to your state, choose your state from the menu under the Integrated or Year-End heading.

These are the standard technology personnel resources available across all states:

TECHNOLOGY SPECIFICATIONS MANUAL (PDF)	Supports technology personnel in preparing schools for the technology needs of the DLM assessment.
KITE webpage	Provides information about KITE Client, Educator Portal, operating systems, browsers, and troubleshooting. Also supplies software downloads. http://www.dynamiclearningmaps.org/kite
Test Updates webpage	Provides breaking news on test administration activities. Sign up to receive alerts when new resources become available. http://www.dynamiclearningmaps.org/test-updates

CHECKLIST TO MANAGE TECHNOLOGY FOR DLM ALTERNATE ASSESSMENTS

Hint: Print these pages and keep them handy!

Work with your assessment coordinator to determine due dates to meet your district testing schedule.

☑	Step	Resources
	1. Bookmark the KITE webpage on the DLM website. Use the resources to become familiar with your role and responsibilities and the procedures and materials needed to prepare for the assessment.	http://www.dynamiclearningmaps.org/kite
	2. Participate in technology specifications training. States may also provide their own training for technology personnel.	DLM website Year-end states: http://www.dynamiclearningmaps.org/district-staff-training-resources-ye Instructionally embedded states: http://www.dynamiclearningmaps.org/district-staff-training-resources-im
	3. Modify spam and favorites lists, and whitelist websites and email addresses to access the DLM content. Ensure all educators who are involved with the DLM alternate assessment are able to receive emails from addresses ending in @ku.edu.	See Whitelist to Access Content, page 11.
	4. Determine which devices will be used for testing, and verify that devices meet the requirements.	See KITE Testing Devices, page 11.

☑	Step	Resources
	5. Install KITE Client on devices to be used for testing. Downloads and instructions are available on the KITE webpage. (Administrative rights to the testing devices may be necessary.) Devices which have a previous version of KITE Client will require the old version to be removed and the new version to be installed. KITE Client must be re-installed every year. Older versions of KITE Client may not be compatible with the 2016-17 assessments.	http://www.dynamiclearningmaps.org/kite
	6. Support educators in checking the compatibility of testing devices and accessibility supports. Use practice activities and released testlets.	TEST ADMINISTRATION MANUAL
	7. Verify that the network meets requirements. Use the KITE Client bandwidth requirements on the KITE webpage.	http://www.dynamiclearningmaps.org/kite
	8. Install Adobe Acrobat Reader DC or another PDF reader on computers that educators will use to access Educator Portal.	http://www.adobe.com/products/reader.html
	9. If you are given an Educator Portal account <ul style="list-style-type: none"> ◆ Activate the account. ◆ Complete the Security Agreement (in your Educator Portal profile). <p><i>Access to Educator Portal is determined at the state or district level and is not typically required for technology personnel. Contact your assessment coordinator for more information.</i></p>	https://educator.cete.us
	10. Provide technical support for Educator Portal and KITE Client, using troubleshooting information provided on the KITE webpage.	http://www.dynamiclearningmaps.org/kite

ACCESSING CONTENT

WHITELIST

Whitelisting includes modifying spam and junk-mail filters to allow specific email addresses to deliver messages to your email address.

EMAIL

Various email messages are sent to users from @ku.edu accounts. These include messages to set up an Educator Portal account, messages to reset a password in Educator Portal, testing updates, and Service Desk replies. Consider whitelisting or setting spam-filter control of the state or district email system to allow messages from @ku.edu accounts. Ensure all educators involved with the DLM alternate assessment are able to receive emails from @ku.edu addresses.

KITE CLIENT CONTENT

During test administration, if KITE Client does not correctly display an onscreen image, it may be necessary to whitelist items on the district's firewall. See the [KITE Client Whitelist Settings \(PDF\)](#) for current information. Issues may include images not displaying fully or correctly, test items not fully appearing, or test answer choices not appearing on the screen. The local technology personnel are the first point of contact for test administrators.

VIDEOS AND TRAINING

Educators who will administer the DLM alternate assessments must complete required training before they can become test administrators. This training includes videos and is delivered through an online site at <http://training.dynamiclearningmaps.org>. Additionally, personnel conducting facilitated training may plan to show these videos to several people in a classroom setting.

A complete list of professional development videos available via YouTube is here: dlmpd.com/clds/video-links.

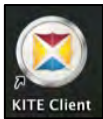
Occasionally, videos are hosted through YouTube or Vimeo are retrievable through Dropbox. Please ensure your test administrators are able to access the training videos.

KITE CLIENT & EDUCATOR PORTAL

NOTE: Information in this section is also included in the TEST ADMINISTRATION MANUAL, the ASSESSMENT COORDINATOR MANUAL, and the DATA MANAGEMENT MANUAL. These manuals direct their audiences to contact district technology personnel if they need more information or support.

The KITE® system was designed and developed to meet the needs of the next generation of large-scale assessments. Users encounter two applications in the KITE system. Students and educators each use a different application.

Students have accounts in **KITE Client**.



KITE Client delivers assessments to students through the use of a customized, secure web browser accessible on multiple devices. Practice activities and released testlets are also available to students through KITE Client. *Educators and staff do **not** have accounts in KITE Client.*

Staff and educators have accounts in **Educator Portal**.



Educator Portal is the administrative application where staff and test administrators manage student data and retrieve reports. Users can access Educator Portal via <https://educator.cete.us>.

KITE Client must be re-installed every year. Older versions of KITE Client may not be compatible with the 2016-17 assessments.



NOTE: Software release dates may impact availability of KITE Client and Educator Portal features. Check your DLM state webpage to see if your state offers a calendar with software release dates.

KITE STATUS

The DLM website provides the current status of KITE at <http://dynamiclearningmaps.org/kite>.

KITE™ SUITE

Status

KITE Client (TDE)	Educator Portal
 Status: No Issue	 Status: No Issue
The KITE Client application is operating normally.	The KITE Educator Portal is operating normally.

The KITE status is indicated by a color and a custom message. Sample messages are shown in the table below.

Color	Status
Green	System is operating normally.
Yellow	System issues present.
Red	System offline.

NOTE: KITE Client 3.0 is scheduled to release in mid-September. All users must install the new KITE Client in order to deliver the DLM alternate assessment during the 2016-17 school year. The new software update covers all platforms and includes new Chrome and iPad apps.

TESTING DEVICES COMPATIBLE WITH KITE CLIENT


The DLM alternate assessments may be administered on the following devices:

Windows PC desktops	Via KITE Client with Windows and Mac instructions
Mac desktops	
Laptops (PC or Mac)	
iPads	Via KITE Client app with iPad instructions (previous versions are not supported)
Chromebooks	Via KITE Client or Google app with Chromebook instructions

NOTE: The DLM Consortium does not recommend using multiple devices to administer a single testlet. A student should begin and finish a single testlet on the same device.

For downloads and instructions, see resources on the KITE webpage:

(<http://dynamiclearningmaps.org/kite>).



KITE Client Downloads and Instructions

Download KITE Client 2.1 for Windows 64-bit

- [View Windows Instructions](#)

Download KITE Client 2.1 for Windows 32-bit

- [View Windows Instructions](#)

Download KITE Client 2.1 for Mac

- [View Mac Instructions](#)

Download KITE Client for iPad

- [View iPad Instructions](#)

Download KITE Client for Chromebook

- [View Chromebook Instructions](#)

KITE Requirements

[Requirements for KITE Client and Educator Portal](#)

Local devices attached to these machines, such as interactive whiteboards, are also acceptable. Interactive whiteboards (brand names SMART, Promethean, etc.) may be used in testing. The same hardware, software, and screen resolution constraints apply. The projector associated with the interactive whiteboard must project the computer screen at a resolution of no lower than 1024 x 768.

INTERNET CONNECTIVITY

An internet connection is required to deliver assessments using KITE Client.

REQUIRED SOFTWARE

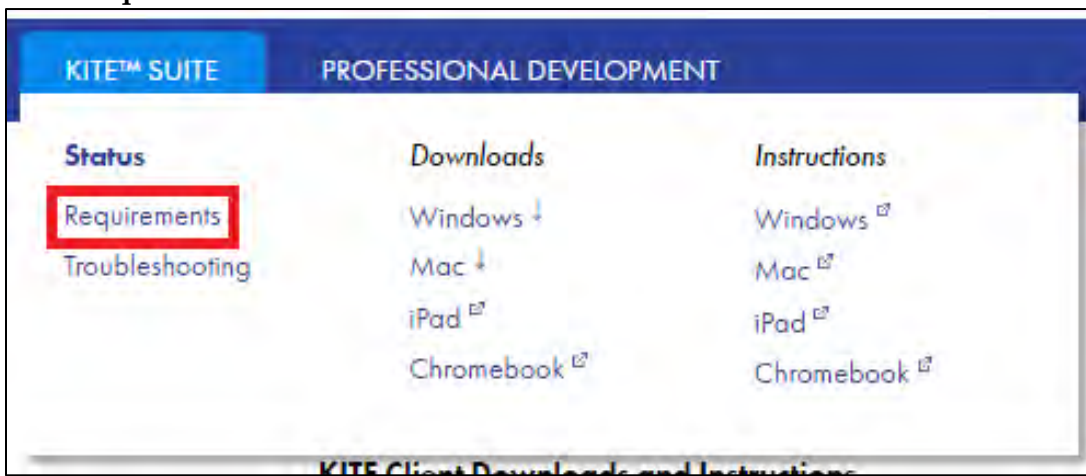
SUPPORTED BROWSERS

See the [KITE Suite Requirements webpage](#) to choose a browser that will work well with Educator Portal. Firefox (24.3 ESR and above) is strongly recommended.

1. Go to www.dynamiclearningmaps.org.
2. Hover over **KITE® SUITE** to reveal more options.



3. Click **Requirements**.



NOTE: Procedures for accessing KITE Client and Educator Portal are included in the EDUCATOR PORTAL USER GUIDE.

PDF VIEWER

For educators and test administrators to view PDFs inside of Educator Portal, they will need [Adobe Acrobat Reader DC](#) or other software, which allows the test administrator

to view and print PDFs. Download Adobe Acrobat Reader DC from <http://get.adobe.com/reader/>.

ACCESSING EDUCATOR PORTAL

Technology personnel do not usually require access to Educator Portal. If you require access, first work with your assessment coordinator or data manager to have an account created for you. For procedures to navigate Educator Portal, see the EDUCATOR PORTAL USER GUIDE.

STATE APPENDICES

DOCUMENT HISTORY

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

Date	Section Name/ Summary of Changes	Starting Page
11/10/16	Updated URLs and screenshots to match DLM website release	Throughout



DYNAMIC[®]
LEARNING MAPS

TEST ADMINISTRATION MANUAL 2016-17

Revision Date: 11/09/2016

Version IM

All screenshots, data dictionaries, and templates shown or referred to in this manual are accurate on the Publication 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.

ABOUT THIS MANUAL

Although this manual contains a large amount of information, it is important to read it in its entirety. In an effort to effectively sort information for ease of use, the table below outlines the manual's three categories.

Category	Information Included
Introduction	Provides an orientation to the Dynamic Learning Maps® (DLM®) project, the assessment system, and the DLM testlets.
Assessment	Provides information on the pre-assessment process, instructionally embedded testlets, spring assessments, and preparation for future years.
Systems	Provides an overview of KITE® Client with step-by-step instructions and screenshots. See the EDUCATOR PORTAL USER GUIDE for detailed information on all Educator Portal processes.

FINDING HELP

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

TEST ADMINISTRATION MANUAL

2016-17

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AUDIENCE AND PURPOSE

This document supports test administrators in preparing themselves and their students for the Dynamic Learning Maps® (DLM®) alternate assessment. Test administrators are the people who administer the assessments to students. In your state, test administrators may also be referred to by other titles, such as educators, examiners, proctors, or teachers.

The TEST ADMINISTRATION MANUAL serves as a comprehensive resource in planning for, preparing for, and administering the DLM alternate assessments.

This DLM-provided manual is designed for test administrators in all states in the DLM consortium; however, your state may also provide appendices to this manual, which provide state-specific clarifications and supplemental information. Some states may provide a state-customized version that entirely replaces this manual. Be sure to check the resources provided on your state's DLM webpage and follow any additional instructions provided at the state level.

To learn about updates to test administration resources such as this manual, subscribe to Test Updates on the DLM website under Assessments | Test Updates (<http://dynamiclearningmaps.org/test-updates>).

Stay in the know! Get automatic updates about DLM testing sent straight to your inbox.

» **To subscribe to test updates,** Complete this form.

If you subscribed last year, you do not need to subscribe again, unless your email address has changed. If your email address has changed, you must resubscribe.

WHAT'S NEW IN THIS VERSION?

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

Topic	Starting Page
Video-Based Testlets	49
URLs Updated	Throughout

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

CHECKLISTS FOR TEST ADMINISTRATORS

HINT: Print the following pages and keep them handy!


The following checklists detail the critical steps for test administrators to follow. Refer to the checklists while reading this manual and while preparing for the Dynamic Learning Maps alternate assessments. Follow the provided links to quickly go to topics in this guide for more information or to access other resources. The checklists are organized into four sets of tasks for different parts of the school year.

1. Before Beginning Assessments
2. Instructionally Embedded Assessments
3. Spring Assessments
4. Preparing for Next Year


1. Before Beginning Assessments

☑	Step	Resources
	1. Confirm student eligibility to participate in DLM alternate assessments.	Participation Guidelines in TEST ADMINISTRATION MANUAL state appendix
	2. Read this TEST ADMINISTRATION MANUAL.	
	3. Use the resources on your state's DLM webpage to become familiar with the DLM system, the content being assessed, and the procedures to prepare for the assessment.	How to Use the DLM Website, page 23
	4. Share information about DLM alternate assessments with parents or guardians, preparing them for their students' new assessment experience.	Information for Parents section at http://www.dynamiclearningmaps.org/about/tests#parents
	5. Activate your Educator Portal (EP) account by following the instructions in the KITE® activation email. You will not receive an activation email until your data manager uploads your information into EP. (If you already have an EP account, skip this step.)	Activate Educator Portal Account, EDUCATOR PORTAL USER GUIDE

CHECKLISTS FOR TEST ADMINISTRATORS

☑	Step	Resources
	<p>6. Complete the annual Security Agreement in your EP profile.</p> <div style="display: flex; align-items: center;">  <p>Test administrators will not be able to administer testlets if they do not agree to and sign the Security Agreement each year.</p> </div>	Complete Security Agreement, EDUCATOR PORTAL USER GUIDE
	7. Complete the Required Test Administrator Training.	Complete Training and Professional Development, page 33
	8. Review your state's guidelines on required and recommended professional development modules. Complete as needed.	TEST ADMINISTRATION MANUAL state appendix, if provided
	9. Use the ACCESSIBILITY MANUAL and work with IEP teams to determine what accessibility supports should be provided for each student taking DLM alternate assessments. Record the chosen supports in each student's Access Profile in EP.	ACCESSIBILITY MANUAL (state DLM webpage)
	10. Confirm with your assessment coordinator your state's requirements for documentation of DLM accessibility supports. Make sure the supports in KITE Client align with the student's IEP needs and preferences.	ACCESSIBILITY MANUAL state appendix, if provided
	<p>11. Review student demographic information in EP for accuracy and correct if needed.</p> <p>a) Ensure student data are correct.</p> <p>b) Ensure roster data are correct.</p>	<p>View and Check Student Data, EDUCATOR PORTAL USER GUIDE</p> <p>View and Check Roster, EDUCATOR PORTAL USER GUIDE</p>
	12. Ensure the Access Profile is updated and complete in EP (see glossary for full definition).	Complete Access Profile, EDUCATOR PORTAL USER GUIDE

CHECKLISTS FOR TEST ADMINISTRATORS

☑	Step	Resources
☑	<p>13. Submit completed and updated First Contact (FC) survey in EP.</p>  <p>Students do NOT receive testlets if the First Contact survey is not submitted.</p>	Complete the First Contact Survey, EDUCATOR PORTAL USER GUIDE
	14. Ensure your technology personnel has installed KITE Client on assessment devices.	Your Assessment Coordinator or technology personnel
	<p>15. Familiarize yourself and your students with DLM testlets:</p> <ul style="list-style-type: none"> a) Educators should consider how the student communicates and what tools the student uses or needs to communicate. b) Access practice activities and released testlets by using a demo login and the “Practice First” option in KITE Client. c) Check compatibility of students’ devices with KITE Client. 	GUIDE TO PRACTICE AND RELEASED TESTLETS

2. Instructionally Embedded Assessments

☑	Step	Resources
☑	1. Follow state guidelines when choosing Essential Elements (EEs) for instruction.	<p>Blueprints (state DLM website)</p> <p>Essential Elements on the Educator Resource Page</p> <p>Essential Elements Selection Record on the Educator Resource Page</p> <p>TEST ADMINISTRATION MANUAL state appendix, if provided</p>

CHECKLISTS FOR TEST ADMINISTRATORS

☑	Step	Resources
	2. Watch the instructional and informational videos to learn how to use the instructionally embedded assessments. <ul style="list-style-type: none"> • EP – Using the Instructional Tools Interface • Overview of Instructionally Embedded Assessments • How to Use ITI 	Educator Resource Videos on the Educator Resource Page
	3. Retrieve instructional information for the EE. The educator is able to select the EE and linkage level for the student. Follow state guidance on instructional information for the EE.	Retrieve Instructional Information, page 80
	4. Record EE and linkage level choices in the Instructional Tools Interface (ITI) tab.	Create an Instructional Plan, EDUCATOR PORTAL USER GUIDE
	5. Deliver instruction until you determine the student is ready for assessment.	DLM Professional Development Modules
	6. Schedule locations and times for assessment sessions.	
	7. Confirm testlet assignment in ITI and retrieve the Testlet Information Page. Gather materials needed before beginning assessment.	Confirm an Instructional Plan, EDUCATOR PORTAL USER GUIDE
	8. Retrieve student usernames and passwords through the ITI tab in EP so students can access the assessments in KITE Client.	ITI tab in Educator Portal and Print Instructional Plan History, EDUCATOR PORTAL USER GUIDE
	9. Assess student on testlet.	KITE Client User Guide, page 91
	10. Choose the next content for instruction. This may be a new EE or a new linkage level, depending on the student’s overall instructional program for the year.	
	11. Repeat instruction and assessment cycle for remaining EEs and levels during the instructionally embedded assessment window.	

CHECKLISTS FOR TEST ADMINISTRATORS

3. Spring Assessments

☑	Step	Resources
	1. Recheck student demographic information, Access Profile settings, and FC responses.	
	2. Consider the district and school assessment schedules to ensure students complete all DLM testlets during spring assessment.	
	3. Schedule locations and times for assessment sessions.	
	4. Retrieve the Testlet Information Page for the first testlet. Gather materials needed before beginning assessment.	
	5. Retrieve student's username and password from EP.	View Student Username and Password, EDUCATOR PORTAL USER GUIDE
	6. Assess student on the first testlet.	Start a Test, page 94
	7. As each remaining testlet becomes available, retrieve the Testlet Information Page, gather materials, and assess the student.	
	8. Use the DLM Test Administration Monitoring Extract to confirm that all testlets have been completed.	

4. Preparing for Next Year

☑	Step	Resources
	1. Evaluate accessibility supports (Access Profile settings) with IEP teams and make decisions about supports and tools for next year.	ACCESSIBILITY MANUAL
	2. Plan academic IEP goals with IEP teams, reviewing the blueprint for the next grade as one source of information.	Blueprints (state DLM website)

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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 English language arts (ELA), mathematics, and science¹ in grades 3–8 and high school.² 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.

STUDENTS

As defined by the U.S. Department of Education, students with the most significant cognitive disabilities have a disability or multiple disabilities that especially affect intellectual functioning and adaptive behaviors. When adaptive behaviors are significantly affected, the individual is unlikely to develop the skills needed to live independently and to function safely in daily life. The DLM alternate assessment is designed for students for whom general education assessments, even with accommodations, are not appropriate.

Students taking the DLM alternate assessment require extensive, direct instruction and substantial supports to achieve measurable gains. These students learn academic content aligned to grade-level content standards, but at reduced depth, breadth, and complexity.

¹ Science is available in some states.

² Each state determines the required high school grades.

Seek guidance from your assessment coordinator about your state’s participation guidelines for eligibility requirements.

CONTENT AREAS

Dynamic Learning Maps alternate assessments are available for English language arts (reading and writing), mathematics, and science in grades 3-8 and high school. Check with your assessment coordinator or look on your DLM state webpage to see if your state is participating in assessments outside of the standard ELA and mathematics content areas.

THE DYNAMIC LEARNING MAPS FOUNDATION

The DLM maps are highly connected representations of how academic skills are acquired, as reflected in research literature. Nodes in the maps represent discrete knowledge, skills, and understandings in either ELA or mathematics, as well as important foundational skills that provide a foundation for academic skills. As of April 2016, there are 2,089 nodes in the ELA map, 2,399 nodes in the mathematics map, and 150 foundational nodes that are associated with both content area maps. The maps go beyond traditional learning progressions by including multiple and alternate pathways through which students may develop content knowledge. As of April 2016, the ELA map has 5,045 connections and the mathematics map has 5,200 connections.³

ESSENTIAL ELEMENTS

The DLM content standards are called Essential Elements (EEs) and are the learning targets for the assessments for grades 3-8 and high school in ELA, mathematics, and science. The EEs are specific statements of knowledge and skills linked to the grade-level expectations identified in college and career readiness standards. The purpose of the EEs is to build a bridge from those content standards to the academic expectations for students with the most significant cognitive disabilities.

The EEs specify academic targets, and the DLM map clarifies how students can reach those targets. For each EE, small collections of nodes are identified earlier in the map, representing critical stages on the path toward the standard. These small collections of nodes are called linkage levels. See *The Relationship Between Essential Elements, Nodes, and Mini-Maps*, page 17 for more detailed information about EEs and linkage levels.

Each content-area/grade-level assessment is designed to assess a specific set of EEs. Essential Elements included in the blueprint for each grade are listed in blueprint documents available on your state’s page on the DLM website.

³ The DLM science assessment does not presently use a map model; however, a learning map model for science is currently in development.

For all EEs available for assessment, documents describing their linkage levels and nodes are available on the Educator Resource Page. Also available on the Educator Resource Page is the Excel workbook, "Professional Development Modules Supporting Essential Elements." This workbook cross-references each EE to the relevant professional development modules. The workbook includes one tab for ELA and one for mathematics. Although professional development modules are not yet available for science, instructional activities are available on the Educator Resource Page on the DLM website. Below is a screen shot of a portion of the workbook.

The screenshot shows an Excel spreadsheet titled "ee_pd_cross_reference.xlsx". The active cell is D2, containing the text "Who are the students with significant disabilities?". The spreadsheet has columns labeled A through S. Column A is "Grade", column B is "EE", and column C is "Description". Columns O through S contain checkmarks indicating the presence of each EE in various assessment categories: Place Value, Ten-Frames, Units and Operations, Forms of Number, and Fraction Concepts PART 1. Row 11 is highlighted with a red border, showing Grade 3, EE 3.OA.1-2, and the description "Use repeated addition to find the total number of objects and determine the sum." The bottom of the spreadsheet shows two tabs: "Math" and "ELA", with "Math" selected.

Grade	EE	Description	Place Value	Ten-Frames	Units and Operations	Forms of Number	Fraction Concepts PART 1
3	3.NBT.2	Demonstrate understanding of place value to tens.	✓	✓		✓	
3	3.NBT.3	Count by tens using models such as objects, base ten blocks, or money.	✓	✓		✓	
3	3.NF.1-3	Differentiate a fractional part from a whole.		✓		✓	✓
3	3.OA.4	Solve addition and subtraction problems when result is unknown, limited to operands and results within 20.		✓	✓	✓	
3	3.G.2	Recognize that shapes can be partitioned into equal areas.					✓
3	M.C.3.1	Tell time to the hour on a digital clock.					
3	3.MD.4	Measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks					
3	3.MD.3	Use picture or bar graph data to answer questions about data.					
3	3.OA.1-2	Use repeated addition to find the total number of objects and determine the sum.	✓	✓		✓	
3	3.OA.8	Solve one-step real world problems using addition or subtraction within 20.		✓	✓	✓	
3	3.OA.9	Identify arithmetic patterns.		✓	✓	✓	
4	4.NF.1-2	Identify models of one half (1/2) and one fourth (1/4).					✓
4	4.NF.3	Differentiate between whole and half.					✓
4	4.NBT.2	Compare whole numbers to 10 using symbols (<, >, =).		✓		✓	
4	4.NBT.3	Round any whole number 0-30 to the nearest ten.		✓		✓	
4	4.NBT.4	Add and subtract two-digit whole numbers.		✓	✓	✓	
4	4.G.1	Recognize parallel lines and intersecting lines.					
4	4.MD.5	Recognize angles in geometric shapes.					
4	4.MD.6	Identify angles as larger and smaller.					
4	4.MD.3	Determine the area of a square or rectangle by counting units of measure (unit squares).					
4	4.MD.2.a	Tell time using a digital clock. Tell time to the nearest hour using an analog clock.					

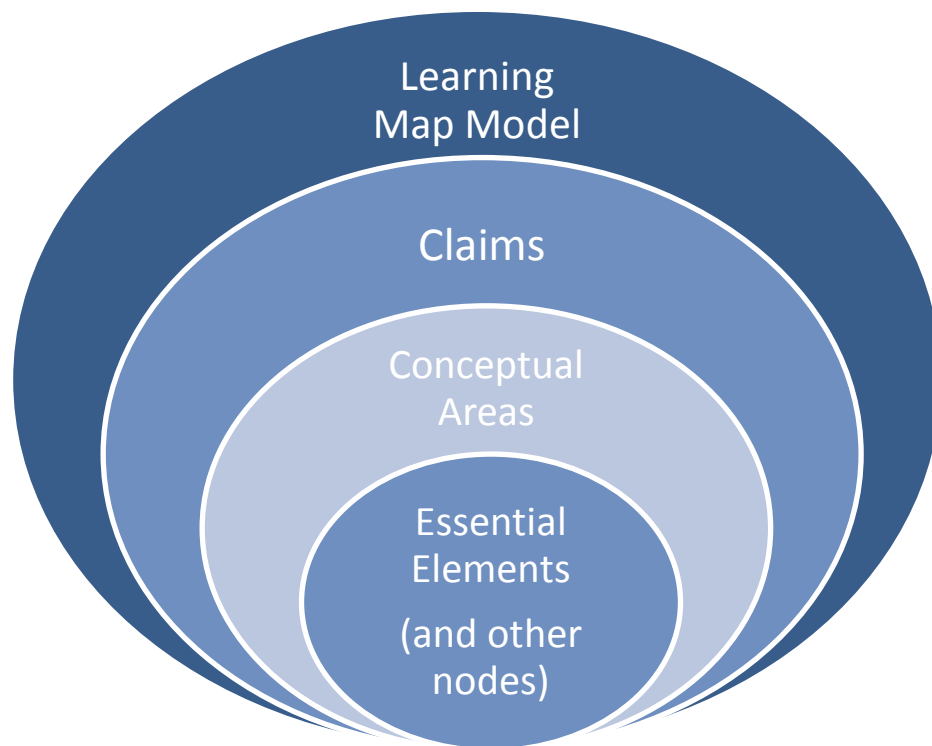
THE RELATIONSHIP BETWEEN ESSENTIAL ELEMENTS, NODES, AND MINI-MAPS

Understanding the DLM alternate assessment involves understanding the relationships among the components of the system. These components include the DLM maps, claims, conceptual areas, EEs, and nodes.

The DLM maps are large and complex representations of how students develop academic knowledge and skills. These maps highlight multiple potential pathways that students may follow to develop knowledge and skills in ELA and mathematics.

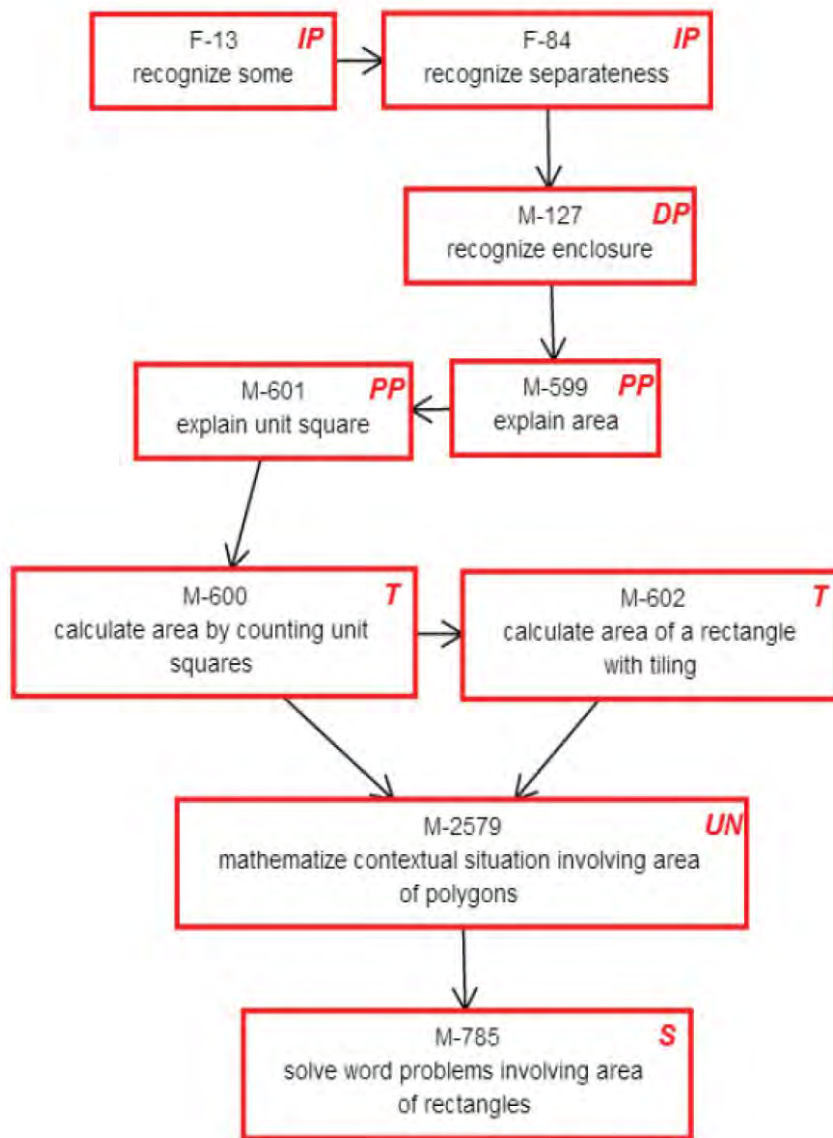
Claims organize the DLM maps so that the maps can drive the assessment system and support educators in setting instructional priorities at each grade level. The DLM claims are broad statements about what students should learn and what the assessments measure.

Subareas of the claims, called conceptual areas, identify large areas of conceptually related skills in the DLM maps and connect the maps to the overall claims. Conceptual areas are organized around common cognitive processes, as shown in the diagram below.



Essential Elements represent grade-level targets for students with the most significant cognitive disabilities. EEs are embedded in the DLM maps. The EEs are related to small clusters of nodes within the maps. These are called mini-maps.

Here is an example of a mathematics mini-map with nodes for one EE identified by its linkage levels. Definitions of the abbreviations are shown below the image.⁴



Each testlet spans a portion of the DLM map that contains nodes at one linkage level. Each linkage level contains one or more nodes related to an identified EE. Linkage levels precede, correspond to, or go beyond the expectation expressed in the EE. Linkage levels identify important waypoints en route to an EE and specify a student's performance in relation to the grade-level target.

⁴ UN is a node that is not tested for this EE but is still important as part of the pathway.

There are five linkage levels in ELA and mathematics:

1. Initial Precursor (IP)
2. Distal Precursor (DP)
3. Proximal Precursor (PP)
4. Target (T)
5. Successor (S)

There are three linkage levels in science:

1. Initial
2. Precursor
3. Target

The table shows the linkage levels of ELA and mathematics compared with linkage levels of science.

Content Areas	Linkage Levels				
	Initial	Distal Precursor	Proximal Precursor	Target	Successor
ELA and Math					
Science	Initial		Precursor	Target	N/A

Linkage levels are identified by starting with the nodes in the DLM map that most closely match the target EE. Target level testlets are developed based on the nodes that correspond to the EE. When the Target nodes are determined, multiple pathways on the map are carefully inspected to identify nodes that link directly to the Target, but precede or extend beyond it.

Nodes that represent the least complex skills are found in testlets at the Initial Precursor linkage level. Testlets developed at this level typically reflect foundational nodes in the DLM map. These early foundational nodes connect to the Target nodes through one or more pathways in the DLM map. Testlets at the Initial Precursor linkage level are typically intended for students who do not yet have symbolic communication. Initial Precursor testlets are usually administered by the test administrator, who observes the student's behavior as directed by the system and then records responses in the system.

Testlets at the Distal and Proximal Precursor linkage levels allow students to develop the knowledge and skills needed to reach the Target. In ELA and mathematics, testlets at the Successor linkage level give students the opportunity to demonstrate knowledge of content that is more aligned with the general-education grade-level standard.

HINT: Each tested EE and mini-map is available as a PDF on the Educator Resource Page. These maps show how students gain the knowledge and skills that help them achieve the target EE. Find the link to the Educator Resource Page from your state page on the DLM website. Science mini-maps are currently under development but not available at this time.

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 web browser accessible on multiple devices. 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)**.

Educator Portal is the administrative application through which staff and educators manage student data and retrieve reports. Users can access EP via <https://educator.cete.us>. For information on how to work within EP, see the EDUCATOR PORTAL USER GUIDE on the DLM website.

KITE Client will issue the following message on testing equipment if the most current version needs installation:



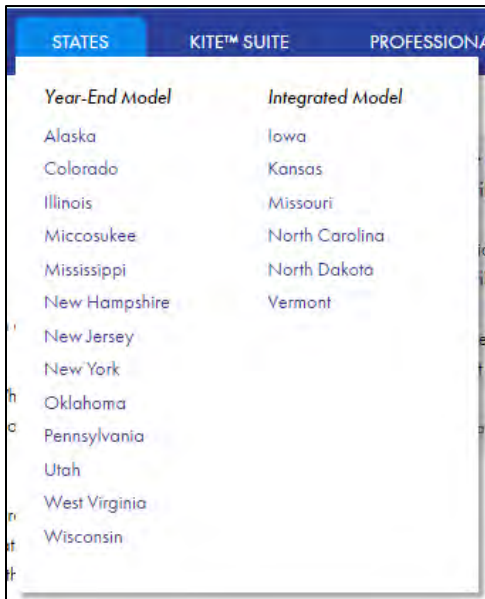
Contact the district test coordinator, technology coordinator or system administrator to download the latest version of KITE Client.

HOW TO USE THE DLM WEBSITE

Additional resources for test administrators are available on the DLM website. Resources are provided by the DLM Alternate Assessment Consortium, and state-specific resources may also be available.

To access resources for your state and role, follow these steps:

1. Go to the DLM website: <http://dynamiclearningmaps.org>.
2. Hover over the States tab to reveal a list of states.



3. Select your state.

HINT: Bookmark your page or save it to your favorites for quick access later.

RESOURCES ON THE DLM WEBSITE

The following table lists DLM resources that are designed for test administrators. These resources are available on most state webpages.

TEST ADMINISTRATION MANUAL (PDF)	Supports test administrators in preparing themselves and students for assessment.
EDUCATOR PORTAL USER GUIDE (PDF)	Supports educators in navigating EP to access assessment information including student data and reports.
ACCESSIBILITY MANUAL (PDF)	Provides guidance to state leaders, districts, educators, and IEP teams on the selection and use of accessibility supports available in KITE Client.
Educator Resource Page (webpage)	Includes additional resources for educators and test administrators, such as tested EEs and their associated mini-maps.
GUIDE TO DLM REQUIRED TEST ADMINISTRATOR TRAINING (PDF)	Helps test administrators access the DLM Required Test Administrator Training on the DLM Moodle training website. Moodle (http://training.dynamiclearningmaps.org/) is the website where the training modules are located.
GUIDE TO PRACTICE ACTIVITIES & RELEASED TESTLETS (PDF)	Supports the test administrator in accessing practice activities in KITE Client using student demo accounts.
Test Updates Page (webpage)	Provides breaking news on test administration activities. Sign up to receive alerts when new resources become available. http://dynamiclearningmaps.org/test-updates

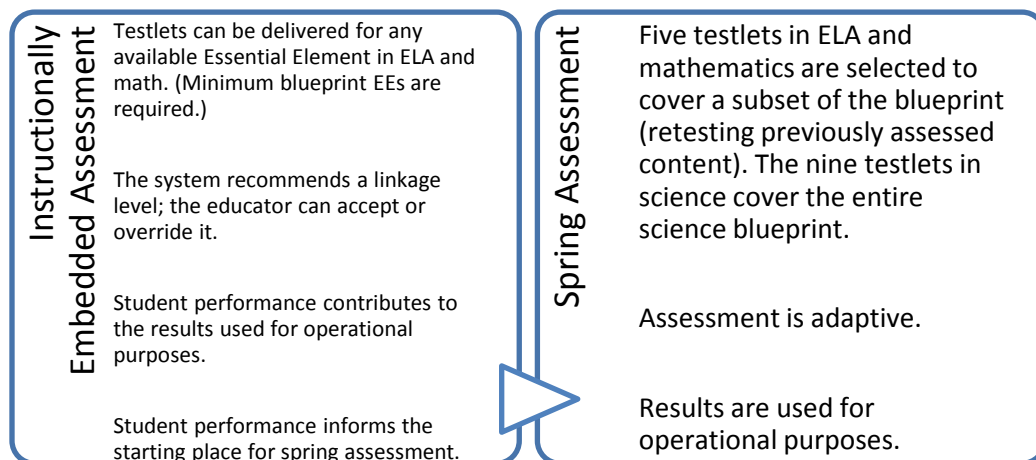
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OVERVIEW

The DLM alternate assessment is designed to map a student’s learning throughout the year. Each testlet can be embedded within instruction. In this way, assessment informs teaching and benefits students.

Two general assessment windows are available. Instructionally embedded assessments, occur throughout the fall and winter months. During the spring assessment, all students are re-assessed on several EEs on which they were taught and assessed earlier in the year. Results used for operational purposes are based on all of the operational assessments the student took during the year, including instructionally embedded assessment and spring assessment.⁵



⁵ Science assessments are currently available only during the spring assessment.

TESTLETS

The DLM alternate assessments are delivered in testlets. In ELA, mathematics, and science testlets are based on nodes for one or more EEs. Each testlet contains an engagement activity and three to nine items. Writing testlets cover multiple EEs. Each writing testlet is a structured writing activity with several items the test administrator completes about the student's writing process and product. For more information about the contents of testlets, see Computer-Delivered Testlets and Teacher-Administered Testlets.

INSTRUCTIONALLY EMBEDDED ASSESSMENTS

Instructionally embedded assessments are administered after instruction is provided on an EE. Essential Elements available for assessment are in the 2016-2017 blueprints.⁷ Within the options provided and the requirements for conceptual area coverage, test administrators decide locally which EEs each student will be taught and assessed on during the year based on the student's learning targets and grade level. Some states provide additional state-specific guidelines. Check with your assessment coordinator if this is true for your state.

Essential Elements Selection Records for ELA and mathematics are available on the Educator Resource Page. These Excel workbooks aid educators in tracking student progress. Simply record the EEs chosen for student instruction. EEs are organized by grade and conceptual area.

During the instructionally embedded assessment window, the educator assesses the student at least once on each EE that has been chosen and recorded in the Instructional Tools Interface (ITI). (Supporting procedures for Educator Portal are in the EDUCATOR PORTAL USER GUIDE, in the section called Use the Instructional Tools Interface.) The system recommends a linkage level for the first testlet based on the First Contact (FC) survey. However, the test administrator may override the system and make his or her own choice. For the second and subsequent testlets, the system also recommends a linkage level. However, during the instructionally embedded assessment window, the test administrator can choose a different linkage level than what the system recommends.

SPRING ASSESSMENTS

During the spring assessment window, the KITE system assigns each student five testlets in ELA and five in mathematics. If your state is administering DLM science, your students will receive nine science testlets.

NOTE: Science testlets are not available during the instructionally embedded window for 2016-2017. Consult with your state assessment administrator about grade levels for science assessments.

The spring testlets are packaged and delivered separately one at a time in each content area as they were during the instructionally embedded assessment window.

Assuming the student has completed enough instructionally embedded assessments during the fall and winter months to meet the full blueprint requirements for that grade and subject, all testlets assigned during the spring assessment window are from the pool of Essential Elements originally chosen by the test administrator.

Sometimes a student begins the spring assessment without having met all the blueprint requirements during the instructionally embedded assessment (e.g., a student moves into a school late in the year). Therefore, if the student met only a portion of the blueprint requirements when the spring assessment window opens, the system assigns previously tested Essential Elements where possible and randomly selects Essential Elements in areas where blueprint requirements were not met.

If the student met none of the blueprint requirements when the spring assessment window opens, the KITE system randomly selects an Essential Element from each part of the blueprint and assigns the linkage level based on the First Contact survey data. This process continues until the student receives five testlets in ELA and five in mathematics and, if applicable, nine in science.

During the spring assessment window, the KITE system determines the linkage level for each testlet, and the test administrator cannot override the assignment. Depending on the student's performance on the most recent testlets, the spring assessment testlets could be at the same linkage level as before or may be at a different linkage level.

Whether the linkage level is assigned based on prior performance or on the First Contact survey, all remaining spring assessment testlets follow the spring adaptive delivery. This process continues until the student receives five testlets in ELA and five in mathematics and, if applicable, nine in science.

Each state determines its own spring assessment window, and some districts choose a smaller window within their state window. The test administrators determine when to schedule each testlet with their students. Consult with your state assessment administrator for the dates of your state's spring assessment window.

NOTE: If the FC survey was not submitted for the student prior to the opening of the spring assessment, the delivery of the first testlet will take 24 hours. Subsequent testlets are delivered in about 15 minutes. The linkage levels for remaining testlets are determined by the student's performance on the previous spring assessment testlets.

HINT: For more detail and examples, see Spring Assessment: Testlet Assignment on page 114.

Like the instructionally embedded phase, each testlet in the spring assessment is packaged and delivered separately and the test administrator determines when to schedule each testlet within the larger assessment window. See Frequency of Testlet Delivery During Spring Assessment on page 86 for more detail. Each state selects its own spring assessment window. Please consult your state department of education for the dates.

ASSESSMENT ADMINISTRATION TIMES

Instructionally embedded assessment times are as follows:

Instructionally Embedded Assessment Times	
Subject	Minutes Per Testlet
Math	5-10
Reading	10-15
Writing	10-15

Time per testlet may vary depending on each student’s unique needs. Total time varies depending on the number of EEs an educator chooses and the number of times a student is assessed on each EE. Testlets may be taken separately across multiple assessment sessions as long as they are all completed within the assessment window.

Spring Assessment Times	
Subject	Minutes Per Content Area
ELA	50-75
Math	25-50
Science ⁶	45-135

The testlets may be taken separately across multiple assessment sessions as long as they are all completed within the state-specific assessment window.

FIELD TEST TESTLETS

When a student has completed the required number of testlets in his or her grade and subject, then the student may be selected to receive one field testlet per content area. This is true for both the instructionally embedded assessment and the spring assessment windows. Field test testlets are assigned at the same or lower linkage level as the final operational testlet that the student completed during the spring assessment. Field testlets contribute to a larger operational bank of available testlets for future testing. Field tests testlets do not impact students’ Individual Student Year-End Reports.

⁶ The DLM alternate assessment for science is currently available only during spring assessment.

ASSESSMENT RESULTS

The scoring system in the DLM alternate assessments works differently from scoring in traditional alternate assessments. Students are not given raw scores, percentages, or scale scores. Instead, the system combines a student's responses on all operational assessments, both the instructionally embedded and the spring assessments, with information about the structure of the DLM map to determine which linkage levels the student has likely mastered. A student's results from the instructionally embedded assessments do not guarantee the student's overall performance during the spring assessment.

Results for each linkage level are determined based on the probability that the student has mastered the skills at that linkage level. When the student is re-assessed on an EE during the spring assessment, the system uses the information gained from the most recent assessment to update data about the probabilities of student mastery for all linkage levels for the assessed EEs.

Summative results are determined from the linkage level mastery data. The information about each linkage level leads to a summary of the student's mastery of skills in each conceptual area and for the content area overall. Summative results are based on the mastery probabilities for all linkage levels in all EEs in a content area for which the student was assessed throughout the year.

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KEY STEPS

Test administrators should prepare for the DLM alternate assessments by completing the steps below. Gray-shaded steps are described in more detail in this section. Remaining steps are defined in other DLM resources listed in the Checklists for Test Administrators on page 10.

Steps
1. Confirm student eligibility to participate in DLM alternate assessments.
2. Share information about the DLM alternate assessments with parents or guardians, preparing them for their students' new assessment experience.
3. Read this TEST ADMINISTRATION MANUAL.
4. Use the resources on your state's DLM webpage to become familiar with the DLM Alternate Assessment Consortium, the content being assessed, and the procedures to prepare for the assessment.
5. Gain access to EP.
6. Complete the Security Agreement in your EP profile.

Steps

7. Complete the Required Test Administrator Training.
8. Review state-specific guidelines on required and recommended professional development modules. Complete as needed.
9. Use the ACCESSIBILITY MANUAL and work with IEP teams to determine what accessibility supports should be provided for each student taking DLM assessments. Record the chosen supports in each student's Access Profile in EP.
10. Review state-specific requirements to document DLM accessibility supports. Adjust supports in students' IEPs as needed.
11. Review student demographic information in EP for accuracy and correct if needed.
 - a) Ensure student all data are correct.
 - b) Ensure roster all data are correct.
12. Ensure Access Profile is updated and complete in EP.
13. Ensure the FC survey is updated and complete in Educator Portal.
14. Ensure the most current version of KITE Client is installed on student assessment devices. See your technology personnel for help.
15. Become familiar with the DLM released testlets and practice activities.
 - a) Access practice activities and released testlets using student demo accounts.
 - b) Check compatibility of students' devices with KITE Client by allowing students ample time with practice activities and released testlets.

COMPLETE THE SECURITY AGREEMENT

Test administrators are expected to deliver the DLM assessments with integrity and maintain the security of testlets. Each year the DLM Security Agreement must be renewed through Educator Portal. The agreement expires on August 1 every year. For a step-by-step procedure, see the EDUCATOR PORTAL USER GUIDE section called Complete Security Agreement. The text of the Security Agreement is provided below.

My Profile

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

Jane A. Doe

Save

NOTE: If DLM staff discovers that a user account has been used by someone other than the account owner, the user account will be considered compromised and will be locked.

Test administrators must read, agree to, and sign the Security Agreement annually. If you do **not** complete this process and the Required Test Administrator Training, you will **not** have access to information in the Test Management section of EP. You will not be able to deliver any testlets to your students.

HINT: See your Assessment Coordinator for additional guidance on test security in your state and district and for procedures for reporting assessment irregularities.

COMPLETE TRAINING AND PROFESSIONAL DEVELOPMENT

This section provides a brief overview of the DLM training and professional development. Please see the *GUIDE TO DLM REQUIRED TEST ADMINISTRATOR TRAINING* located on the DLM website for complete information.

The DLM Alternate Assessment Consortium provides required training for test administrators, professional development for instructional support, and supplemental training. The following chart compares these three categories.

Required Test Administrator Training	Professional Development for Instruction	Supplemental Training
<ul style="list-style-type: none">• Covers critical content for managing and delivering the DLM alternate assessments.• Required for test administrators.• Test administrators will not be able to deliver testlets if training is incomplete.• States decide which format(s) to offer: self-directed or facilitated.• Successful completion is a score of 80% or higher on the post-test.	<ul style="list-style-type: none">• Addresses topics to support instruction in academics for students who take the DLM alternate assessment.• Strongly recommended.• States and districts may recommend or require specific modules.• States decide which format(s) to offer: self-directed or facilitated.	<ul style="list-style-type: none">• Includes a variety of topics to supplement use of the DLM materials and system navigation.• Strongly recommended.

NOTE: See your district assessment coordinator for a training plan tailored to your state and district and for training beyond what is provided by the DLM Alternate Assessment Consortium.

REQUIRED TEST ADMINISTRATOR TRAINING

Training is required for all test administrators who will administer DLM alternate assessments. New test administrators must successfully complete four modules with a passing score on each module's post-test before administering DLM alternate

assessments. In states offering science, additional science content is included in the four modules. Total training time is estimated at about two and half hours.⁷

State policy determines who takes the required training course, which courses are offered, and the format of the courses. In some states, test administrators and other staff such as building assessment coordinators must take the required training. The state also decides whether to require returning test administrators to complete the new training course or the returning training course. In states offering the returning training course, a returning test administrator is identified based on EP records. If a participant is a returning test administrator from 2016-17 and is mistakenly placed in the course for new test administrators, contact the local or state education agency.

HINT: See the [GUIDE TO DLM REQUIRED TEST ADMINISTRATOR TRAINING](#) located on the DLM website for complete information.

The modules must be finished in order. When first entering the course, only the first training module, Part 1, is available. Each additional module becomes available after the previous module is successfully completed.

1. About the DLM System
2. Accessibility by Design
3. Understanding and Delivering Testlets in the DLM System
4. Preparing to Administer the Assessment

Returning test administrators in a state not administering science must successfully complete one module with a passing score on the post-test before administering student assessments. Training time is estimated at approximately one hour. If the module is not successfully completed on the first attempt, additional training will be required. The additional training may take an additional 30 minutes to two and a half hours, depending on the areas in which the test administrator was not successful on the first attempt.

States may make New Test Administrator Training available in self-directed or facilitated format, or both for new educators. Returning Test Administrator Training is only available in self-directed format. Regardless of training format, all post-tests for required training must be completed in Moodle. When all modules are successfully completed, the test administrator will see a certificate of completion.

⁷ In states that offer science, an additional science module must also be completed by returning test administrators. The additional module takes about 15 minutes to complete.

More information about the contents of each module, training formats, and procedures for completing required training is provided in the *GUIDE TO DLM REQUIRED TEST ADMINISTRATOR TRAINING* located on the DLM website.

PROFESSIONAL DEVELOPMENT FOR INSTRUCTIONAL SUPPORT

The Dynamic Learning Maps Consortium has self-directed professional development modules that assist educators in providing academic instruction to students with the most significant cognitive disabilities. These are strongly recommended. Each of the interactive modules is short (30-45 minutes on average) and focuses on a single topic.

Some states give credit for these professional development modules. After completing a module, be certain to complete the information regarding your name, school, and state to receive credit where available. The professional development website is at <http://dlmpd.com/>.⁸

SUPPLEMENTAL TRAINING

Supplemental training plans and materials have been developed. Resources may include short helplet videos on common EP procedures and best practices to help test administrators.

EVALUATE AND CHOOSE ACCESSIBILITY SUPPORTS (ACCESS PROFILE)

The DLM Alternate Assessment offers a variety of accessibility supports. The DLM *ACCESSIBILITY MANUAL* describes a six-step process for evaluating and choosing appropriate supports for each student. Some states provide specific guidance on which supports require Individualized Education Plan (IEP) team approval in an appendix to the *ACCESSIBILITY MANUAL*. Accessibility supports should be reviewed at least once per year. Contact your assessment coordinator for guidance.

Accessibility supports are recorded in the student's Access Profile (AP)⁹ in EP. The test administrator may choose from a number of accessibility supports in KITE Client, both those required to meet the student's needs, such as those listed in the student's IEP, and other supports not listed in the IEP but for which a student may show a preference. The AP may be adjusted between testlets in an effort to provide more appropriate supports if the initial AP choices are not allowing the student to fully access the content of the testlets. IEP teams should refer to their state specific guidance regarding the IEP team involvement in AP choices prior to test administration and adjustments to the AP made during test administration. The supporting procedure for Educator Portal is the *EDUCATOR PORTAL USER GUIDE* section called Complete Access Profile.

⁸ Professional development modules for science have not yet been developed.

⁹ The Access Profile may have been called a Personal Needs and Preferences Profile in your state.

REVIEW STUDENT DEMOGRAPHIC INFORMATION

The test administrator must have an accurate list of students for whom they are responsible. Before each assessment window, the test administrators should review the student names that appear on their rosters in EP. Questions to ask include:

- Do all eligible students appear on my list of students?
- Do any students appear on my list who are not assigned to me or who are not eligible for the DLM alternate assessments?
- Is each student assigned to the correct grade level?
- Does each student have a roster record for the correct subjects (usually English language arts and mathematics)?
- Are there any typos or misspellings?

If you discover any errors, ask your assessment coordinator to make the corrections.

Detailed procedures for checking this information are located in the EDUCATOR PORTAL USER GUIDE section called Manage Student Data.

HINT: The correct grade and subject are needed for the system to deliver a testlet.

The DLM consortium sets two windows for data updates during the year. Check with your assessment coordinator for specific guidance on the deadlines to review student demographic information and the procedures for correcting records as needed.

COMPLETE OR UPDATE FIRST CONTACT SETTINGS

The First Contact survey gathers information about learner characteristics that goes beyond basic demographics. The survey covers a variety of areas, including communication, academic skills, and attention. All required questions must be completed because the system assigns each student to a specific testlet linkage level to each student based on these responses. The supporting procedure for EP is in the EDUCATOR PORTAL USER GUIDE section called Complete the First Contact Survey. A complete list of FC questions is included in the appendix of this manual.

Three sections of the FC survey are used to provide an optimal match between student and testlet during the initial DLM assessment experience.

1. Expressive Communication
2. Reading Skills
3. Math Skills

Student entry into the assessment system is based on responses to select items in the FC survey. From these responses, the student's assigned complexity band is calculated automatically and stored in the system.

The FC survey must be reviewed and submitted at least once before the first assessment each year. If the FC survey was not completed before the window opened, delivery of the first testlet will take 24 hours after the FC survey is submitted. Only users with the role of District Test Coordinator, Building Test Coordinator, or Teacher in EP can complete the FC survey. Review and update FC information as needed before the spring assessment. The FC survey can be edited any time a student experiences dramatic changes in expressive communication capacity. Check with your Assessment Coordinator for additional guidance on the deadlines to review and update FC responses.

FIRST CONTACT SURVEY DRIVES FIRST TESTLET

Once the system has assigned an initial complexity band to the student, a testlet is selected that best matches the student's knowledge, skills, and abilities.

To begin the instructionally embedded assessment, the KITE system recommends the best linkage level for the student by using FC data. The test administrator may override the system recommendation and choose a level considered more appropriate for the student. However, during the spring assessment, the system determines the linkage level and the test administrator cannot override it.

As the student takes more testlets, the system determines linkage levels for the next assigned testlet based on responses to previous testlet items.

If for any reason, test administrators need to go into Educator Portal and change the FC information, they may do so. However, if testing during the spring assessment has already begun, the change in the First Contact survey will not influence the linkage level of the next testlet assigned.

The supporting procedure for EP is in the EDUCATOR PORTAL USER GUIDE in the section titled First Contact Survey.

PREPARE FOR ASSESSMENT WITH PRACTICE ACTIVITIES AND RELEASED TESTLETS

The DLM Alternate Assessment Consortium provides two practice activities and many released testlets to support educators and students preparing for testing.

- Practice activities are designed to familiarize users with the way testlets look in the KITE system. One is for educators and the other is for students.
- Released testlets are similar to the real DLM testlets in content and format.

Practice activities and released testlets are accessed through KITE Client in the practice section. Using login information provided in this guide, both types of activities can be completed as many times as desired.

NOTE: Some released testlets are available in PDF format on the “Information for Parents” page on the DLM website. KITE Client does not have to be installed on a computer to view these items.

If you have questions or technical problems with the practice activities or released testlets, please contact your assessment coordinator or local technology personnel.

RELEASED TESTLETS

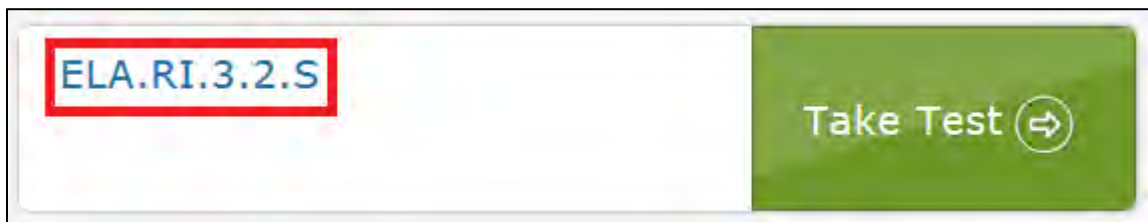
Released testlets are similar to real testlets. They are selected from a variety of Essential Elements and linkage levels across grades three through high school. New released testlets are added periodically.

Remember that testlets contain items that align to nodes at the designated linkage level. The linkage levels in English language arts (ELA) and mathematics are¹⁰:

- Initial Precursor (IP)
- Distal Precursor (DP)
- Proximal Precursor (PP)
- Target (T)
- Successor (S)

Testlets administered by teachers are typically at the Initial Precursor linkage level. All writing testlets are also administered by teachers. Computer-delivered testlets are typically at the other four linkage levels.

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



In this image, the labels are:

Subject	Grade	Section & Level Codes	Linkage Level
ELA RI	3.	2.	S

¹⁰ For science demo testlet information, see the Guide to Science Practice Activities & Released Testlets.

To view the Essential Elements, linkage levels, and nodes used in assessments, look for the Educator Resource Page, which is listed as a resource on your DLM state page.

The following sections describe the step-by-step procedure to access the practice activities and released testlets.

PRACTICE ACTIVITIES

Access practice activities by selecting “Other” in KITE Client after logging in with the practice account credentials.



TEACHER PRACTICE ACTIVITY

The teacher practice activity is a tutorial about testlets that are administered directly by the teacher. Teacher-administered testlets are used when:

- the content is difficult to assess on the computer, or
- the student has presymbolic communication and cannot interact directly with the computer.

In this type of testlet, teachers read the instructions on the screens and follow them. They enter the student’s responses to activities or exchanges that occur outside the system.

Most of these testlets require teachers to gather materials to be used in the assessment. Directions for how to prepare for the testlet are provided as “educator directions” on the first screen(s).

Users may go forward and backward within a testlet as much as needed before submitting the answers.

STUDENT PRACTICE ACTIVITY

The student practice activity is a tutorial about testlets that are administered directly to the student. Student-administered testlets are used when:

- the content can be assessed directly by computer, AND
- the student can interact with the system directly and select his or her own answer, using assistive devices or other supports as needed.

Students may navigate using a mouse, tab and enter on a keyboard, or with switches. If the student can engage with the content but cannot advance the screens or input answers independently, the teacher may navigate the screens and record the student's answers on his or her behalf. More information about allowable practices is provided in the TEST ADMINISTRATION MANUAL.

There are several types of items in the student practice activity:

- multiple-choice items, in which the student selects one or more correct answers.
- sorting items, in which the student selects and moves objects from one place to another. Some items require the student to click the selection and the destination. Others require students to drag and drop an image. Students who use switches may need help navigating some of these screens.
- matching items, in which the student identifies how pairs of items are related to one another.


Students may go forward and backward within a testlet as much as needed before submitting answers.

STUDENT ACCOUNTS FOR PRACTICE ACTIVITIES AND RELEASED TESTLETS

Practice activities and released testlets are available through several practice student accounts.

Each practice student has been given certain Access Profile settings as described in the ACCESSIBILITY MANUAL. These features are summarized in the table below.

Each of the practice students listed below is enrolled in all available practice activities and released testlets.

Name	Password	Access Profile Features Turned On
demo.sue28	sand3	Spoken audio: voice source = synthetic, read at start = false, spoken preference = text and graphics, audio for directions only = false. Contrast color: Green text on white background 
demo.sue29	wall3	None*
demo.sue30	swept	Switch: scan speed = 4 seconds, auto scan = manual override, auto repeat scan frequency = infinity
demo.sue31	topic	2x magnification
demo.sue33	void7	4x magnification and reverse contrast
demo.sue34	nine7	Color overlay (green)
demo.sue35	jar71	Switch: scan speed = 5 seconds, initial delay = 5 seconds, auto repeat scan frequency = 2

Name	Password	Access Profile Features Turned On
demo.sue36	stop3	Spoken audio: voice source = synthetic, read at start = false, spoken preference = NonVisual, audio for directions only = false.
demo.sue37	after	5x magnification

*No special settings are required for two-switch users. Use **Tab** to navigate, and **Enter** to select.

Practice activities are also available for science. They are available on the DLM website for your state if science is being offered.

For the supporting procedure in KITE Client, go to Access Practice Activities and Released Testlets on page 92.

TROUBLESHOOT ACCESS IN EDUCATOR PORTAL



Avoid Common Pitfalls

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

NO TEST MANAGEMENT ACCESS

Access to the Test Management tab in EP is restricted until you:

- Complete all Required Test Administrator Training modules with a passing score on each post-test.
- Read, agree to, and sign 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 Educator Portal 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 TESTLETS

During the spring assessment, a student is not assigned testlets until the following steps are completed correctly. Contact your assessment coordinator if you have problems with any of the following:

- The student is listed on your roster (one roster per subject area).
- The FC survey is complete and has been submitted.
- The student is assigned to the correct grade level in EP.
- The student is rostered to the correct subjects for the DLM alternate assessment.

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COMPUTER-DELIVERED TESTLETS

OVERVIEW

Testlets delivered directly to students via computer are designed with the assumption that students can interact independently with a computer, using special devices, such as alternate keyboards, touch screens, or switches as necessary. Computer-delivered testlets in the DLM alternate assessment are most common at the upper linkage levels, where the content being assessed is appropriate for delivery through the computer. Computer-delivered testlets are in reading, mathematics, and science. Writing testlets are administered by test administrators and are described in Teacher-Administered Testlets on page 56.

HINT: Screenshots in the following sections demonstrate how a testlet should appear on an assessment device. If a testlet is difficult to view, try using a different assessment device and check the student's AP settings. If that does not improve the assessment experience, contact your technology personnel or your assessment coordinator.

GENERAL STRUCTURE OF COMPUTER-DELIVERED TESTLETS

Testlets in English language arts, mathematics, and science are delivered differently based on research about effective instructional practices for students with the most significant cognitive disabilities. However, testlets in all content areas begin with an engagement activity to motivate students, activate prior knowledge, and prepare students for the cognitive process required in the items.

Computer-Delivered ELA Testlet Structure

Students taking DLM ELA testlets are assessed on both reading and writing skills. During a reading testlet, students participate in two readings of a text. The first reading serves as the engagement activity and provides the student with an opportunity to build a mental representation of the entire text before responding to items. The second reading includes items embedded within the text or placed at the end of the text, as appropriate. Items are embedded within texts even when the items do not assess reading comprehension.

The first screen in ELA testlets directs students to read the text and respond to items. Some students taking the computer-delivered testlets may require support to navigate the testlet from one screen to the next or to enter their responses, but most students at the upper linkage levels will read the text and independently respond to the items.

Read the story. After you read the story, you will read the story again and answer the questions.

BACK ↩



READ

NEXT →

Students will then read through the text as shown below. They may have the text read aloud by the computer, or by the test administrator if that option is set in the student's Access Profile.

Finding a Lost Dog



BACK ↩



READ

NEXT →

Computer-Delivered Mathematics Testlet Structure

Mathematics testlets start with an engagement activity that provides a context for the items. The engagement activity does not require a response. Mathematics testlets are built around a common scenario or activity in order to investigate related facets of student understanding of the targeted content.

The mathematics engagement activity in the following example provides a context related to napkins that activates a student’s cognitive process about putting things together in sets and comparing those sets. This activity prepares the student for items dealing with comparing sets based on object attributes.





Educator Directions:

Present the eight napkins to the student in a way that captures the student’s attention. For example:

- Draw the student’s attention to the presence of the napkins.
- Talk about how napkins are used.

Once the student has attended to the napkins, stack five napkins together and leave three napkins separated. Indicate to the student that the stacked napkins are in a group and the other napkins are separate.





On the next screens, you will ask the student some questions about the napkins.


Computer-Delivered Science Testlet Structure




Science testlets begin with an engagement activity just like testlets in ELA and math. These engagement activities are designed to motivate students, provide a context, and activate prior knowledge. Science testlets may be designed around a science story featuring an experiment or classroom activity that is presented twice with items embedded within the second presentation of the activity and/or with the items presented at the end of the second presentation. For shorter science stories, testlets may simply provide a context for the items. In this case, the science story is presented a single time and all items appear at the conclusion of the activity. Examples of a science story are shown below.

Read the text. After you read the text, you will answer some questions.

BACK    NEXT 

Max sets a dinner table. Max uses paper plates and cloth napkins. Max wants to protect Earth's resources when cleaning up.



BACK   NEXT 

Video-Based Testlets

The science assessment includes one new type of testlet that uses a video in the engagement activity. This testlet type is part of the middle school grade band at the precursor linkage level. Students will view a short (less than 30 seconds) video. Three items will be presented after the video that include still-frame photos from the video.

COMPUTER-DELIVERED ITEM TYPES

Students may encounter a variety of item types when taking the computer-delivered testlets. Most testlets are designed for students to interact directly with the computer. Item types¹¹ students may encounter include:

- single-select multiple choice
- multi-select multiple choice
- matching
- sorting
- select-text

In general, the DLM alternate assessment uses the most straightforward item type that allows for quality assessment of the node. For this reason, complex item types are only used occasionally.

The most common type of computer-delivered item is a single-select multiple-choice item with text response choices, as shown below.

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]

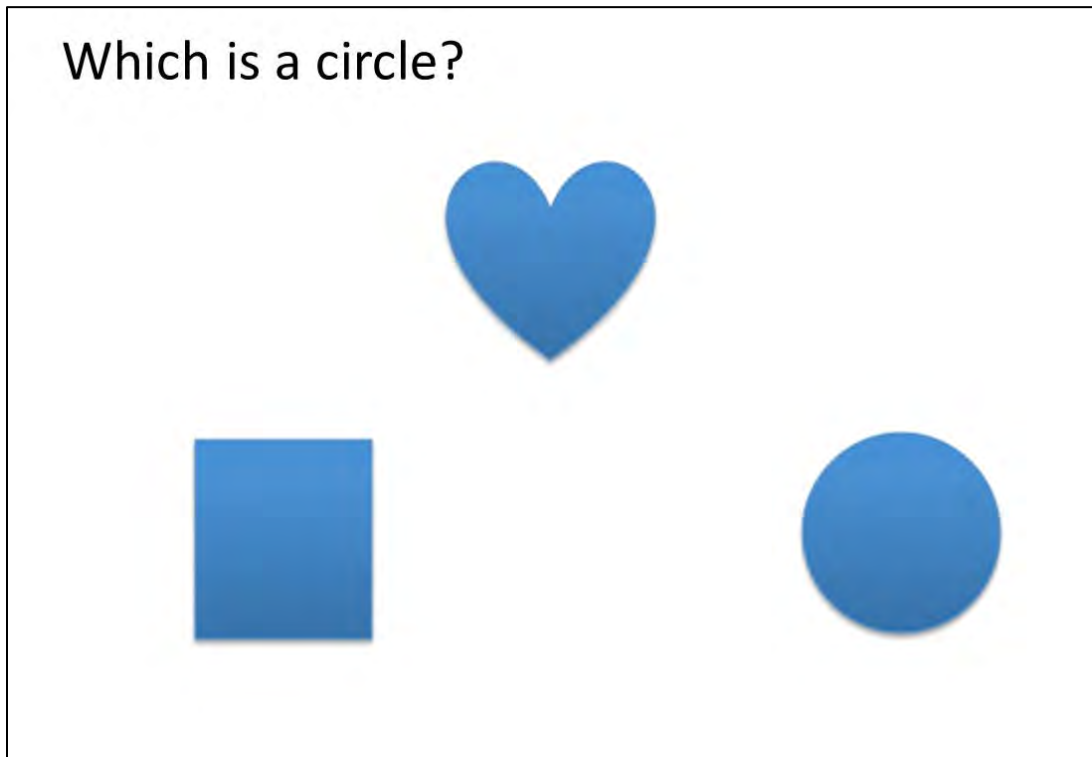
21 cubic inches

90 cubic inches

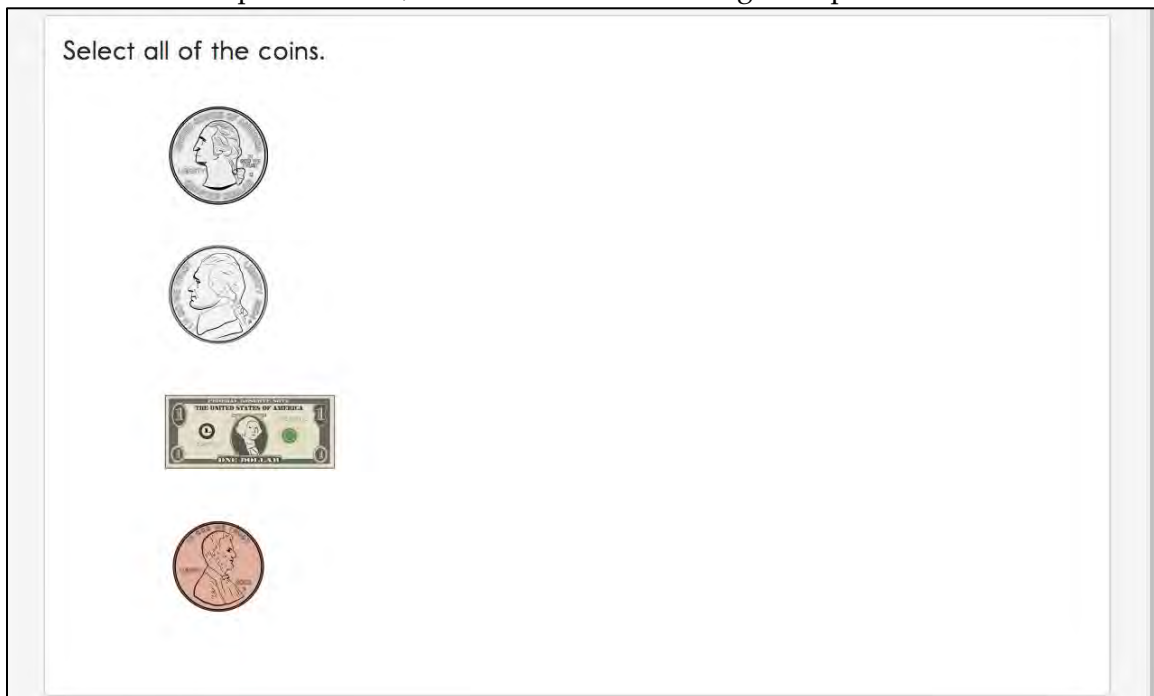
180 cubic inches

¹¹ The student practice activity contains one or more examples of each type of item listed here.

Students may also see single-select multiple-choice items with image response choices, as shown below.



Multi-select multiple-choice items provide the student with the opportunity to make more than one response choice, as shown in the following example.



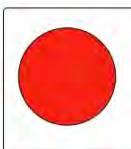
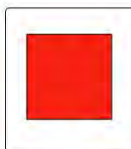
In some items, students may be asked to match responses from two lists, as in the example below.

Match the character to their story.

Mad Hatter	<i>The Wonderful Wizard of Oz</i>
Long John Silver	<i>Treasure Island</i>
Tin Woodman	<i>Alice's Adventures in Wonderland</i>
	<i>The Jungle Book</i>

Students may also encounter items asking them to sort words or images into categories. For students who interact with the computer using a mouse, sorting items use a drag-and-drop format. For instance, in the example below the student would select the circle and then drag it into a box on the right, either by selecting the mouse button and moving the mouse or, if taking the assessment on an iPad or interactive whiteboard, by touching the object and dragging it to the desired location.

Put one shape into each box.


		

The final type of computer-delivered item students might see is called select-text. Select-text items are only used in some ELA assessments. In the example below, response choices are marked with a box around the word, phrase, or sentence. When a student

makes a selection, the word, phrase, or sentence is highlighted in yellow. To clear a selection, the student clicks it again.

Choose the word that is a number.

Sam likes . Sam has dogs. Sam with his dogs.





COMPLETING A COMPUTER-DELIVERED TESTLET

The procedures for completing computer-delivered testlets are the same for all content areas. When the student first comes to a question, no response choice will be highlighted, as shown in the item below.

What does this text tell about?

- how to pet a nice dog
- how to feed a hungry dog
- how to find a lost dog


Once the student selects an answer, a box appears around the response choice. The student is able to select **NEXT** or **BACK** to travel through the testlet screens. The response choice will stay selected.


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 


If the student would like to change a response at any time while in the same testlet, the student may go back to the screen with the item on it and simply select the preferred response choice. All testlets at the initial precursor linkage level include "no response" as one of the response options. Some other teacher-administered testlets at other linkage levels also include "no response" as one of the response options. In situations in which a student does not respond to an item in a testlet that does not have a "no response" option, the student or test administrator may leave the item unanswered.



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 

Once in a testlet, some basic navigation buttons appear no matter which type of test administration procedure is used. **BACK** and **NEXT** navigate screens within a testlet, much like back and next buttons on an Internet browser or online survey. In the bottom center of the screen is an **EXIT DOES NOT SAVE** button, which is the last item to be scanned when a student is using a switch system. This allows the user to immediately stop the test. However, responses are not saved, so the student will have to start that testlet over again when logging back in. If the student requires a break that lasts longer than 90 minutes, the system will log out automatically and the answers will not be saved. Testlets are intended to be completed in a single sitting. This design feature supports students with the most significant cognitive disabilities because it allows them to take advantage of the engagement activity and focus on a set of related items all at once. As such, try to provide breaks between testlets and keep breaks during a testlet to a minimum.

For students who have computer (synthetic) read aloud enabled on their APs, a **READ** button will appear next to the **EXIT DOES NOT SAVE** button. **READ** must be selected to start the text read aloud on the screen. Students may select the button repeatedly to reactivate read aloud on any individual screen.

COMPUTER-DELIVERED ASSESSMENT ARRANGEMENT

Prior to computer-delivered test administration, evaluate how the computer or other assessment device will be arranged for the student and test administrator. All arrangements for computer-delivered testlets should do two things: maximize student interaction and maximize student independence. Assessing students in a familiar environment is helpful, but the educator must ensure that the student is able to concentrate without distractions from other students. Assessing students with the most significant cognitive disabilities should be individualized and should not be conducted in a group setting like standardized assessment for general education students.

Maximize Student Interaction with the Testlet

The arrangement should maximize student interaction with the testlet through the computer or other assessment device based on the student's needs. For instance, if the test administrator sits with a student, the student should sit directly in front of the computer and the test administrator should sit off to the side, as shown in the following image.



If the test administrator sits next to a student who is able to use the mouse without assistance, the test administrator should sit on the side of the student opposite from the mouse so that the student has space to move the mouse and the test administrator is not tempted to move the mouse for the student. A student who takes the assessment on an iPad may be able to hold the iPad and answer items independently. If not, the test administrator may hold the iPad in a position that provides maximum visibility for the student.

Maximize Student Independence

Although test administrators should monitor test taking at all times, the assessment arrangement should maximize student independence and minimize test administrator involvement. For students who may need assistance during the assessment, the test administrator should sit close to the student to monitor assessment. On the other hand, if the student is able to work independently, the test administrator should keep more distance while making sure the student takes an adequate amount of time and responds to all items.

TEACHER-ADMINISTERED TESTLETS

OVERVIEW

Some testlets are designed to be administered directly by the test administrator. KITE Client still delivers the testlet, but the test administrator plays a more direct role than in computer-delivered testlets. In teacher-administered testlets, the test administrator is responsible for setting up the assessment, delivering it to the student, and recording responses in the KITE system.

There are three general categories of teacher-administered testlets:

1. Testlets with content designed for students who are developing or who may not yet have symbolic understanding. These testlets tend to occur at lower linkage levels. For these testlets, the test administrator must be very familiar with the student's typical modes of expressive communication.

2. Some mathematics testlets at higher linkage levels, for which representing the content online would make the tasks too abstract and introduce unnecessary complexity to the items.
3. All writing assessments. For more information on writing testlets, see Teacher-Administered ELA Writing Testlets on page 59 for more information.

GENERAL STRUCTURE OF TEACHER-ADMINISTERED TESTLETS

All teacher-administered testlets have some common features:

- A Testlet Information Page (TIP) is provided with each testlet, and it should be reviewed by the teacher before beginning the assessment.
- Directions and scripted statements guide the test administrator through the administration process.
- The testlet includes an engagement activity and items (the engagement activity differs depending on the type of testlet).
- The test administrator enters responses based on observation of the student's behavior.

TEACHER-ADMINISTERED ELA READING TESTLETS

In teacher-administered reading testlets, items focus on the cognitive skills that precede conventional literacy. These items are not traditional reading comprehension questions, but rather are designed to assess the skills identified by the DLM map as critical precursors to reading for meaning. These types of items are embedded in the context of a shared reading and are intended to mirror early literacy instruction. Items assess skills such as identifying familiar objects or identifying words that describe familiar people.

Shared reading strategies that an educator might use during the first reading of a text include:

- encouraging engagement and interaction
- discussing words
- connecting words or pictures to student background knowledge and experience
- labeling and pointing out pictures
- modeling concepts about print (reading left to right, one-to-one correspondence between a spoken and written word, etc.)
- pointing out rhymes, syllables, and sounds in words
- asking questions to further engage students
- modeling how to communicate using students' communication symbols
- using a think-aloud process to model how to decide whether to make a comment
- incorporating objects to help make connections

NOTE: Objects cannot be substituted for text.

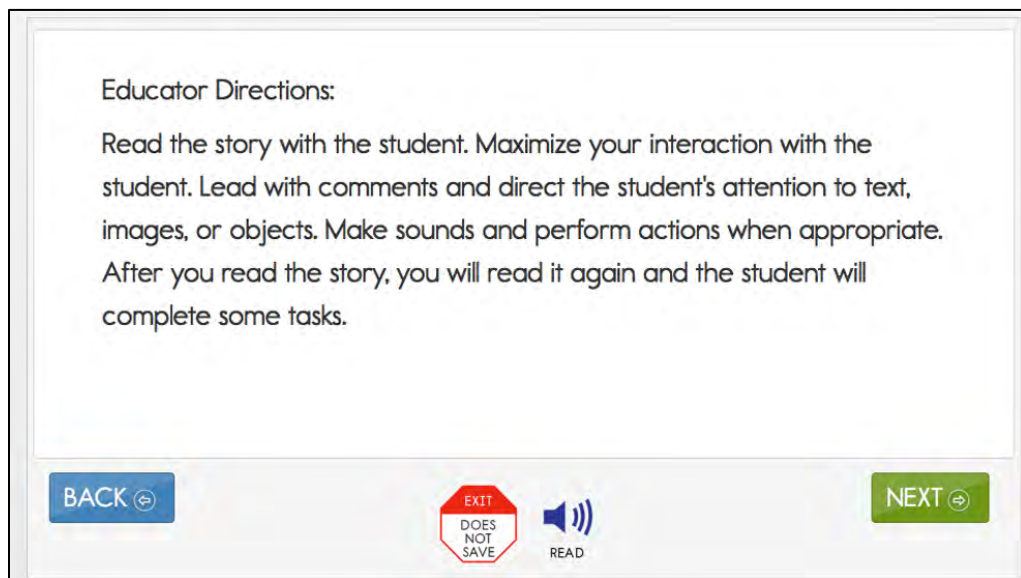
Test administrators should engage in shared reading strategies with the student during the first reading of the text in a reading testlet. During the second reading of the text, the test administrator should refrain from using shared reading strategies and instead focus on administering the items that are embedded in the second reading or placed at its conclusion.

Teacher-Administered Reading Testlet Structure

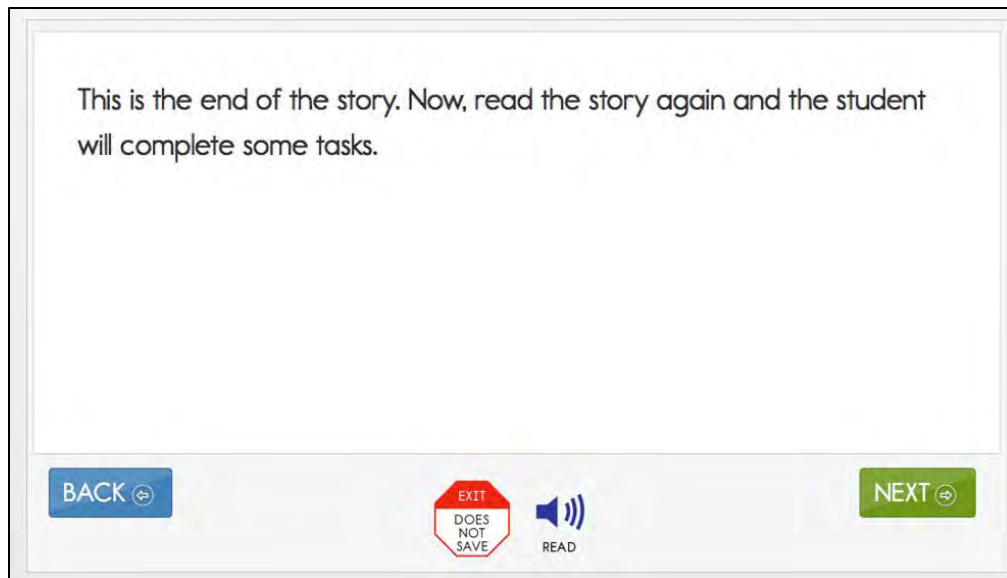
Teacher-administered reading testlets follow the same structure as computer-delivered reading testlets. First, the text is presented in its entirety. However, unlike computer-delivered testlets, the test administrator reads the text aloud using shared reading strategies to maximize student engagement. Then, the text is presented again with items embedded within it or placed at its conclusion. This type of testlet is often used at the Initial Precursor level, where students do not have the skills to directly interact with the computer. Teacher-administered testlets are also used for some testlets at higher linkage levels in the lower grades when the student is working with a familiar text.

For more information about shared reading strategies, see the professional development module called *Shared Reading*.

Below is an example of the directions provided on the first screen in a teacher-administered reading testlet. This screen provides hints about a shared reading strategy. After this screen, the story screens begin.



In reading testlets, educator directions also appear between parts of the testlet. Below is an example of a transition screen displayed after the test administrator has read a text through completely with the student for the first time. The transition screen tells the test administrator that the first reading is over and that the second reading will now begin. During the second reading the student will next respond to items embedded within the second reading or placed at its conclusion.



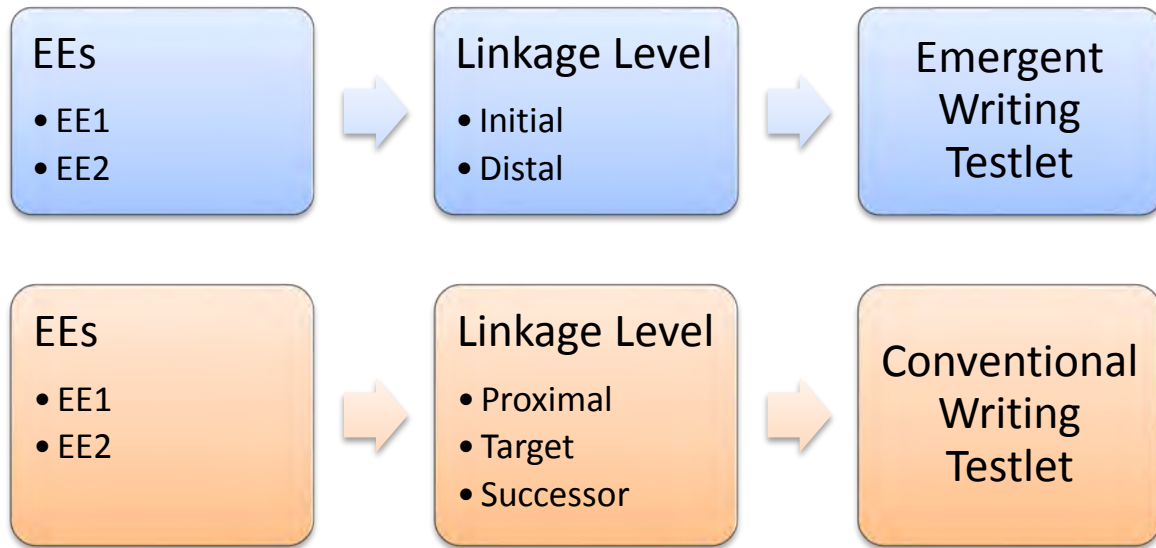
Alternate Text for Reading Testlets

When administering a testlet to a student who uses human read aloud support and also requires verbal descriptions of images, use the alternate text available in supplemental pages of the TIP. Each page of the TIP shows the onscreen text and images for the first and second presentations of the text. Descriptions of the images are printed below and labeled "Alternate Text." For students who require verbal descriptions of the images, read the text on the screen, and then read the alternate text description exactly as it appears on the TIP.

TEACHER-ADMINISTERED ELA WRITING TESTLETS

All writing testlets are teacher-administered. There are two types of writing testlets. Emergent writing testlets are used for students who do not yet have or are working on early symbolic understanding. Conventional writing testlets are used for students who have symbolic understanding and can use writing tools to communicate. The DLM system uses prior information about the student, including First Contact survey responses, to determine which type of writing testlet the student should receive.

The DLM alternate assessment writing testlets are designed to measure student ability between two and six EEs. The Initial and Distal Precursor levels are combined in an emergent writing testlet. The Proximal Precursor, Target, and Successor levels are combined in a conventional writing testlet. Emergent and conventional writing testlets are available for every grade. Information about each writing EE is available on the Educator Resource Page under Tested Essential Elements. The graphic below illustrates how EEs and levels are grouped in writing testlets.



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

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

The DLM writing testlets assess a students' ability to communicate using writing and the precursor skills that lead to writing. Because these skills focus on understanding letters, words, and the expression of ideas through words, picture or word selection is not an appropriate method of composing text for the DLM writing testlets.

When the testlet response options refer to "writing" or "the student wrote," this can include any method the student uses for writing.

Writing Methods	
Allowed	Forbidden
<ul style="list-style-type: none"> • Eye-gaze • Letter dictation • Word prediction 	<ul style="list-style-type: none"> • Selection of pictures or words from a word bank • Dictation of whole words or sentences

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

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

Educator Directions:

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

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

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

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

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

Contact your assessment coordinator for guidelines on how long to retain a student's writing product.

TEACHER-ADMINISTERED MATHEMATICS TESTLETS

In mathematics, teacher-administered testlets are often at the Initial Precursor level. Teacher-administered testlets are also used for content that requires assessment outside KITE Client. An example would be a procedural node that asks the student to measure volume. Recognizing three-dimensional objects and manipulating them onscreen requires keen perceptual and motor skills, neither of which are essential to the student's cognitive understanding of how to measure volume. Educators directly administer these types of testlets to make them accessible for students who are blind or who have visual impairments. Some mathematics testlets are completely teacher-administered for these reasons.

Teacher-Administered Mathematics Testlet Structure


All teacher-administered mathematics testlets (testlets at lower linkage levels and testlets for which content is more difficult to assess onscreen) are similar in their structure. Both types of testlets include instructions to the test administrator called "Educator Directions." An example of educator directions for an Initial Precursor mathematics testlet is below. First, the directions tell the test administrator, in a general way, what will happen in the testlet. Then, the directions specify any materials that need to be collected. More information about the materials, and recommended substitute objects if they are needed, is located in the TIP. The test administrator may substitute objects as long as the administrator ensures the new objects do not change what the testlet measures and that the objects are still only grouped as indicated. The last part of the directions page outlines the objects needed, for which items, and in what order.


Educator Directions:


In this testlet you will present the student with familiar objects of different shapes. It is important that the student can identify the objects through his or her preferred means of communication.

Gather 3 familiar objects, such as a ball, a block, and a book. You may substitute other objects as long as they have different shapes and at least one is round.

For the first item, you will use the ball (or other round object) and the block. For the second item, you will use the ball and the book.

BACK 



NEXT 

In addition, both types of teacher-administered mathematics testlets contain an engagement activity, which occurs when the test administrator presents objects used in the testlet and engages the student in exploring the materials. An example of an engagement activity in a teacher-administered mathematics testlet is shown below.


Educator Directions:



Present the eight napkins to the student in a way that captures the student's attention. For example:


- Draw the student's attention to the presence of the napkins.
- Talk about how napkins are used.

Once the student has attended to the napkins, stack five napkins together and leave three napkins separated. Indicate to the student that the stacked napkins are in a group and the other napkins are separate.

On the next screens, you will ask the student some questions about the napkins.

BACK 

  READ

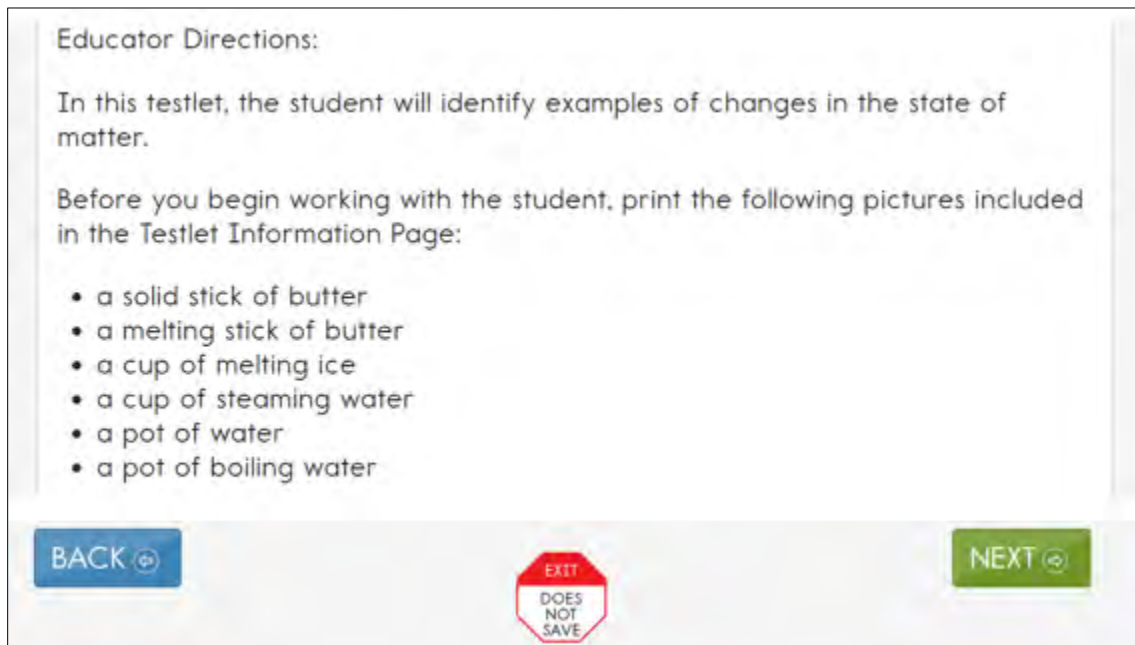
NEXT 

TEACHER-ADMINISTERED SCIENCE TESTLETS

In science, teacher-administered testlets are at the Initial level. Initial-level science testlets are structured as a series of statements that the teacher reads to the student and are often accompanied by picture response cards. (Picture response cards are printed from the TIP before test administration.) Some Initial Precursor testlets specify the use of objects.

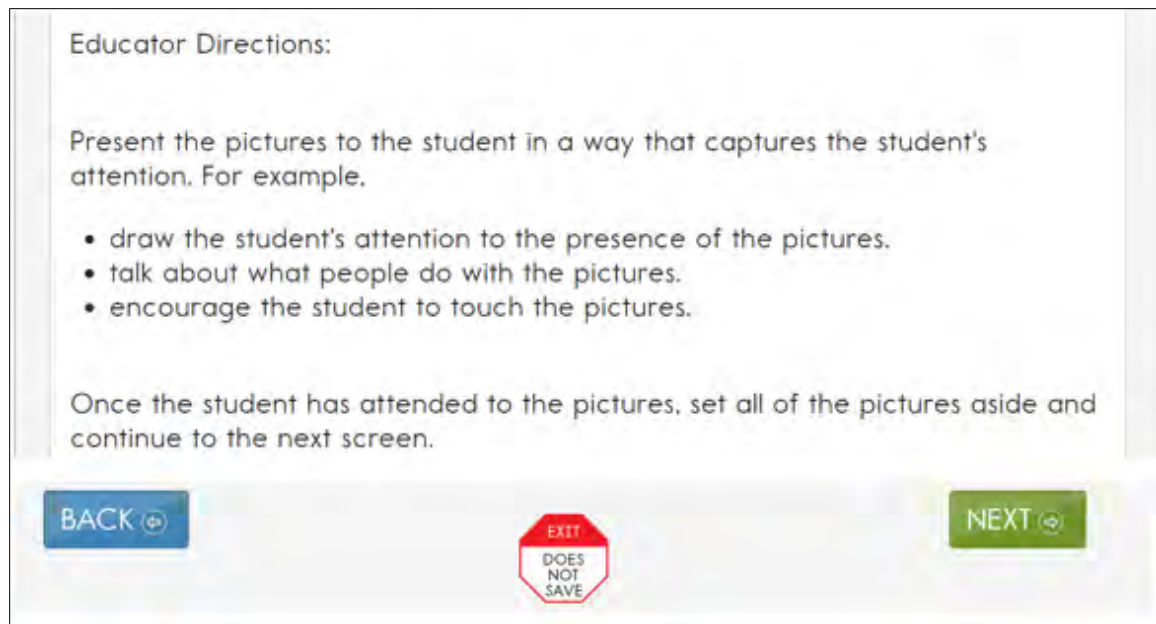
Teacher-Administered Science Testlet Structure

All teacher-administered science testlets are similar in their structure. Teacher-administered testlets include instructions to the test administrator called “Educator Directions.” An example of educator directions for an Initial level science testlet is below. First, the directions tell the test administrator, in a general way, what will happen in the testlet. If necessary for the item type, the directions will specify any materials that need to be collected. More information about the materials, and recommended substitute objects if they are needed, is located in the TIP. The test administrator may substitute objects as long as the administrator ensures the new objects do not change what the testlet measures. The last part of the directions page outlines the objects needed, for which items and in what order.



The screenshot shows a digital interface for "Educator Directions". The text reads: "Educator Directions: In this testlet, the student will identify examples of changes in the state of matter. Before you begin working with the student, print the following pictures included in the Testlet Information Page:" followed by a bulleted list: "• a solid stick of butter", "• a melting stick of butter", "• a cup of melting ice", "• a cup of steaming water", "• a pot of water", and "• a pot of boiling water". At the bottom, there are three buttons: a blue "BACK" button with a left arrow, a red octagonal "EXIT DOES NOT SAVE" warning sign, and a green "NEXT" button with a right arrow.

In addition, teacher-administered science testlets contain an engagement activity, which occurs when the test administrator presents picture response cards or objects used in the testlet and engages the student in exploring the materials. An example of an engagement activity in a teacher-administered science testlet is shown below.



TEACHER-ADMINISTERED TESTLET ADMINISTRATION

Teacher-administered testlets are written with standardized language. Anything in quotes and bold print should be presented verbatim to the student. The exceptions to this rule are only when the student uses sign language interpretation or language translation supports as allowable and as described in the DLM ACCESSIBILITY MANUAL and on the TIP.

Teacher-Administered ELA Reading, Math, and Science Testlet Administration

The two specific instructions for presenting items or directions to students are SHOW and SAY. However, because of hearing and vision limitations, some students will not be able to see what is shown, and others will not be able to hear what is said. SHOW should be interpreted to mean that an educator should present the materials or objects to the student, using sensory modalities appropriate for that student. SAY may require non-verbal communication appropriate for the student's sensory modalities, such as signing.




Below is an example of an item screen that may be embedded in the second reading of an ELA text. The educator directions provide instructions on how to interact with the student. The lines presented in bold after SAY are said directly to the student. The actions described after SHOW are performed by the test administrator for the student.

Educator Directions:

SAY: "There are clothes in the story."
 SHOW: one familiar object that belongs to the student and two unfamiliar objects.
 SAY: "Where is your (familiar object name)?"

Record student response:

Indicates familiar object
 Indicates unfamiliar object
 Indicates multiple objects
 Attends to other stimuli
 No response

BACK   NEXT 

All teacher-administered items have answer choices that reflect possible student responses to the statement or question in the item. The test administrator evaluates the student's response, chooses the best description of what was observed, and records the choice in the KITE system. The test administrator must be familiar with the student's typical modes of expressive communication because any mode for communicating a response is considered acceptable.

All testlets at the initial precursor linkage level include "no response" as one of the answer options. Some other teacher-administered testlets at other linkage levels also include "no response" as one of the answer options. In situations in which a student does not respond to an item in a testlet that does not have a "no response" option, the student or test administrator may leave the item unanswered. If the student is capable of producing an intentional response but is not doing so (e.g., due to distractions or behavior problems), it is better to use the **EXIT DOES NOT SAVE** button (if allowed in your state) and return to the testlet when the student is more engaged.

Teacher-Administered ELA Writing Testlet Administration

All writing testlets are teacher-administered. Writing testlets use the same structure and format as teacher-administered testlets in ELA reading and mathematics. There are two types of tasks in writing testlets. The first type of task requires the test administrator to evaluate a process used in writing. These items are presented to the test administrator as the student works through the tasks in the writing testlet.

For these tasks, test administrators will:

1. Give the student a verbal prompt from the onscreen educator directions.
2. Observe the student's writing process in response to the prompt.
3. Evaluate the student's behavior according to a set of potential descriptions.

4. Select the answer choice that matches the observation of the highest level of student behavior.

In writing testlets, the directions include an additional step for test administrators. WAIT AND OBSERVE indicates that the test administrator should observe the student’s behavior in response to the instruction given and prepare to indicate an evaluation of what the student has done on the next screen.

For example, for step 1, a verbal prompt might be “SAY: ‘Write about (topic) using words that describe (topic).’” The test administrator will say the prompt out loud to the student, inserting the actual topic selected for the writing testlet. For step 2, the test administrator will observe the student’s behavior in response to the prompt. After clicking **NEXT**, in step 3 the test administrator will see an item screen with instructions such as “Choose the highest level that matches your observation of the student’s behavior.” Answer options for step 4 in this example might include choices such as:

- Wrote about the topic using at least two descriptive words
- Wrote about the topic using at least one descriptive word
- Wrote individual words that describe the topic
- Wrote one word that describes the topic
- Communicated words about the topic, but did not write

The test administrator will then choose the description that best matches the student’s writing process. Consider a test administrator selecting the highest level of student behavior from the following example response options.

If	Then
The student wrote complete sentences about the topic using at least two descriptive words	The test administrator would select the first response option and proceed
The student wrote incomplete sentences but still conveyed ideas and information about the topic using at least two descriptive words	The test administrator should still select the first response option

In cases in which student performance does not exactly match the response options, test administrators should select the response that best matches the highest level of student performance.

The second type of task found in most writing testlets requires the test administrator to evaluate the student’s final writing product. For these tasks, the test administrator will look at the writing the student produced for the writing testlet. These evaluations of the writing product will ask the test administrator to choose the description that matches the highest level of the student's writing. These tasks are administered only after the student has finished writing. This task can be completed without the student present but must be completed within the same assessment session. The evaluation cannot be completed after using **EXIT DOES NOT SAVE** or by logging in later.

Most product tasks use the same format as writing process tasks. Test administrators will be asked to “Choose the highest level that describes your evaluation of the final product.” This item stem will be followed by a set of descriptions of writing products. Other product tasks use a multi-select multiple-choice format, for which the test administrator will be asked to choose all descriptions that are applicable to the student’s writing product. These items will include instructions such as “After the student has finished writing, **choose all that apply.**” This item stem will be followed by a set of descriptions of elements of student writing products. The test administrator will then mark all the choices that describe the student writing product being evaluated.

As a general rule, the final writing product is not submitted to the DLM Alternate Assessment Consortium. Final products will only be requested in some cases for research and technical documentation purposes. Test administrators will know in advance if a student’s product has been requested. Consult your assessment coordinator about locally saving your student’s writing product.

TEACHER-ADMINISTERED ASSESSMENT ARRANGEMENT

Teacher-administered testlets involve the student and test administrator interacting together. All teacher-administered testlets are similar, but each content area varies slightly in the arrangement of student, test administrator, and materials. Any of the space arrangements described below may be modified based on student needs and the assessment device used.

Teacher-Administered Reading Testlets

For teacher-administered reading testlets, the student, test administrator, and computer screen should be arranged in a triangle. The student and test administrator both need to access the text during the shared reading activity. The test administrator should have the best view of directions pages and item screens. When the item screens appear, the test administrator needs to be able to enter responses easily. This means the triangle arrangement will usually work, but the test administrator may need to shift position slightly while screens that contain the ELA text display. Leave space near the student for any manipulatives that will be used.

Teacher-Administered Mathematics Testlets

For teacher-administered testlets in mathematics, regardless of the linkage level, the test administrator is the only one who needs to view the screen in order to receive directions, read prompts, and enter responses. The ideal arrangement is for the student and test administrator to face one another, with the test administrator able to look at the computer screen off to the side. Also in mathematics, the test administrator directions list objects the educator will use to administer several items. The actual materials used should be familiar and comfortable to the student. The directions on the TIP and at the beginning of the testlet indicate when material substitutions may be made. Whenever objects are substituted, the script should be modified to include the name of the actual objects used.

Teacher-Administered Writing Testlets

The assessment arrangement for all writing testlets is similar to the arrangement for mathematics testlets. The test administrator is the only one who interacts with KITE Client. The student works outside the KITE system and interacts with the test administrator.

Teacher-Administered Science Testlets

The assessment arrangement for all science testlets is also similar to the arrangement for mathematics testlets. The test administrator is the only one who interacts with KITE Client. The student works outside the KITE system and interacts with the test administrator. In science, picture response cards that the test administrator will use to administer several items are included in the TIP.

ACCESSIBILITY SUPPORTS

Accessibility supports that are appropriate for use during teacher- and computer-administered testlets are described in the DLM ACCESSIBILITY MANUAL. (See the ACCESSIBILITY MANUAL for a full description of each support.) Some supports are described in more detail below.

Language Translation

Because the disability-related cognitive and communication challenges for students with the most significant cognitive disabilities are unique, and because English learners speak a wide variety of languages, the DLM alternate assessment does not provide translated forms of testlets. Instead, the DLM alternate assessment supplies test administrators with instructions regarding allowable supports based on each student's unique combination of language-related and disability-related needs, and on the specific construct measured by a particular testlet.

The test administrator will receive a TIP for each testlet. The TIP includes information about exceptions to the general rule of allowable translation. For example, when an item assesses knowledge of vocabulary, the TIP will include a note that the test administrator may not define terms for the student on that testlet.

Unless exceptions are noted, test administrators may:¹²

- translate the text for the student.
- simplify testlet instructions.
- translate words on demand.

¹² Simplified instructions, definitions, and flexible response mode are supports that are also allowed for native speakers of English.

- provide synonyms or definitions. (KITE Client does not offer a digital dictionary. Students may use their version of a dictionary if needed, such as word lists and communication symbols. This dictionary should be familiar to the student and have been used during instruction.)
- accept responses in either English or the student's native language.

Sign Interpretation for Students Who Are Deaf or Hard of Hearing

Students who are Deaf or Hard of Hearing (HOH) and who participate in the DLM alternate assessments may require additional supports beyond those available via the AP. Support needs may be different for computer-delivered testlets than for teacher-administered testlets.

Teacher-administered testlets provide directions to the test administrator to organize and present the content to the student. Scripted directions to the test administrator indicate what is to be said or signed. The test administrator will need to determine if the student can understand a direct translation of the script or if the student will need an interpretation of the directions. If interpretation is needed, advanced planning may be necessary. Test administrators may log in to KITE Client before beginning the assessment to plan and prepare for appropriate procedures to use with students who are Deaf/HOH. If the need for interpretation is likely, test administrators should log in to the KITE system, launch the test, and review the screens to evaluate the need for interpretation. The test administrator then uses the **EXIT DOES NOT SAVE** button (if allowed in your state) to leave the testlet if the administration will take place at a later time.

For teacher-administered testlets, test administrators may:

- translate the text for the student (American Sign Language, Signed Exact English, or individualized).
- translate words on demand (e.g., English to American Sign Language).
- provide synonyms and/or definitions **except** when specifically forbidden on the TIP (e.g., when the item assesses knowledge of vocabulary).¹³
- accept responses in the student's sign language system (American Sign Language, Signed Exact English, or individualized) or through the student's communication device.
- re-read the text if the student indicates a need.

OTHER ALLOWABLE PRACTICES

Students who participate in the DLM alternate assessment have access to many accessibility tools and supports. Test administrators may also be flexible with some aspects of the way testlets are delivered. However, it is important to keep testlet delivery standardized in certain ways. This section describes general principles for additional allowable practices when the accessibility supports included in the AP do not meet the

¹³ This practice is allowed for all of the DLM students.

student's needs. When possible, the additional supports should be consistent with the student's current needs as documented in the IEP.

When making decisions about additional supports for computer-delivered testlets, educators should follow IEP team decisions and these two general principles:

1. **Provide flexibility in student access and response mode.** For example, standard administration procedures define typical arrangements for the test administrator, student, and computer across different types of testlets. However, the test administrator may need to adapt the physical arrangement based on a student's physical needs and use of special equipment. Another example of this flexibility is the substitution of objects as needed for testlet materials.
2. **Maintain consistency in the student's interaction with the concept being measured.** All students do not have to interact with identical materials or respond using the same response mode, but they should all have to complete the same cognitive or linguistic task. This means that questions cannot be rephrased and items cannot be rearranged. Specific instructions are given for materials that may be substituted to help the test administrator maintain this consistency.

Specific allowable supports and practices to avoid are described further in Allowable Practices on page 74. Additional information about how to create individualized supports is in the DLM ACCESSIBILITY MANUAL. See the following tables:

- Common Allowable Supports
- Allowable and Non-Allowable Supports
- Students with Individualized Student Response Modes

BRaille FORMS

WHEN TO USE BRaille

Braille should be selected only if the student is proficient in reading braille materials. The DLM alternate assessment is designed to test a student's knowledge, skills, and understanding of the EEs and not the student's ability to use braille. Braille should not be selected for an emerging braille reader.

Braille forms use uncontracted English Braille, American Edition (EBAE). Math testlets use Nemeth code rather than technical symbols or words for operations. Consult your assessment coordinator to learn more about your state's braille plan.

GRADES AND LINKAGE LEVELS

Braille forms are not at every grade or every linkage level. Braille forms are created for grades 3-5 at the Target and Successor levels and for grades 6-HS at the Proximal Precursor, Target, and Successor levels. However, not all parts of the assessment at every grade level have braille equivalents.

Where braille testlets are not provided, test administrators will use other approaches to deliver assessments to students who are blind or have visual impairments.

FORM DELIVERY

Select the braille support on the AP so the system will assign braille forms to the student when braille forms are available. All braille forms are delivered via Educator Portal and must be embossed locally. Braille forms are not available during the instructionally embedded assessment window. The DLM Alternate Assessment Consortium does not provide braille forms. See the procedure titled Retrieve Braille Ready File in the EDUCATOR PORTAL USER GUIDE for the steps to retrieve the Braille Ready File (BRF). Test administrators will need to plan ahead to allow for local embossing of available braille forms.

FORM TRANSCRIPTION

Braille forms are transcribed to be as similar as possible to online testlets, but they have some minor changes to help students best access the information.

- Page numbers are included on all testlets to help with organization.
- Answer choices are lettered to help students communicate their answer choice selections so that educators can input the answer choices in the KITE system.
- ELA texts are double-spaced to help students whose braille-tracking skills are not yet strong.

TACTILE GRAPHICS

Tactile graphics are not included in braille forms. Instead, the DLM alternate assessment typically uses objects for concrete representations of content. The test administrator may use familiar objects or create tactile graphics to represent graphics that appear on screen. See the TIP for each testlet to learn about allowable objects.

Some non-braille mathematics forms, specifically graphing forms, that are delivered to students who are blind or have visual impairments will provide instructions in the TIP for the test administrator to create a tactile version of the graph shown on screen.

RESPONSE SCORING

When the system assigns a testlet, the braille form will need to be embossed locally and provided to the student. KITE Client will also have a computer-based version equivalent to the braille version the student receives. As the student takes the testlet on the braille paper version, the student indicates each answer choice to the test administrator as she or he normally would on other braille assignments. The test administrator inputs each student response into the KITE Client testlet. Responses are scored by the system, the same way as non-braille forms.

ADAPTIVITY

Braille testlets are delivered one at a time, just like the non-braille versions. Test administrators enter student responses into KITE Client and the system uses responses to each testlet to recommend the appropriate linkage level for the next testlet. Based on

the available braille content and the adaptive system, a student who reads braille may receive a combination of braille and non-braille testlets.

BRAILLE PROFICIENCY FOR THE TEST ADMINISTRATOR

The DLM Alternate Assessment Consortium recommends that a test administrator who delivers a braille testlet also be proficient with braille. The test administrator needs to be able to read braille to make sure the student has the correct pages of the testlet in the right order.

See the ACCESSIBILITY MANUAL for more details about this support.

SPECIAL FORMS FOR STUDENTS WHO ARE BLIND OR HAVE VISUAL IMPAIRMENTS

Most testlets designed for students taking the DLM alternate assessment are accessible for students who are blind or have visual impairments (BVI). However, certain nodes in the DLM map are difficult to assess online for students with visual impairments, even with supports such as Text-to-Speech read aloud. For these specific EEs and linkage levels, the system will assign an alternate testlet form. Alternate forms are only assigned for certain EEs and linkage levels and only when **Alternate Form-Visual Impairment** is selected in the AP.

BVI testlet names include “BVI” in the prefix (e.g., BVI Math 9.b.1 T 8711 or BVI FT ELA RI.3.8 IP 4048).

TEACHER-ADMINISTERED BVI TESTLETS

Teacher-administered testlets require the test administrator and student to complete tasks outside of KITE Client, with the test administrator recording responses in the KITE system. These testlets will use materials and may require some advanced preparation by the test administrator. Special materials for use with students who are blind or who have visual impairments are recommended, but other familiar materials may be substituted as described in Materials, Manipulatives, and Objects on page 83. Those details are provided on the TIP.

COMPUTER-DELIVERED BVI TESTLETS

Computer-delivered testlets for students who are blind or have visual impairments begin with an instruction screen for the test administrator, then continue with content intended for the student to access. These testlets may require materials that the educator uses to represent the onscreen content directly to the student. Needed materials are listed on the TIP and substitutions are allowed as directed.

ADMINISTRATION OF BVI TESTLETS

The general procedures for administering BVI testlets are the same as described in the previous sections. In addition, test administrators may find the following options particularly helpful when administering BVI testlets.

- If the student also has a physical disability that makes manipulating objects difficult, take direction from the student or act on the student's behalf by selecting responses and manipulating materials.
- Provide human read aloud or system read aloud, including alternate text, for images onscreen, and describe any materials presented to the student that represent images shown on the screen.
- Change the object language in the testlet to match the materials being used. For example, if the computerized testlet uses cakes in fractional pieces and the student has been learning fractions using pizzas, change "cake" to "pizza" when reading the text aloud.

ALLOWABLE PRACTICES

Items in the DLM testlets are designed to assess student knowledge, skills, and understanding related to the nodes in the DLM maps. In order to meet this goal, test administrators will need to use their best judgment and be flexible while administering the assessment, including providing supports beyond AP options. The following supports are allowed in computer-delivered and teacher-administered testlets unless exceptions are noted in the TIP.

BREAKS

Students may take breaks during or between testlets. Test administrators need to use their best judgment about the use of breaks. The goal should be to complete a testlet in a single session; however, breaks may be needed when the student is fatigued, disengaged, or having behavioral problems that may interfere with a valid assessment of what the student knows and can do.

INDIVIDUALIZED STUDENT RESPONSE MODE

The nodes assessed in the teacher-administered testlets do not limit responses to certain types of expressive communication; therefore, all response modes are allowed. Test administrators may need to represent answer choices outside the system to maximize the student's ability to respond. For example, for students who use eye gaze to communicate, test administrators may represent the answer choices in an alternate format or layout to ensure the student can indicate a clear response.

SPECIAL EQUIPMENT FOR POSITIONING

Some students may need special equipment to access the assessment material, such as a slant board for positioning, or hook-and-loop objects on a communication board. Test

administrators should use the equipment to maximize the student’s ability to provide a clear response.

NAVIGATION ACROSS SCREENS

For students who have difficulty interacting directly with the computer—because of a lack of experience, limited fine motor skills, or use of interactive devices—the test administrator may help students navigate across screens or enter the responses that students have selected during the test.

ENTERING RESPONSES FOR STUDENTS

If a student is unable to enter a response into the computer, but can indicate a response in some other fashion, such as through eye gaze, manipulatives, or verbalization, the test administrator may enter the response into the computer on behalf of the student. Again, this system for responding to items should be consistent with the student’s usual means of expressing choices.

INTERACTIVE WHITEBOARDS

If the student has a severe visual impairment and needs larger presentation of content than what the ×5 magnification setting provides, the test administrator may use an interactive whiteboard or projector, or a magnification device that works with the computer screen to enlarge the assessment to the needed size.

Test administrators may choose a whiteboard when the size of the display allows students the ability to rely more on gross motor skills to indicate a response when they do not have the fine motor skills needed to respond to items on a smaller device.

ALTERNATE REPRESENTATIONS OF ANSWER OPTIONS

Representing the answer options in an alternate format is allowed, as long as the representation does not favor one answer choice over another. For instance, the answer choice cannot always be closest to the student or in the same position each time. Text-based answer choices may not be represented by pictures or objects.

As an example, if the onscreen answer choices are pictures of a circle, a square, and a triangle, the teacher may represent the answer choices using shapes on a communication board or objects that are shapes. However, answer choices that are words (text) may NOT be represented by pictures or objects.

GRAPHIC ORGANIZERS

If the student is accustomed to using specific graphic organizers, manipulatives, or other tools during instruction, the use of those tools is allowable during the DLM alternate assessment.

BLANK PAPER

If the student requires blank, lined or unlined paper, it may be provided. The paper is considered a secure assessment document once the student has written anything on it. The paper must be disposed of by being turned in with the student's other assessment materials (e.g., TIPs) and shredded at the conclusion of the assessment session.

USE OF REINFORCEMENT

Natural or direct reinforcement may be used to promote appropriate participation in the administration of the test. Tangible reinforcement (e.g., stickers, tokens) or social reinforcement (e.g., praise, high fives) may be used to promote appropriate on task behavior. These types of reinforcement should be used only for appropriate and continued participation and should **not** be used to sway or lead the student to the correct response.

GENERIC DEFINITIONS

If the student does not understand the meaning of a word used in the assessment, the test administrator may define the term generically and allow the student to apply that definition to the problem or question in which the term was used. Exceptions to this general rule are noted in the TIP for specific testlets.

PRACTICES TO AVOID

Although many supports and practices are allowable for computer-delivered and teacher-administered testlet administration, some practices should be avoided. Practices to avoid include:

- repeating the item activity after a student has responded, or in any other way prompting the student to choose a different answer.
- using physical prompts or hand-over-hand guidance to direct the student to the correct answer.
- removing answer choices or giving hints to the student.
- rearranging objects to prompt the correct answer (e.g., putting the correct answer closer to the student).

For questions regarding whether a support is allowable, test administrators should contact their assessment coordinator. If supports outside of those that the DLM Alternate Assessment Consortium has listed are provided for a student, some states require that a description of those supports be provided through a state reporting system. To avoid invalidating the student's assessment, follow state-specific guidelines and get approval from the assessment coordinator before using supports to avoid invalidating the student's assessment.

GUIDELINES FOR INSTRUCTIONALLY EMBEDDED ASSESSMENTS

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KEY STEPS

Test administrators prepare for and deliver instructionally embedded assessments by completing the steps below.¹⁴ Grey-shaded steps are described in more detail in this section. Remaining steps are defined in other DLM alternate assessment resources listed in the comprehensive administration checklist on page 10.

Steps
1. Follow state guidelines and choose EEs for instruction.
2. Retrieve instructional information for the EE.
3. Record EE and linkage level choices in the ITI tab as EEs become available for assessment. The ITI tab is available in Educator Portal only during active ITI windows. See the Assessment Calendar on your DLM state webpage for ITI windows.
4. Deliver instruction until you determine the student is ready for assessment.
5. Schedule location and time for assessment sessions.
6. Confirm testlet assignment in ITI and retrieve the TIP. Gather materials needed before beginning assessment.

¹⁴ The DLM science assessment is not currently available during instructionally embedded assessments

Steps

7. Retrieve student usernames and passwords through the ITI tab in Educator Portal so students can access the assessments in KITE Client.
8. Log the student in to KITE Client to view the testlet.
9. Assess the student as each testlet becomes available.
10. Choose the next content for instruction. This may be a new EE or a new linkage level, depending on the student's overall instructional program for the year.
11. Repeat instruction and assessment cycle for remaining EEs and linkage levels during the instructionally embedded assessment window.

HINT: Testlets for each EE are available throughout the instructionally embedded assessment window with at least one assessment available at each linkage level. Once a student completes a testlet, there may not be any more available at that EE and linkage level. Follow your state's additional guidance on frequency of assessment.

CHOOSE ESSENTIAL ELEMENTS FOR INSTRUCTION

NOTE: Follow state-specific guidance regarding EE choices.

Test administrators have many options for the testlets students receive during the instructionally embedded assessments. Although the system will make linkage level recommendations, the educator is able to select the EE and linkage level for the student. Decisions should be grounded in academic priorities for the student, including priorities set in the IEP.

The consortium has approved a subset of EEs for use in each grade and a minimum number of EEs from specific claims and conceptual areas. These assessment requirements guide the test administrator to address the full breadth of blueprint coverage with the student. From this subset of EEs, educators are able to choose which to assess. During the spring assessment, the DLM system will select five of the previously chosen EEs in ELA and mathematics to determine the final results for the student. In states administering DLM science, the system will deliver nine testlets, which cover the full science blueprint. An example of EEs in grade 4 mathematics appears below.

Claim	Conceptual Area	EE	Description
1	Students demonstrate increasingly complex understanding of number sense. Choose two EEs from Claim 1 in different conceptual areas.		
	M.C1.1	4.NF.1-2	Identify models of one half (1/2) and one fourth (1/4).
		4.NF.3	Differentiate between whole and half.
	M.C1.2	4.NBT.2	Compare whole numbers to 10 using symbols (<, >, =).
		4.NBT.3	Round any whole number 0-30 to the nearest ten.
M.C1.3	4.NBT.4	Add and subtract two-digit whole numbers.	

The procedure for recording EE choices for instructionally embedded assessments is described in the EDUCATOR PORTAL USER GUIDE section called Use the Instructional Tools Interface.

HINT: Only the EEs that are available for assessment in the current school year appear in the list of options.

For writing assessments, which often have multiple EEs with different codes, look for the EE with the primary “W” in the list offered in ITI.

SELECT A LINKAGE LEVEL

For each EE, the educator selects the linkage level. The linkage level should provide an appropriate level of challenge for the student and should represent a good instructional target. The system recommends a linkage level for each student, but the test administrator may override that choice. There are two places to learn more about the nodes at each linkage level:

- The descriptions of linkage levels in ITI. (See the step for choosing a linkage level in the EDUCATOR PORTAL USER GUIDE section called Create an Instructional Plan.)
- The list of nodes for each EE in the Tested Essential Elements PDFs located on the Educator Resource Page. An example is shown below.

ELA.EE.RI.6.4 Determine how word choice changes the meaning of a text.
Initial Precursor:
<ul style="list-style-type: none"> • Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines
Distal Precursor:
<ul style="list-style-type: none"> • Can demonstrate an understanding of words with opposite meanings (e.g., cold, hot, up, down)

ELA.EE.RI.6.4 Determine how word choice changes the meaning of a text.

Proximal Precursor:

- Can demonstrate an understanding that words have different meaning or use depending on the specific context in which they are used

Target:

- Can ascertain how the meaning of an informational text is altered by the specific word choices the author makes

Successor:

- Can determine how word choice in an informational text is used to persuade or inform

REVIEW AND REVISE CHOICES

Test administrators may review the EEs they have assigned to a student. Supporting procedures in the EDUCATOR PORTAL USER GUIDE include the sections called View Instructional Plan History and Print Instructional Plan History.

Test administrators have the flexibility to change instructional choices (e.g., to change to a different EE or linkage level) up until the point when the assessment is confirmed. A change may be necessary when a student has made considerable growth in the EE and the test administrator previously selected a lower linkage level. It may also be necessary when a student experiences significant regression due to disability or absence. Supporting procedures are in the EDUCATOR PORTAL USER GUIDE in the section called Cancel an Instructional Plan.

HINT: Choosing an EE is part of planning for an instructionally embedded assessment session. This process does not apply to testlets administered during the spring assessment.

RETRIEVE INSTRUCTIONAL INFORMATION

Instructional information includes the EE, a list of linkage levels and nodes, and the mini-map. These details are in the Tested Essential Elements PDFs located on the Educator Resource Page. Additionally, this information is available through the ITI in Educator Portal for each EE a test administrator chooses for instructionally embedded assessment. To learn about the steps to access instructional information, see the supporting procedure in the EDUCATOR PORTAL USER GUIDE section called Create an Instructional Plan.

For additional information on providing support for classroom instruction, consider reviewing the professional development modules. These modules are designed to provide support for instruction on broad academic topics associated with many EEs. See the [Professional Development tab](#) on the DLM website for a link to these modules.

CONFIRM TESTLET ASSIGNMENT

After instruction is complete and the student is ready for assessment, the test administrator returns to the ITI and confirms the assignment of the EE and linkage level. This process assigns a specific testlet to the student and provides a TIP to the test administrator.

SCHEDULE AND ARRANGE ASSESSMENT SESSIONS

Test administrators should schedule several assessment sessions during the fall and winter instructionally embedded assessment window, including additional make-up sessions in case students are absent or not engaged in the assessment on the days originally scheduled.

Evaluating a student's current behavior is very important when thinking about assessment. Not every day is a good day to assess. Therefore, use professional judgment and reschedule assessment if a student is not having a good day on the intended assessment day. If the student gets tired or distracted during a testlet sooner than expected, allow the student to complete and submit the testlet and then pause assessment, or use the **EXIT DOES NOT SAVE** button and return later (if your state allows this option). If **EXIT DOES NOT SAVE** is chosen, the student's responses will not be saved.

Testlets may be administered in a classroom, computer lab, multipurpose room, or other school setting. However, the space should be quiet, clear from distractions, and located where other students cannot see the testlet.

Recommendations for configuration of the computer, test administrator, student, and other materials are provided in the sections of this manual on Computer-Delivered Testlets on page 46 and Teacher-Administered Testlets on page 56.

For assessment time averages and ranges, see Assessment Administration Time on page 28.

RETRIEVE THE TESTLET INFORMATION PAGE AND GATHER MATERIALS

Regardless of the type of the DLM alternate assessment, educators need the following when administering an assessment:

- assessment device with the latest version of KITE Client loaded
- student username and password
- assistive devices appropriate to the student (if needed)
- headphones for computer read aloud if other students are in the room (if needed)
- Testlet Information Page


TESTLET INFORMATION PAGE

Testlet Information Pages (TIPs) provide test administrators with information specific to each testlet. Test administrators receive a TIP after each testlet is assigned to a student. Educators should review the TIP before beginning the student’s assessment.

HINT: When using ITI, the TIP appears in the ITI interface. During spring assessment, TIPs appear in the Test Management section of Educator Portal.

The testlet form name is included on the TIP (outlined in red in this image).

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 **DYNAMIC**
LEARNING MAPS

ELA RI.11-12.8 IP 7125

Testlet Information Page: ELA7125

Testlet Type: Teacher-administered Number of Items: 4

HINT: This information applies to the TIPs available for the instructionally embedded assessment window in fall/winter 2016–17.

The TIP states whether a testlet is computer-delivered or teacher-administered and indicates the number of items on the testlet. The TIP also provides the following information for each testlet:

- **Materials Needed:** This field contains a list of the materials needed to administer the testlets. A description of any necessary attributes of the materials will be provided as a part of the description. For example, three different small objects that are familiar to the student each of which have a single word name (e.g., ball, pencil, bag).
- **Materials Use:** This field contains a description of how the materials are used to assess the skill in the testlet. For example, the student will be able to indicate a specific object when the object’s name is used.
- **Suggested Substitute Materials:** Substitute materials are often allowed. This section indicates how materials may be substituted, and sometimes provides recommendations about key features of substitute materials.
- **Accessibility supports NOT allowed:** Although a test administrator may normally use all Access Profile supports and take advantage of the flexibility described in the

Allowable Practices section of this manual, this area indicates when it is not appropriate to use a support on this specific testlet. This may include limits on the use of definitions, translation, read aloud, or other supports.

- **Other Comments:** If there are further unique instructions for this testlet, they will appear here.
- **Alternate Text:** For test administrators who will be delivering human read aloud that includes descriptions of graphics, alternate text descriptions of images are provided as additional pages after the main TIP.

HINT: Alternate Text instructions for ELA are now in their own section following the TIP, and are no longer in the comments section of the TIP.

TIPs for English language arts testlets also have this information:

- name of the text
 - whether the text is informational or literature
 - whether the text is familiar or unfamiliar (familiar texts may be downloaded from the Educator Resource Page on the DLM website and used in instruction prior to assessment.)
 - name of the grade-level text that the DLM alternate assessment text is associated with
- TIPs for mathematics testlets also have this information:
- any specific mathematics terminology used in the testlet
 - whether calculator use is allowed for the testlet
 - “Yes” means a student should have the option to use a calculator if the student is accustomed to using a calculator for instruction. Some items in the testlet may not require a calculator, but the test administrator does not have to remove the calculator once it has been given for the testlet.
 - “No” means a student should not be allowed to use a calculator for any portion of the testlet.
 - “Not Applicable” means the items do not involve computation and a calculator does not need to be provided.

Some testlets that require special setup before test administration, such as some mathematics testlets designed for students who are blind or who have visual impairments, have additional pages of instructions.

MATERIALS, MANIPULATIVES, AND OBJECTS

Objects used in testlets should be easily available and familiar to the student; therefore, the TIP includes descriptions of the general object properties that are needed to assess the nodes correctly. Objects that are not listed may be substituted as long as they meet the general requirements for that EE. Also, if a testlet assigned to the student contains objects that are not appropriate for that student, other objects may be substituted.

Materials for the testlet should be collected prior to the test session. However, if the student has begun a testlet and the objects and materials are not working as anticipated, use the **EXIT DOES NOT SAVE** option to leave the testlet, collect different materials, and log back in at a later time. Alternatively, remember that KITE Client can sit inactive for up to 90 minutes without logging out; so if the materials are close by, the test administrator may retrieve them and return immediately to the session.

FAMILIAR TEXTS

Teacher-administered reading testlets use texts that are familiar to students and have been used during instruction. If the student is accustomed to having the familiar text read from a paper copy, the paper copy may be used during assessment. Links to printable versions of familiar texts are provided on the Educator Resource Page. Choose a grade level to see all texts for that grade.

PROGRESS REPORTS

A student's participation in the optional instructionally embedded assessment generates a progress report. This report summarizes the progress of a student in an individual subject area. It only includes information about assessments from instructional plans selected through the Instructional Tools Interface used during the instructionally embedded assessment.

Test administrators may find the progress report to be useful when planning or reviewing instruction for an individual student or for a roster of students. The progress report displays the conceptual area(s) tested, the Essential Element, and the linkage level tested. The progress report contains sensitive information, including the student's name, school, grade, and state ID number among other data and the report should be treated as a secure document and handled accordingly.

For more information about the progress reports to help test administrators participating in the optional instructionally embedded assessment, contact your assessment coordinator.

SPRING ASSESSMENTS

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KEY STEPS

Test administrators prepare for the DLM spring assessments by completing the steps below. Gray-shaded steps are described in more detail in this section. The remaining steps are defined in other DLM resources listed in the Checklists for Test Administrators on page 10.

See your state’s DLM webpage or the state appendix to this manual for the dates of your spring assessment window.

Step
1. Recheck student demographic information, Access Profile settings, and FC survey responses.
2. Consider the district and school assessment schedules to ensure students complete all DLM testlets during spring assessment.
3. Schedule locations and times for assessment sessions.
4. Retrieve the TIP for the first testlet. Gather materials needed before beginning the assessment.
5. Retrieve student’s username and password from EP.
6. Using KITE Client, assess student on the first testlet.
7. As each remaining testlet becomes available, retrieve the TIP, gather materials, and assess the student in KITE Client.

RECHECK STUDENT INFORMATION

Before your state's spring assessment window opens, confirm that you have the correct students on your roster, that each student is assigned to the correct grade, and that their First Contact surveys and Access Profiles are up to date. Contact your assessment coordinator for help editing student information.

SCHEDULE AND ARRANGE ASSESSMENT SESSIONS

Test administrators should schedule several assessment sessions during the larger assessment window, including additional make-up sessions in case students are absent or not engaged in the assessment on the days originally scheduled.

Evaluating a student's current behavior is very important when thinking about assessment. Not every day is a good day to assess. Therefore, use professional judgment and reschedule assessment if a student is not having a good day on the intended assessment day. If the student gets tired or distracted during a testlet sooner than expected, allow the student to complete and submit the testlet and then pause assessment, or use the **EXIT DOES NOT SAVE** button and return later (if your state allows this option). If **EXIT DOES NOT SAVE** is chosen, the student's responses will not be saved.

Testlets may be administered in a classroom, computer lab, multipurpose room, or other school setting. However, the space should be quiet, clear from distractions, and located where other students cannot see the testlet.

Recommendations for configuration of the computer, test administrator, student, and other materials are provided in Computer-Delivered Testlets on page 46 and Teacher-Administered Testlets on page 56.

For assessment time averages and ranges, see Assessment Administration Time on page 28.

FREQUENCY OF TESTLET DELIVERY DURING SPRING ASSESSMENT

The KITE system delivers only one testlet at a time in each subject. After the student takes the first testlet, KITE Client delivers the next testlet, usually within 15 minutes.

RETRIEVE TESTLET INFORMATION PAGE AND GATHER MATERIALS

Regardless of the subject of the DLM alternate assessment, educators need the following when administering an assessment:

- assessment device with the most current version of KITE Client loaded
- student username and password
- assistive devices appropriate to the student (if needed)
- headphones for computer read aloud if other students are in the room (if needed)
- Testlet Information Page


TESTLET INFORMATION PAGE

Testlet Information Pages (TIPs) provide test administrators with information specific to each testlet. Test administrators receive a TIP after each testlet is assigned to a student. Test administrators should review the TIP before beginning the student's assessment.

HINT: During spring assessment, TIPs appear in the Test Management section of Educator Portal. For a step-by-step procedure, see the EDUCATOR PORTAL USER GUIDE section called Retrieve Testlet Information Page. When using ITI, the TIP appears in the ITI interface.

The testlet form name is included on the TIP (outlined in red in this image).

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 **DYNAMIC**[®]
LEARNING MAPS

ELA RI.11-12.8 IP 7125

Testlet Information Page: ELA7125

Testlet Type: Teacher-administered **Number of Items:** 4

HINT: To see what information is included in the TIPs for the instructionally embedded assessment window in fall/winter 2016-17 see Testlet Information Page on page 82.

MATERIALS, MANIPULATIVES, AND OBJECTS

Objects used in testlets should be easily available and familiar to the student; therefore, the TIP includes descriptions of the general object properties that are needed to assess the nodes correctly. Objects that are not listed may be substituted as long as they meet the general requirements for that EE. Also, if a testlet assigned to the student contains objects that are not appropriate for that student, substitutions can be made.

Materials for the testlet should be collected prior to the test session. However, if the student has begun a testlet and the materials are not working as anticipated, the KITE Client can be inactive up to 90 minutes, providing time to retrieve alternate materials for use during the testing session.

MATERIALS COLLECTIONS LIST

On the Educator Resource page of your state's DLM website is a list of common ELA, mathematics, and science materials by grade. These lists are called ELA Materials Collections, Mathematics Materials Collections, and Science Materials Collections. The Materials Collections lists are specific to either the instructionally embedded assessment or to the spring assessment.

FAMILIAR TEXTS

Teacher-administered reading testlets use texts that are familiar to students and have been used during instruction. If the student is accustomed to having the familiar text read from a paper copy, the paper copy may be used during assessment. Links to printable versions of familiar texts are provided under Familiar Texts in ELA on the Educator Resource Page. Choose a grade level to see all texts for that grade.

HOW DO I KNOW WHEN A STUDENT IS FINISHED WITH ASSESSMENT?

During spring assessment, the system selects five testlets in English language arts, five testlets in mathematics, and nine testlets in science for each student. For more information about which testlets to expect and how the system assigns testlets, see Spring Assessments on page 26.

The DLM Test Administration Monitoring Extract is a helpful tool to track a student's assessment completion. To learn how to view the extract, see the EDUCATOR PORTAL USER GUIDE section called View a Data Extract. For information on how to read the extract, see the EDUCATOR PORTAL USER GUIDE section called Understanding the DLM Test Administration Monitoring Extract.

SCORE REPORTS

The scoring system in the DLM alternate assessments works differently than scoring in traditional alternate assessments. Students are not given raw scores, percentages, or scale scores. Instead, the system combines a student's responses on operational tests with information about the structure of the DLM maps to determine which linkage levels the student has likely mastered.

Results for each linkage level are determined based on the probability that the student has mastered the skills at that linkage level. If the student participated in instructionally embedded assessment earlier in the year, responses to those testlets are factored into final results.

Summative results are determined from the linkage level mastery data. The information about each linkage level leads to a summary of the student's mastery of skills in each conceptual area and for the subject overall. Summative results are based on the student's mastery probabilities for all linkage levels in all EEs on the blueprint that are assessed during the spring window.

The EDUCATOR PORTAL USER GUIDE contains information on how to access individual student score reports. Contact your assessment coordinator for more information about score reports.

PREPARE FOR NEXT YEAR

Test administrators and IEP teams need to make certain decisions when preparing for the following school year. Two steps are described in this section.

Step
1. Evaluate accessibility supports (Access Profile settings) with IEP teams and make decisions about supports and tools for next year.
2. Plan academic IEP goals with IEP teams, reviewing the blueprint for the next grade as one source of information.

REVIEW BLUEPRINT

IEP teams will review the provided blueprints for the next grade level as one source of information to plan the academic goals and prioritize the EEs that will be taught the following year. Blueprints are available through your state's DLM webpage.

KITE CLIENT USER GUIDE

HINT: Print the following pages and keep them handy!

<i>KITE CLIENT USER GUIDE</i>	91
KITE Client Assessment Devices	91
Ensure Internet Connectivity	92
KITE Client Procedures	92
Access Practice Activities and Released Testlets	92
Begin Operational Assessment	94
Start a Testlet	94
Navigate in KITE Client.....	96
Take a Break During Assessment	97
Complete the Test	98
Troubleshoot in KITE Client.....	99

NOTE: Students access KITE Client with their username and password.
Staff and educators do not have accounts in KITE Client.

KITE CLIENT ASSESSMENT DEVICES

The DLM alternate assessments may be administered on:

Device	Instructions
Windows PC desktops	Via KITE Client with Windows and Mac instructions
Mac desktops	
Laptops (PC or Mac)	
iPads	Via KITE Client app with iPad instructions (previous versions are not supported)
Chromebooks	Via KITE Client or Google app with Chromebook instructions

NOTE: Using multiple assessment devices to administer a single testlet is not recommended.

Local devices attached to machines, such as interactive whiteboards (e.g., SMART, Promethean), may be used in assessment. The same hardware, software, and screen resolution constraints apply. The projector associated with the interactive whiteboard

must project the computer screen at a resolution no lower than 1024 × 768 pixels. For more information on assessment devices, contact your technology personnel.

ENSURE INTERNET CONNECTIVITY

An Internet connection is required to deliver assessments using KITE Client. Contact your assessment coordinator or technology personnel for help with internet connectivity.

KITE CLIENT PROCEDURES

ACCESS PRACTICE ACTIVITIES AND RELEASED TESTLETS

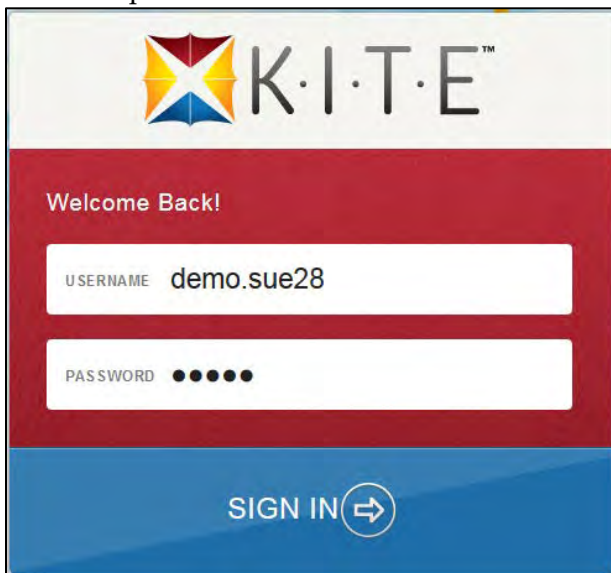
NOTE: KITE Client must be installed before you can access practice activities or released testlets. Download information is available on the KITE page on the Dynamic Learning Maps website <http://dynamiclearningmaps.org/kite>.

To access the DLM practice activities and released testlets, follow these steps:

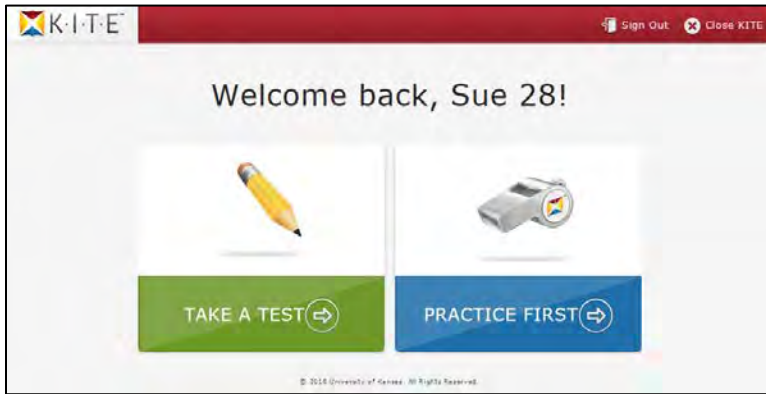
1. Click the **KITE Client** icon on the testing device.



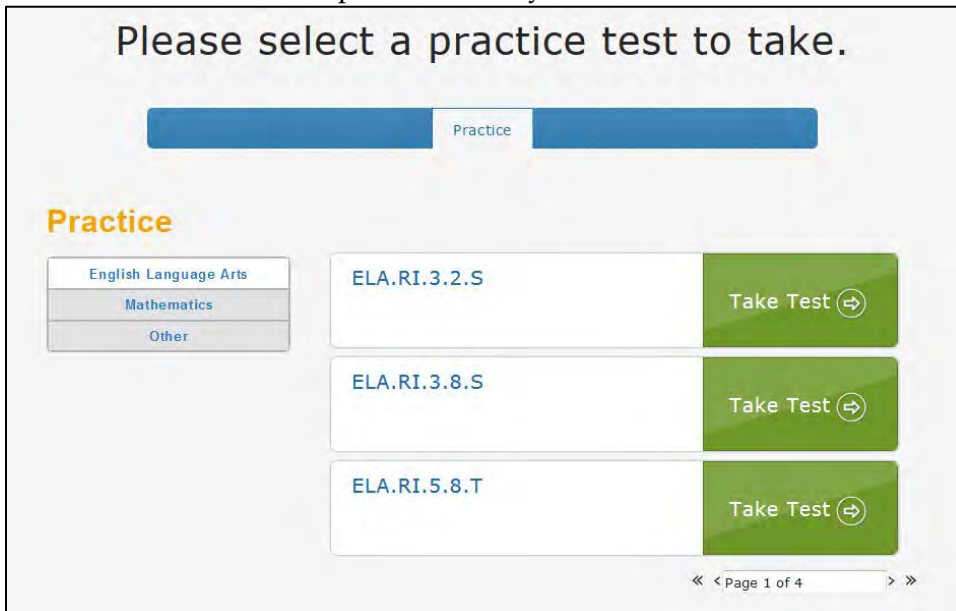
2. Enter the practice student's **Username** and **Password**; click **Sign In**.

A screenshot of the KITE Client login interface. At the top, the KITE logo (a stylized compass rose) is followed by the text "K·I·T·E™". Below this, the text "Welcome Back!" is displayed. There are two input fields: the first is labeled "USERNAME" and contains the text "demo.sue28"; the second is labeled "PASSWORD" and contains five black dots. At the bottom, there is a blue button with the text "SIGN IN" and a white right-pointing arrow icon.

3. Click **Practice First**.



4. Select the appropriate subject, and scroll through the pages to select a test. Click **Take Test** for the desired practice activity or released testlet.



5. Click **Begin**.
6. Continue with the testlet, navigating using the **BACK** and **NEXT** buttons. To stop in the middle of a testlet, use the **EXIT DOES NOT SAVE** button.



7. To try a different student profile or a different released testlet or practice activity, either complete a test or use the **EXIT DOES NOT SAVE** button to return to the welcome screen. Then Sign Out and sign back in with a different username and password.

BEGIN OPERATIONAL ASSESSMENT

HINT: Confirm that you have the student username and password to log in. If the student username and password do not appear in EP, then testlets have not been assigned to that student.

Each student's username and password are the same for all DLM alternate assessments for that student. However, having the student's login information does not guarantee that testlets have been assigned for every assessment window.

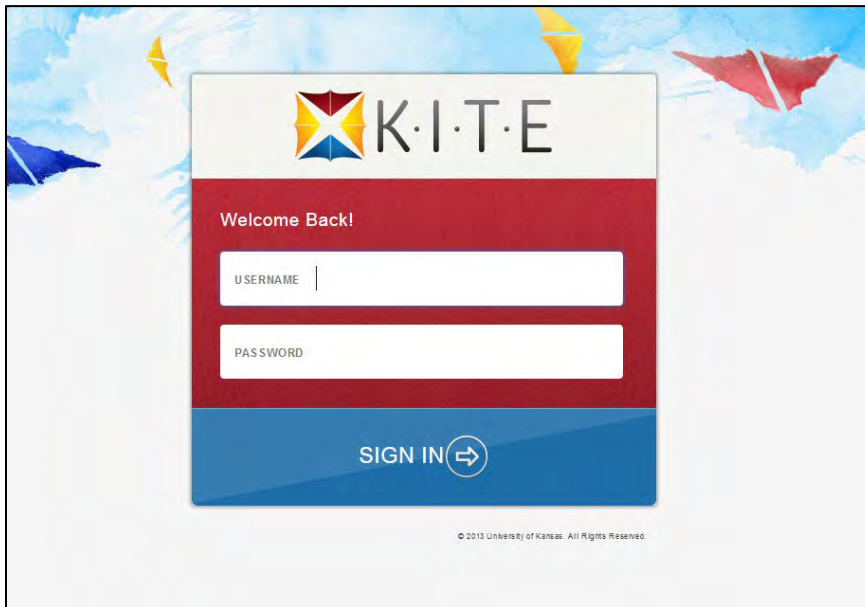
START A TESTLET

To administer a DLM alternate assessment, follow these steps:

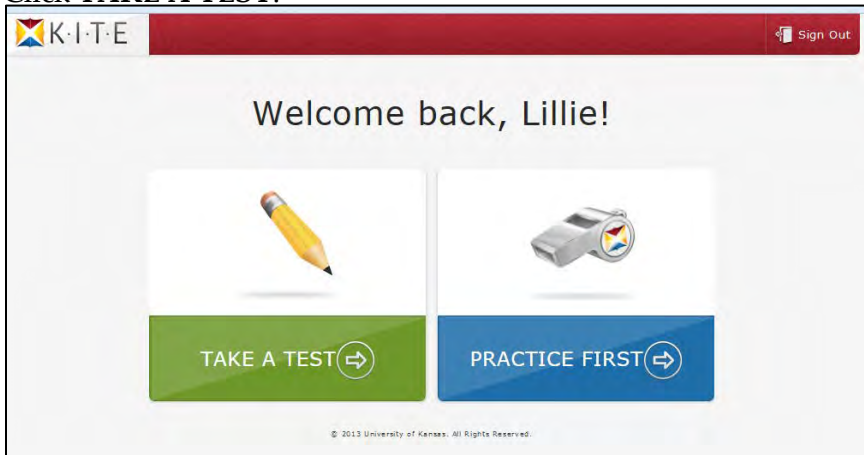
1. Click the **KITE Client** icon on the assessment computer.



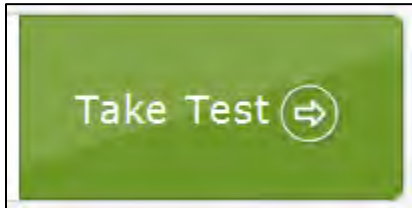
2. Enter the student's **USERNAME** and **PASSWORD**; click **SIGN IN**.

A screenshot of the KITE login interface. The background is a light blue sky with colorful kites. The login form is a white rectangle with a red header and a blue footer. The header contains the KITE logo and the text "K·I·T·E". Below the header, the text "Welcome Back!" is displayed. There are two input fields: "USERNAME" and "PASSWORD". At the bottom of the form is a blue button with the text "SIGN IN" and a right-pointing arrow icon. At the very bottom of the page, there is a small copyright notice: "© 2015 University of Kansas. All Rights Reserved."

3. Click **TAKE A TEST**.



4. Click **Take Test** for the desired test. Only one testlet is visible at a time.









5. Click **Begin**.

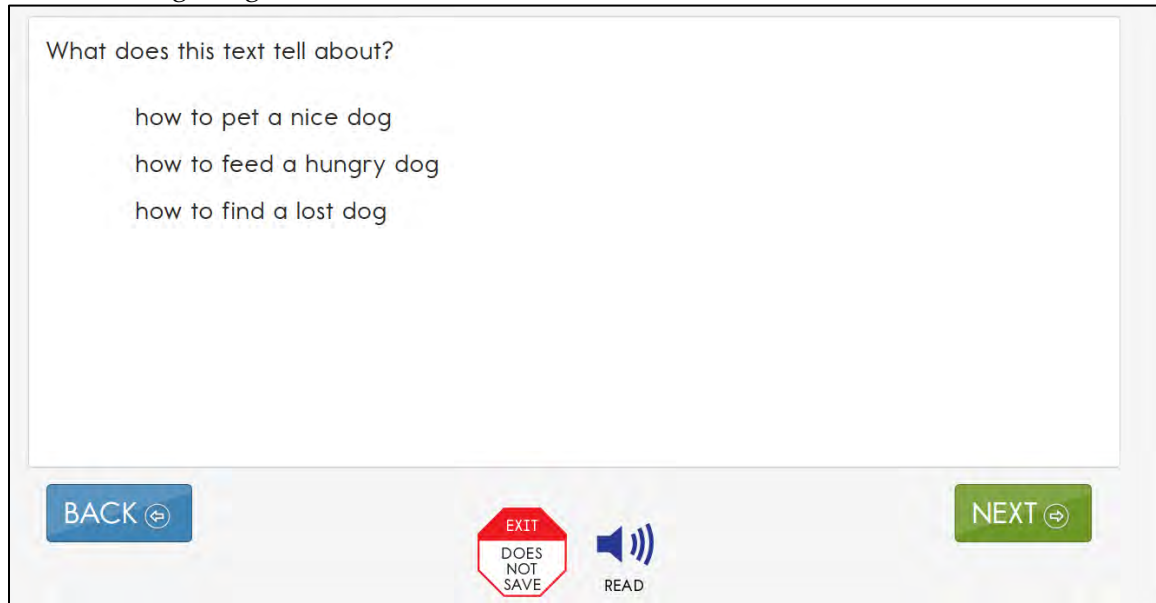
NOTE: iPads have an auto-lock feature preventing users from using other apps while KITE Client is in use.

NAVIGATE IN KITE CLIENT

Navigate in KITE Client with these buttons.

Button	Action
Visible on each test screen (see the testlet screen below)	
	Return to the previous screen.
	Go to the next screen.
	Read text aloud. This button appears when the student has spoken audio enabled in the Access Profile. Underlined words and words with underscores are highlighted during the read aloud process.
	Exit the testlet without saving responses. Upon return, the student will start at the beginning of this testlet. If EXIT DOES NOT SAVE is selected after the completion of the first section of a test form, the testlet listing on the student homepage will read "Start."
Available on the review screen (see the review screen under the Complete the Test)	
	Go back to review or change responses for this test.
	Save responses and end this test.

The following image shows the buttons available on each test screen.

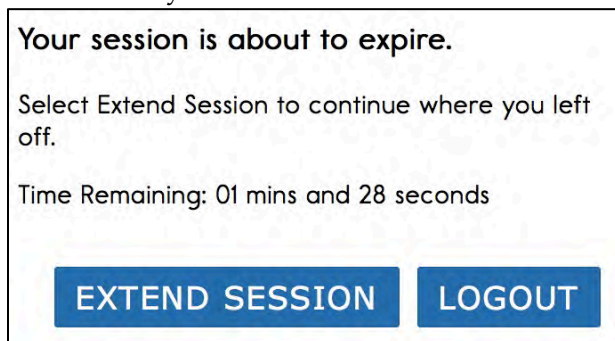


TAKE A BREAK DURING ASSESSMENT

There are no time limits on DLM testlets and no limits on the use of breaks during assessment. There are three ways a student may take a break during assessment:

1. **Take a short break (90 minutes or less).**

The KITE system will warn you that you have 90 seconds to click **EXTEND SESSION** or **LOGOUT**. After the 90 seconds expire, KITE Client closes the session automatically.



2. **Take a break between testlets.**

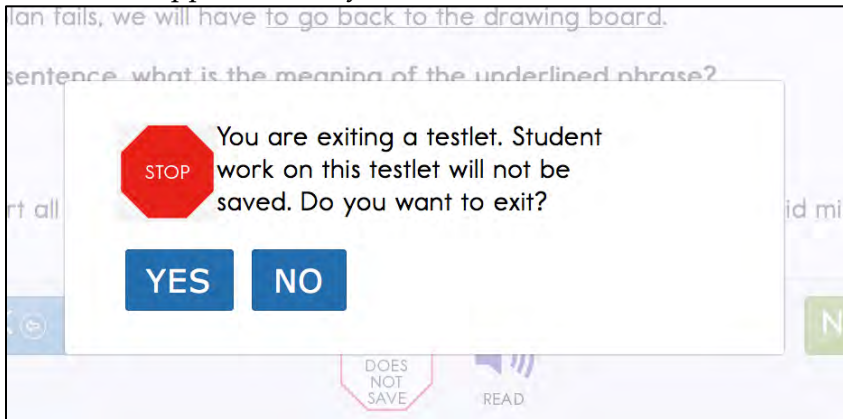
After clicking **END** at the conclusion of a testlet, log out of the KITE system. Log back in when the student is ready to take the next testlet.

3. **Stop in the middle of a testlet using the EXIT DOES NOT SAVE button.**

This option is available on every testlet screen.



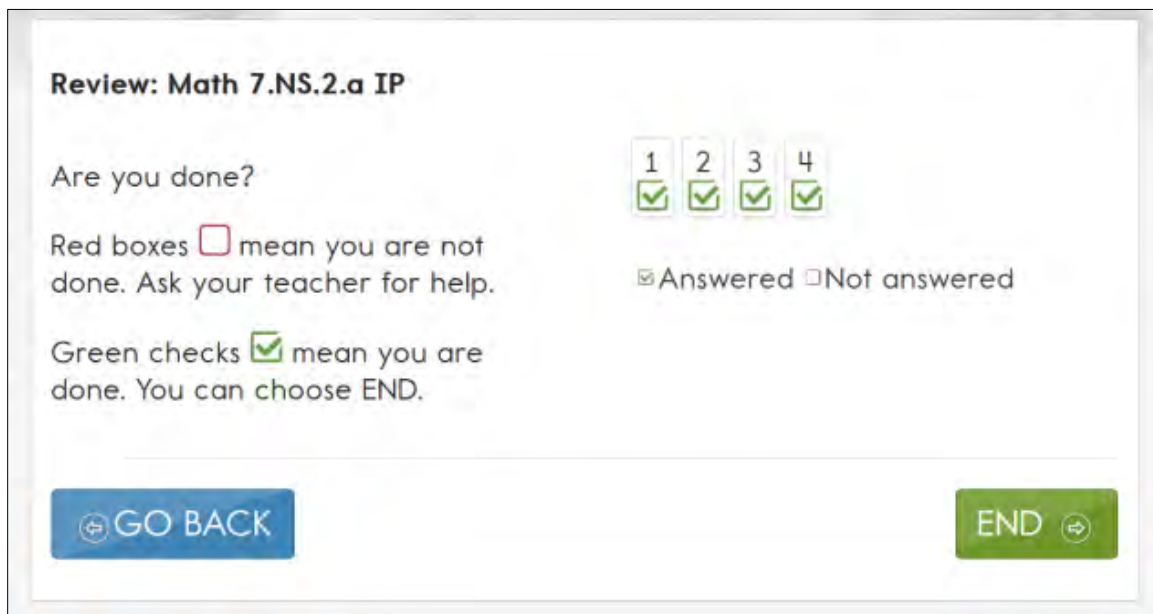
This screen appears when you choose **EXIT DOES NOT SAVE**.



- Click **YES** to exit the testlet without saving the student's work. When the student returns to the testlet, it will start at the beginning.
- Click **NO** to continue with the testlet rather than exiting. If you continue, you can save the work at the end of the testlet by clicking **END** on the review screen.

COMPLETE THE TEST

This review screen appears at the end of a test.



To complete the test, follow these steps:

1. Click **END**.



2. A message asks, "Are you sure you want to end?"



Click **YES**. (You will not be able to return to the testlet after you click **YES**.)

3. Click **Close KITE**.
4. Click **YES** in response to "Are you sure you want to exit?"

TROUBLESHOOT IN KITE CLIENT

If you see scroll bars when magnification was not selected in the Access Profile, the student's display has a technology issue. Try using a different device to correct the situation or contact your district technology staff for help.

For more help with common KITE Client problems, see the troubleshooting page at <http://dynamiclearningmaps.org/kite-troubleshooting>.

GLOSSARY

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

Access Profile (AP)	Student-specific information that tells KITE Client about an individual student's needs. The Access Profile includes information the system needs to make the student's user interface compatible with the student's accessibility needs. The Access Profile includes information about display enhancements, language and braille, and audio and environment supports. Test administrators who know the student provide the information in the profile.
claim	A broad statement about what the DLM consortium expects students to learn and to be able to demonstrate within each content area. Each claim is subdivided into two or more conceptual areas.
conceptual area	A region within the DLM map that contains nodes associated with related Essential Elements and nodes that represent concepts and skills that support the learning of the Essential Elements. Conceptual areas are comprised of clusters of connected concepts and skills and serve as models of how students may acquire and organize their content knowledge. Conceptual areas are considered subparts of the overall claims.
connection	The relationship between two nodes. Connections are illustrated with arrows in the DLM map.
engagement activity	An activity at the beginning of a testlet that describes a scenario, taps prior knowledge or experience, or introduces the concept to be addressed. In English language arts reading testlets, the first reading of the text serves as the engagement activity. In mathematics and science, the engagement activity provides context for the items.
Essential Elements (EEs)	Specific statements of knowledge and skills linked to the grade-level expectations identified in college and career readiness standards. EEs build a bridge from the content in the grade-level standards to academic expectations for students with the most significant cognitive disabilities.

First Contact (FC) survey	A survey used to collect background information about students who are eligible for 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. Some questions from the First Contact survey are used to determine a student’s entry point, or initialization, into the assessment.
instructional plan	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.
instructionally embedded assessment	Assessment that occurs throughout instruction during the fall and winter months.
Instructional Tools Interface (ITI)	A tool in Educator Portal that allows a test administrator to select an Essential Element and linkage level for a student with the goal of providing instruction and instructionally embedded assessment on the Essential Element.
linkage level	A small section of the DLM map that contains one or more nodes that represent critical concepts or skills needed to learn the Essential Element. English language arts and mathematics have five linkage levels: Initial Precursor, Distal Precursor, Proximal Precursor, Target, and Successor. Science has three linkage levels: Initial Precursor, Proximal Precursor, and Target. Linkage levels are always related directly to grade-level Essential Elements but extend back to foundational skills at the Initial Precursor level. The nodes at the Target level for all content areas are most closely related to the expectation in the EE.
node	A representation in the DLM maps of an individual skill or conceptual understanding identified in the research in English language arts, mathematics, and science.
stem	A question or task requiring a student response within the DLM alternate assessment.
testlet	Short for instructionally relevant testlet. A testlet includes an engagement activity and a set of three to nine items. 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 abilities than can be achieved by a single testlet item.

**Testlet
Information
Page (TIP)**

A PDF that is unique to each testlet and provides specific information to guide the test administrator in delivering the assessment.

DLM APPENDIX

FIRST CONTACT SURVEY (ALL QUESTIONS)

The questions asked in the First Contact survey are included here. The First Contact survey is completed in Educator Portal by the test administrator. Only users with the role of District Test Coordinator, Building Test Coordinator, or Teacher have access to the student's First Contact survey.

NOTE: The status Not Applicable is possible in the FC survey column, but it is not common. However, because this option is so rare, check to ensure that you are logged in as a DLM user and that the student's information has been loaded properly into the system.

First Contact Survey for 2016-17 Updated 3/10/16

Red = Required for all states. Blue = Additions for 2016-17. Science Purple = New and required for science states.

Special Education Services

Select the student's Primary Disability

- Autism
- Deaf-blindness
- Deafness
- Developmental delay
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment, including blindness
- Non-categorical
- Eligible Individual

Educational Placement: Chose the option that best describes the student's educational placement. "Regular Class" means a typical classroom, not a resource room or separate class.

- 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
- Residential Facility: includes public or private separate residential school for students with disabilities, at public school expense
- Homebound/Hospital Environment: includes students placed in and receiving special education in a hospital or homebound program

Hearing

Hearing

- No hearing loss suspected/documented
- Questionable hearing but testing inconclusive
- Deaf or hard of hearing

Classification of Hearing Impairment

- Mild (26-40 dB loss)
- Moderate (41-55 dB loss)
- Moderately Severe (56-70 dB loss)
- Severe (71-90 dB loss) 5. Profound (91+ dB loss)
- Unknown

Hearing: Mark all that apply-

- Uses personal or classroom amplification (e.g., personal FM device)
- Uses unilateral hearing aid
- Uses bilateral hearing aid
- Has cochlear implant
- Uses oral language
- Uses sign language

Vision

Vision

- No vision loss suspected or documented
- Normal vision with glasses or contact lenses
- Questionable vision but testing inconclusive
- Blind or low vision, including vision that is not completely corrected with glasses or contact lenses

Classification of Visual Impairment (select all that apply)

- Low Vision (acuity of 20/70 to 20/200 in the better eye with correction.)
- Legally Blind (acuity of 20/200 or less or field loss to 20 degrees or less in the better eye with correction.)
- Light Perception Only
- Totally Blind
- Cortical Visual Impairment

Vision: Mark all that apply-

- Requires enlarged print
- Requires tactile media (objects, tactile graphics, and tactile symbols)
- Requires or uses Braille
 - Uncontracted Braille
 - Contracted Braille
 - UEB

Technological Visual Aids: Mark all that apply-

- Screen magnification device (fits over standard monitor) or software (e.g., Closeview for Mac, ZoomText)
- CCTV
- Screen reader and/or talking word processor
- Manual (e.g., Perkins Brailier) or Electronic (e.g., Mountbatten Brailier) Braille writing device
- Device with refreshable Braille display

Arm/Hand Control and Health

Arm and hand control: Mark all that apply-

- Uses two hands together to perform tasks
- Uses only one hand to perform tasks
- Requires physical assistance to perform tasks with hands
- Cannot use hands to complete tasks even with assistance

Does the student have any health issues (e.g., fragile medical condition, seizures, therapy or treatment that prevents the student from accessing instruction, medications, etc.) that interfere with instruction or assessment?

- No
- Yes

Computer Use and Instruction

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

Why has this student not had the opportunity to access a computer during instruction?

- Student's disability prevents the student from accessing a computer
- The equipment is unavailable
- Student refuses to try to use a computer
- I (or other educators) at this school have not had the opportunity to instruct the student on computer usage

Computer access during instruction: Mark all that apply-

- Standard computer keyboard
- Keyboard with large keys or alternative keyboard (e.g., Intellikeys)
- Touch screen (e.g., touch screen computer, tablet, iPad, iPod touch)
- Standard mouse or head mouse

- Eye gaze technology (e.g., Tobii, EyeGaze Edge)
- Scanning with switches (one or two-switch scanning)

Level of attention to computer-directed instruction

- Generally sustains attention to computer-directed instruction
- Demonstrates fleeting attention to computer-directed instructional activities and requires repeated bids or prompts for attention
- Demonstrates little or no attention to computer-directed instructional activities

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
- Demonstrates little or no attention to teacher-directed instructional activities

Expressive Communication

Does the student use speech to meet expressive communication needs?

- Yes
- No

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)

Does the student use sign language in addition to or in place of speech to meet expressive communication needs?

- Yes
- No

Choose the highest statement that describes the student's expressive communication with sign language

- Regularly combines 3 or more signed 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 signed 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 brief questions, and commenting)
- Usually uses only 1 signed 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)

Select the student's primary sign system

- American Sign Language (ASL)
- Signed Exact English (SEE)
- Hybrid or idiosyncratic/personalized signing system

Alternate Communication

Does the student use augmentative or alternative communication in addition to or in place of speech or sign language to meet expressive communication needs?

- Yes
- No

Choose the highest statement that describes the student's expressive communication with augmentative or alternative communication

- Regularly combines 3 or more symbols according to grammatical rules to accomplish the 4 major communicative purposes (e.g., expressing needs and wants, developing social closeness, exchanging information, and fulfilling social etiquette routines)
- Usually uses 2 symbols 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 brief questions, commenting)

- Usually uses only 1 symbol to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting)

Augmentative or alternative communication

How many symbols does the student choose from when communicating? (choose the highest that applies)

- 1 or 2 at a time
- 3 or 4 at a time
- 5 to 9 at a time
- 10 or more at a time

What types of symbols does the student use? (choose all that apply)

- Real objects
- Tactual symbols
- Photos
- Line drawing symbol sets (Boardmaker, PCS, Symbol Stix, other)
- Text Only

What voice output technology does the student use? (choose all that apply)

- Single message devices (e.g., BIGmac)
- Simple devices (e.g., GoTalk; QuickTalker; SuperTalker)
- Speech generating device (e.g., Tobii-DynaVox, PRC/PrentkeRomich)
- None

If the student does not use speech, sign language, or augmentative or alternative communication, which of the following statements best describes the student's expressive communication? Choose the highest statement that applies

- Uses conventional gestures (e.g., waving, nodding and shaking head, thumbs up/down), looking, pointing, and/or vocalizations to communicate intentionally but does not yet use symbols or sign language
- Uses only unconventional vocalizations (e.g., grunts), unconventional gestures (e.g., opening mouth wide to indicate hunger), and/or body movement to communicate

- intentionally
- Exhibits behaviors that may be reflexive and are not intentionally communicative but can be interpreted by others as communication (e.g., crying, laughing, reaching for an object, pushing an object away)

Receptive Communication

Receptive communication: MARK EACH ONE to show how consistently the student uses each skill. 1) 0%–20% of the time–Almost never, 2) 21%–50% of the time–Occasionally, 3) 51–80% of the time - Frequently, 4) More than 80% of the time - Consistently

If the student previously demonstrated and no longer receives instruction, mark “More than 80%.”

- A. Can point to, look at, or touch things in the immediate vicinity when asked (e.g., pictures, objects, body parts)
- B. Can perform simple actions, movements or activities when asked (e.g., comes to teacher's location, gives an object to teacher or peer, locates or retrieves an object)
- C. Responds appropriately in any modality (sign, gestures, facial expressions) when offered a favored item that is not present or visible (e.g., "Do you want some ice cream?")
- D. Responds appropriately in any modality (sign, gestures, facial expressions) to single words that are spoken or signed
- E. Responds appropriately in any modality (sign, gestures, facial expressions) to phrases and sentences that are spoken or signed
- F. Follows 2-step directions presented verbally or through sign (e.g., gets a worksheet or journal and begins to work, distributes items needed by peers for a lesson or activity, looks at requested or desired item and then looks at location where it should go)

Primary Language

Is English the student's primary language?

- Yes
- No

Is English the primary language spoken in the student's home?

- Yes
- No
- Unknown

Is English the primary language used for the student's instruction?

- Yes
- No

Reading Skills

Reading skills: MARK EACH ONE to show how consistently the student uses each skill.

1) 0%–20% of the time - Almost never, 2) 21% - 50% of the time - Occasionally, 3) 51 – 80% of the time - Frequently, 4) More than 80% of the time - Consistently

If the student previously demonstrated and no longer receives instruction, mark "More than 80%."

- 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)
- 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)
- 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)
- D. Reads words, phrases, or sentences in print or Braille when symbols are provided with the words
- E. Identifies individual words without symbol support (e.g., recognizes words in print or Braille; can choose correct word using eye gaze)
- F. Reads text presented in print or Braille without symbol support but WITHOUT comprehension
- G. Reads text presented in print or Braille without symbol support and WITH comprehension (e.g., locates answers in text, reads and answers questions, retells after reading, completes maze task)
- H. Explains or elaborates on text read in print or Braille

Student's approximate instructional level of reading text with comprehension (print or braille): Mark the highest one that applies

- Above third grade level
- Above second grade level to third grade level
- Above first grade level to second grade level
- Primer to first grade level
- Reads only a few words or up to pre-primer level
- Does not read any words when presented in print or Braille (not including environmental signs or logos)

Math Skills

Math skills: MARK EACH ONE to show how consistently the student uses each skill. 1) 0%–20% of the time–Almost never, 2) 21%–50% of the time–Occasionally, 3) 51–80% of the time–Frequently, 4) More than 80% of the time–Consistently
If the student previously demonstrated and no longer receives instruction, mark “More than 80%.”

- A. Creates or matches patterns of objects or images
- B. Identifies simple shapes in 2 or 3 dimensions (e.g., square, circle, triangle, cube, sphere)
- C. Sorts objects by common properties (e.g., color, size, shape)
- D. Counts more than two objects
- E. Adds or subtracts by joining or separating groups of objects
- F. Adds and/or subtracts using numerals
- G. Forms groups of objects for multiplication or division
- H. Multiplies and/or divides using numerals
- I. Uses an abacus
- J. Uses a calculator
- K. Tells time using an analog or digital clock
- L. Uses common measuring tools (e.g., ruler or measuring cup)
- M. Uses a schedule, agenda, or calendar to identify or anticipate sequence of activities

Writing Skills

Indicate the highest level that describes the student’s writing skills. Choose the highest level that the student has demonstrated even once during instruction, not the highest skill demonstrated consistently.

Writing includes any method the student uses to write using any writing tool that includes access to all 26 letters of the alphabet. Examples of these tools include paper and pencil, traditional keyboards, alternate keyboards and eye-gaze displays of letters.

- A. Writes paragraph length text without copying using spelling (with or without word prediction)
- B. Writes sentences or complete ideas without copying using spelling (with or without word prediction)
- C. Writes words or simple phrases without copying using spelling (with or without word prediction)
- D. Writes words using letters to accurately reflect some of the sounds
- E. Writes using word banks or picture symbols
- F. Writes by copying words or letters

G. Scribbles or randomly writes/selects letters or symbols

Science Skills—ENTIRE SECTION IS REQUIRED

Science skills: MARK EACH ONE to show how consistently the student uses each skill.

1) 0%–20% of the time—Almost never, 2) 21%–50% of the time—Occasionally, 3) 51–80% of the time—Frequently, 4) More than 80% of the time—Consistently

If the student previously demonstrated and no longer receives instruction, mark “More than 80%.”

- A. Sorts objects or materials by common properties (e.g., color, size, shape)
- B. Identifies similarities and differences
- C. Recognizes patterns
- D. Compares initial and final conditions to determine if something changed.
- E. Uses data to answer questions.
- F. Identifies evidence that supports a claim.
- G. Identifies cause and effect relationships.
- H. Uses diagrams to explain phenomena.

End of Survey

SPRING ASSESSMENT: TESTLET ASSIGNMENT

The adaptive algorithm will assign five testlets in each subject area to each student during the spring assessment. The system will use a student’s history in ITI (from the instructionally embedded assessment window) to assign testlets based on what the student has already done.¹⁵

The system chooses EEs from the blueprint to deliver the five testlets in each subject. The system will choose one testlet at a time, from each criterion defined for the blueprint. A criterion is defined by the coverage requirement (how many EEs, of what type, and in which group of available content). The image below shows a snapshot of a blueprint with one criterion selected.

Conceptual Area	EE	Description
ELA.C1.1	All students are assessed in this EE for C1.1	
	EE.RI.7.5	Determine how a fact, step, or event fits into the overall structure of the text.
ELA.C1.2	Choose at least three EEs in C1.2 (at least one RL and one RI)	
	EE.RL.7.1	Analyze text to identify where information is explicitly stated and where inferences must be drawn.
	EE.RL.7.2	Identify events in a text that are related to the theme or central idea.
	EE.RL.7.4	Determine the meaning of simple idioms and figures of speech as they are used in a text.
	EE.RI.7.1	Analyze text to identify where information is explicitly stated and where inferences must be drawn.
	EE.RI.7.2	Determine two or more central ideas in a text.
	EE.RI.7.4	Determine how words or phrases are used to persuade or inform a text.
	EE.RI.7.6	Determine an author’s purpose or point of view.
	EE.RI.7.8	Determine how a claim or reason fits into the overall structure of an informational text.
ELA.C1.3	Choose at least two EEs in C1.3, including at least one RL and one RI.	
	EE.RL.7.3	Determine how two or more story elements are related.
	EE.RL.7.5	Compare the structure of two or more texts (e.g., stories, poems, or dramas).
	EE.RI.7.3	Determine how two individuals, events or ideas in a text are related.
	EE.RI.7.9	Compare and contrast how different texts on the same topic present the details.
ELA.C2.1	All students are assessed in five of these EEs through the writing assessment.	
	EE.L.7.2.a	Use end punctuation when writing a sentence or question.
	EE.L.7.2.b	Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
	EE.W.7.2.a	Introduce a topic and write to convey ideas and information about it including visual, factual, or multimedia information as appropriate.
	EE.W.7.2.b	Provide facts, details, or other information related to the topic.
	EE.W.7.2.d	Select domain-specific vocabulary to use in writing about the topic.

ADAPTIVE ALGORITHM

- The system will go through each criterion, one at a time.
- If the blueprint has fewer than five criteria on a blueprint, the system will pick once from each criterion and then select the remaining testlets from areas where there are still EEs are still available.
- The system will pick testlets for EEs on which the student was previously assessed unless the student was not fully assessed during instructionally embedded assessment.

¹⁵ The first testlet for spring science assessments is assigned based on the student’s First Contact survey. Nine testlets will be assigned, one at a time with each subsequent testlet based on the adaptive algorithm.

Take an example from seventh grade English language arts. The full blueprint is in the following table. Four total criteria must be met, one for each of several conceptual areas. However, two conceptual areas have no choice of EEs (1.1 and 2.1) and two conceptual areas have choices (1.2 and 1.3).

Seventh Grade ELA Blueprint

Conceptual Area	EE	Description
ELA.C1.1	All students are assessed in this EE for C1.1.	
	EE.RI.7.5	Determine how a fact, step, or event fits into the overall structure of the text.
ELA.C1.2	Choose at least three EEs in C1.2 (at least one RL and one RI)	
	EE.RL.7.1	Analyze text to identify where information is explicitly stated and where inferences must be drawn.
	EE.RL.7.2	Identify events in a text that are related to the theme or central idea.
	EE.RL.7.4	Determine the meaning of simple idioms and figures of speech as they are used in a text.
	EE.RI.7.1	Analyze text to identify where information is explicitly stated and where inferences must be drawn.
	EE.RI.7.2	Determine two or more central ideas in a text.
	EE.RI.7.4	Determine how words or phrases are used to persuade or inform a text.
	EE.RI.7.6	Determine an author's purpose or point of view.
	EE.RI.7.8	Determine how a claim or reason fits into the overall structure of an informational text.
ELA.C1.3	Choose at least two EEs in C1.3, including at least one RL and one RI.	
	EE.RL.7.3	Determine how two or more story elements are related.
	EE.RL.7.5	Compare the structure of two or more texts (e.g., stories, poems, or dramas).
	EE.RI.7.3	Determine how two individuals, events or ideas in a text are related.
	EE.RI.7.9	Compare and contrast how different texts on the same topic present the details.
ELA.C2.1	All students are assessed in five of these EEs through the writing assessment.	
	EE.L.7.2.a	Use end punctuation when writing a sentence or question.
	EE.L.7.2.b	Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
	EE.W.7.2.a	Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
	EE.W.7.2.b	Provide facts, details, or other information related to the topic.
	EE.W.7.2.d	Select domain-specific vocabulary to use in writing about the topic.

HINT: Writing will always be assessed as one of the five testlets during spring assessment. The writing testlet covers multiple EEs and is required for all students.

Imagine three students who enter the spring assessment with different prior DLM alternate assessment experiences. The table below shows an example of how each student might receive the first four testlets.

Conceptual Area	Student 1	Student 2	Student 3
	Completed all blueprint requirements during instructionally embedded assessment	Completed some blueprint requirements during instructionally embedded assessment (criteria for 1.1 and 1.2)	Completed none of the blueprint requirements during instructionally embedded assessment
Testlet 1 (1.1)	EE.RI.7.5 Linkage level assigned based on performance during instructionally embedded assessment	EE.RI.7.5 Linkage level assigned based on performance during instructionally embedded assessment	EE.RI.7.5 Linkage level assigned based on First Contact survey information
Testlet 2 (1.2)	Random choice from the student's previously tested EEs Linkage level assigned based on performance on testlet 1	Random choice from the student's previously tested EEs Linkage level assigned based on performance on testlet 1	Random choice from all EEs available for 1.2. Linkage level assigned based on performance on testlet 1
Testlet 3 (1.3)	Random choice from the student's previously tested EEs Linkage level assigned based on performance on testlet 2	Random choice from all EEs available for 1.3 Linkage level assigned based on performance on testlet 2	Random choice from all EEs available for 1.3 Linkage level assigned based on performance on testlet 2
Testlet 4 (1.4)	Writing testlet (covers all EEs in this criterion) Linkage level assigned based on performance on testlet 3	Writing testlet (covers all EEs in this criterion) Linkage level assigned based on performance on testlet 3	Writing testlet (covers all EEs in this criterion) Linkage level assigned based on performance on testlet 3

At this point, all four criteria have been covered once and all students still need their fifth testlet. Only conceptual areas 1.2 and 1.3 still have testlets available. The table below explains how the fifth testlet is chosen for each student.

Conceptual Area	Student 1 Completed all blueprint requirements during instructionally embedded assessment	Student 2 Completed some blueprint requirements during instructionally embedded assessment (criteria for 1.1 and 1.2)	Student 3 Completed none of the blueprint requirements during instructionally embedded assessment
Testlet 5	Random choice from 1.2 or 1.3 Random choice from the student's previously tested EEs in that conceptual area Linkage level assigned based on performance on testlet 4	Random choice from 1.2 or 1.3 Random choice from the student's previously tested EEs in that conceptual area (if 1.2) or from available EEs (if 1.3) Linkage level assigned based on performance on testlet 4	Random choice from 1.2 or 1.3 Random choice from available EEs Linkage level assigned based on performance on testlet 4

STATE APPENDICES

DOCUMENT HISTORY

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

Date	Section Name/ Summary of Changes	Starting Page
11/09/2016	Changed URLs to match the updated DLM website	Throughout
	Video-Based Testlets section added	49
10/10/2016	Updates to Science	Throughout
9/26/2016	KITE Client Update Message	22
	Educator Portal Access Restriction Message	42
9/13/2016	Insertion of Note regarding Not Applicable status on First Contact Survey	103
08/25/16	Field Test Testlets	28

PROJECT BRIEF

Individual Education Programs Based on the DLM Essential Elements

AUTHOR(S): DYNAMIC LEARNING MAPS CONSORTIUM

KEY POINTS

Students with significant cognitive disabilities who participate in DLM Alternate Assessments access grade-level content standards through DLM EEs. The entire set of EEs is a key part of any student's educational program, but IEPs based on the EEs will specify the critical areas for which students require specialized instruction.

Standards-based IEPs link a student's educational program to grade-level content standards and the EEs. An IEP may include goals directly tied to grade-level expectations or important functional skills and concepts.

IEPs for students who participate in the DLM alternate assessment will include:

- » a statement of the present level of academic achievement and functional performance,
- » annual IEP goals that address DLM Conceptual Areas and EEs where gaps in student achievement have been identified, and
- » benchmarks or objectives aligned with and based on grade-level EEs and annual goals.

FURTHER INFORMATION

DLM Professional Development Module, [Individual Education Programs Based on the DLM Essential Elements](#).

Individual Education Programs (IEPs) are mandated by law for students receiving special education services in U.S. public schools. IEPs must include a statement of the child's present levels of academic achievement and functional performance, including information regarding how the child's disability affects involvement and progress in the general education curriculum. An IEP also includes academic and functional measurable annual goals designed to enable the child's access to general education curriculum. For children with disabilities who take alternate assessments, the law also requires benchmarks or short-term objectives.

STANDARDS-BASED IEPs

In creating standards-based IEPs, teams identify gaps between students' present levels of academic achievement and functional performance and grade-level standards. For students participating in DLM alternate assessments, the DLM Essential Elements (EEs) serve as links to grade-level standards.

Starting with DLM EEs enables teams to identify content critical to each student's progress toward grade-level content standards. DLM EE-based IEPs promote a single educational system and single set of standards for all students. Connecting the IEP to DLM EEs also encourages higher academic expectations for students with the most significant cognitive disabilities. IEPs thus developed and implemented improve students' chances for receiving specifically designed instruction linked to grade-level content standards and appropriate accommodations to support achieving grade-level expectations.

VARIATIONS ACROSS STATES

Each state has its own rules that teams should follow when determining the specific format of DLM EE-aligned IEPs. IEP teams should contact their state education agencies for specific regulations and additional information; however, teams will find the following six-step process helpful in writing IEP goals, even taking these variations into consideration.

FOCUSING THE IEP

Student goals and objectives should build on current strengths and address needs identified in present level of academic and functional performance statements. Goals and objectives or benchmarks are informed by and linked to the DLM EEs, but are *not* restatements of them. Further, IEP goals do not replace or comprise a student's curriculum. By law, all students must have access to all grade-level standards; instruction for all students targets the entire set of grade-level EEs, and IEPs detail specialized instruction students require for success. When appropriate, IEPs should include goals and objectives reflecting general functional or life skills in addition to goals linked to grade-level EEs.

It is typically not feasible to develop goals for all grade-level EEs that require specialized instruction. Starting with the DLM Conceptual Areas automatically reduces the number of possible goals from the dozens of EEs at each grade level to a maximum of nine conceptual areas in mathematics and nine in English Language Arts. The DLM Conceptual Areas are linked to understanding how learning develops in reading and mathematics and they allow the IEP team to develop goals and objectives based on important domains of knowledge, skills, and understanding that are most likely to maximize progress in the general education curriculum. The goals will be based on the team's best estimate of how far a student can advance, given specially designed instruction and accommodations, within the year that the IEP is in place.

A SIX-STEP PROCESS FOR IEPs BASED ON DLM EEs

1. **Review grade-level DLM EEs.** Become familiar with the entire EE set to understand the breadth and depth of content appropriate for each student's grade level.
2. **Examine data to determine where each student functions relative to DLM EEs.** Use data from a variety of sources including classroom observations, work samples, formal or informal assessments, and input from the parent and student. Grade-level EEs are the target for the end of the year. Consider this when identifying gaps between present level of academic achievement and grade-level EEs. Will a gap still exist at the end of the year? If not, then specialized instruction with an associated IEP goal is not required.
3. **Use DLM Claims and Conceptual Areas to help set priorities for annual goals.** EEs are clustered into Conceptual Areas, which in turn comprise Claims. For each student, teams can identify Conceptual Areas where gaps cluster and determine which are most critical. Prioritizing Conceptual Areas then leads to specific DLM EEs that require focused, specialized instruction to help the student accelerate learning and close critical gaps.
4. **Develop statements of present level of academic achievement and functional performance based on student strengths and needs relative to the selected DLM EEs.** The DLM EEs align directly to general education curriculum. Thus, the statement should describe how a child's disability affects his/her involvement and progress toward the EEs and in general education curriculum.
The statement is the foundation step toward developing DLM EE-based IEPs. The statement of present level of academic achievement and functional performance should be data-based and specific enough to serve as a baseline for developing IEP goals, and determining accommodations, supplementary aids and services, and program supports.
5. **Develop measurable annual goals aligned with selected Claims and Conceptual Areas.** The *Individuals with Disabilities Education Act (IDEA)* requires teams to include measurable annual goals in each IEP. The law requires that each IEP include measurable academic and functional annual goals designed to address needs resulting from each child's disability and to enable that child's involvement and progress in the general education curriculum. The IEP must also meet all other educational needs arising from the child's disability.
6. **Develop benchmarks and/or short-term objectives aligned with the DLM EEs.** IDEA requires that IEPs for students participating in the DLM Alternate Assessment must also include a description of either benchmarks or short-term objectives for each annual goal. Individual states have determined whether or not to extend this requirement to all IEPs. Every team member should be familiar with specific state requirements while considering the process described here and supporting professional development materials offered by the DLM Consortium. This applies to the use of benchmarks or short-term objectives and other aspects of the IEP.



PROJECT BRIEF

Instructionally Embedded Assessments

AUTHOR(S): *Russell Swinburne Romine, Laura Santamaria*

KEY POINTS

Instructionally embedded assessments are used regularly throughout the year so that testing informs teaching and benefits student learning.

To be effective, these assessments must be

- » short,
- » clear, and
- » actionable.

In alternate assessments for students with significant cognitive disabilities, instructionally embedded assessments allow teachers and students

- » more flexibility to meet Individual Education Plans (IEPs),
- » more opportunities to develop learning strategies, and
- » less stress around demonstrating knowledge.

The greatest benefits from instructionally embedded assessments are **flexibility** and **immediate feedback** for both teacher and student.

In the Dynamic Learning Maps[®] Alternate Assessment (DLM[®]), instructionally embedded assessments are one option to assist teachers in making instructional decisions for their students.

As teachers and students strive to improve, instructionally embedded assessments can be key tools in defining the path forward. This assessment type allows students with significant cognitive disabilities to demonstrate knowledge so that teachers will know whether or not they can continue with instruction in a certain topic. Instructionally embedded assessments based on cognitive models supported by research are important for teacher, parent, and student understanding of how instruction is proceeding.

OVERVIEW

Instructionally embedded assessments help teachers to understand students' progress by integrating ongoing data collection with classroom instruction. To move away from the "teaching to the test" mentality, instructionally embedded

assessments are designed to be short, relevant, engaging, and to provide useful information about what students know and can do relative to grade-level standards. Unlike traditional summative assessments, instructionally embedded assessments can be delivered frequently as a part of regular instructional routines and can collect data that can be

used for accountability purposes over time. In this way, instructionally embedded assessments are similar to interim assessments, though they are not designed to predict a specific outcome on a later summative test. Use of instructionally embedded assessments regularly supports teachers in making specific decisions about learning for each individual student.

CHALLENGES

Large-scale assessments are often viewed as incapable of addressing individual student needs, especially for those with significant cognitive disabilities. Many consider these assessments inflexible due to the attempt to canvass a large overall population and cover a significant breadth of content in a short amount of time. Similarly, instructionally embedded assessments, when done on a large scale, may be challenging to implement due to pushback from educators and parents. Many may view any large-scale assessments as a waste of valuable classroom time,

Teachers can provide targeted, individualized assistance to students to help them achieve educational goals.

RELEVANCY

For students with significant cognitive disabilities (SCD), instructionally embedded assessments can provide timely measures of what they know and can do on a flexible schedule matched to their individual learning. Students with SCD often have challenges related to working and short-term memory, as well as meta-cognition (Kleinert, Browder, and Towles-Reeves, 2009). The unique benefit of these assessments for this population is the ability to provide individualized feedback to address each student's needs. Special education teachers can apply findings from the assessments to classroom activities immediately, pinpointing where a student may have misunderstood a topic and reducing instructional time spent on topics the student already understands. In this way, instructionally embedded assessments are similar to what has been described as assessment for learning (Heritage, 2007).

FURTHER INFORMATION

- » Heritage, M. (2007). Formative assessment: What do teachers need to know and do? *Phi Delta Kappan*, 89, 140-145.
- » Stiggins, R. J. (2006). *Balanced assessment systems: Redefining excellence in assessment*. Princeton, NJ: Educational Testing Service.
- » Perie, M., Marion, S., Gong, B., & Wurtzel, J. (2007). *The role of interim assessments in a comprehensive assessment system: A policy brief*. Washington, DC: The Aspen Institute
- » Kleinert, H. L., Browder, D. M., & Towles-Reeves, E. A. (2009). Models of cognition for students with significant cognitive disabilities: Implications for assessment. *Review of Educational Research*, 79, 301-326.
- » Rose, D., & Meyer, A. (2000). Universal design for individual differences. *Educational Leadership*, 58(3), 39-43.

arguing that the time would be better spent on more traditional teaching for the population, such as life and work skills instruction. According to research (Rose and Meyer, 2000), however, students who take alternate assessments are capable of learning academic content when material is presented accessibly, and instructionally embedded assessments can help teachers to better differentiate instruction for individual students.

BENEFITS

Instructionally embedded assessments are more flexible than other types of large-scale assessments, such as traditional multiple-choice end-of-year exams. Teachers can adjust their teaching based on the outcome of the smaller instructionally embedded assessments before students have persisted with misconceptions about the academic concept. These types of assessments pinpoint students' lack of understanding, promoting individualized learning that benefits both the general population and students with SCD.

Instructionally embedded assessments give timely feedback, allowing for fast, readily actionable interventions and avoiding long-term misconceptions. Teachers receive an authentic snapshot of a student's progress, leading to a comprehensive view of a student's achievements throughout the year. Instructionally embedded assessments are tools that teachers can use in order to provide targeted, individualized assistance to all students to help them achieve rigorous, relevant educational goals.

DLM® ALTERNATE ASSESSMENT

In the Dynamic Learning Maps® (DLM®) Alternate Assessment System, one of the assessment options is a set of instructionally embedded "testlets." A testlet is a small group of assessment items, sharing an engagement activity and a common context, delivered as a single unit. Many mathematics testlets can be administered in less than 5 minutes. Most ELA testlets take 5-10 minutes to administer. Students complete instructionally embedded testlets in a specially designed, accessible, computer-based environment that allows instructors to choose content included on the student's Individual Education Plan (IEP) and the assessment blueprint at an appropriate level of complexity. The system-recommended complexity level is determined by teacher responses to the First Contact survey, which is an inventory of learner characteristics in a variety of areas, including communication and academic skills. Three sections of the First Contact survey are used to provide an optimal recommended match between student and testlet during the initial DLM testing experience: Expressive Communication, Reading Skills, and Math Skills. As students use the instructionally embedded assessments, teachers can use information to make instructional decisions based on student performance over time. Unlike many traditional alternate assessments based on alternate academic achievement standards, this method both meets the need for summative data on learning outcomes and provides the flexibility needed for teachers to help students learn and grow at their own pace.

KITE Client – Bandwidth Requirements

During testing, the KITE Client communicates with our servers, both retrieving test questions and sending student responses.

Internet Speeds

Internet speed is typically measured in kilobits per second (kbps) or megabits per second (mbps). Note that line speed and amount of bandwidth actually available for transferring data are rarely the same. Because of multiple factors, including network configuration, other data needs, and latency, most locations find that only a percentage of their internet connectivity is actually available to transfer data at any given time.

Data Transfer Rates

Some internet service providers (ISPs) may describe bandwidth in terms of data transfer rates rather than internet speed. Data transfer rates are usually measured in kilobytes per second (KBps) or megabytes per second (MBps). To compare data transfer rates to internet speed, you may convert kilobytes per second (KBps) to megabits per second (mbps) using the following formula: $\text{KBps} \times 0.008 = \text{mbps}$. For convenience, we have listed the internet speed requirements below along with the closest commonly referenced data transfer rates in parenthesis.

Number of Students	Minimum megabits per second	Recommended megabits per second
1	3 mbps (about 384 kilobytes per second)	5 mbps (about 512 kilobytes per second)

Hint: Multiply mbps by number of students testing at the same time.



DYNAMIC®
LEARNING MAPS

ACCESSIBILITY MANUAL 2016-17

Publication Date: 09/26/2016

All screenshots, data dictionaries, and templates shown or referred to in this manual are accurate on the Publication 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.

Wells-Moreaux, S., Bechard, S., & Karvonen, M. (2016). *Accessibility Manual for the Dynamic Learning Maps® Alternate Assessment, 2016-2017*. Lawrence, KS: The University of Kansas Center for Educational Testing and Evaluation.

A special thanks to our state partners who provided helpful feedback and to Pat Almond for her assistance with conceptualizing accessibility for the Dynamic Learning Maps® Alternate Assessment System. We are grateful for your time and efforts to improve this document.

FINDING HELP

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

ACCESSIBILITY MANUAL 2016-17

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OVERVIEW

AUDIENCE AND PURPOSE

The Accessibility Manual for the Dynamic Learning Maps® (DLM®) alternate assessment provides guidance to state leaders, district staff, educators, and Individualized Education Program (IEP) teams on the selection and use of the accessibility supports available in the Dynamic Learning Maps system. Informed decision making regarding accessibility is critical to ensure successful and effective participation in the assessment. Educators should understand the full scope of accessibility provided through the DLM assessment design, the supports available via the online KITE® Client interface, and the supports allowed offline so that educators can determine the most appropriate access for each student. Decision-making teams can use this manual to assist with the selection, provision, implementation, and evaluation of accessibility supports in the DLM alternate assessment. Additional procedural information on manipulatives, braille testlets, language translation, and sign language is provided in the TEST ADMINISTRATION MANUAL and the EDUCATOR PORTAL USER GUIDE, is available on the DLM website.

For instructions on selecting the supports appropriate for each student inside Educator Portal, see the EDUCATOR PORTAL USER GUIDE.

WHAT'S NEW IN THIS VERSION?

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

Topic	Starting Page
September Software Release Updates	Throughout

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

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 English language arts (ELA), mathematics, and science¹ in grades 3–8 and high school.² 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.

The DLM Alternate Assessment System includes computer-based assessments and an online dashboard for educators to manage student information. The DLM assessments can be administered on a variety of devices.

As DLM technology personnel, you will support the technology needs of test administrators and students who participate in the DLM alternate assessments.

In order to determine the accessibility supports needed for each student, educators should understand how the DLM alternate assessment is designed for accessibility from the beginning and how accessibility supports can be customized.

¹ Science is available in some states.

² Each state determines the required high school grades.

ACCESSIBILITY BY DESIGN

ACCESSIBLE CONTENT

Accessible content is essential to student success. The DLM Alternate Assessment Consortium has created accessible content by developing testlets at various complexity levels, multiple and alternate pathways to the nodes (the individual skills and understandings identified in ELA, mathematics, and science), by creating item-writing guidelines based on universal design, and by using appropriately leveled vocabulary. Universal Design for Learning (UDL) is a scientifically valid framework for guiding education practice that (a) provides flexibility in the ways students respond, demonstrate knowledge and skills, and engage with the content, and (b) reduces barriers in instruction, provides appropriate challenges, accommodations, and supports, and maintains high achievement expectations for all students, including students with the most significant cognitive disabilities and students who have limited English proficiency (Higher Education Opportunity Act, [HEOA, P.L. 110-315, §103(a)(24)]). UDL is a framework critical to understanding how students with the most significant cognitive disabilities can achieve success within content standards.

The DLM technology enriches the interaction between the student and the content by delivering a special user interface. The system uses information the educator or educators provide in the First Contact (FC) survey to route the student to a first testlet that provides an appropriate balance of accessibility and challenge. Challenging, grade-level learning targets are embedded within the DLM maps.

Items in the DLM alternate assessment are grouped together in testlets. A testlet contains between three and nine items aligned to one or more EEs. Testlets allow flexibility in the content complexity level based on the needs of each student. Items in the DLM alternate assessment are built on research-based learning map models that show the relationships between the knowledge and skills necessary to reach the EEs.

For each EE, the DLM alternate assessment provides testlets at several different levels of complexity called linkage levels. There are five linkage levels per EE (see Figure 1). Linkage levels are identified by locating the node(s) in the DLM map section that most closely match the EE. Nodes specify individual skills and understandings that were identified in the research in mathematics and English language arts. Target-level testlets are developed based on these nodes. Then, multiple pathways on the map are carefully inspected to identify nodes that link to the Target level, preceding and extending beyond it. Linkage levels identify significant milestones en route to the knowledge and skills described by the EE, specifying where a student is in relationship to that grade-level target.

The least complex of the linkage levels is called the Initial Precursor. Testlets developed at the Initial Precursor level often reflect foundational nodes in the DLM map, which are skills and understandings necessary for learning subsequent academic content (e.g., “focus attention”). Testlets at this level are typically intended for students who do not yet have symbolic communication. Initial Precursor testlets are usually administered by the test administrator, who observes the student’s behavior as directed by the instructions within the testlet and then records the student’s responses in KITE Client.

There are two additional linkage levels between the Initial Precursor and the Target: the Distal Precursor and the Proximal Precursor. These linkage levels reflect nodes along the multiple pathways in the DLM map that extend down from the Target to the Initial Precursor as demonstrated in Figure 1.

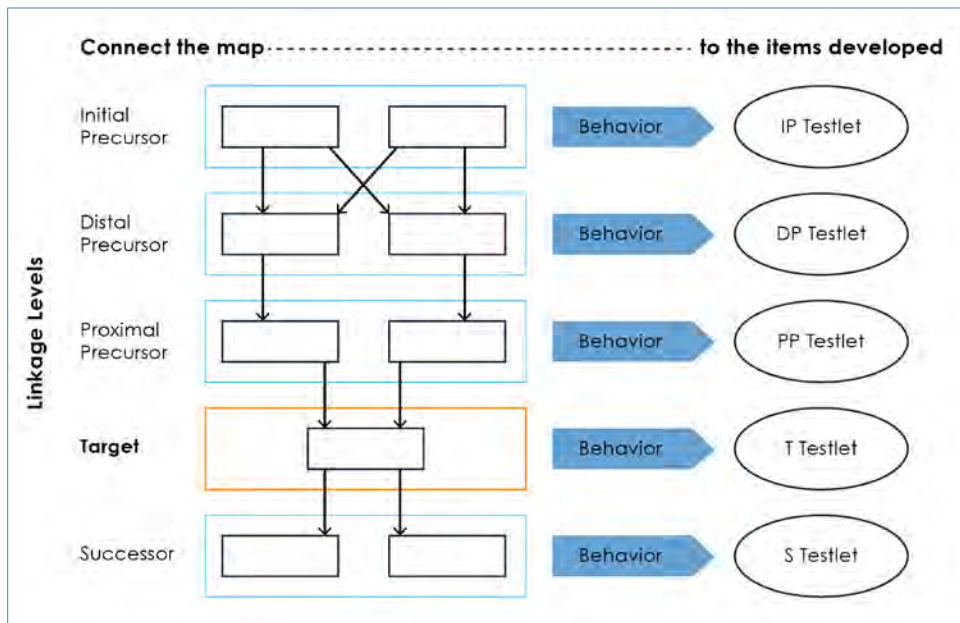


Figure 1. Linkage levels determine testlet development contents.

Finally, testlets written at the Successor linkage level are designed to give students the opportunity to progress beyond the Target and toward content in the general education grade-level standard.

Information gathered in the First Contact survey and the ongoing performance by the student determine which linkage level(s) of complexity are most accessible and appropriate for each student.

ACCESSIBLE DELIVERY

Testlets are delivered differently in ELA, mathematics, and science based on research of effective instructional practices for students with the most significant cognitive disabilities. Within ELA, reading testlets are designed around texts that are adapted from grade-level themes. The texts’ content provides an appropriate level of challenge

but is reduced in depth, breadth, and complexity from grade-level texts. The DLM texts are written to support assessment of the specific knowledge and skills described in the nodes.

During a reading testlet, students participate in two readings of a text. The first reading is a shared reading activity that familiarizes students with the entire text and serves as an engagement activity. The second reading includes items appropriately embedded within the text as well as items placed at the end of the text when necessary. Embedded items reduce cognitive load and reliance on long-term memory.

During writing assessments, the test administrator follows a standardized procedure in which the student selects a topic and writes about the selected topic. A series of screens in KITE Client leads the student and test administrator through various stages of the writing process. There are two types of writing testlets: emergent writing and conventional writing. In both types of writing testlets, students work outside of KITE Client, using orthography-based tools used for writing in everyday instruction. Students should use standard pens, pencils, keyboards, or other tools that offer access to all 26 letters of the alphabet. The test administrator observes the student's writing and responds to items about the student's writing in the testlet in KITE Client. See the *TEST ADMINISTRATION MANUAL* for full descriptions.

Mathematics testlets start with an engagement activity designed to activate prior knowledge, prepare students for the cognitive process required in the items, and/or provide a context for the items. The engagement activity does not include any items or require a response. Mathematics testlets are built around a common scenario in order to investigate related facets of student understanding of the targeted content.

Science testlets are provided for elementary school, middle school, and high school grade bands at Target, Precursor, and Initial levels. The testlet engagement activities are similar to the English language arts and mathematics engagement activities. The first presentation familiarizes the student with the text. The second presentation has embedded items within and/or at the end of the activity. Other testlets have a short engagement activity or context presented once and items are at the end of the activity. Science testlets begin with an engagement activity just like testlets in ELA and math. These engagement activities are designed to motivate students, provide a context, and activate prior knowledge. Science testlets may be designed around a science story featuring an experiment or classroom activity that is presented twice with items embedded within the second presentation of the activity and/or with the items presented at the end of the second presentation. For shorter science stories, testlets may simply provide a context for the items. In this case, the science story is presented a single time and all items appear at the conclusion of the activity.

Testlets are delivered and responses are collected in two general ways. Most testlets are designed for direct student interaction via computer. This format is based on educator survey information, revealing that students can interact with the computer

independently, using special devices such as alternate keyboards, touch screens, or switches. In some instances, the student may need support from the test administrator to interact with the computer. For example, a technology-enhanced item may require a physical manipulation that is difficult for the student to manage. While most items are in a multiple choice format, technology-enhanced items are used on a limited basis for items that require certain types of skills, such as sorting or matching. Item types in computer-delivered testlets are shown in Figures 2, 3, 4, 5, and 6.

ITEM TYPES

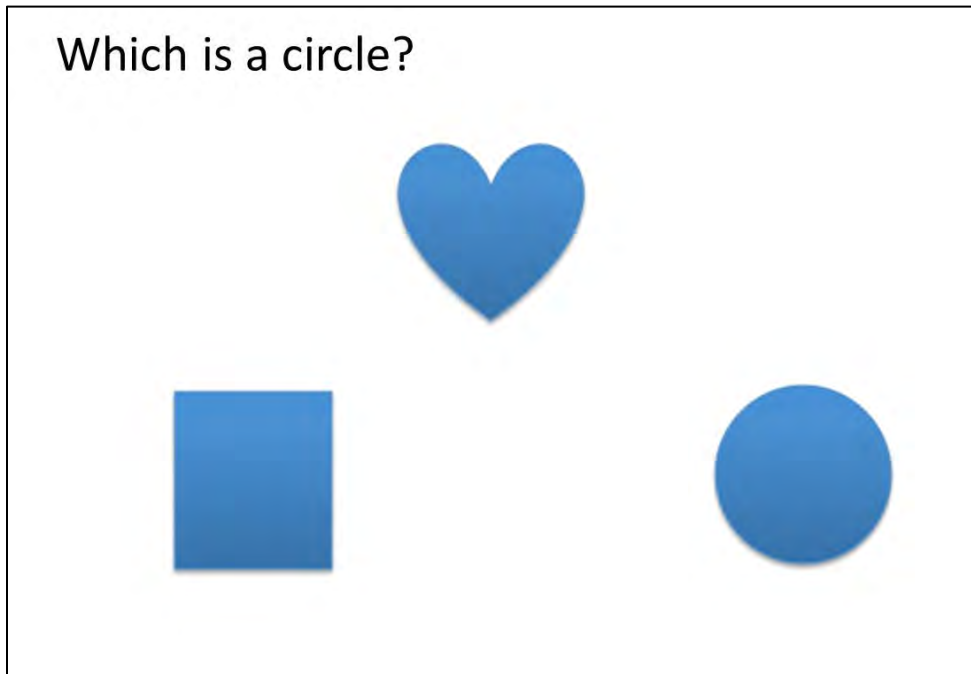


Figure 2. Single-select and multi-select multiple choice, with text or images as response options.

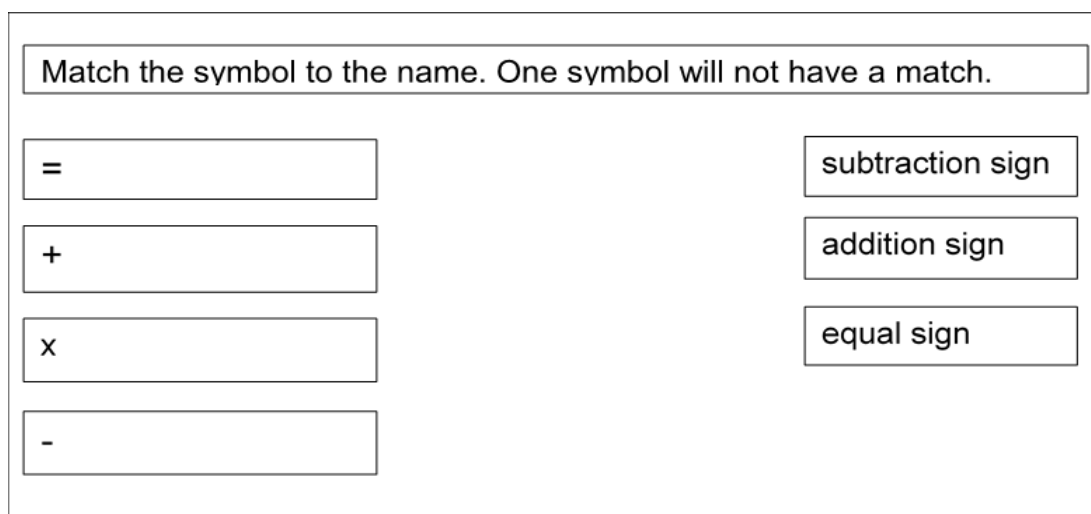


Figure 3. Matching items from two lists.

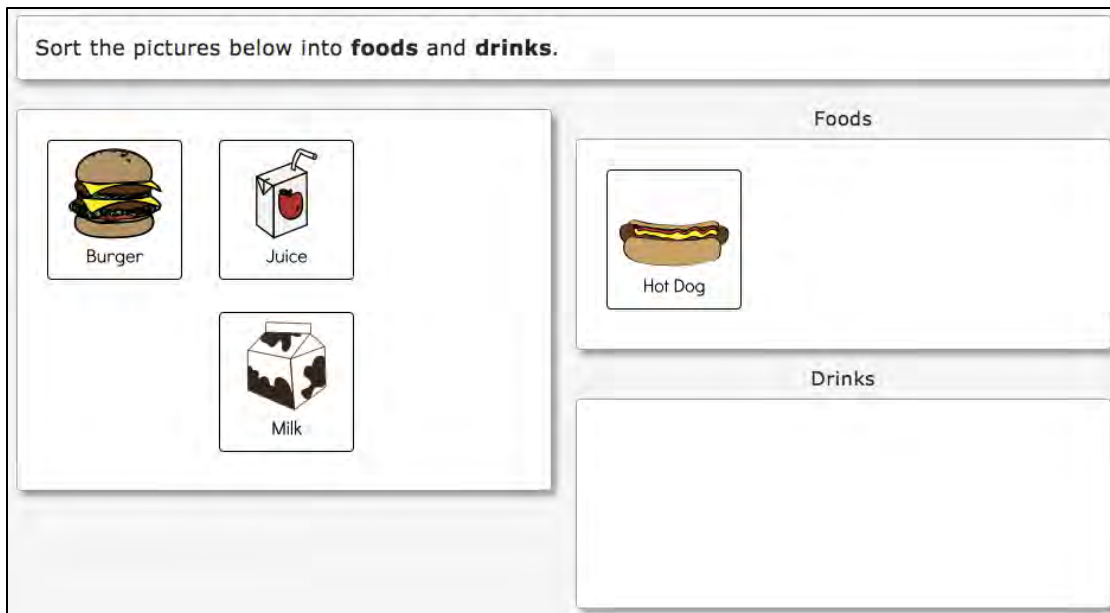


Figure 4. Sorting items into categories by selecting images and placing them in the appropriate box.



Figure 5. Selecting the appropriate word, phrase, or sentence in a short passage to respond to an item.

Some testlets are designed so educators can administer them outside KITE Client, with step-by-step guidance provided in the testlet. Then the test administrator records responses in KITE Client, rather than the student recording his or her own responses. An item from a teacher-administered testlet at the Initial Precursor linkage level is shown in Figure 6.

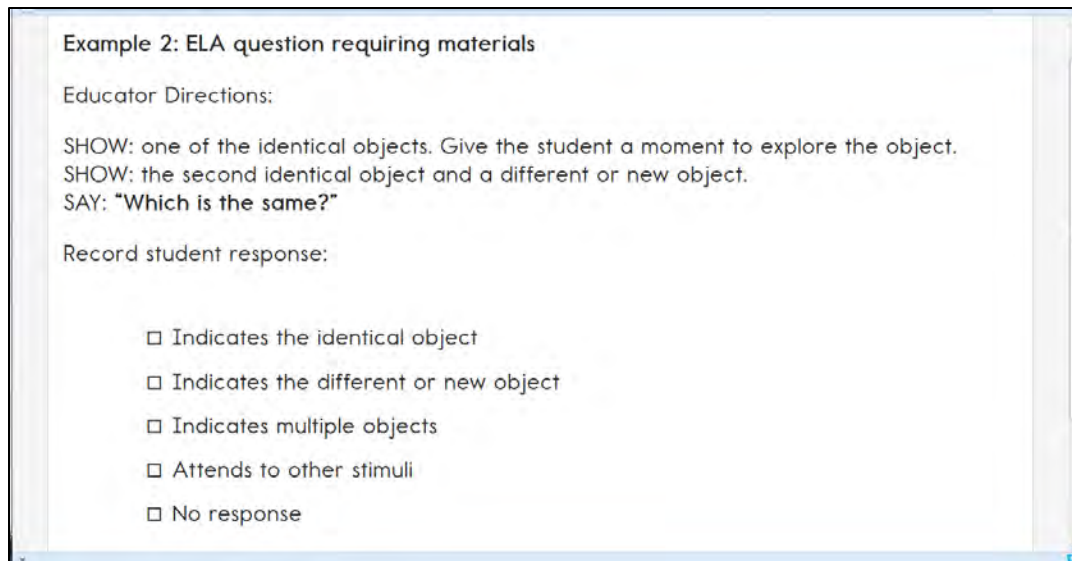


Figure 6. Educator observation item where the test administrator interacts directly with the student and reports the student's response into KITE Client.

CUSTOMIZATION FOR EACH STUDENT

Two sources of information provide access to assessment: the Access Profile (AP) and the First Contact survey. The content from the Access Profile informs KITE Client how to customize each student's assessment experience and which assessment form to deliver from the appropriate linkage level (i.e., level of complexity).

Educators use the Access Profile in Educator Portal to select the appropriate accessibility supports within the system, and thus tailor each student's assessment experience based on individual needs. Best practice is for test administrators to complete the Access Profile before assessment begins. The Access Profile can also be adjusted as a student's needs change, even during an assessment window. Category 1 supports such as display enhancements or Text-to-Speech can be changed at any time, even in the middle of a testlet.

The process for changing Category 1 supports:

- While a testlet is in progress, if the supports are negatively affecting the student's experience and ability to answer questions, click on **EXIT DO NOT SAVE**. The testlet will end without saving any answers.
- The test administrator will then change and save the new Category 1 support choices in the Access Profile.
- After a period of 15 minutes, the student can log in to KITE Client again and see the same testlet, but now with the new, more appropriate Category 1 support options.

NOTE: EXIT DOES NOT SAVE is not allowed in some states. Consult with your assessment coordinator before using this option. The best practice is to use the practice testlets with the student prior to test administration so the student is able to try out the Access Profile supports.

Category 2 supports require additional tools/materials such as braille and single and two-switch scanning. These can also be changed, but unlike Category 1, these changes cannot be made in the middle of an assessment session. If the test administrator determines that Category 2 options need to be changed, the following process must be followed:

- The student must continue and submit the current testlet in which he/she is testing.
- The test administrator will then change and save the new Category 2 support choices in the Access Profile.
- After a period of 15 minutes, when the next testlet is presented, the new Category 2 supports will be available.

See Table 1. Accessibility Supports of the DLM Assessment System on page 19.

The FC survey is completed prior to assessment administration and is used to determine the initial placement of the student into the assessment—in other words, the best linkage level to deliver the first assessment. Instructions on how to fill out the FC survey are located in the EDUCATOR PORTAL USER GUIDE.

The access supports in the Access Profile are listed in five tabs: Summary, Display Enhancements, Language & Braille, Audio & Environment Support, and Other Supports. The Access Profile is not unique to the DLM alternate assessment; it is used for different assessment programs and follows industry standards for computer access. As a result, some supports are not relevant to the DLM alternate assessment, as shown in the instructions in the following section. All non-applicable supports have been deactivated in the system. Figure 7 shows a screenshot of the summary page, and the accessibility tabs in the Access Profile.

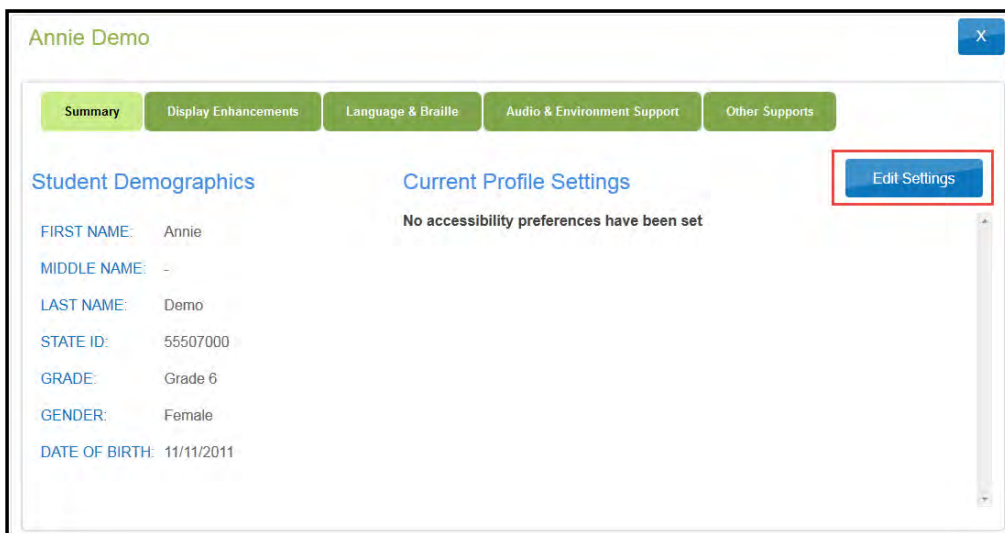


Figure 7. Accessibility supports tabs.

SIX STEPS TO CUSTOMIZE DLM ACCESSIBILITY SUPPORTS FOR STUDENTS

This section presents a six-step process for IEP teams, general and special education educators, test administrators, and district-level assessment staff to use in the selection, administration, and evaluation of the accessibility supports used in KITE Client by students with the most significant cognitive disabilities.

- Step 1: Include Eligible Students in the DLM Alternate Assessment
- Step 2: Learn About the Accessibility Supports and what the DLM Alternate Assessment Provides
- Step 3: Discuss and Select Appropriate Supports: Considerations for IEP Teams
- Step 4: Selecting and Viewing Supports in the KITE System
- Step 5: Prepare for the Assessment: Using the Chosen Accessibility Supports
- Step 6: Evaluate the Accessibility Supports Used After the Assessment

These six steps are explained in detail in the following sections. Steps 1 through 3 are intended to assist IEP teams in determining the appropriate accessibility supports for eligible students, and Steps 4 through 6 are a guide for the educator or test administrator in entering, using, and evaluating the selected supports.

STEP 1: INCLUDE ELIGIBLE STUDENTS IN THE DLM ALTERNATE ASSESSMENT

PARTICIPATION IN A STATE ASSESSMENT

With legislation's focus on accountability and the inclusion of all students comes the drive to ensure equal access to grade-level content standards. Students with the most significant cognitive disabilities are included in state and district accountability systems in order to receive the benefits gained from participation, such as improved instruction, higher expectations, and involvement in educational reforms (Thurlow et al., 2002). Several important laws require that students with the most significant cognitive disabilities participate in standards-based instruction and assessment initiatives. These include federal laws such as No Child Left Behind of 2001 (NCLB), the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and the Every Student Succeeds Act, which goes into effect in 2017.

PARTICIPATION GUIDELINES

Students with the most significant cognitive disabilities have a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behavior is defined as behavior that is essential for someone to live independently and to function safely in daily life. In other words, the most significant cognitive disabilities impact students both in and out of the classroom. The DLM alternate assessment is designed for students with these significant instruction and support needs.

The DLM alternate assessment provides three general participation criteria.

- The student has a significant cognitive disability. Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.
- The student is primarily instructed using the Essential Elements (EEs) as content standards. Goals and instruction listed in the student's IEP are linked to the enrolled grade-level DLM EEs and address the knowledge and skills that are appropriate and challenging for this student.
- The student requires extensive, direct, and individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum. The student requires extensive, repeated, and individualized instruction and support that is not of a temporary or transient nature, and the student uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

The following are not allowable (or acceptable) considerations for determining participation in the DLM alternate assessment.

1. A disability category or label
2. Poor attendance or extended absences

3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
11. Impact of student results on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

Individual states may set additional eligibility criteria to establish which students are eligible to take the DLM alternate assessment. IEP teams should refer to their state department of education for further guidance in this area.

STEP 2: LEARN ABOUT THE ACCESSIBILITY SUPPORTS

WHAT DOES THE DLM ALTERNATE ASSESSMENT PROVIDE?

This section identifies the accessibility supports available for students taking the DLM alternate assessment and distinguishes between accessibility supports that (1) can be utilized by selecting online supports via the Access Profile, (2) require additional tools or materials, and (3) are provided by the test administrator outside the system. Table 1 shows which supports fall under each of these categories. Each support is described in the following section. If your state requires documentation about certain accessibility supports in the student’s IEP, refer to the State Appendix (if provided) for more information, or contact your state department of education.

Prior to administering the DLM alternate assessment, educators provide information about the accessibility needs for each assessed student. The KITE system stores this information and uses some of it to activate certain supports.

Table 1. Accessibility Supports of the DLM Assessment System

Category 1 Supports Provided in KITE Client Via Access Profile	Category 2 Supports Requiring Additional Tools/Materials	Category 3 Supports Provided Outside the System
<ul style="list-style-type: none"> • Magnification • Invert Color Choice • Color Contrast • Overlay Color • Spoken Audio 	<ul style="list-style-type: none"> • Uncontracted Braille • Alternate Form-Visual Impairment • Single-switch System/Access Profile Enabled • Two-switch System • Individualized Manipulatives • Calculator 	<ul style="list-style-type: none"> • Human Read Aloud • Braille-BVI-Read Aloud • Sign Interpretation of Text • Language Translation of Text • Test Administrator Entering of Responses for Student • Partner-Assisted Scanning (PAS)

SUPPORT CATEGORIES

Category 1 Supports provided within KITE Client via the Access Profile

Online supports include magnification, invert color choice, color contrast, and overlay color. Directions detailing how to select the supports provided by the Access Profile are found in Step 4: Selecting and Viewing Supports in the KITE System.

Educators are advised to test the following options in advance to make sure they are compatible and provide the best access for students. See the Guide to Practice Activities and Released Testlets on the DLM website (<http://www.dynamiclearningmaps.org>) for more information.

- **Magnification:** Allows educators to choose the amount of screen magnification during assessment. Educators can choose between a magnification of 2x, 3x, 4x, or 5x. Without magnification, the font is Report School, size 22. Scrolling may be required when the level of magnification is increased because the entire item will no longer be visible on the screen. This will vary based on the level of magnification, the amount of content in the item, and the size of the screen.
- **Invert Color Choice:** Makes the background color black and the font white. Images display with a white background in both ELA and mathematics.
- **Color Contrast:** Allows educators to choose from color schemes for the background and font.
- **Overlay Color:** The background color of the assessment. The default color is white. Educators may select from the alternate colors of blue, green, pink, gray, and yellow. Practice demo testlets have specific presets, but there are more options provided in the Access Profile and actual live testlets.
- **Spoken Audio:** Synthetic spoken audio (read aloud with highlighting) is read from left to right and top to bottom. There are three preferences for spoken audio: text only, text and graphics, and nonvisual (this preference also describes page layout for students who are blind or have visual impairments).

Screenshots showing these supports begin in the section *Demonstration of Access Profile Supports: What Students Will See* on page 31.

Category 2 Supports require additional tools or materials

These supports include braille, switch system preferences, iPad administration, and use of special equipment and materials. These supports typically require prior planning and setup. These supports are all recorded in the Access Profile. Practice activities and released testlets with supports are available through several demo student accounts. See the *TEST ADMINISTRATION MANUAL* for a list of demo logins for practice testlets.

- **Uncontracted Braille:** All braille forms use uncontracted English Braille, American Edition (EBAE) and are available only for the spring assessment. Braille will not be available in Access Profile for selection at the opening of the school year, but will be available before the opening of the spring assessment window. Prior to the opening of the spring assessment window, the test administrator will need to select braille in the Access Profile.
 - Braille is not available at all linkage levels nor for every testlet. Braille is only available in grades 3-5 at the Target and Successor levels and in grades 6-HS in the Proximal Precursor, the Target, and the Successor linkage levels. If a student's Access Profile is marked for braille, the system will deliver braille when available. Where braille is not provided, test administrators will use other approaches such as Alternate Form-Visual Impairment to deliver assessments to students who are blind or have visual impairments. Braille should not be selected for emerging braille readers. Braille should only be selected if the student is proficient in reading braille materials. The DLM

alternate assessment is designed to assess a student's knowledge, skills, and understanding of the EEs, not the student's ability to use braille. When a braille form is not available for a testlet, the system will deliver a form tagged with BVI. If BVI is unavailable, KITE Client will deliver a standard form that is commonly tagged to enable Read Aloud. A test administrator can also use human read aloud.

- **Alternate Form-Visual Impairment:** The educator should choose "Alternate Form-Visual Impairment" when a student does not read braille but is blind or has a visual impairment that prevents interaction with the onscreen content. These testlets are teacher-administered, not braille, and are available for a limited number of EEs and levels.
- **Single-Switch System:** This support activated using a switch and switch interface that emulates the Enter key on the keyboard. In the Access Profile, educators can set scan speed, indicate if scanning should begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.
- **Two-Switch System:** Does not require activation in the Access Profile. Two switches and a switch interface are used to emulate the Tab key to move between choices and the Enter key to select the choice when highlighted.
- **Individualized Manipulatives:** Students may use familiar manipulatives (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters, etc.). Refer to the Testlet Information Page (TIP) for more information.
- **Calculator:** Permitted on mathematics testlets unless it interferes with the construct of the testlet. The TIP for each mathematics testlet will specify whether or not a calculator is permitted.

Category 3 Supports provided by the test administrator outside KITE Client

Supports offered outside of KITE Client require actions by the test administrator, such as reading the assessment, signing or translating, or assisting the student with entering responses. These supports are recorded in the Access Profile even though they are delivered by the test administrator outside of KITE Client.

- **Human Read Aloud:** Test administrators may read the assessment aloud to students. See the TEST ADMINISTRATION MANUAL for additional information.
- **Braille-BVI-Read Aloud:** If a student reads braille, the student's Access Profile should be marked with braille, BVI, and Read Aloud. When a braille form is not available for every testlet, the system will deliver a form tagged with BVI. If BVI is unavailable, a standard form is tagged to enable Read Aloud. A test administrator can also use human read aloud.
- **Sign Interpretation of Text:** Test administrators may sign the content to students using American Sign Language (ASL), Exact English, or personalized sign systems.
- **Language Translation of Text:** Test administrators may translate the text for students who are English language learners or respond best to a language other than English.

- Test Administrator Entering Responses for Student: If students are unable to physically input their answer choices, they may indicate their responses through their typical response mode and/or forms of communication (e.g., eye gaze, gesture). Test administrators may key in those responses. This option should only be used when students are unable to independently and accurately record their responses in KITE Client.
- Partner-Assisted Scanning (PAS): A strategy where test administrators assist students with scanning or going through, students' response options. Test administrators read and/or point to each response option, and the students indicate when their desired choice is presented.

TIMING AND SETTING SUPPORT OPTIONS

Timing and setting options are not defined in KITE Client because assessments are not timed and are administered individually. Students may take as much time as needed and work in settings that are most appropriate for them. In other words, any flexibility in location and assessment time that the student needs is permissible. For example, the student may take as many breaks as needed throughout the assessment. Although KITE Client can sit inactive for up to 90 minutes before automatically logging out, the best practice is to not pause for more than 30 minutes. If additional time is needed, the student will need to be logged back into KITE Client. Any items that have been completed will be saved.

SUPPORTS NOT AVAILABLE IN KITE CLIENT

IEP teams may be accustomed to seeing more supports than provided in the KITE system, especially when they consider supports that students with the most significant cognitive disabilities may need for general education assessments. Some supports that might be expected, but are not available include:

- Sign language using human or avatar videos on screen. The majority of eligible students communicate with sign language use Exact English or personalized sign systems.
- Tactile graphics. Instead, the assessments incorporate the use of objects for concrete representation and encourages educators to use individualized tactile representations with their students as appropriate. See the TIPs for more information.

Decisions about which supports to include in the DLM alternate assessment were made using results from more than 50,000 First Contact survey responses, feedback from national sensory impairment experts who also have expertise in this population of students, and lessons learned from test-administration observation studies.

STEP 3: DISCUSS AND SELECT APPROPRIATE ACCESSIBILITY SUPPORTS—CONSIDERATIONS FOR IEP TEAMS

KITE Client allows many computer-based accessibility supports for a student to use during assessment, such as various font colors or magnification sizes. In a student's Access Profile, the educator may choose from a number of KITE Client supports, both those required to meet the student's needs, such as those listed in the student's IEP, and other features not listed in the IEP but for which a student may show a preference. The Access Profile may be adjusted between testlets in an effort to provide more appropriate supports if the initial Access Profile choices are not allowing the student to fully access the content of the testlets. IEP teams should refer to their state's specific guidance regarding the IEP team involvement in Access Profile choices prior to test administration and adjustments to Access Profile made during test administration.

A student should not enter a DLM assessment using a new, unfamiliar KITE Client support or combination of supports if the student has not been able to practice using them during regular instruction. Unfamiliar features could be distracting and even detrimental during assessment.

WHO DECIDES WHAT ACCESSIBILITY SUPPORTS ARE NEEDED?

Educators should choose accessibility supports based on an individual student's needs as determined by the IEP team, not on the basis of the disability category, grade level, or instructional setting. Once selected, accessibility supports should be used consistently for instruction (as much as possible) and assessment.

Students can gain experience with the specific KITE Client supports by using DLM practice activities and released testlets. These activities are intended for three main purposes:

1. to help an educator draw conclusions about the student's ability to use a selected KITE Client support;
2. to make decisions about which Access Profile support(s) best fit the student's individual needs and preferences; and
3. to provide the student with opportunities to practice using the navigation tools in the testlets prior to the day of the student's first assessment.

Released testlets will be available for every grade level for the 2016-2017 school year to allow the student to practice as often as needed using any of the KITE Client supports and to allow the educator to observe the student's interaction with those supports. The educator can change the selections in the Access Profile, depending on the conclusions drawn about the student's experience with the testlets. Additionally, repeated practice can help the student and the educator to be more at ease on the day the assessment window opens.

GUIDING QUESTIONS FOR DISCUSSION AND SELECTION OF APPROPRIATE ACCESSIBILITY SUPPORTS

Some questions teams may ask in the process of determining appropriate supports include:

1. What are the student's learning strengths and in what areas does the student need further improvement?
2. How do the student's learning needs impact his or her achievement of the EEs?
3. What instructional and assessment tasks are difficult for the student to do independently when working one-on-one in the classroom and/or when interacting in an online environment?
4. What current supports help the student with these difficulties, both one-on-one with an educator, and in the online environment?
5. What kinds of instructional strategies (e.g., visual, tactile, auditory, combination) work best for the student? What accessibility supports match these strategies and could help the student access the assessment?
6. What accessibility supports are regularly used by the student during instruction and assessments in the classroom?
7. Which supports and tools does the student prefer?
8. What were the results for assignments and classroom assessments when accessibility supports were used and not used?
9. Has the student had any difficulties interacting with these supports in the past? If so, what are the difficulties and how can they be resolved?
10. What accessibility supports will increase the student's access to the assessment by addressing the student's learning needs and reducing the effect of the student's disability?
11. What effective combinations of accessibility supports would help this student?

(Thompson et al., 2005)

Educators may also need to amend a student's IEP to include any additional, appropriate supports available in KITE Client that were not listed on the IEP, depending on state policy. Educators should check with their state for specific policies.

The user interface in KITE Client has been specially designed for students with the most significant cognitive disabilities. However, students may need various levels of support during the assessment in order to interact with the computer. Testlets delivered directly to students via computer are designed with the assumption that students can interact with the computer independently, using special devices such as alternate keyboards, touch screens, or switches as necessary. Test administrators may also help students navigate across screens or enter responses that students select during the assessment. The following section describes additional allowable supports.

COMBINING ACCESSIBILITY SUPPORTS WITH FLEXIBILITY IN TEST ADMINISTRATION PROCEDURES

Effective use of the Access Profile options allows most students appropriate access to the assessment, making the DLM alternate assessment a meaningful indicator of students' knowledge and understanding of the EEs. However, educators may need to combine accessibility supports listed on the Access Profile with practices that are part of the allowable flexibility in test administration procedures. More information about allowable practices is provided in the TEST ADMINISTRATION MANUAL.

When customizing the assessment process using accessibility supports and allowable practices, educators should follow two general principles:

1. The student is expected to respond independently.
2. Supports should be familiar to the student because they have been used during routine instruction.

The following table describes some common accessibility issues and potential solutions that are based on a combination of accessibility supports and allowable practices. The table includes suggestions for computer-administered and teacher-administered testlets. Further guidance on allowable practices is provided in the TEST ADMINISTRATION MANUAL.

Table 2. Common Accessibility Issues and Solutions.

Accessibility Issue	Example Solutions
The student has limited experience with, motor skills for, and/or devices for interacting directly with the computer.	The test administrator may navigate the screens. The student may indicate response options to the test administrator, and the test administrator may enter the responses on behalf of the student. The test administrator may only repeat the item as written until the student makes a choice.
The student is blind and typically reads braille.	Braille forms of the assessments are available for students who use braille. In addition, the test administrator may read aloud (using human read aloud) for students whose braille skills are not strong enough to allow them to demonstrate what they know and understand about the EEs. The test administrator may use familiar objects or create tactile graphics in place of graphics that appear on screen. See instructions in the TEST ADMINISTRATION MANUAL on how to access testlets in braille form.

Accessibility Issue	Example Solutions
<p>The student has a severe visual impairment and needs larger presentation of content than the 5x magnification setting provides.</p>	<p>The test administrator may use an interactive whiteboard, projector, or any magnification device that works with the computer screen. For familiar texts in ELA assessments, the test administrator may retrieve the texts from the DLM bookshelf in the Tar Heel Reader library and print the texts in the size and contrast the student needs or read the text to the student.</p>
<p>The student uses sign language to communicate and has limited proficiency in reading text.</p>	<p>The test administrator may sign the text, spelling unfamiliar words and adapting or interpreting the language as needed based on signs the student is familiar with.</p>
<p>The student uses low-tech (i.e., not computerized) eye gaze to communicate.</p>	<p>The test administrator may represent the response options in an alternate format or layout off the computer and enter the student's selected responses.</p>
<p>The student uses eye gaze or another means to indicate yes/no responses.</p>	<p>The test administrator may present the item and options as described: First, read the item and go over the response options (in the same order as presented on screen). Then, repeat the item and present response option one, yes/no; response option two, yes/no; and response option three, yes/no.</p>
<p>The student can only be presented two response options at one time.</p>	<p>Choose the appropriate solution.</p> <p>The test administrator may present the question and options as described: First read the question and go over the response options (in the same order as presented on screen). Then repeat the question and present response option 1, yes/no; response option 2, yes/no; and response option 3, yes/no.</p> <p>OR</p> <p>The test administrator may present two response options at a time until narrowing down to a single response from the student. To maintain validity, present the options in the same order they are presented in the testlet. Present option 1 and option 2. Present the student's response option and option 3.</p>

Accessibility Issue	Example Solutions
The student uses one or two switches to access the computer but is not 100% consistent or accurate in their use.	The test administrator may use partner-assisted scanning to point to and/or read each response option. The student should indicate when the desired response option is presented. The test administrator may also navigate from screen to screen and allow the student to use scanning to select the desired response on each item screen.
The student is blind and does not communicate verbally.	The test administrator may use human read aloud to read the testlet to the student. The test administrator may also use objects and personalized tactile graphics to represent graphics that appear on the computer screen. See the TEST ADMINISTRATION MANUAL for the human read aloud guidelines.
The student needs special equipment for positioning of materials (e.g., slant board) or non-computerized materials (e.g., Velcro objects on a board) to respond to items.	The test administrator may use the equipment and materials the student is familiar with. The student should still interact with the content on the screen, but the test administrator may navigate and enter responses that the student has demonstrated outside KITE Client.
The student requires special technologies to complete the writing assessment.	Students may use whatever writing technologies or supports they use in everyday instruction to complete writing testlets in the DLM alternate assessment as long as the supports involve the use of the alphabet to produce letters and words. Students may not use word banks, picture banks, or symbol/icon-based communication systems for the portion of the assessment that requires writing with the alphabet.

While there is considerable flexibility in allowable practices during assessment administration, there are some practices that are not allowed. These are described further in the TEST ADMINISTRATION MANUAL, but are also summarized in Table 3.

Table 3. Unallowable Supports.

Unallowable Practices
Repeating the item after the student has selected a response. This is considered prompting, in order to influence the student to choose a different response
Using physical prompts or hand-over-hand guidance

Unallowable Practices
Reducing the number of response option or giving content hints
Using symbols or pictures to represent response options that appear as text in the testlet
Modifying the content of a performance task in a computer-administered testlet in an attempt to help the student arrive at the correct response
Using word or picture banks during writing testlets
Taking dictation of whole words or sentences from the student in writing testlets
Changing tone, inflection, or body language to cue the correct response when reading testlets to student

Students who take the DLM alternate assessment should be able to indicate their response through whatever means they can. Sometimes test administrators need to think creatively about how to support students with different means of expressive communication. Below are some examples of how accessibility supports and allowable practices apply to students who do not enter their own responses with a standard mouse and keyboard.

Table 4 Allowable Practices and Accessibility Supports for Students with Individualized Student-Response Modes

Examples	Use of Supports and Allowable Practices
Example #1: The student, who uses eye gaze, receives a computer-delivered testlet. The test administrator puts the responses on flashcards and spaces them further apart than the computer provides so the test administrator can accurately capture the student response.	Test administrators can write onscreen response options as-is on cards to place on an eye-gaze display. The responses must match those provided on the screen. However, partner-assisted scanning may be more successful for some students.

Examples	Use of Supports and Allowable Practices
<p>Example #2: The student is blind and her only current mode of communication is a single switch. The student receives testlets with pictures/manipulatives. The TIP does not provide alternate text to describe the pictures or guidance on how the test administrator can deliver this assessment. The student has not learned braille, so that support was not chosen on the Access Profile. The test administrator didn't preview the testlet. When the test administrator administers the first item, she does not know what to do.</p>	<p>The test administrator should change supports in the Access Profile to allow for BVI before submitting responses in the current testlet. The test administrator needs to pause and look at the TIP and use human read aloud. The test administrator would then enter the student's responses for the current testlets in KITE Client.</p>
<p>Example #3: The student usually accesses text with pictures. During instruction, the educator provides supplemental pictures as necessary, specifically for the response options, so the student can access the text. But that practice is not allowed during DLM assessments.</p>	<p>The focus of most reading EEs is on the ability to make meaning from words. The test administrator or KITE Client can read the text aloud to the student (select human read aloud or synthetic spoken audio in the Access Profile), but test administrators cannot use picture symbols to support word reading. Test administrators may not substitute pictures for words or pair pictures with words that appear as response options. Many ELA response options include adjectives or verbs that are not easily standardized to an alternate communication symbol system.</p>
<p>Example #4: The student has a physical disability that results in limited mobility. The testlet requires the student to manipulate materials.</p>	<p>A student with limited mobility may use their current mode of communication to indicate direction to the test administrator to select responses and/or manipulate materials on behalf of the student. The test administrator may also use partner-assisted scanning and select this in the student's Access Profile.</p>

Examples	Use of Supports and Allowable Practices
Example #5: The student needs special equipment for positioning (e.g., slant board) or non-computerized materials (e.g., Velcro objects on a board) to respond to items.	The test administrator may use the equipment and materials with which the student is familiar. The student should still interact with the content on the screen, but the test administrator may navigate and enter the responses the student has demonstrated outside KITE Client.
Example #6: The student uses graphic organizers, manipulatives, or other tools to complete academic work.	The test administrator may use the equipment and materials the student is familiar with. The student should still interact with the content on the screen, but the test administrator may navigate and enter the responses the student has demonstrated outside KITE Client. See the Testlet Information Page for each testlet to see specific approved or not approved manipulatives.

Test administrators should use the general principles above and specific examples of allowable and unallowable supports when planning assessment sessions for a student who needs additional supports. If supports are provided that are not listed in this guide, test administrators may be asked to describe these supports, as determined by state policy. More information about supports may be provided by state. Test administrators can consult their states for more information.

TESTLET INFORMATION PAGES AND ACCESSIBILITY

Testlet Information Pages provide test administrators with information specific to each testlet, including exceptions to allowable supports, alternate text to use with human read aloud, and appropriateness of calculator use. While a test administrator may normally use all Access Profile supports described in the Allowable Practices section of the TEST ADMINISTRATION MANUAL, this area indicates when it is not appropriate to use a support on a specific testlet.

Test administrators receive the TIP through Educator Portal, after each testlet is assigned to a student. Test administrators review the TIP before beginning the student’s assessment. More information about the TIP, including how to access a TIP and the content of a TIP is provided in the EDUCATOR PORTAL USER MANUAL and TEST ADMINISTRATION MANUAL.

STEP 4: SELECT AND VIEW SUPPORTS IN THE KITE SYSTEM

DEMONSTRATION OF ACCESS PROFILE SUPPORTS: WHAT STUDENTS WILL SEE

This section provides more information, including screenshots, about some of the Access Profile accessibility supports described in Step 2 of the customization process. The supports described in this section include magnification, overlay color, invert color choice, color contrast, switch use, and spoken audio. In addition, test administrators are able to explore and manipulate the KITE Client supports online through released testlets and practice using the supports with students. Providing ample time for each student to use the supports in the released testlets enables educators to determine which settings work best for each student.

Magnification

The whole screen is zoomed in when magnification is chosen. The magnification options are 2x, 3x, 4x, and 5x. Test administrators should expect to have to scroll to the right and/or down to find the **NEXT** button when magnification is selected. Test administrators must keep in mind that this scrolling may have a negative impact on the student's ability to access the assessment.

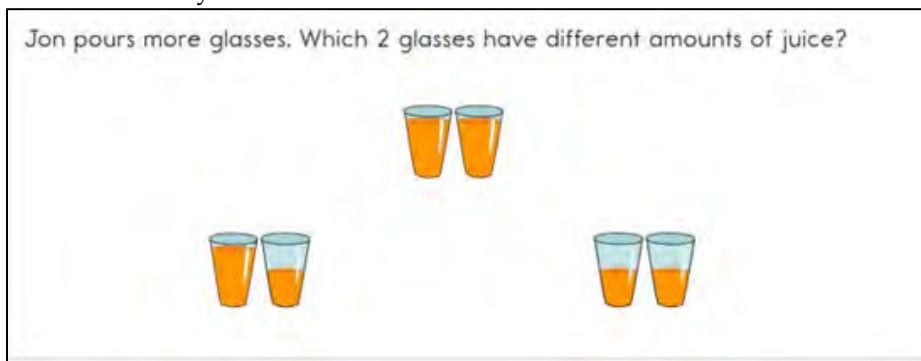


Figure 8. 2x Magnification.

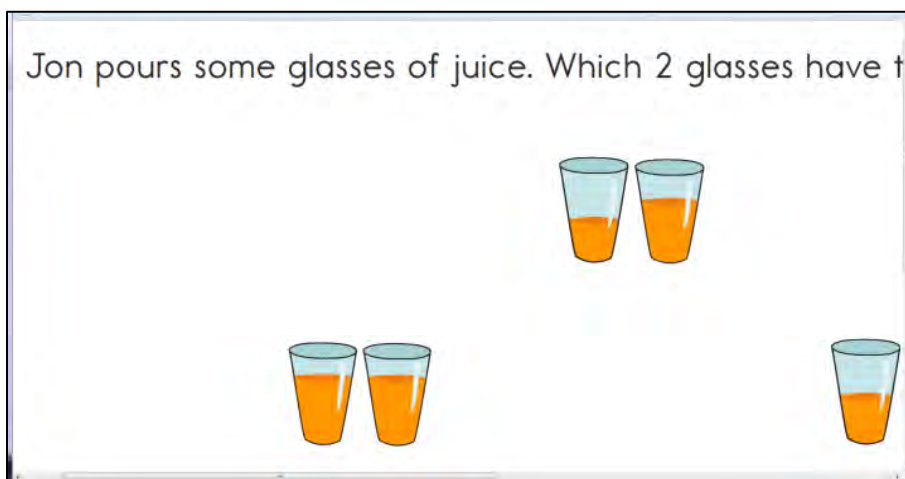


Figure 9. 5x Magnification. (Users must scroll more because the size of the content exceeds the viewing area.)

Overlay Color

The background overlay color options are blue, green, pink, gray, and yellow. The default is white. The font remains black.

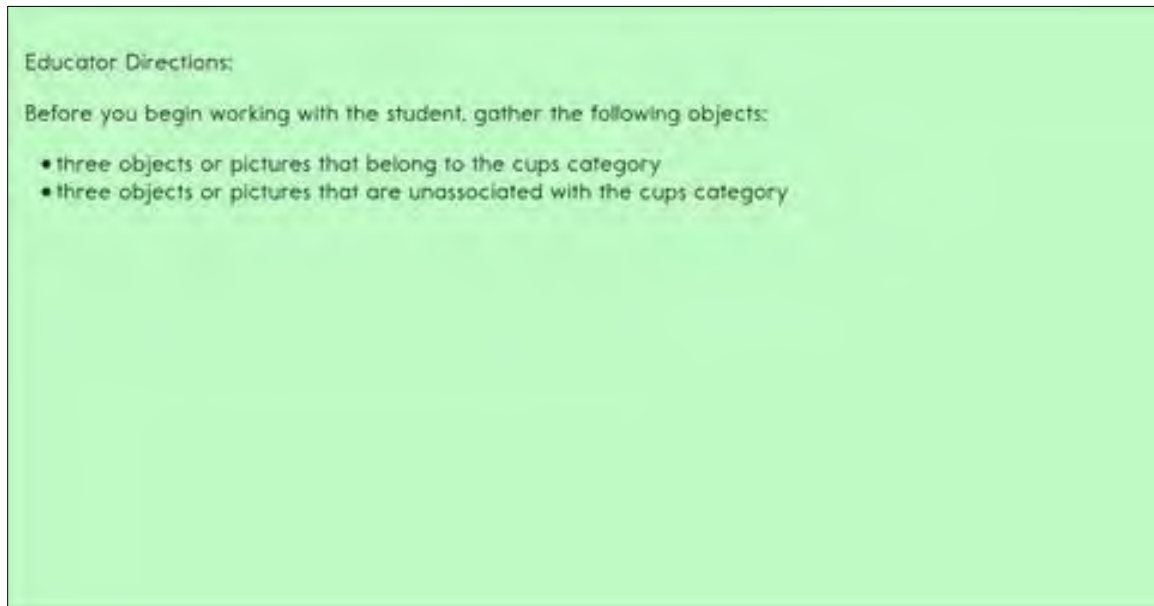


Figure 10. Overlay color in green.

Invert Color Choice

The standard presentation in testlets is a white background with black font. When Invert Color Choice is selected, the background is black and the font is white.

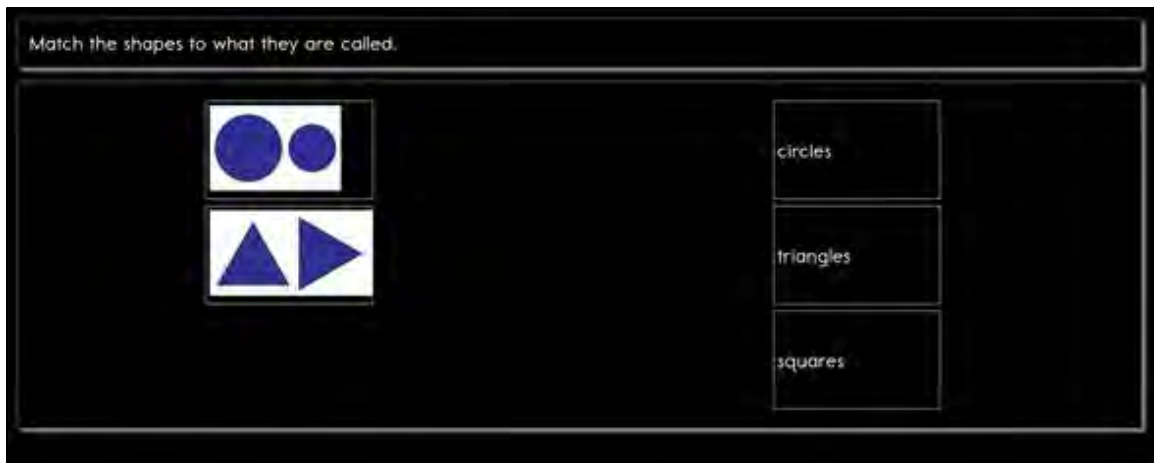


Figure 11. Invert color choice and 4x magnification.

Color Contrast

Color contrast allows the test administrator to change both the background and the font color. The background and font color options are a white background with green font, a white background with red font, a black background with gray font, or a black background with yellow font.



Figure 12. Color contrast with a white background and green font.

Switch Use

The following table summarizes the actions that occur when switches are used for switch-accessible items in KITE Client. The table explains the actions separately for students using a single-switch system and a two-switch system. In both cases, if switch access is selected, a switch interface is required for the student to use switches to interact with KITE Client.

Table 5 Switch Use by Item Type

Item Type	Single-Switch System	Two-Switch System
<p>Multiple choice text or pictures as response options</p>	<ol style="list-style-type: none"> 1. KITE Client will scan through each response option and navigation button on the page. 2. The Access Profile indicates scanning speed, the number of cycles without selection before scanning is stopped, and whether or not switch activation is required to initiate the scanning cycle on a page. 	<ol style="list-style-type: none"> 1. The student uses the switch set to emulate the Tab key to move from one item to the next. KITE Client highlights each response option and navigation button as the Tab key switch is activated. 2. The student uses the switch set to emulate the Enter key to select an option when highlighted to indicate the desired response.
<p>Sorting: The student takes items from the left side of the screen and moves them into groups on the right.</p>	<ol style="list-style-type: none"> 1. KITE Client will scan through each drop zone and navigation button based on switch settings selected in the Access Profile. 2. When a drop zone is selected, KITE Client scans items from top to bottom within the drop zone until an item is selected or the scan cycle has repeated three times without a selection. 	<ol style="list-style-type: none"> 1. The student uses the switch set to emulate the Tab key to move from one drop zone to the next. 2. The student selects a drop zone when highlighted using the switch set to emulate the Enter key. 3. Once a drop zone is selected, the student uses the switch set to emulate the Tab key to move through items in the drop zone from top to bottom. 4. The student uses the switch set to emulate the Enter key to select an individual item when highlighted. 5. The item remains highlighted as the student resumes use of the Tab and Enter key switches to select the target drop zone.
<p>Matching: The student identifies items in</p>	<ol style="list-style-type: none"> 1. KITE Client will scan through the group of items on the left, the 	<ol style="list-style-type: none"> 1. The student uses the switch set to emulate the Tab key to move from the set of

Item Type	Single-Switch System	Two-Switch System
two lists that match.	<p>group on the right, and the navigation buttons based on switch settings selected in the Access Profile.</p> <ol style="list-style-type: none"> 2. The student uses the switch to first select a set of items. 3. Then the items within the set are scanned from top to bottom. 4. The student uses the switch the select the individual item. 5. The item remains highlighted as the student repeats the scan cycle to select the matching item from the set on the other side. 	<p>items on the left, to the set on the right, then to the navigation buttons.</p> <ol style="list-style-type: none"> 2. The student uses the switch set to emulate the Enter key to select a list when highlighted. 3. Once a list is selected, the student uses the switch set to emulate the Tab key to move through items in the list from top to bottom. 4. The student uses the switch set to emulate the Enter key to select an individual item when highlighted. 5. The item remains highlighted as the student resumes use of the Tab and the Enter key switches to select the matching item on the other side.
Notes	<ol style="list-style-type: none"> 1. When manual override is selected, scanning stops when an item/object is selected. 2. The student reinitiates scanning by hitting the switch. 3. When scanning is reinitiated, KITE Client restarts from the beginning of the cycle. 	<p>After selecting an item/object, selecting the Tab key restarts the cycle over from the beginning.</p>

When the switch is activated, it will highlight each option for the student. The **BACK** button is highlighted in the following screenshot.

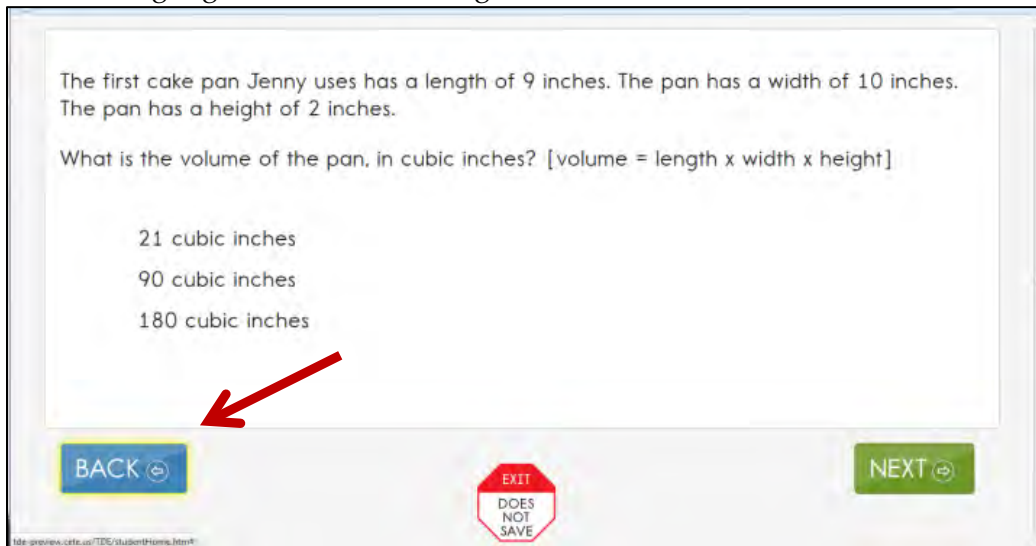


Figure 13. Single-switch and two switch example.

As shown in the following screenshot, the response options are also highlighted.

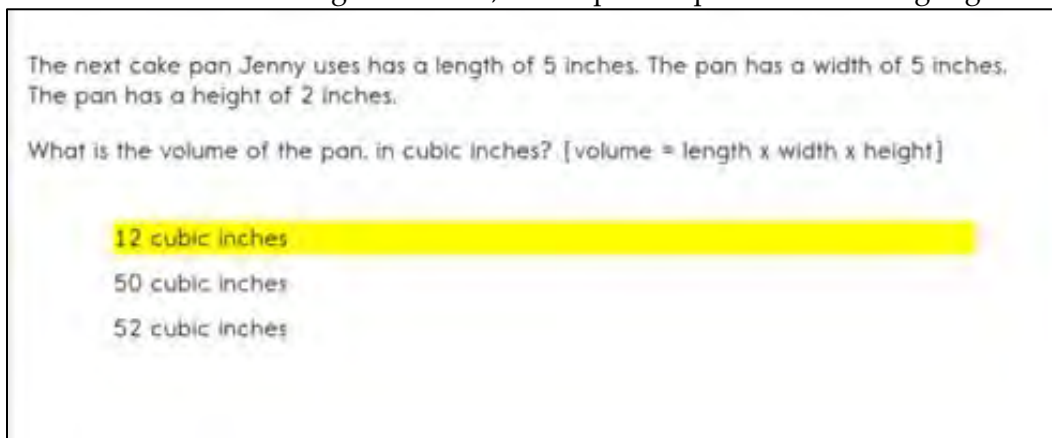


Figure 14. Single-switch and two switch example.

Spoken Audio

There are three types of spoken audio options: text only, text and graphics, and nonvisual. The text and graphics option and nonvisual option provide audio for images in addition to reading the onscreen text. The nonvisual option is intended for students who are blind or have visual impairments and therefore need the layout of the page described as well. For example, on technology-enhanced items, the spoken audio would include information about choosing options on the left side of the screen and moving them to areas on the right side of the screen. The text only option is appropriate when the student has some vision and does not require read aloud of physical layout and directional information.

The **READ** button is visible at the bottom of the screen upon opening the assessment, as shown in the following screenshot.

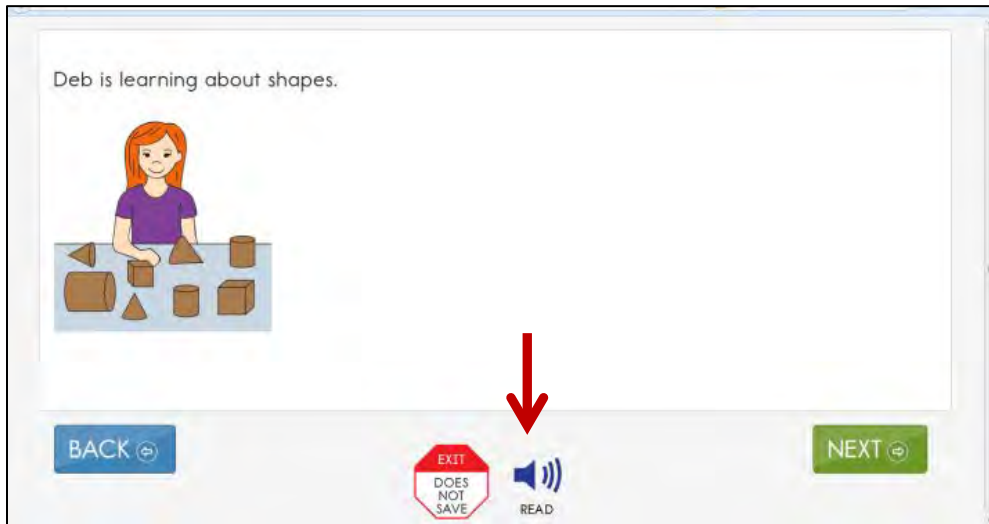


Figure 15. Spoken audio icon.

After clicking the **READ** button, the text is read aloud. As shown in the following screenshot, a sentence is highlighted while it is being read. Different information is read aloud depending on which option is selected in the Access Profile: text and graphics, text only, or nonvisual.

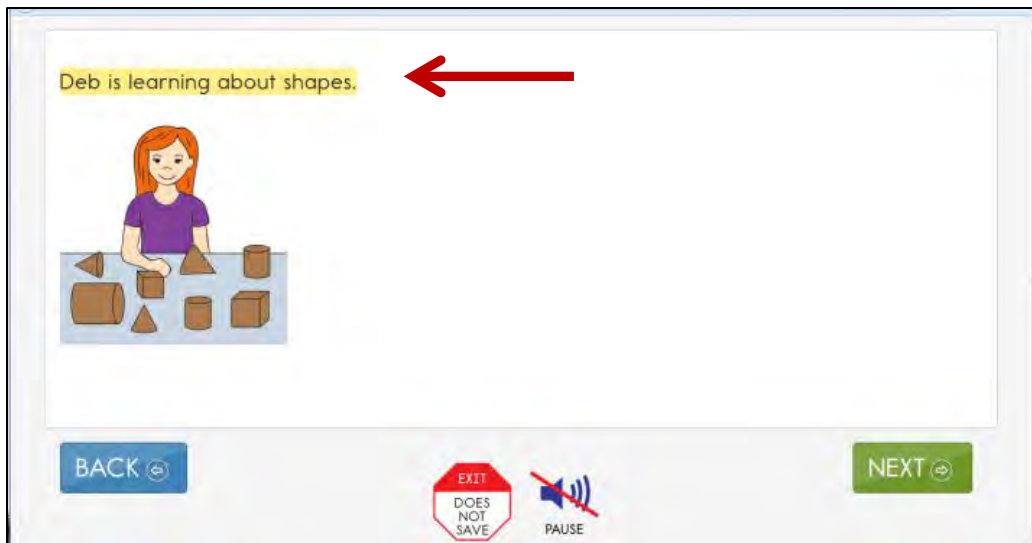


Figure 16. KITE Client highlights the screen during spoken audio reading.

STEP 5: PREPARE FOR THE ASSESSMENT – USING THE CHOSEN ACCESSIBILITY SUPPORTS

In addition to items listed in the TIP, test administrators may need the following:

- ♦ assistive devices appropriate to the student (e.g., switches)
- ♦ additional manipulatives familiar to the student to be used during the assessment (e.g., unit cubes)
- ♦ concentration aides used by the student (e.g., stress ball)

Information about preparing for teacher-administered and computer-delivered testlets is available in the TEST ADMINISTRATION MANUAL and the ASSESSMENT COORDINATOR MANUAL.

ACCESSIBILITY STRATEGIES

To help students prepare for the DLM assessment, educators should provide instruction aligned to the EEs and reinforce similar vocabulary. Educators can help students develop comfort and confidence with test formats by monitoring students' understanding through embedded assessment, using the representations and models students will see in the DLM assessment, and demonstrating the types of items students will encounter.

In addition, the DLM Alternate Assessment Consortium has created online professional development learning modules to help educators understand English language arts and mathematics content standards, the EEs, and their application to students with the most significant cognitive disabilities. Each of the interactive modules is short (30 to 45 minutes) and focuses on a single topic. Information about these modules is available on the Professional Development tab on the DLM website (<http://dynamiclearningmaps.org>). These modules provide information and strategies to help educators instruct students based on the content tested in KITE Client.

STEP 6: EVALUATE THE ACCESSIBILITY SUPPORTS USED AFTER ASSESSMENTS

After the student completes practice tests and actual assessments, the educators and IEP teams need to evaluate the overall use of the accessibility supports. Educators will then be better informed and able to change or customize accessibility supports for future assessments. Educators and IEP teams can use the following list of questions to evaluate the accessibility supports used by students (Thompson et al., 2005).

QUESTIONS TO GUIDE EVALUATION AT THE STUDENT LEVEL

This section addresses supports both in and outside of the KITE system.

1. What accessibility supports did the student actually use during instruction and assessment?
2. What were the results of classroom assignments and assessments when accessibility supports were used versus when not used?
3. If a student did not meet the expected level of performance, was it due to not having access to the necessary instruction, not receiving the appropriate supports, or using inappropriate accessibility supports?
4. What was the student's perception of how well the accessibility supports worked?
5. What combinations of accessibility supports seemed to be effective?
6. What were the difficulties encountered in the use of the accessibility supports?
7. What were the perceptions of test administrators and others about how the accessibility supports appeared to work?
8. Did the students receive the accessibility supports documented in their IEP?
9. Should the student continue to use the selected accessibility supports? Are changes needed? Should the use of an accessibility support be discontinued?

REFERENCES

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Thurlow, M., Ysseldyke, J., & Elliott, J. (1997). *Increasing the participation of students with disabilities in state and district assessments* (Policy Directions No. 6). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved from <http://eric.ed.gov/?id=ED416627>.

GLOSSARY

Access Profile (AP)	Student-specific information that tells KITE Client about individual users' needs. The Access Profile includes information KITE Client needs to make the student's user interface compatible with his or her accessibility needs. In KITE Client, the Access Profile includes information about display enhancements, language and braille, and audio and environment supports. Educators who know the student provide the information in the profile.
display enhancements	Options to change the way the testlet appears on the screen, including magnification, color overlay, inverted color choice, and contrast color.
engagement activity	An activity that precedes a testlet and describes a scenario, accesses prior knowledge or experience, and/or introduces the concept to be addressed. In English language arts, the first reading of the text often serves as the engagement activity. In math, the engagement activity provides context for the items.
Essential Elements (EEs)	Specific statements of knowledge and skills linked to the grade-level expectations identified in college- and career-readiness standards. Essential Elements build a bridge from the content in the grade-level standards to academic expectations for students with the most significant cognitive disabilities.
First Contact (FC) survey	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 topics such as communication, assistive technology devices, motor and sensory impairments, and academic performance. Some questions from the First Contact survey are used to determine a student's entry point, or initialization, into the assessment.
KITE Client	The KITE assessment platform delivers assessments to students through the use of a customized, secure web browser accessible on multiple devices. All students taking the DLM alternate assessment will have accounts in KITE Client. See the TEST ADMINISTRATION MANUAL for more information about KITE Client.

linkage level	A small section of the DLM map that contains one or more nodes that represent critical concepts or skills needed to learn the Essential Element. There are five linkage levels: Initial Precursor, Distal Precursor, Proximal Precursor, Target, and Successor. Linkage levels are always related directly to grade-level Essential Elements (EEs), but extend back to foundational skills at the Initial Precursor level. The nodes at the Target level are most closely related to the expectation in the grade-level EE.
node	Individual skills and understandings that were identified in the research in mathematics and English language arts.
technology-enhanced items	Computer-delivered test items that require a specialized interaction, such as click and drag. A technology-enhanced item is any item that is not direct selection.
testlet	Short for instructionally-relevant testlet. A testlet includes an engagement activity and a set of three to nine items. 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 abilities than can be achieved by a single assessment item. Thus, testlets are more reliable and are valid indicators of a student's performance.

DLM APPENDIX

OTHER SUPPORTS

The following table describes options available on the **Other Supports** tab in the Access Profile in Educator Portal.

Table 6. Other Supports.

Other Support	Definition
Supports Provided by Alternate Form	
Alternate Form– Visual Impairment	Most testlets are designed for all students taking the DLM alternate assessments. For a limited number of EEs and levels, alternate forms are provided for students with visual impairments. These testlets are teacher-administered (not braille) and are available for a limited number of EEs and levels. When alternate forms are available, selecting this option will direct KITE Client to deliver that form.
Supports Requiring Additional Tools	
Two-Switch System	Two-switch scanning does not require any activation in the Access Profile. KITE Client automatically supports two-switch step scanning with a switch interface where one switch is set up to emulate the Tab key to move between choices and the other switch is set up to emulate the Enter key to select the choice when highlighted.
Individualized Manipulatives	Test administrators may use manipulatives that are familiar to students (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters, etc.).
Calculator	Test administrators may use a calculator unless the TIP indicates a calculator may not be used.
Supports Provided by the Test Administrator Outside of KITE Client	
Human Read Aloud	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 the TIP for standardized descriptions of pictures and graphics. Descriptions of pictures and graphics should only be read aloud to students with visual impairments. To learn more about TIPs, see the section titled Testlet Information Page in the TEST ADMINISTRATION MANUAL.
Sign Interpretation	For students whose primary mode of receptive communication is sign language, test administrators may sign the assessment to the student using American Sign Language (ASL), Exact English, or personalized sign systems. Sign language interpreters should use the alternate text provided in the TIP for picture descriptions.

Other Support	Definition
Language Translation	For students who are English learners, and their best receptive communication is a language other than English, test administrators may translate the assessment for the student. The KITE system does not provide language translations.
Masking	Masking is not an option in KITE Client, however it is an acceptable support for students with visual impairments. Test administrators can use a piece of paper to cover portions of the screen to reduce visual clutter without otherwise decreasing the information or number of response options.
Test-Administrator Entering of Responses for Student	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 or gesture, and then test administrators may key in those responses. This option should only be used when students are unable to independently and accurately record their responses in KITE Client.
Partner-Assisted Scanning (PAS)	PAS is a strategy where test administrators assist students with scanning or going through students' response options. Students make indications when their desired responses are presented.

APPENDIX A: RELEVANT FEDERAL LEGISLATION

No Child Left Behind Act of 2001

The No Child Left Behind Act of 2001 (NCLB). Demands stronger accountability for results. This law complements the provisions in providing public accountability at the school, district, and state levels for all students with disabilities. NCLB explicitly calls for:

...the participation in such assessments of all students [Sec. 1111 (3) (C) (i)]. [The term 'such assessments' refers to a set of high-quality, yearly student academic assessments.] The reasonable adaptations and accommodations for students with disabilities—as defined under Section 602(3) of the Individuals with Disabilities Education Act—is necessary to measure the academic achievement of such students relative to state academic content and state student academic achievement standards [Sec. 1111 (3) (C)(ii)].

Individuals with Disabilities Education Improvement Act of 2004

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed on the basis of each child's unique needs. IDEA requires the participation of students with the most cognitive disabilities in state- and district-wide assessments. Specific IDEA requirements include:

Children with disabilities are included in general state-and district-wide assessment programs, with appropriate accommodations, where necessary [Sec. 612 (a) (16) (A)]. The term ‘individualized education program’ or ‘IEP’ means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes...a statement of any individual modifications in the administration of state- or district-wide assessments of student achievement that are needed in order for the child to participate in such assessment; and if the IEP team determines that the child will not participate in a particular state- or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed [Sec. 614 (d) (1) (A) (V) and VI].

Based on current trends, the use of assessments for accountability purposes will likely increase in the future, supported by other legislative initiatives passed by states in their efforts to implement educational reform (Thompson, et al., 2005).

Every Student Succeeds Act of 2015

The Every Student Succeeds Act (ESSA) replaces the No Child Left Behind Act of 2001. The ESSA removes federally mandated interventions and instead assigns accountability at the state level. ESSA continues to require fair assessments for students with the most cognitive disabilities. States will do the following:

...provide for the participation in assessments of all students; the appropriate accommodations, such as interoperability with, and ability to use, assistive technology, for children with disabilities (as defined in section 602(3) of the Individuals with Disabilities Education Act (20 U.S.C. 1401(3))), including students with the most significant cognitive disabilities, and students with a disability who are provided accommodations under an Act other than the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), necessary to measure the academic achievement of such children relative to the challenging State academic standards or alternate academic achievement standards described in paragraph (1)(E). [Sec. 1111 2 B vii I II].

APPENDIX B: DLM ACCESSIBILITY WORKSHEET FOR TEST ADMINISTRATORS AND IEP TEAMS

States may use this worksheet to indicate which supports must be determined by IEP teams and to document the supports provided to each student.

Accessibility Support	Support Provided Within KITE Client via the Access Profile	Support Requires Additional Tools/Materials	Support Provided by the Test Administrator Outside of KITE Client	Support Selected for STUDENT NAME	Notes and Evaluation
Category 1					
Magnification	X				
Invert Color Choice	X				
Color Contrast	X				
Overlay Color	X				
Spoken Audio					
• Text Only	X				
• Text & Graphics	X				
• Nonvisual	X				
Category 2					
Uncontracted Braille		X			
Single-Switch System (Access Profile Enabled)		X			
Two-Switch System		X			

Accessibility Support	Support Provided Within KITE Client via the Access Profile	Support Requires Additional Tools/Materials	Support Provided by the Test Administrator Outside of KITE Client	Support Selected for STUDENT NAME	Notes and Evaluation
Individualized Manipulatives		X			
Calculator		See TIP			
Alternate Form– Visual Impairment		X			
Category 3					
Human Read Aloud			X		
Sign Interpretation of Text			X		
Language Translation of Text			X		
Test-Administrator Entering of Responses for Student			X		
Partner-Assisted Scanning			X		

STATE APPENDICES

DOCUMENT HISTORY

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

Date	Section Name/ Summary of Changes	Starting Page
10/20/2016	Updated Reference URLs	40
9/26/2016	September Software Release Updates	Throughout

REPORT DATE: 07-09-2016
SUBJECT: English Language Arts
GRADE: 7

Individual Student Year-End Report Performance Profile 2015-16



NAME: Susie Smith
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT: 1234
STATE: Kansas
STATE ID: 1234567

Overall Results

Students in Grade 7 English Language Arts are expected to be administered assessments covering 55 skills for 11 Essential Elements. Susie mastered 35 skills during the year.

Overall, Susie's mastery of English Language Arts fell into the third of four performance categories: **at target**. The specific skills Susie has and has not mastered can be found in Susie's Learning Profile.



EMERGING:	The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
APPROACHING THE TARGET:	The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target .
AT TARGET:	The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target .
ADVANCED:	The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

A student who achieves at the **at target** performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.

The student identifies text elements by:

- answering explicit questions
- identifying key points made in a text
- identifying the main idea
- identifying the author's point of view

The student demonstrates an understanding of language by:

- using context to identify the meaning of phrases and multiple-meaning words

REPORT DATE: 07-09-2016
SUBJECT: English Language Arts
GRADE: 7

Individual Student Year-End Report Performance Profile 2015-16



NAME: Susie Smith
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT: 1234
STATE: Kansas
STATE ID: 1234567

Performance Profile, continued

The student identifies text structure by:

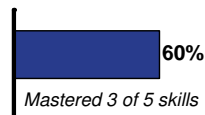
- determining the structure of a text
- recognizing that titles reflect text structure and purpose
- identifying common elements in two texts on the same subject

When writing, the student:

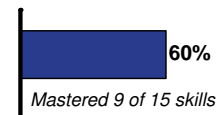
- introduces an informational topic and conveys ideas and information
- provides facts, details, or information related to the topic
- selects domain-specific vocabulary
- uses end punctuation
- spells words phonetically using letter-sound knowledge and common spelling patterns

Conceptual Area

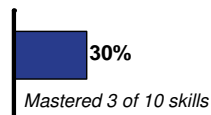
Determine critical elements of text



Construct understandings of text



Integrate ideas and information from text



Use writing to communicate



More information about Susie's performance on each Essential Element that make up the Conceptual Areas is located in the Learning Profile.

Individual Student Year-End Report

Learning Profile 2015-16

REPORT DATE: 07-09-2016
 SUBJECT: English Language Arts
 GRADE: 7



NAME: Susie Smith
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT: 1234
STATE: Kansas
STATE ID: 1234567

Susie's performance in 7th grade English Language Arts Essential Elements is summarized below. This information is based on all of the DLM tests Susie took during the 2015-16 school year. Grade 7 had 18 Essential Elements in 4 Conceptual Areas available for instruction during the 2015-16 school year. The minimum required number of Essential Elements for testing in 7th grade was 11. Susie was tested on 11 Essential Elements in 4 of the 4 Conceptual Areas.

In order to master an Essential Element, a student must master a series of skills leading up to the specific skill identified in the Essential Element. This table describes what skills your child demonstrated in the assessment and how those skills compare to grade level expectations.

Green shading shows levels mastered this year. Blue shading shows Essential Elements with no evidence of mastery. No shading indicates the Essential Element was not assessed this year.

		Level Mastery				
		4 (Target)				
Area	Essential Element	1	2	3	4	5
ELA.C1.1	ELA.RI.7.5	Understand the functions of objects	Identify concrete details in an informational text	Recognize how titles reflect text structure and text purpose	Understand sequencing	Understand how parts of the text affect overall text structure
ELA.C1.2	ELA.RL.7.1	Differentiate between text and pictures	Identify characters, setting, and major events	Identify words that answer explicit questions	Identify where explicit information is stated and where inferences can be drawn	Identify explicit and implicit information
ELA.C1.2	ELA.RL.7.2	Match a picture representation with a real object	Identify concrete details in a familiar story	Identify main idea	Identify events related to the theme of a story	Identify events relevant to the theme or central idea

Levels mastered this year

No evidence of mastery on this Essential Element

Essential Element

Essential Element not tested

Individual Student Year-End Report

Learning Profile 2015-16

REPORT DATE: 07-09-2016

SUBJECT: English Language Arts

GRADE: 7



NAME: Susie Smith
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT: 1234
STATE: Kansas
STATE ID: 1234567

		Level Mastery				
Area	Essential Element	1	2	3	4 (Target)	5
ELA.C.1.2	ELA.RL.7.4	Understand words for absent objects and people	Identify definition of words	Identify word meaning of multiple meaning words using context clues	Determine the meaning of idioms and figures of speech	Determine the connotative meaning of words and phrases
ELA.C.1.2	ELA.RI.7.1	Differentiate between text and pictures	Identify illustrations for a familiar text	Identify words related to explicit information	Identify explicit information and the need to make implicit associations	Recognize the difference between direct statements and inferences
ELA.C.1.2	ELA.RI.7.2	Match a picture representation with a real object	Identify concrete details in an informational text	Identify the implicit main idea in an informational text	Identify multiple main ideas in an informational text	Summarize a familiar informative text
ELA.C.1.2	ELA.RI.7.4	Identify descriptive features and words	Recognize the literal meaning of a word or phrase	Determine the meaning of phrases using context	Determine how word choice persuades or informs	Determine the connotative meaning of words and phrases
ELA.C.1.2	ELA.RI.7.6	Identify familiar people	Identify concrete details in an informational text	Identify the author's point of view	Identify the author's point of view and reason for writing the text	Identify examples of the author's point of view
ELA.C.1.2	ELA.RI.7.8	Anticipate the consequences of actions	Recognize the main idea of a paragraph	Understand how parts of the text affect overall text structure	Understand the reason for the structure of claims	Describe the structure of informational texts
ELA.C.1.3	ELA.RL.7.3	Identify descriptive features and words	Relate character feelings to actions	Identify a character's response to a challenge	Understand the relationship between story elements	Associate a character's actions with their causes

Levels mastered this year

No evidence of mastery on this Essential Element

Essential Element not tested

Individual Student Year-End Report

Learning Profile 2015-16

REPORT DATE: 07-09-2016
 SUBJECT: English Language Arts
 GRADE: 7



NAME: Susie Smith
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT: 1234
STATE: Kansas
STATE ID: 1234567

		Level Mastery				
		4 (Target)				
Area	Essential Element	1	2	3	4	5
ELA.C1.3	ELA.RL.7.5	Differentiate between text and pictures	Identify the beginning and end of a familiar story	Identify text structure	Identify the structural similarities of multiple texts	Identify the structural similarities and differences of multiple texts
ELA.C1.3	ELA.RI.7.3	Draw conclusions from category knowledge	Identify the key points made in a text	Identify related points in an informational text	Understand the relationship between individuals, events, and ideas	Understand the interaction of text details
ELA.C1.3	ELA.RI.7.9	Draw conclusions from category knowledge	Identify commonalities in two texts	Identify similarities and differences between texts	Compare detail presentation in two texts	Compare the arguments of two different texts
ELA.C2.1	ELA.L.7.2.a	Understand the function of objects	Identify the first word on a page	Identify end punctuation	Use end punctuation	Use commas
ELA.C2.1	ELA.L.7.2.b	Identify the first letter in own name	Use letters to create words	Use familiar word patterns to spell new words	Spell words phonetically	Spell words with inflectional endings
ELA.C2.1	ELA.W.7.2.a	Indicate a choice between two objects	Demonstrate understanding of wh- questions	Use perceptual information to write about a topic	Introduce and write information about a topic	Introduce and write about a topic clearly
ELA.C2.1	ELA.W.7.2.b	Identify descriptive words	Identify functional words to describe nouns	Strengthen written message by adding information	Provide facts and details related to a topic	Write one or more facts or details about a topic

Individual Student Year-End Report

Learning Profile 2015-16

REPORT DATE: 07-09-2016
 SUBJECT: English Language Arts
 GRADE: 7



NAME: Susie Smith
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT: 1234
STATE: Kansas
STATE ID: 1234567

		Level Mastery				
Area	Essential Element	1	2	3	4 (Target)	5
ELA.C2.1	ELA.W.7.2.d	Understand category membership	Draw conclusions from category knowledge	Recognize domain-specific words	Select domain-specific vocabulary in topical writing	Use domain-specific vocabulary in writing



Levels mastered this year



No evidence of mastery on this Essential Element



Essential Element not tested

REPORT DATE: 07-09-2016
SUBJECT: Mathematics
GRADE: 7

Individual Student Year-End Report Performance Profile 2015-16



NAME: Susie Smith
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT: 1234
STATE: Kansas
STATE ID: 1234567

Overall Results

Students in Grade 7 Mathematics are expected to be administered assessments covering 35 skills for 7 Essential Elements. Susie mastered 15 skills during the year.

Overall, Susie's mastery of Mathematics fell into the second of four performance categories: **approaching the target**. The specific skills Susie has and has not mastered can be found in Susie's Learning Profile.



EMERGING:	The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
APPROACHING THE TARGET:	The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target .
AT TARGET:	The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target .
ADVANCED:	The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

A student who achieves at the **approaching the target** performance level typically identifies repeated calculations, looks for and makes use of mathematical structures, and models with mathematics.

The student identifies repeated calculations by:

- modeling and solving repeated addition (for example, $2 + 2 + 2$ or $4 + 4 + 4$)
- modeling and solving repeated subtraction (for example, $10 - 2 - 2 - 2 - 2$)

The student looks for and makes use of mathematical structures by:

- matching identical two-dimensional and three-dimensional shapes

The student models with mathematics by:

REPORT DATE: 07-09-2016
SUBJECT: Mathematics
GRADE: 7

Individual Student Year-End Report Performance Profile 2015-16



NAME: Susie Smith
DISTRICT: DLM District
SCHOOL: DLM School

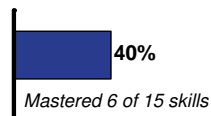
DISTRICT: 1234
STATE: Kansas
STATE ID: 1234567

Performance Profile, continued

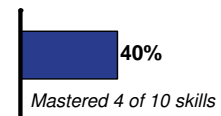
- recognizing increasing or decreasing patterns (for example, 1, 3, 5 . . . or 8, 6, 4 . . .)
- recognizing line plots, bar graphs, and picture graphs
- recognizing lines, line segments, points, and rays

Claim

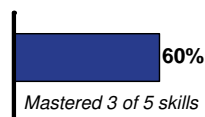
Students demonstrate increasingly complex understanding of number sense



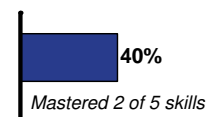
Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles



Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures



Students solve increasingly complex mathematical problems, making productive use of algebra and functions



More information about Susie's performance on each Essential Element that make up the Claims is located in the Learning Profile.

Individual Student Year-End Report

Learning Profile 2015-16

REPORT DATE: 07-09-2016
 SUBJECT: Mathematics
 GRADE: 7



NAME: Susie Smith
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT: 1234
STATE: Kansas
STATE ID: 1234567

Susie's performance in 7th grade Mathematics Essential Elements is summarized below. This information is based on all of the DLM tests Susie took during the 2015-16 school year. Grade 7 had 14 Essential Elements in 4 Claims available for instruction during the 2015-16 school year. The minimum required number of Essential Elements for testing in 7th grade was 7. Susie was tested on 5 Essential Elements in 4 of the 4 Claims.

In order to master an Essential Element, a student must master a series of skills leading up to the specific skill identified in the Essential Element. This table describes what skills your child demonstrated in the assessment and how those skills compare to grade level expectations.

Green shading shows levels mastered this year. Blue shading shows Essential Elements with no evidence of mastery. No shading indicates the Essential Element was not assessed this year.

		Level Mastery				
		4 (Target)				
Claim	Essential Element	1	2	3	5	
M.C1	M.7.NS.2.c-d	Recognize separateness and objects in a set	Recognize whole on a set model	Recognize one tenth/tenths on a set model	Explain decimal; represent fraction as decimal	Explain place value for tenths; compare decimals
M.C1	M.7.RP.1-3	Recognize set, subset, and separateness	Partition shapes; know fraction/unit fraction	Explain ratio; recognize many to 1 ratio	Recognize/represent many to many ratios	Explain rates as ratios
M.C1	M.7.NS.3	Recognize objects in a set and separate objects	Recognize one tenth/tenths on set model	Represent decimal to tenths as a fraction	Compare two decimals to tenths using symbols	Compare two decimals to hundredths using symbols
M.C1	M.7.NS.1	Recognize separate objects and objects in a set	Recognize parts of a given whole or unit	Add and subtract fractions; decompose fractions	Add fractions with common denominators	Add/subtract fractions with denominators of 10 and 100

Levels mastered this year

No evidence of mastery on this Essential Element

Essential Element

Essential Element not tested

REPORT DATE: 07-09-2016
 SUBJECT: Mathematics
 GRADE: 7

Individual Student Year-End Report Learning Profile 2015-16



NAME: Susie Smith
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT: 1234
STATE: Kansas
STATE ID: 1234567

		Level Mastery				
Claim	Essential Element	1	2	3	4 (Target)	5
M.C1	M.7.NS.2.a	Recognize objects in a set and separate objects	Model, solve, and explain repeated addition problems	Demonstrate the concept of multiplication	Multiply by numbers 1-10, up to a product of 20	Know the relationship between multiplication and division
M.C1	M.7.NS.2.b	Recognize set, subset, and separateness	Explain, represent, and solve repeated subtraction	Demonstrate the concept of division	Divide numbers up to 20 by factors 1-5, 10	Know the relationship between multiplication and division
M.C2	M.7.G.1	Pay attention; notice new things	Recognize same or different objects	Match identical 2-D and 3-D shapes	Match similar 2-D and 3-D shapes	Match similar 2-D and 3-D shapes
M.C2	M.7.G.2	Recognize objects that are the same or different	Recognize basic 2-D and 3-D shapes	Describe attributes of shapes	Match shapes to specified attributes	Classify shapes based on specified attributes
M.C2	M.7.G.5	Recognize attributes of an object	Recognize point, ray, and line	Recognize angle	Recognize acute, obtuse, and right angles	Compare angles to a right angle
M.C2	M.7.G.4	Recognize attribute values	Recognize and explain the measurable attributes of an object	Explain length and perimeter	Find the perimeter by adding all sides or unit lengths	Find the perimeter of polygons using coordinates
M.C3	M.7.SP.3	Classify objects; arrange objects by a rule	Recognize line plots, bar graphs, and picture graphs	Know peaks, outliers, and symmetric distribution	Assess variability; compare shapes of two data set	Draw inferences based on shape and spread
M.C3	M.7.SP.5-7	Recognize attribute values	Classify objects	Recognize outcomes of an event	Classify events as possible or impossible	Recognize the probability of an event

Levels mastered this year

No evidence of mastery on this Essential Element

Essential Element not tested

Individual Student Year-End Report

Learning Profile 2015-16

REPORT DATE: 07-09-2016
 SUBJECT: Mathematics
 GRADE: 7



NAME: Susie Smith
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT: 1234
STATE: Kansas
STATE ID: 1234567

		Level Mastery				
Claim	Essential Element	1	2	3	4 (Target)	5
M.C4	M.7.EE.1	Combine and partition sets	Demonstrate properties of addition/multiplication	Apply properties of addition and multiplication	Recognize equivalent expressions	Write two equivalent expressions for word problems
M.C4	M.7.EE.2	Identify patterns occurring in nature or life	Recognize patterns and sequences	Recognize increasing or decreasing patterns	Recognize arithmetic sequences	Recognize recursive rules for arithmetic sequences



Levels mastered this year



No evidence of mastery on this Essential Element



Essential Element not tested

Appendix AA: Security Incident Response Policy

Appendix AA has been included in the Confidential and Proprietary Volume.

Appendix BB: Sample Data Forensics Report

Appendix BB has been included in the Confidential and Proprietary Volume.

TALKING TO PARENTS/GUARDIANS ABOUT DLM STUDENT REPORTS 2015-16

Students who take Dynamic Learning Maps[®] alternate assessments receive student reports at the end of each year. This guide is designed to help you talk to parents about the DLM student reports.

If you have questions about school and state accountability, please contact your state department of education.

- ➔ There is also a PARENT INTERPRETATIVE GUIDE for DLM student year-end reports. Review this guide and share it with parents.

Getting Ready for the Meeting

- Set a positive tone when meeting with parent(s) to review the parent interpretive guide and the student's results.
- Review the report, the interpretive guide for parents and this guide to make sure you are comfortable with the language in the report.
- Think about different explanations you may need to give and alternative wording to explain the report contents. If you need to modify the language in the report, be careful not to change the intended meaning. For example: it would be acceptable to substitute "reading and writing" for "English language arts" or "ELA." But do not refer to ELA as just "reading," because the ELA assessment includes more than just reading.
- Review sections of the TEST ADMINISTRATION MANUAL and ACCESSIBILITY MANUAL in preparation for parent/guardian questions.

Continued on next page

Discussing the Student Report

The report has two parts in each subject: a performance profile and a learning profile.

- The performance profile contains summary results for the claim or conceptual area and for the subject as a whole.
- The learning profile details the student's mastery of specific linkage levels for each Essential Element.

Key points about each section are summarized below.

Performance Profile

Overall Results

- This section explains the student's overall performance in Essential Elements for the appropriate grade and subject.
- Caution parents against thinking that the number of linkage levels mastered is a raw score or number of items correct.
- Give academic examples of the skills.
- Provide examples of the Essential Elements (EEs). If appropriate, tell and/or show the parents where the EEs are located on your state web page.
- Tell or show parents how the EEs relate to what is being taught to grade-level peers.

Performance Categories

- Explain that "at target" means the student has met the standard.
- Focus on the student's highest level of mastery.
- [In states that convert DLM performance level descriptors into the state's labels]: explain how the DLM Consortium's performance levels correspond to the state's performance level descriptors.
- If parents are concerned about low performance, remind them that the DLM assessment has high expectations, perhaps higher than the past alternate assessment. There is room for students to grow and do even more in the future. This is only the second year of DLM results.

Conceptual Areas

- This section summarizes the student's performance in groups of related Essential Elements within the subject.
- Focus on what the student has mastered.
- The statements that come after the bar graphs list the skills students demonstrated during the assessment, or those that they were assessed on but did not show mastery.
- Sometimes students demonstrate skills during instruction but not during the assessment.

REPORT DATE: 09-25-2016
YEAR: 2015 – 16

**Individual Student Year-End Report
Performance Profile**



NAME: Susie Smith
SUBJECT: English Language Arts
SCHOOL: DLM School

DISTRICT: 1234
DISTRICT: DLM District name

STATE: DLM State
GRADE: 3
STATE ID: 999999

Overall Results

Students in Grade 3 English Language Arts are expected to be administered assessments covering 40 skills for 8 Essential Elements. Susie mastered 12 skills during the year. Overall, Susie's mastery of English Language Arts fell into the second of four performance categories: **approaching the target**. The specific skills Susie has and has not mastered can be found in Susie's Learning Profile.



- EMERGING:** The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- APPROACHING TARGET:** The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.
- AT TARGET:** The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
- ADVANCED:** The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

A student who has achieved at the **approaching the target** performance level has typically shown that he or she can recognize details, ideas, and supporting points made by the author, understand vocabulary, identifies feelings and recognizes text structure when reading Literature and Informational text.

The student recognizes details, ideas, and supporting points made by the author by:

- Retelling concrete details
- Answering who, what, when, where, and why questions

The student demonstrates and understanding of vocabulary by:

- Understanding definitions for unambiguous words in texts

The student identifies feelings by:

- Relating character feelings and actions

The student recognizes text structure by:

- Comparing two texts
- Using text features to locate information
- Recognizing the beginning and end of unfamiliar texts

When writing, the student:

- Selects an informational topic
- Finds information in resources to support the topic
- Writes using complete thoughts

REPORT DATE: 09-25-2016
YEAR: 2015 – 16

Individual Student Year-End Report Performance Profile



NAME: Susie Smith
SUBJECT: English Language Arts
SCHOOL: DLM School

DISTRICT: 1234
DISTRICT: DLM District name

STATE: DLM State
GRADE: 3
STATE ID: 999999

Performance Profile Continued

Conceptual Areas

Determining critical elements of text



Integrating ideas and information from text



Constructing understandings of text



Using writing to communicate



More information about Susie's performance on each Essential Element, that make up the Conceptual Areas, is located in the Learning Profile.


Learning Profile

- This section shows the student’s mastery of certain skills, or levels, for each Essential Element. Each row is one Essential Element. Each level is a skill.
- Explain that the target is the grade level expectation for all students.
- Explain the green boxes. Focus on what the student was able to show during the assessment. Sometimes students perform skills inconsistently. Other times they show skills during instruction but may not have shown them during the DLM assessment.
- Provide examples of how the student demonstrates knowledge of this skill during instruction.
- Encourage the parent to think about the blue or white boxes as areas for future instructional goals.
- Explain the blueprint and how choices were made about which Essential Elements and levels to assess.

REPORT DATE: 09-25-2016
SUBJECT: English Language Arts
GRADE: 3

NAME: Susie Smith
DISTRICT: DLM District name
SCHOOL: DLM School

Individual Student Year-End Report
Learning Profile 2015-16



DISTRICT: 1234
STATE: DLM State
STATE ID: 999999

Susie's performance in 3rd grade English Language Arts Essential Elements is summarized below. This information is based on all of the DLM tests Susie took during the 2015-16 school year. Grade 3 had 17 Essential Elements in 4 Conceptual Areas available for instruction during the 2015-16 school year. The minimum required number of Essential Elements for testing in 3rd grade was 8. Susie was tested on 8 Essential Elements in 4 of the 4 Conceptual Areas.

In order to master an Essential Element, a student must master a series of skills leading up to the specific skill identified in the Essential Element. This table describes what skills your child demonstrated in the assessment and how those skills compare to grade level expectations.

Green shading shows levels mastered this year. Blue shading shows Essential Elements with no evidence of mastery. No shading indicates the Essential Element was not assessed this year.

		Level Mastery				
Area	Essential Element	1	2	3	4 (Target)	5
ELA.C.1.1	ELA.RL.3.1	Attend to object characteristics	Identify familiar people, objects, places, or events	Answer who and what questions about details in familiar text	Answer who and what questions about story details	Answer wh- questions about story details
ELA.C.1.1	ELA.RL.3.2	Seek absent objects	Identify familiar people, objects, places, or events	Associate details with events in a familiar story	Associate details with events in diverse stories	Recount diverse stories with key details
ELA.C.1.1	ELA.RL.3.3	Identify feeling states in self	Identify feeling words	Identify character feelings in a familiar story	Identify character feelings	Relate character feelings to actions
ELA.C.1.1	ELA.RL.3.5	Express interest in book sharing	Differentiate between text and pictures	Identify the beginning and end of a familiar story	Identify beginning, middle, and end of a familiar story	Identify the beginning and end of a story

Levels mastered this year
 No evidence of mastery on this Essential Element
 Essential Element not tested

Page 1 of 3

Remember: Convey to parents how the DLM assessment is a part of their child’s educational journey.

Other Reports

You may also receive a class roster that lists DLM results for each of your students. Information about this type of report is provided in the *GUIDE TO DLM RESULTS*.

Other Information

The following information may help you talk with parents about other aspects of Dynamic Learning Maps. Use the *Test Administration Manual* to locate other information that will help with your conversations.

About the assessment administration:

- Explain that this not a typical assessment. The students are administered 3-5 items grouped together in small testlets. Each testlet is at one level for one or more Essential Elements (EE).
- Explain the adaptive nature of the spring DLM assessment by telling parents that the assessment is delivered online and when the student completes a testlet, the system will present the next testlet at a higher or lower level than the previous one.
- Explain how the student accessed the assessment (computer or other device) and what accessibility supports were used.
- Consider sharing the Essential Elements that will be assessed in the next grade.

Be prepared to show examples of the EEs. The EEs are available to share. You may explain the assessment and what the student sees on the computer screen. However, do not give specific examples of test items. The test items are secure even after test administration has been completed. Example testlets that can be shared with parents are available on the DLM website: <http://dynamiclearningmaps.org/content/information-parents>

Notes:



DYNAMIC[®]
LEARNING MAPS

Understanding Your Child's Performance and Learning Profiles

2015-2016 School Year

Area for state branding and contact information.

What is the Dynamic Learning Maps Assessment?

The Dynamic Learning Maps™ (DLM) assessment measures student performance on alternate content standards for students with the most significant cognitive disabilities—DLM Essential Elements.

Essential Elements detail what your child should know and be able to do at a particular grade level in a content area.

During the 2015-2016 school year, your child took assessments in English language arts and math. Your child may also have tested in DLM science. This report describes how your child performed on the assessments.

REPORT DATE: 09-25-2016
YEAR: 2015 – 16

Individual Student Year-End Report Performance Profile



NAME: Susie Smith
SUBJECT: English Language Arts
SCHOOL: DLM School

DISTRICT: 1234
DISTRICT: DLM District name

STATE: DLM State
GRADE: 3
STATE ID: 999999

Overall Results

Students in Grade 3 English Language Arts are expected to be administered assessments covering 40 skills for 8 Essential Elements. Susie mastered 12 skills during the year. Overall, Susie's mastery of English Language Arts fell into the second of four performance categories: **approaching the target**. The specific skills Susie has and has not mastered can be found in Susie's Learning Profile.



Student demonstrates **emerging** understanding of and ability to apply content knowledge represented by the Essential Elements.

APPROACHING TARGET: The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.

AT TARGET: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.

ADVANCED: The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

A student who has achieved at the **approaching the target** performance level has typically shown that he or she can recognize details, ideas, and supporting points made by the author, understand vocabulary, identifies feelings and recognizes text structure when reading Literature and Informational text.

The student recognizes details, ideas, and supporting points made by the author by:

- Retelling concrete details
- Answering who, what, when, where, and why questions

The student demonstrates and understanding of vocabulary by:

- Understanding definitions for unambiguous words in texts

The student identifies feelings by:

- Relating character feelings and actions

The student recognizes text structure by:

- Comparing two texts
- Using text features to locate information
- Recognizing the beginning and end of unfamiliar texts

When writing, the student:

- Selects an informational topic
- Finds information in resources to support the topic
- Writes using complete thoughts

How is my child doing?

The Performance Profile is reported by content area. In this example, English language arts is the content area shown.


The **Overall Results** section describes your child's overall performance in relation to the alternate achievement standards for a content area.

Student performance on this assessment is categorized as Emerging, Approaching the Target, at Target, and Advanced.

"At Target" means that your child has met the alternate achievement standards in a content area for your child's grade level.

How is my child doing in each Conceptual Area?

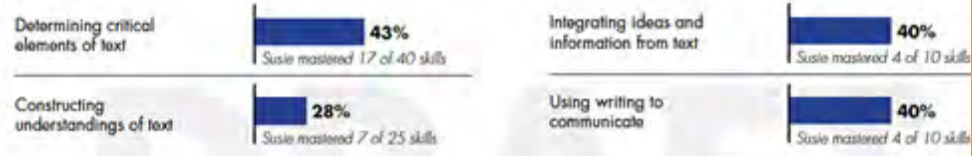
This section describes your child's performance on academic skills in grade-level by content area.

REPORT DATE: 09-25-2016 **Individual Student Year-End Report** 
: 2015 – 16 **Performance Profile**
NAME: Susie Smith DISTRICT: 1234 STATE, DLM
SUBJECT: English Language Arts DISTRICT: DLM District name
SCHOOL: DLM School STATE

What skills are tested at my child's grade level?
The **Conceptual Areas** section identifies the categories of tested skills by content area.

Performance Profile Continued

Conceptual Areas



You can read more about the specific knowledge and skills within each **Conceptual Area** on the following page(s) of the report.

More information about Susie's performance on each Essential Element, that make up the Conceptual Areas, is located in the Learning Profile.

Are these academic skills based on grade-level academic content?

All reported academic skills are grade-level academic content or are leading up to grade-level content for students with the most significant cognitive disabilities.

Look at the next section of the report for more information about how your child's performance compares to grade-level alternate achievement standards.

The **Learning Profile** shows your child's progress toward grade-level Targets on each Essential Element tested. To show achievement of the grade-level Target for each Essential Element, your child must have already mastered some skills that come before the Target. This table explains what your child has achieved and can do. Each content area is reported separately. This particular Learning Profile is for English language arts.


What can my child do?

The five **Levels** indicate a series of skills that build on each other toward a more complex grade-level skill.

Green (or light gray) shading shows skills your child demonstrated during the test.

Your child's performance on all levels for all Essential Elements is used to calculate the overall results in the content area.

Individual Student Year-End Report Learning Profile



NAME: Susie Smith **SCHOOL:** DLM School **YEAR:** 2014-15
SUBJECT: English Language Arts **DISTRICT:** DLM District **GRADE:** 4
REPORT DATE: 10-08-2015 **STATE:** DLM State

Susie's performance in 4th grade English Language Arts Essential Elements is summarized below. This information is based on all of the DLM tests Susie took during Spring 2015. Susie was assessed on 17 out of 17 Essential Elements expected in 4th grade. Susie was assessed on 4 out of 4 Conceptual Areas expected in 4th grade.

In order to master an Essential Element, a student must master a series of skills leading up to the specific skill identified in the Essential Element. This table describes what skills your child demonstrated in the assessment and how those skills compare to grade level expectations.

Green shading shows levels mastered this year. Blue shading shows Essential Elements with no evidence of mastery. No shading indicates the Essential Element was not assessed this year.

Area	Essential Element	Level				
		1	2	3	4 (Target)	5
ELA.C1.1	ELA.RL.4.1	Identify familiar people, objects, places, or events	Identify character actions in a familiar story	Identify character actions	Recount events in a story using details	Recount the key details of a story
ELA.C1.1	ELA.RL.4.3	Understand object names	Identify concrete details in a familiar story	Identify characters, setting, and major events	Describe characters in a narrative	Describe characters, setting, and events
ELA.C1.1	ELA.RL.4.5	Identify familiar people, objects, places, or events	Name or identify objects in pictures	Identify the beginning, middle, and end of a familiar story	Identify story characteristics	Identify story elements that change
ELA.C1.1	ELA.RI.4.1	Understand object names	Name or identify objects in pictures	Identify concrete details in an informational text	Identify explicit details in informational texts	Identify words related to explicit information
ELA.C1.1	ELA.RI.4.2	Understand object names	Name or identify objects in pictures	Identify concrete details in informational texts	Identify the overall topic of a familiar text	Identify topic-related words in an informational text

Levels mastered this year
No evidence of mastery on this Essential Element
Essential Element not tested

Page 1 of 3

How does my child's performance compare to the standards?



The **Target** indicates grade-level expectations. Green (or light gray) shading in the Target column indicates grade-level achievement of that Essential Element.

Where is my child making progress?

Blue (or dark gray) shading shows skills that were tested but that your child did not show during the assessment. No shading means the skill was not assessed this year.



DYNAMIC[®]
LEARNING MAPS

Entendiendo el Rendimiento del Niño y Perfiles de Aprendizaje

Año escolar 2015-2016

Area for state branding and contact information.

¿Qué son las evaluaciones Dynamic Learning Maps?

Las evaluaciones de Dynamic Learning Maps™ (DLM) miden el desempeño del estudiante en los contenido alternativo para estudiantes con discapacidades cognitivas—DLM Elementos Esenciales.

Elementos Esenciales detalla lo que su hijo debe saber y ser capaz de hacer en un determinado grado de nivel en un área de contenido.

Durante el año escolar 2015-2016, su hijo tomó evaluaciones en Arte del Lenguaje Inglés y matemáticas. Su hijo también pudo ser evaluado en Ciencias DLM. Este informe describe como lo hizo su hijo en las evaluaciones.

REPORT DATE: 09-25-2016
YEAR: 2015 – 16

Individual Student Year-End Report Performance Profile



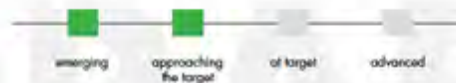
NAME: Susie Smith
SUBJECT: English Language Arts
SCHOOL: DLM School

DISTRICT: 1234
DISTRICT: DLM District name

STATE: DLM State
GRADE: 3
STATE ID: 999999

Overall Results

Students in Grade 3 English Language Arts are expected to be administered assessments covering 40 skills for 8 Essential Elements. Susie mastered 12 skills during the year. Overall, Susie's mastery of English Language Arts fell into the second of four performance categories: **approaching the target**. The specific skills Susie has and has not mastered can be found in Susie's Learning Profile.



Student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

APPROACHING TARGET: The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.

AT TARGET: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.

ADVANCED: The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

A student who has achieved at the **approaching the target** performance level has typically shown that he or she can recognize details, ideas, and supporting points made by the author, understand vocabulary, identifies feelings and recognizes text structure when reading Literature and Informational text.

The student recognizes details, ideas, and supporting points made by the author by:

- Retelling concrete details
- Answering who, what, when, where, and why questions

The student demonstrates and understanding of vocabulary by:

- Understanding definitions for unambiguous words in texts

The student identifies feelings by:

- Relating character feelings and actions

The student recognizes text structure by:

- Comparing two texts
- Using text features to locate information
- Recognizing the beginning and end of unfamiliar texts

When writing, the student:

- Selects an informational topic
- Finds information in resources to support the topic
- Writes using complete thoughts

¿Cómo lo está haciendo mi hijo?

El **Perfil de Rendimiento** está representado por contenido de área. En este ejemplo, Artes del Lenguaje Inglés es el contenido de área mostrado.

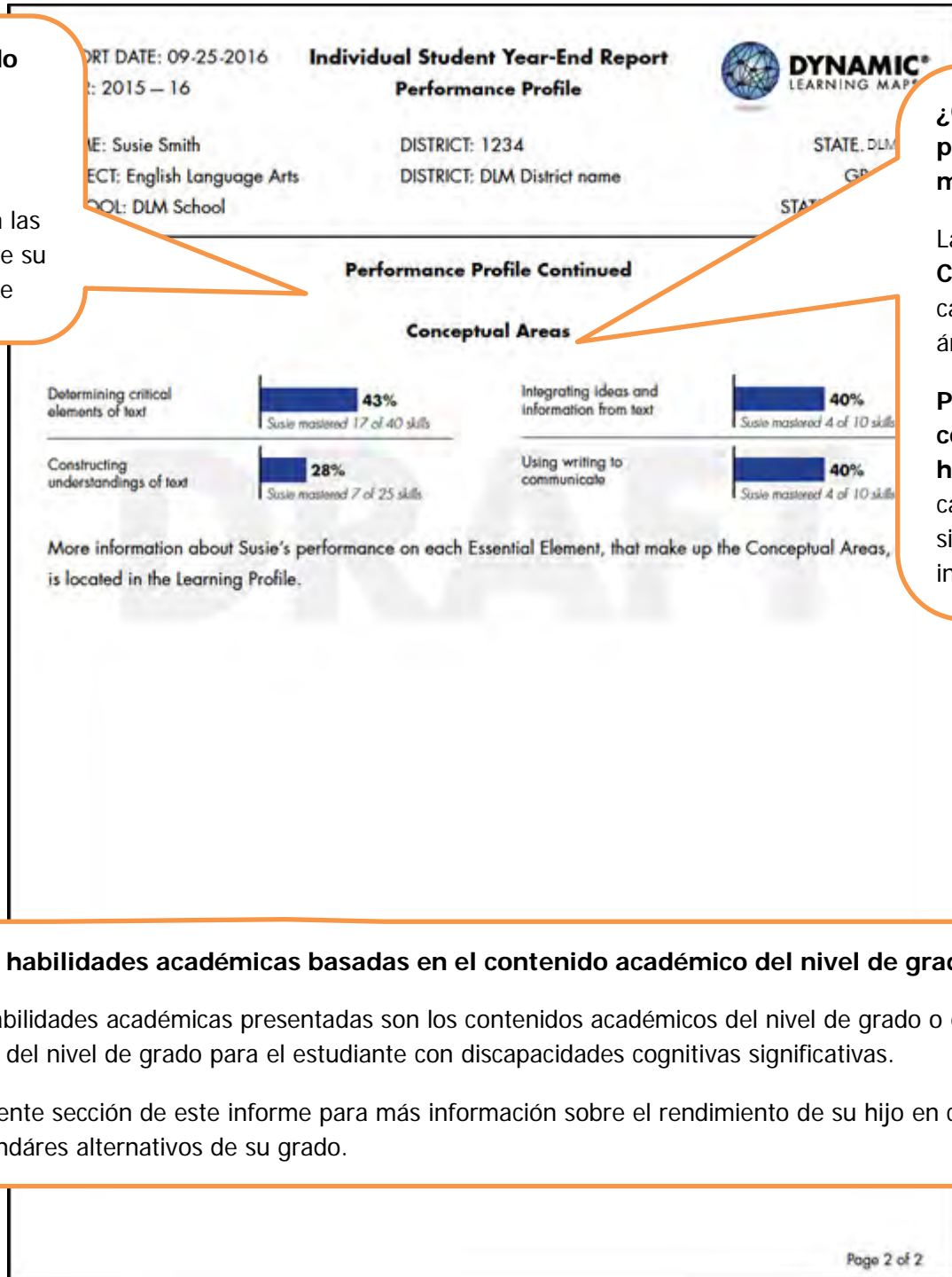
La sección del **Resultado General** describe el rendimiento general de su hijo en relación con los estándares alternativos por cada área de contenido.

El **Rendimiento del estudiante** en esta evaluación es clasificada como Emergente, Próxima al Objetivo, en Objetivo, y Avanzada.

“**En Objetivo**” significa que su hijo ha cumplido los estándares alternativos en un área de contenido para su nivel de grado.

¿Cómo lo está haciendo mi hijo en cada Área Conceptual?

Esta sección describe el rendimiento de su hijo en las habilidades académicas de su nivel de grado por área de contenido.



¿Qué habilidades se prueban en el grado de mi hijo?

La sección del **Área Conceptual** identifica las categorías evaluadas por área de contenido.

Pueden leer más sobre el conocimiento y habilidades específico en cada área conceptual en las siguientes páginas de este informe.

¿Son estas habilidades académicas basadas en el contenido académico del nivel de grado?

Todas las habilidades académicas presentadas son los contenidos académicos del nivel de grado o están llevando al contenido del nivel de grado para el estudiante con discapacidades cognitivas significativas.


Mire la siguiente sección de este informe para más información sobre el rendimiento de su hijo en comparación con las estándares alternativos de su grado.

El **perfil de aprendizaje** muestra el progreso de su hijo hacia los Objetivos de grado en cada elemento esencial probado. Para mostrar el logro del nivel de grado por cada Elemento Esencial, su hijo tiene que haber dominado algunas habilidades presentadas antes del Objetivo. Esta tabla explica lo que su hijo ha logrado y puede hacer. Cada área de contenido se presenta por separado. Este Perfil de Aprendizaje es especialmente para las Artes del Lenguaje Inglés.

¿Qué puede hacer mi hijo?

Los cinco Niveles indican una serie de habilidades que construidas entre sí para una habilidad mayor más compleja. Sobreado verde (o gris claro) muestra habilidades que su hijo demostró durante la prueba. El rendimiento de su hijo en todos los niveles de Elementos Esenciales es usado para calcular el resultado final en el área de contenido.

Individual Student Year-End Report Learning Profile



NAME: Susie Smith **SCHOOL:** DLM School
SUBJECT: English Language Arts **DISTRICT:** DLM District
REPORT DATE: 10-08-2015 **STATE:** DLM State

YEAR: 2014-15
GRADE: 4

Susie's performance in 4th grade English Language Arts Essential Elements is summarized below. This information is based on all of the DLM tests Susie took during Spring 2015. Susie was assessed on 17 out of 17 Essential Elements expected in 4th grade. Susie was assessed on 4 out of 4 Conceptual Areas expected in 4th grade.

In order to master an Essential Element, a student must master a series of skills leading up to the specific skill identified in the Essential Element. This table describes what skills your child demonstrated in the assessment and how those skills compare to grade level expectations.

Green shading shows levels mastered this year. Blue shading shows Essential Elements with no evidence of mastery. No shading indicates the Essential Element was not assessed this year.

Area	Essential Element	Level				
		1	2	3	4 (Target)	5
ELA.C1.1	ELA.RL.4.1	Identify familiar people, objects, places, or events	Identify character actions in a familiar story	Identify character actions	Recount events in a story using details	Recount the key details of a story
ELA.C1.1	ELA.RL.4.3	Understand object names	Identify concrete details in a familiar story	Identify characters, setting, and major events	Describe characters in a narrative	Describe characters, setting, and events
ELA.C1.1	ELA.RL.4.5	Identify familiar people, objects, places, or events	Name or identify objects in pictures	Identify the beginning, middle, and end of a familiar story	Identify story characteristics	Identify story elements that change
ELA.C1.1	ELA.RI.4.1	Understand object names	Name or identify objects in pictures	Identify concrete details in an informational text	Identify explicit details in informational texts	Identify words related to explicit information
ELA.C1.1	ELA.RI.4.2	Understand object names	Name or identify objects in pictures	Identify concrete details in informational texts	Identify the overall topic of a familiar text	Identify topic-related words in an informational text

 Levels mastered this year
 No evidence of mastery on this Essential Element
 Essential Element not tested

Page 1 of 3

¿Cómo se compara el rendimiento de mi hijo con los estándares?



El Objetivo indica las expectativas del grado. El sobreado verde (o gris claro) en la columna de Objetivos indica el logro del grado en Elementos Esenciales.

¿Dónde está mi hijo progresando?

El sobreado Azul (o gris oscuro) muestra las habilidades que se probaron, pero que su hijo no mostró durante la evaluación. Sin sobreado significa que las habilidades no fueron evaluadas este año.



DYNAMIC®
LEARNING MAPS

2014-2015 Technical Manual

Integrated Model

June 2016

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Dynamic Learning Maps Consortium. (2016, June). *2014-2015 Technical Manual – Integrated Model*. Lawrence, KS: University of Kansas, Center for Educational Testing and Evaluation.

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End of Year Learning Profile



SUBJECT: Science
MODEL: Year-End

GRADE: Elementary science
PROFILE ID: 0044

YEAR: 2015-16
TOTAL LL: 15

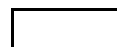
Essential Element	Level Mastery		
	1	2	3 (Target) 
SCI.5.PS.1.2	Recognize melting and freezing	Compare weight before and after melting and freezing	Compare weight before and after heating, cooling, or mixing
SCI.5.PS.1.3	Match physical properties	Classify materials by physical properties	Identify materials based on properties
SCI.5.PS.2.1	Recognize the direction objects go when dropped	Predict the direction objects go when dropped	Demonstrate that gravity is directed down
SCI.5.PS.3.1	Identify models that show plants need sunlight to grow	Model plants capturing energy from sunlight	Model energy in food coming from the Sun
SCI.5.LS.1.1	Distinguish things that grow from things that don't grow	Provide evidence that plants grow	Provide evidence that plants need air and water to grow
SCI.5.LS.2.1	Identify common human foods	Identify a model that shows matter moving from plants to animals	Model matter moving through living things
SCI.5.ESS.1.2	Order events including sunrise and sunset	Recognize patterns in the length of day	Show seasonal patterns in the length of day
SCI.5.ESS.2.1	Anticipates routine to follow when it is raining	Recognize how water affects people	Model how water affects the living things
SCI.5.ESS.3.1	Identify one way to protect a resource of Earth	Compare methods that help protect the Earth's resources	Describe how to protect the Earth's resources



Levels mastered this year



No evidence of mastery on this Essential Element



Essential Element not tested

ASSESSMENT COORDINATION GUIDE

for the Web-Based MAP[®] system

About This Guide

This *MAP Assessment Coordination Guide* is written for any NWEA partner who:

- Prepares for assessment, especially:
 - When to test
 - What subjects to test (and what to restrict)
- Oversees assessment, including:
 - Proctor preparation
 - Completion of testing

Main sections:

- [A: Choose Dates for Testing on page 2](#)
- [B: Set Test Restrictions on page 5](#)
- [C: Prepare Proctors on page 10](#)
- [D: Oversee and Complete Testing on page 11](#)
- [Appendix A: Test Descriptions on page 13](#)

A: Choose Dates for Testing

Consider guidelines for testing dates

To learn the basics, view the following video: [When to Test](#)

Summary:

- Length—Keep the test window length short (about 3 weeks) so you can make valid comparisons, especially between students in the same grade.
- Consistency—To ensure valid comparisons from one academic year to the next, try to keep the timing consistent.
- Spacing—Provide enough instruction between testing to give you meaningful growth measurements. For example, schools typically test around week 4 in the fall, week 20 in the winter, and week 32 in the spring.

Consider bandwidth

The network traffic at each school limits the number of testing sessions you should schedule at any given time. Considerations include:

- Total number of students testing at the same time
- Kinds of tests (tests for the primary grades require more bandwidth because of the audio)
- Other networking activity (ideally, keep usage of the Internet to a minimum during testing)

Compare a detailed schedule



[Sample Testing Schedules](#)

Date Setup Before Testing

Follow these steps as you prepare for MAP testing.

Required: Set District Test Dates

Set your testing dates for the coming terms, as soon as you know the schedule. You can also modify dates at any time as schedules change.

Required MAP Role: **Assessment Coordinator** or **System Administrator**

1. In the left navigation pane, select **Modify Preferences > Manage Terms**.
2. With the year selected, click **View/Update Terms**.
 - a. If needed, click **Add Academic Year**.
3. Scroll to the coming term.
4. *Optional*—Clear the **Active** check box if you never use a term, such as summer, and you do not want it to appear in the menus for proctors and teachers. (This option has no effect on MAP report data.)
5. For **Term Start** and **Term End**, you can usually keep the default dates, unless they conflict with your academic terms.

In fact, you cannot change dates for the start and end of the year, to prevent an overlap.

If you do not use four terms:

You can define the unused terms so they do not interfere with active terms. For example, if your district or organization uses a semester system and does not offer a winter term, you can define the winter term to take place on a weekend, winter break, or another day when no one will be testing. After all terms are defined, you can inactivate unused terms so they do not appear in the list of selections throughout the MAP system.

6. Set the **Test Window** dates to match the weeks you intend to conduct testing.
7. *Recommended*—Set **Weeks of Instruction** so that your MAP reports show the most precise norms percentiles. Match the average number of weeks from the **beginning of the school year** to the time when most students begin to test, across all subjects and grades.

Note: In the fall, the minimum value is 2. If you test in the first week, use this minimum value.

8. Specify how widely to apply your changes, by selecting one of the following options:
 - **Apply Test Window dates to every school in the district:** Applies the new date(s) district-wide, overriding any custom dates that have been applied to specific schools.
 - **Apply Test Window dates only to schools without defined custom test window dates:** Applies the new date(s) to all schools in the district except those for which custom dates have been applied.
9. Click **Submit**.

If a date you entered is invalid (such as a date outside of the instructional term), an error message appears at the top the page. Correct the date and click **Submit** again.

Optional: Set School-Specific Test Dates

If needed, you can define test dates for each school. For example, you could set different dates for your elementary schools and high schools.

Prerequisite: The district-wide test window dates in **Manage Terms** must be set to encompass all of your school-specific test windows.

Required MAP Role: **Assessment Coordinator** or **System Administrator**

1. In the left navigation pane, select **Modify Preferences > Modify District**.
2. Select the school.
3. Click **View/Update Terms**.

The View/Update School by Term page lists the terms currently defined in the system.
4. Select the instructional term.
5. Click **Edit School Term**.
6. Modify the start date and end date as needed.

Note: The dates must fall within the dates of the district test window.
7. Modify the Weeks of Instruction.
8. Click **Submit**.

If a date you entered is invalid (such as a date outside of the instructional term), an error message appears at the top the page. Correct the date and click **Submit** again.

B: Set Test Restrictions

Your district has the option to define which tests are appropriate for students, such as which grade level(s) may take a test. When this feature is set up, then tests that are inappropriate will be either hidden or blocked within the Manage Test sessions area of MAP. This reduces the risk of students taking the wrong test.

Example Restrictions

The following table shows example restrictions and what would happen.

Example	Can Assign Test?	Can Confirm Test?
Term Restriction= Spring Only		
During spring	Yes	Yes
During winter	No	No
Grade Restriction= 7-12 Only		
Students in grades 7 to 12	Yes	Yes
Students in K to 6	No	No
Frequency Restriction= Once Per Term		
First time taking test	Yes	Yes
Second time	Yes	No

Note: As highlighted above, there are situations where a restricted test still appears available, but is ultimately blocked.

Here's another example: Suppose that primary grade tests have been restricted to grade 2 only. It's possible that those tests still appear available if the proctor selected a mix of both grade 2 and 3 students. However, the test assignment would be automatically repressed for those grade 3 students.

Basic Setup

To change settings, open **Modify Preferences > Modify Tests**, select one or more tests, and click **Configure Test Settings**. In the Configure Tests window, select any combination of check boxes listed.

The screenshot shows the 'Configure Tests' window for 'End of Course: Algebra II'. It includes sections for 'Active', 'Test Restrictions', 'Term', 'Grade', and 'Frequency'. Annotations with arrows point to the 'Active' checkbox and the 'All Grades' checkbox. A list of grades (6-12) is also shown with checkboxes.

Active **Test Restrictions**

Test restrictions will limit the tests available for students to take. Configure test restrictions for the selected test(s) for grade, term, and frequency.

Term All Terms Spring Summer Fall Winter

Grade All Grades PK K KA KP 1 2 3 4 5 6 7 8 9 10 11 12 OT

Frequency Unlimited Once Per Term

Assign Cancel

Annotations:

- You can either inactivate a test completely or use Test Restrictions
- To make selections, first clear the top check box
- Only selected grades can access the test

Frequent Questions for Test Restrictions

Can I make exceptions to the test restrictions?

It is possible to override the restriction imposed when Frequency is **Once Per Term**. (For example, you could override the restriction for a test mistakenly terminated, because by default a termination counts toward the "once per term" limit.)

For details, see [Overriding a Test Restriction on page 7](#).

Why is a test restricted for a student who did not yet complete the test?

The most likely scenario is that the test was terminated, either by the proctor (for example, the student began the wrong math test) or because the suspended test was not completed within 28 days.

By default, terminated tests count the same as completed tests when MAP applies the "once per term" frequency restriction. If needed, see [Overriding a Test Restriction on page 7](#).

What happens to students with suspended tests when you modify Frequency settings?

Suspended tests can still be completed in this situation (as long as it fits within the 28-day limit for completing suspended tests).

What happens to students with suspended tests when you modify Grade settings?

Once you limit the test settings by grade, those students with suspended tests who would fall under the new grade restrictions can no longer complete the test. If needed, first arrange for students with suspended tests to complete testing.

Does changing Frequency to Once Per Term restrict students who completed testing prior to making the change?


No. If the restriction was not in place when a student began a test, then that test event does not count toward the Once Per Term limit.


Overriding a Test Restriction

Situation: In some cases, students are prevented from completing a test because the test frequency is set to "once per term." Proctors receive a message similar to the following figure. There is, however, a way to override this restriction.

If a test is restricted, the explanation appears here

Confirm Student

The following students have an existing suspended test, a test already in progress, or are restricted from taking a test. If you continue the suspended test it will resume from the last completed test item. If you start a new test, the suspended test will be terminated. Test(s) with a  started more than 28 days ago and have been terminated.

Jenny Jones
MAP: Math 2-5 Common Core 2010 V2
(Common Core Mathematics K-12: 2010)
suspended 31 days ago. Test restricted by frequency. 

Do Not Confirm

Submit Cancel

Example: If a student started to take a math test that he should actually take the following day, the proctor might have chosen to terminate the test. By default, terminated tests count the same as completed tests when MAP applies the "once per term" frequency restriction. As a result, the student cannot take the math test on the following day.

Exclude the Student's Test Event

Excluding the test event from reports also excludes it from the test restriction.

Required MAP role: **Data Administrator**

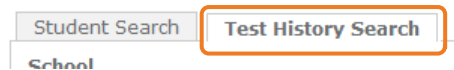
1. Click **Manage Students**.
2. Search for a student.
3. In the search results, select the student who has a test restricted.
4. Click **View/Update Test Events**.
5. Select the test event, such as a terminated test (indicated in the Test Status column).
6. Click **Exclude from Reports**.
7. To confirm:
 - a. In the **Included in Reports?** column, a dash appears for test events you have excluded.

Retest the Student

Test the student or students as normal. To find the students who need testing, you can use the Test History Search feature and set **Testing Status** to **Not yet tested**:

Find Students

Search is restricted to the current term. School



Student Search **Test History Search**

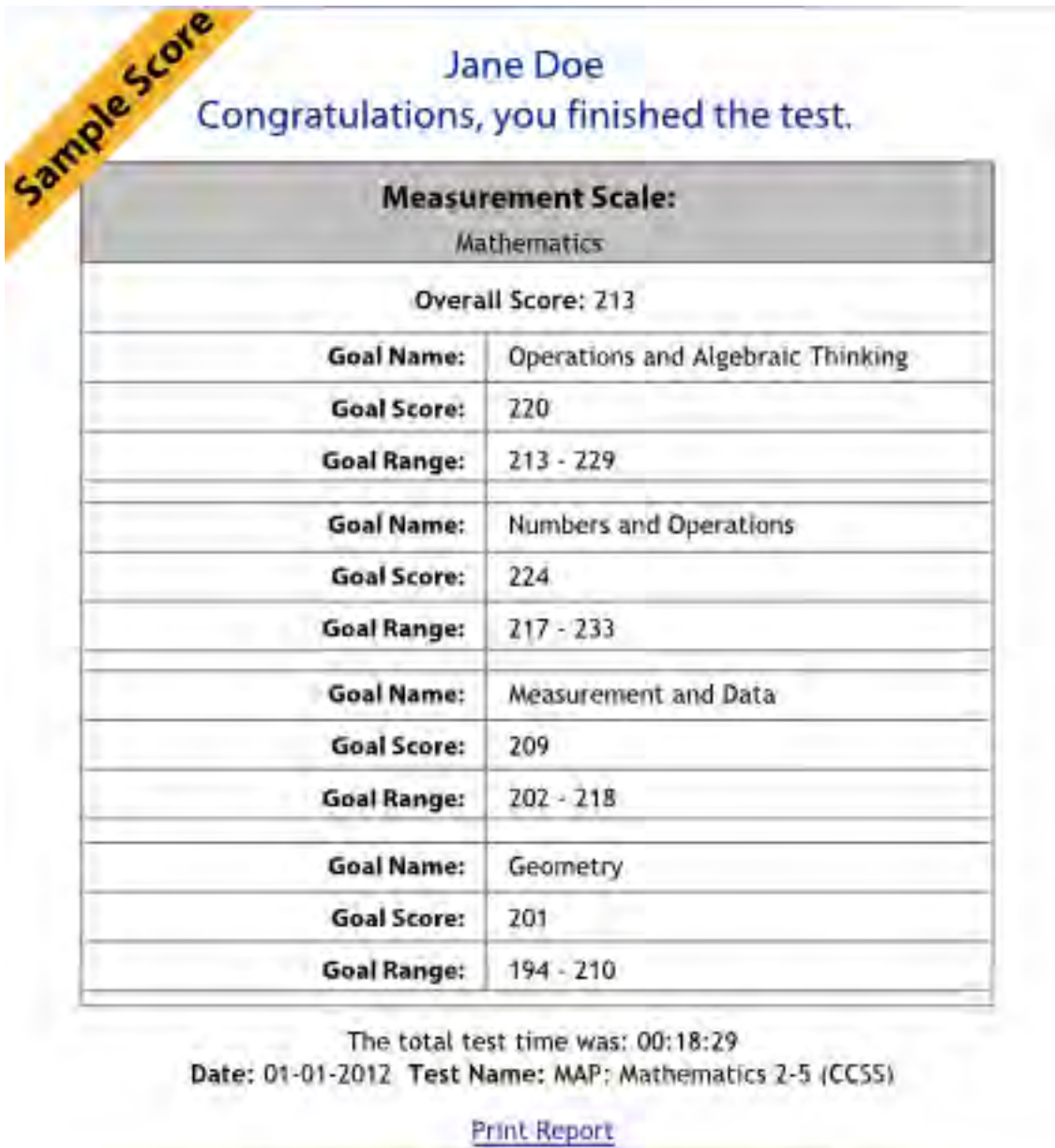
School

The completed test event will be included in reports by default.

Displaying Student Score After Testing

You control whether test results display on student computers when they complete their tests in the MAP system. This is a district-wide setting.

Sample Student Score



The image shows a sample student score report for Jane Doe. It features a yellow banner in the top left corner that says "Sample Score". The report is titled "Jane Doe" and "Congratulations, you finished the test." Below this is a table with the following data:

Measurement Scale:	
Mathematics	
Overall Score: 213	
Goal Name:	Operations and Algebraic Thinking
Goal Score:	220
Goal Range:	213 - 229
Goal Name:	Numbers and Operations
Goal Score:	224
Goal Range:	217 - 233
Goal Name:	Measurement and Data
Goal Score:	209
Goal Range:	202 - 218
Goal Name:	Geometry
Goal Score:	201
Goal Range:	194 - 210

The total test time was: 00:18:29
Date: 01-01-2012 Test Name: MAP: Mathematics 2-5 (CCSS)
[Print Report](#)

To modify the test score display:

Required MAP role: System Administrator or Assessment Coordinator

1. In the left navigation pane, select **Modify Preferences > Modify Tests**.
2. Near the top, select or clear: **Display test results to students at the end of a test**.

C: Prepare Proctors

Choose proctors

Some districts ask teachers to fill the proctor role for their own class. Assuming this approach meets your assessment security standards, it can make the proctor task quick and easy, because MAP includes a **Test My Class** feature. With this feature (available from **Manage Test Sessions**), just one button click selects the students for testing.

However, it can be easier for some districts to designate one or two people to fill the proctor role for all classes. For example, you might ask the lab administrator. In this case, the proctor would use the **Find Students to Test** button under **Manage Test Sessions**.

Inform proctors of the classes and tests

- **Classes:** Typically, you only need to list the teacher or class name in the testing schedule you provide to proctors. Proctors can then use it to quickly find students in MAP and assign tests.

However, that scenario assumes that the Data Administrator assigned students to classes and teachers. If not, then provide proctors the names of students for each testing period.

- **Tests:** Your testing schedule should also specify the test or tests that students need to take. (During MAP testing, each student can take a different test subject.) There are many types of tests available, but the main ones have the prefix "MAP" or "Primary" (primary grade tests). For details, see [Appendix A: Test Descriptions on page 13](#).

Set naming conventions for proctors to follow

A testing session is the software feature that gives proctors control over which students to include, the tests they take, and the whole testing experience. Advise proctors how to name testing sessions for clarity.

As a time saver, you can direct proctors to set up and save testing sessions in advance of testing, so they are ready to start when the students arrive. Because every testing session must have a unique name across the district, your team can develop naming conventions for proctors to follow.

- Example policy for naming testing sessions:

`<instructor initials><subject><grade><period>`

- Example name based on this format:

`< J.B. >< math >< 7 >< 2 >`

`jbm72`

D: Oversee and Complete Testing

Check progress

At least weekly, generate these Operational reports:

- Students Without Valid Test Results
- Test Events by Status

To see suspended tests, use Test History Search (open Manage Test Sessions and click Find Students to Test).

Check for students added improperly

After testing, generate these Operational reports:

- Students Without Reporting Attributes
- Potential Duplicate Profiles (or Profiles with Shared IDs)

After Testing: Complete Your Test Window

The "test window" dates define which test events to include in certain report data, but the data *will not appear* until you officially mark the test window as complete.

Tip: Set a calendar reminder.

Complete Your Test Window After Testing

After *all schools* have tested, you must mark the test window as complete before the system can generate *District Summary* and *Student Growth Summary* reports. It is also required for district averages to appear on reports, such as the *Student Progress* report, average RIT score. (Overnight processing is required.)

Required MAP role: Assessment Coordinator or System Administrator

Recommended Preparation:

- Notify all of your schools so they can complete testing.
 - Use operational reports to check the testing status of schools or grades:
 - Test Events by Status
 - Students Without Valid Test Results
- To find and complete suspended tests, use **Test History Search** (open Manage Test Sessions and click Find Students to Test)

Required: Mark Test Window Complete

Do these steps after every testing season.

1. In the left pane, select **Modify Preferences > Manage Terms**.
2. Select the academic year.
3. Click **View/Update Terms**.
4. Scroll to the term and select **Test Window Complete**.
5. *Recommended*—Set **Weeks of Instruction** so that your MAP reports show the most precise norms percentiles. Match the average number of weeks from the **beginning of the school year** to the time when most students begin to test, across all subjects and grades.

Note: In the fall, the minimum value is 2. If you test in the first week, use this minimum value.

6. Scroll down and click **Submit**.
7. Wait for the overnight process.

If Needed: Modify Your Test Window

At any time, you can change the dates of your test window. For example, if one of your grades missed their scheduled testing, they would be missing from MAP reports. By extending the test window dates, you can include them in reports.

1. Clear the **Test Window Complete** check box to enable editing of the date fields.
2. After changing the dates, select **Test Window Complete** again.
3. Wait overnight for your change to affect the MAP reports.

Appendix A: Test Descriptions

NOTE: The number of questions listed is an approximation. The actual number varies for each student as the system adapts to the student’s responses.

Test Type	Use For	Available for	Approx. Length/Time*	Score in Reports
Adaptive Tests				
MAP‡	Measure growth, inform instruction, and assess strategy	MAP reading, language, mathematics, and science	39 to 52 questions/about 45 min.	RIT score (subject and sub-parts called "goals"), shown in all reports (except <i>MAP for Primary Grades</i> reports). Also: Learning Continuum statements and Lexile score for reading test.
Survey	Quickly place incoming students	MAP reading, language, and mathematics	19 to 20 questions/about 20 min.	RIT score (subject-level only), shown in these reports: <ul style="list-style-type: none"> Student Progress, Class, Grade, District Summary Also: Lexile score for reading test.
End of Course	Assess at the end of a course only (only once per student)	MAP geometry, algebra I and II, and integrated mathematics I and II	49 to 52 questions/about 55 min.	RIT score (subject and sub-parts called "goals"), shown on the Student Progress Report, Class Breakdown reports, and similar growth-focused reports.
MAP for Primary Grades (or "MPG")‡	Measure growth, inform instruction, and assess strategy	MPG reading and mathematics	48 to 57 questions/about 50 min. (but administer in two 25 min. sessions)	RIT score (subject and sub-parts called "goals"), shown in all reports (except <i>MAP for Primary Grades</i> reports). Also: Learning Continuum statements and Lexile score for reading test.
MPG Non-Adaptive Tests				
Screening	Assess foundational skills of new kindergarteners	MPG reading and mathematics	33 to 35 questions/about 30 min.	Percent correct, shown only in <i>MAP for Primary Grades</i> reports
Skills Check-list	Get details about a certain skill, as a pre- or post-test for a unit you teach	MPG reading and mathematics	11 to 53 questions/about 8 to 60 min., based on skill tested	

* Length includes familiarization questions. Time is the average time to take the test. Length and time vary by student. For total test administration time, add 10 to 15 minutes for setup and pre-test instructions.

MAP Test Description

MAP tests produce both an overall subject score and scores for the sub-parts, called "goals." You can test up to **four times per academic year** without presenting the same question to a student in a two-year period.

MAP currently offers the following tests:

MAP Test (Grade)	Approx. Number of Questions
Language (2-12)	49 to 52 questions
Mathematics (2-5)	49 to 52 questions
Mathematics (6+)	
Reading (2-5)	39 to 42 questions
Reading (6+)	
General Science (3-5)	45 questions
General Science (6+)	
Science (3-5) for NGSS*	45 questions
Science (6-8) for NGSS*	

Accessible Tests

For students who need visual assistance, MAP also provides tests that are compatible with screen readers, such as JAWS. These tests ensure that all questions have alternative text descriptions for pictures. Look for "Accessible" at the beginning of the test name.

MAP Test Structures and State Standards

The sub-parts ("goals") of MAP tests vary by state. Details of each goal structure are available here:

support.nwea.org/our-research/state-information

*Next Generation Science Standards (NGSS) is a registered trademark of Achieve. Neither Achieve nor the lead states and partners that developed the Next Generation Science Standards was involved in the production of, and does not endorse, this product.

Survey Test Description

Survey tests present only 20 questions and produce only a single overall score for the subject. You can administer them at **any time during the school year**. However, they are not recommended for growth measurement.

MAP currently offers the following Survey tests:

- Language
- Mathematics 2-5
- Mathematics 6+
- Reading 2-5
- Reading 6+
- Algebra II

Accessible Tests

For students who need visual assistance, MAP also provides tests that are compatible with screen readers, such as JAWS. These tests ensure that all questions have alternative text descriptions for pictures. Look for "Accessible" at the beginning of the test name.

Survey Test Structures and State Standards

The Survey tests use the same part structures (called "goals") as the MAP tests. Refer to the following website for details:

support.nwea.org/our-research/state-information

End of Course Test Description

End of Course tests are designed to measure students' understanding of upper-level mathematics after a year of instruction. Resulting scores provide one indicator of whether the student is ready to move to the next mathematics course in the sequence. Educators can monitor course scores from year to year to learn how the mathematics program is improving over time.

MAP currently offers the following End of Course mathematics tests:

- Algebra I
- Algebra II
- Geometry
- Integrated Mathematics I
- Integrated Mathematics II

The Integrated Mathematics tests were designed for an integrated curriculum that includes algebra, geometry, measurement, statistics, and probability.

Administering End of Course Tests

End of Course Mathematics tests should only be given at the end of the specific course. They should never be used as a pre-test for that course. The test questions are written and scored with the expectation that students have been exposed to the content. In addition, the number of questions available is not sufficient to support administering the test multiple times to the same student in all cases.

For a pre-test, you can give the MAP Mathematics 6+ test in the fall or at the beginning of an Algebra I, Geometry, or Algebra II course. This establishes a baseline measure for growth.

Important! The test called Integrated Mathematics I is designed to be used after two years of integrated mathematics instruction. At the end of one year of integrated mathematics instruction, you can administer the MAP Mathematics 6+ test instead. The test called Integrated Mathematics II should be administered after three years of integrated mathematics instruction.

NWEA does not recommend administering both an End of Course test and the MAP Mathematics 6+ test in the same testing season. Either of these tests can be used as the growth test event in MAP reports. The overall RIT scores from these tests are comparable, but the goal areas are different because End of Course tests are limited to goals within the specific content area.

Block Scheduling

Secondary schools that are on a block schedule should give the End of Course Mathematics test at the end of that course.

For example, a high school with block scheduling offers Algebra I in the fall; the End of Course Algebra I test should be given at the end of that course (December or January). If the Algebra I course is offered in the spring, the End of Course Algebra I test would be given at the end of that course (May or June).

Interpreting End of Course Scores

End of Course Mathematics tests are not considered mastery tests. Mastery implies proficiency level, which varies from state to state.

End of Course Mathematics test data do not inform “passing” criteria relative to state standards. The reports do, however, provide relative performance by norms.

End of Course Mathematics tests display a RIT range in goal areas, allowing educators to look at goal performance for students and for the class. Goal area information can inform instructional decisions and indicate whether the content of the course is addressing all goal areas. Goal area information also provides focus on the relative weaknesses and strengths of the class as a whole.

Reports for End of Course Mathematics

Use reports showing student growth, including:

- Class Breakdown by RIT, Class Breakdown by Goal
- Student Progress
- Student Goal Setting Worksheet
- Student Growth Summary
- Achievement Status and Growth (ASG) – Displays an overall RIT score. Growth is calculated from the overall fall RIT on the MAP Mathematics 6+ test to the overall RIT on the End of Course Mathematics test.

Note: Currently NWEA does not maintain beginning-of-year to end-of-year growth norms for grades 11 and 12. Until these growth norms are established, 11th and 12th grade instructors should disregard the 11th and 12th grade growth data on the Achievement Status and Growth and Student Growth Summary.

Structure for End of Course Tests

The MAP Help Center has a topic with [detailed content descriptions](#) for each test.


MPG Test Description

If your school has chosen to implement the MAP for Primary Grades (MPG) tests, you can choose from three types:

Screening:	Get baseline information for a new student who is in the earliest stages of learning, particularly a kindergarten or pre-K student
Skills Check-list:	Assess knowledge of a specific skill before or after teaching it (38 skills to choose from in mathematics and reading; scored as percent correct)
MAP for Primary Grades	Adaptive test to assess growth from one term to the next and obtain learning statements to identify what the student is ready to learn

Selecting Which Test to Use

Teachers can choose the test that best serves the needs of each student. Refer to either of the following:

- MAP Help Center—[Primary Grades](#)
- or -
-  [Primary Grades Test Selection](#) (7 pages)

SYSTEM AND TECHNOLOGY GUIDE

for the Web-Based MAP[®] and Skills Navigator[®] systems

About This Guide

This *System and Technology Guide* is written for anyone who:

- Needs to understand the technology requirements for Web-Based MAP[®] and Skill Navigator[®]
- Prepares the network environment
- Prepares computer devices

Main Sections:

- [A: Review System Requirements on page 2](#)
- [B: Set Up Desktop Computers on page 5](#)
- [C: iPad Setup for Students on page 9](#)
- [D: Chromebook Setup for Students on page 11](#)
- [E: Staff Access to MAP on page 12](#)

A: Review System Requirements

Here are the minimum system requirements for NWEA Web-based products.

Student Testing Requirements

Device	Operating System	Browser for MAP	Browser Choices for Skills Navigator®
Windows® PC	Windows 7, 8, 8.1, or 10	MAP lockdown browser for PC, July 2015 release required* Note: Installation includes .NET Framework, which is required.	Firefox 45 or higher, Chrome 41 or higher
Macintosh®	Mac OS® X v10.8, .9, .10, or .11	MAP lockdown browser for Mac, Aug 2013 release (3.0.0.2) or later recommended, running on: Safari® 6.2.2 minimum - 9 max	Safari 6.2 minimum - 9 max, Firefox 45 or higher, Chrome 41 or higher
iPad®	iOS 8 or 9	MAP Testing App (see iPad setup) Latest update: July 2016	Safari® 8 minimum - 9 max (no App needed)
Note: Testing not supported on iPad v.1, and Pro models require the latest MAP Testing App			
Chromebook™	Google Chrome™ OS 41 or higher	MAP Chromebook Testing App (see Chromebook setup) Latest update: July 2016	Chrome 41 or higher

* Check your version—On each PC, you can start the lockdown browser and type: Ctrl+Alt+V. If the pop-up that appears is a version below 5.0.185.0, you must re-install with the latest version, available from the MAP homepage.

Other requirements: Bring headphones for primary grades testing. Recommended: Set up computer user accounts dedicated to testing, and disable assistants like Siri and Cortana.

Teachers and Staff Requirements

Device	Operating System	Internet Explorer	Safari	Firefox	Chrome
Windows® PC	Windows 7, 8, 8.1, or 10	10 or 11		45 or higher	41 or higher
Macintosh®	Mac OS® X v10.8, .9, .10, or .11		Safari® 6.2‡ minimum - 9 max	45 or higher	41 or higher
Chromebook™	Google Chrome OS (v41 or higher is best)				41 or higher
iPad®	Not supported at this time				

Other requirements: PDF viewer, such as Adobe Reader®. Also, follow specific browser settings, such as allowing cookies and pop-ups for the MAP URL; see [Configuring Browser Settings on page 12](#).

‡ If Safari below 6.0, use Chrome or Firefox instead of the lockdown browser.

Hardware Specifications

Computer hardware must meet the minimum requirements specified by the manufacturers of the operating system and browser in use. Hardware that exceeds the minimum is recommended for an optimal experience. The resources for NWEA Web-based products are similar to other Web-based applications. For computer display, follow these specifications:

- Screen Resolution: 1024 x 768 or more
- Color Depth: 32-bit recommended (minimum 16-bit)

Network Bandwidth

The following bandwidth recommendations are based on best estimate calculations. Test sites that do not meet these recommendations will be able to deliver assessments, but may experience delays.

- MAP and Skills Navigator testing – **2 Mbps** for every 30 computers concurrently testing
- MAP for Primary Grades testing – **3 Mbps** for every 30 computers concurrently testing. More bandwidth is required because of audio and interactive features
- Look for limitation points in your internal network (such as school-to-district connections when the district has the main Internet connection)
- You may need to calculate the bandwidth requirements separately for each test season, depending on the tests planned. The requirements increase when you test more students, more subjects, or more schools.

Note: Additional bandwidth is needed at the beginning of each test to load the initial test questions and the question display software into cache in each computer’s browser. The initial load is approximately 2.2 MB, and the load time varies based on available bandwidth.

To perform an Internet speed test, use a Web site such as www.speedtest.net and select Portland, Oregon (the primary location of NWEA servers). For each building where testing will take place, perform the test at different times during the school day to understand the variations in bandwidth usage. Record the download speeds and use them to approximate your available bandwidth during testing.

Wireless Recommendations

Here are general guidelines for Wireless Access Points (WAPs), based on 802.11 g, n, or ac:

- under 25 devices per WAP = Okay
- between 26 to 50 devices = Check the performance
- over 50 devices = Try to decrease the number of devices
- WAP in the same room as the testing devices

In the WAP configuration, strive to limit connections to just testing devices. Also, limit devices to connect only with the closest WAP (for example, avoid overlapping channels and disable promiscuous mode on devices). During testing, monitor for interference from rogue WAPs, non-testing devices, and non-testing activities, like iOS updates. If errors occur, try disabling automatic load balancing.

Firewall and E-mail Configuration

For the following URLs, you should: add to your white lists, exclude from caching, and prioritize the traffic. Example equipment includes your firewall (hardware and software), content filter, and proxy server/cache. Allow the changes to propagate before testing.

- **Sites for test and administration:**

`*.mapnwea.org`

Or, if you cannot use the asterisk (*) wildcard character:

`https://teach.mapnwea.org`

`https://test.mapnwea.org`

`https://cdn.mapnwea.org`

Also, if using Skills Navigator:

`https://skillsnav.mapnwea.org`

- **Site for test warm-up practice (MAP only):**

`http://warmup.nwea.org`

- **Sites for training and documentation:**

`http://nwea.adobeconnect.com`

`http://destinationpd.nwea.org/`

- **Allow in e-mail spam filter (both server and clients):**

`*@nwea.org`

For example, `MAP-AutoResponder@nwea.org` is used to send login credentials to staff.

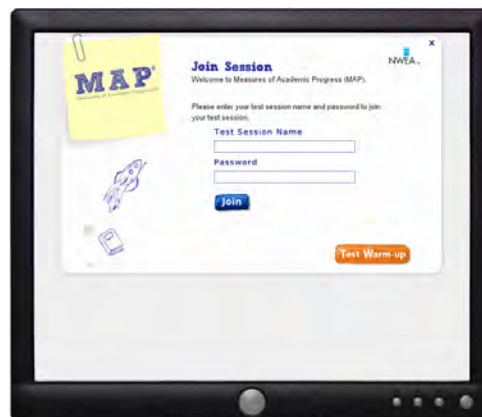
B: Set Up Desktop Computers

Applies to: MAP (not Skills Navigator)

To ensure MAP test security, students use a lockdown browser or similar technology. Lockdown browsers help secure testing by restricting access to resources other than the MAP test. You can download the lockdown browsers from the MAP system home page, and then install or distribute it to each computer.



To hide the browser controls...



...the lockdown browser displays in full screen and restricts navigation

Update Frequency—If updates are required for the lockdown browser, they typically occur during summer, ahead of the standard school year. However, there may be *optional* upgrades available mid-year to support new versions of operating systems or browsers.

Computer User Accounts for MAP Testing

Applies to: MAP (not Skills Navigator)

As a best practice, create a dedicated computer user account for use during MAP testing and apply the following account settings. Actually, you may want two accounts: one with accessibility features disabled and a separate account for those students who need accessibility features enabled. Set up the account (or accounts) in your Windows or Mac group policy.

Alternatively, you could temporarily apply the following settings to your standard student accounts.

User Account Settings for Software and Network

- Disable virus and malware scanners because they can interfere with testing
- Prevent screen savers because they can interfere with testing
- Disable automatic updates to software and the operating system
- Extend the time for power-saving sleep mode to at least 30 minutes
- Disable any pop-up blocker software tools

Installing the Windows Lockdown Browser

Applies to: MAP (not Skills Navigator)

For Windows computers, you use the **PC Version** lockdown browser, available from the home page when you log into the MAP system. It includes an installation program.

Note: In addition to extracting the required files, the installation also detects and automatically installs the required .NET Framework (version 3.5 or higher).

To install individually on a PC:

1. Log into the computer with an account that the student would use or with an administrator account.
2. To prevent student confusion, first remove the prior lockdown browser from the computer:
 - a. Look on the desktop for a MAP testing icon.
 - b. Click once to select it, and then press Delete.
3. In a browser, log into the MAP system.
4. From the MAP home page, download the **PC Version**.
5. Either run the installation at the download prompt, or save the file and then double-click the downloaded file, located here by default:

`My Documents/Downloads/Setup Lockdown Browser.exe`

6. When prompted, accept the default installation directory or choose another location.

Note: The installer detects whether this computer meets the .NET Framework requirements. If not, and you do not have administrator rights, then someone with administrator rights should perform the installation so that it can upgrade .NET. Alternatively, the administrator could upgrade .NET directly from the Microsoft Website.
7. To start the lockdown browser, choose:
Start > All Programs > NWEA > Lockdown Browser > NWEA Lockdown Browser

To push installation over the network:

Network vs Local – Although you can push the lockdown browser executable over your network, the executable itself should run on each computer locally. Do not run the executable from a server, because testing will be too slow.

These steps require administrator privileges.

1. In a browser, log into the MAP system.
2. From the MAP home page, download the **PC Version**.
3. At the download prompt, save the file, located here by default:

```
My Documents/Downloads/Setup Lockdown Browser.exe
```

4. At a command prompt, change to the download directory.
5. Choose the installer that works best with your software deployment tool, and then continue with the appropriate step:
 - a. *Option A* = NWEA installer. Performs both system checks and the installation.
 - b. *Option B* = Microsoft Installer Package (MSI). Performs installation only. Assumes your computers have the required .NET Framework.
6. *Option A*: To use the NWEA installer, use this syntax in your software deployment tool:

```
"setup lockdown browser.exe" /v/qn
```

Note: There's no space in the parameter /v/qn. You can also choose to run in silent mode by adding the /s parameter, which prevents the installation prompts:

```
"setup lockdown browser.exe" /v/qn /s
```

7. *Option B*: To use the MSI package, first extract it from the download.
 - a. At a command prompt, change to the download directory and type the extraction command:

```
"setup lockdown browser" /b"./"
```

- b. Use this syntax in your software deployment tool:

```
MSIExec /i "Lockdown Browser.msi" /qb ALLUSERS="1"
```

To check the installed version:

If you have previously installed a lockdown browser, you can check the version number. Start the lockdown browser and type: **Ctrl+Alt+V**.

Mac Lockdown Browser Distribution

Applies to: MAP (not Skills Navigator)

The Mac version of the lockdown browser does not involve an installation. Instead, you simply download the file to the Mac desktop of each computer before test-taking.

1. In a browser, log into the MAP system.
2. From the MAP home page, download **Mac Version**.
3. When prompted, save the file to your desktop.
4. Copy the downloaded file to other Mac computers or use automated tools to push it across the network.

Network vs Local – Although you can push the lockdown browser executable over your network, the executable itself should run on each computer locally. Do not run the executable from a server, because testing will be too slow.

Checking Desktop Computer Readiness for Testing

Applies to: MAP (not Skills Navigator)

To make testing go smoothly, the MAP team should check each computer for readiness. Allow time after checking the computers to resolve any issues before the first day of testing.

See also: [Lab Readiness Checklist](#).

To check a student computer for readiness:

1. Start the MAP lockdown browser:

On Windows, choose: Start > All Programs > NWEA > Lockdown Browser > NWEA Lockdown Browser.

On Mac, look on the computer desktop for an icon:



2. Observe one of these results:
 - **Success:** The Join Session page appears.
 - **Failure:** The page identifies the computer components that failed. Make a note identifying the computer and its failing components.

Important! If you can print the errors page using **Ctrl+P** or **Command+P**, you are not using the lockdown browser. Return to step 1 and make sure you open the lockdown browser.

3. Close the lockdown browser by clicking the "X" in the upper right-hand corner.
Note: If the "X" is not available, press **Ctrl+Shift+Q** to exit.
4. Resolve all failures or report them to the MAP System Administrator.

C: iPad Setup for Students

Applies to: **MAP** (not Skills Navigator)

Install the **NWEA MAP Testing App**, which automatically opens to the student testing site (test.mapnwea.org) in full-screen mode. It also works with the MAP for Primary Grades tests.

- **Access**—Under the iTunes App Store, search for "NWEA MAP."
- **Distribution**—Use a mobile device management tool, such as Apple's Profile Manager. If needed, use the following IDs:
 - Bundle ID—`org.nwea.maptesting`
 - App ID—1087546325
- **Security**—The app does not stop students from exiting the test, so use the Single App Mode solution within your mobile device management tool. Alternatively, use the Guided Access feature on each device, as explained below.

Note: Although Single App Mode is recommended, the MAP Testing app currently does not support *Autonomous* Single App Mode, which can launch the app as soon as the iPad is started.

Optional: Guided Access Setup

If your mobile device management does not include a Single App Mode solution, you can secure each iPad, one at a time, using the Guided Access feature:

1. **Before testing:**
 - a. Open the iPad settings.
 - b. Choose **General > Accessibility > Guided Access**.
 - c. Turn it **On**.
 - d. Press **Passcode Settings** and type a code that students will not know.

2. Start of testing:

- a. Start the NWEA MAP Testing App.
- b. Turn the iPad to landscape display.
- c. Triple-click the iPad Home button to open Guided Access:



- d. Under the **Hardware Options**, turn off **Motion** to prevent the test from switching to portrait display.
 - e. Press **Start**.
 - f. Student can now join the test session.
3. **During testing** – Keep in mind that you cannot interrupt the test at the student's iPad. Use controls on the proctor computer instead.
 4. **After testing** – Triple-click the Home button again, and use the passcode to turn off Guided Access.

If the iPad app freezes...

The app could freeze if there is a break in the wireless connection. You need to exit the app and restart.

Tip: If pressing the Home button fails to exit, then try pressing both Home and Power buttons at the same time until the iPad restarts.

Next, on your **proctor computer**, select an action depending on the Status:

- *Confirmed*—Choose **Select Action > Do Not Confirm** (you will confirm later)
- *Testing*—Choose **Select Action > Suspend**
 - Once suspended, chose **Select Action > Test Again**

Ask the **student** to sign in again, and then confirm as usual.

If you need to interrupt testing at the iPad...

The easiest way to interrupt iPad testing is through the controls on your proctor computer. However, if you are unable to use a proctor computer, it is possible to interrupt directly at the iPad:

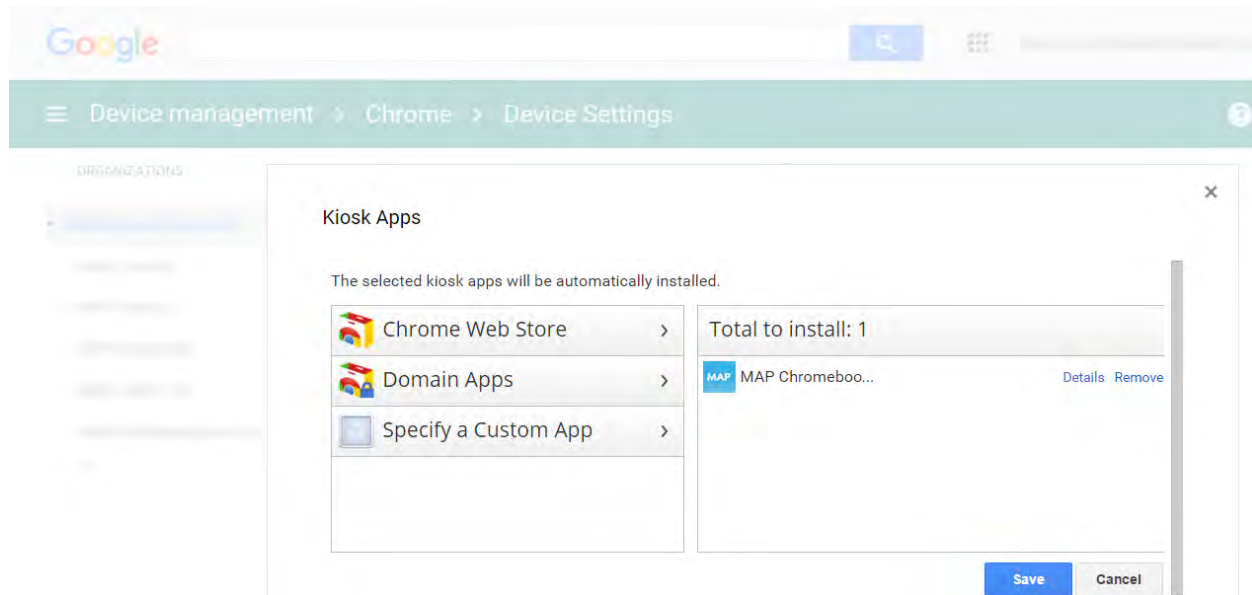
- Connect a keyboard directly into the iPad (you will need an adapter and a simple, low-power keyboard).
- Type the interrupt shortcut: **Ctrl + Shift + P**.
- Not available if using iOS 8.

D: Chromebook Setup for Students

Applies to: MAP (not Skills Navigator)

Install the **MAP Chromebook Testing App**, which allows students to test in a secure, full-screen kiosk mode. It automatically opens to the student testing site (test.mapnwea.org). The app is available from the Chrome App Store, but do not install it directly from the store.

Install the app through the **Chrome Management console** using the [Google recommended settings](#) for student assessments (use Scenario 1).



E: Staff Access to MAP

For staff to access MAP and Skills Navigator, they use this site address:

`https://teach.mapnwea.org`

To enable and maintain access, follow the set-up instructions in this section.

Configuring Browser Settings

The MAP system relies on certain browser settings in order to work correctly. If the default settings have been changed, configure the following for each computer:

- **Enable JavaScript.**
- **Enable cookies.** This setting can be applied globally or directly to the MAP site (teach.mapnwea.org).
- **Allow pop-ups.** Add the MAP site to the list of allowed sites in the pop-up blocker settings, including pop-up blocker add-ons.

All PDF reports are considered pop-ups by the browser. The user usually sees a message saying “Your report will display in a moment. If this does not happen, click here to try again.” If pop-ups are blocked, the report does not display until the user clicks the provided link.

- **RECOMMENDED:** For security purposes, disable password-saving (or instruct staff to avoid saving it).

Your organization is responsible for password security policies.

Saving passwords on a shared computer can cause a security breach, making student data available to anyone who can access the computer. Saving passwords could lead to a violation of a federal law, the Family Educational Rights and Privacy Act (FERPA).

Distributing Log-in Information

As a best practice, take advantage of the MAP system feature that automatically e-mails staff their log-in information. The requirements for this feature are:

- The sender address, MAP-AutoResponder@nwea.org, must be permitted in your e-mail system. Add the following to e-mail spam filter (both server and clients):

`*@nwea.org`

- A valid e-mail address must be included in the E-mail Address of each user profile. Coordinate with the Data Administrator.

An e-mail message is also triggered for a password reset or for changes to the User Name.

Note: As an alternative to the automatic e-mail, it's possible to copy the temporary password that appears on screen when creating a single user (**Manage Users** feature). The temporary password appears only once. If you do not copy it, you will need to reset the password.

Linking to MAP

Try these suggestions to make it easy for staff to open the MAP site (teach.mapnwea.org):

- Push a shortcut to the computer desktops.
- Place a shortcut in a network folder where users can access it, and ask them to copy the shortcut to the desktop (one time per computer).
- Add a favorite or bookmark for MAP when you configure the browsers.

Notifying Users of Their Roles

Users are not notified of their roles in the system automatically. Make sure you notify:

- Newly created users of their assigned roles
- Existing users when you add roles to, or remove roles from, their profiles

If you create several users at one time, you can e-mail each group of users assigned the same role in the system to inform them of their assigned roles.

Tip: Use the User Roles operational report to identify users by role. (An Assessment Coordinator or Data Administrator has access to the report.)

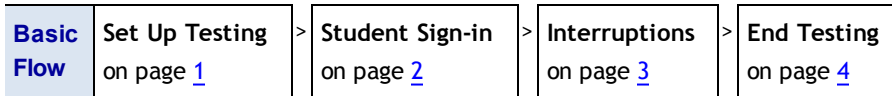
Schedule of MAP Availability

The system is unavailable several weekends per year for scheduled maintenance. NWEA communicates the maintenance schedule by e-mail to a contact person for your district. Most of the scheduled maintenance involves minor changes. Major changes to the software or tests normally occur outside of the typical testing windows. See the [list of upcoming maintenance dates](#).

In addition to the weekend maintenance, there is a short, weekly maintenance during off-hours.

In all cases, warning messages appear 30 minutes before system shutdown.

Your computer lab should be prepared ahead of scheduled testing. For details, see: [Lab Readiness Checklist](#).



See also: [Troubleshooting Common Issues on page 6](#).

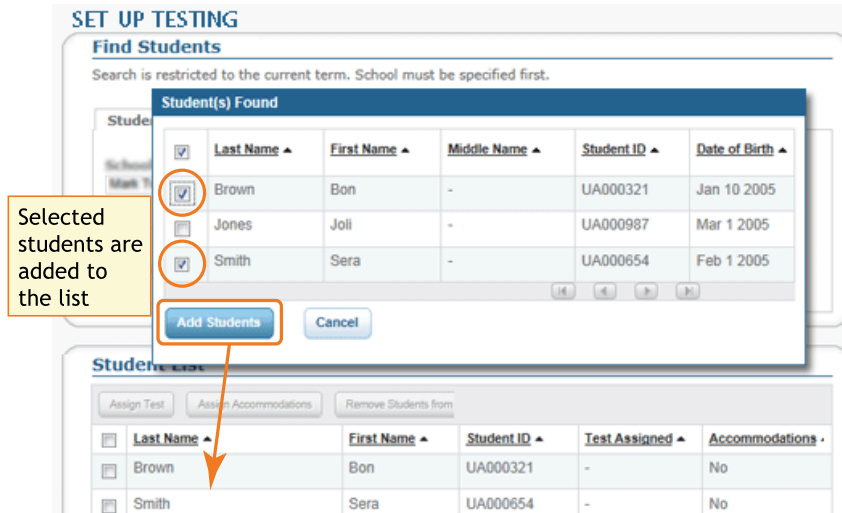
Set Up Testing in MAP



On your **proctor computer**, log into MAP, choose **Manage Test Sessions**, and follow Option 1, 2, or 3.

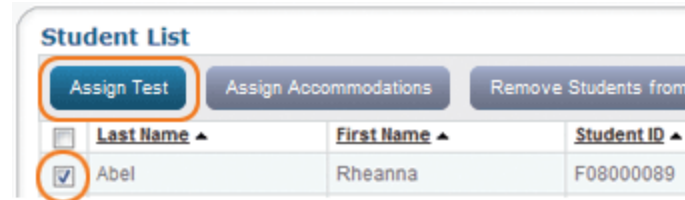
OPTION 1—Find Students to Test

1. Click **Find Students to Test**.
2. Choose search criteria and then click **Search**.
3. Review the search results and click **Add Students**.



4. Repeat the search as needed.

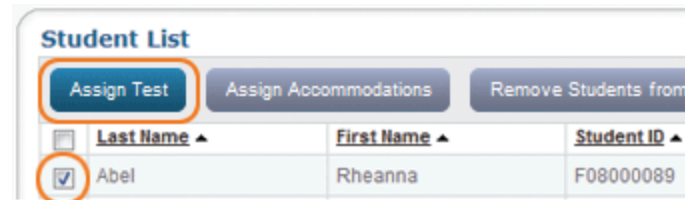
5. RECOMMENDED—Assign tests by **selecting students** and clicking **Assign Test**.



6. OPTIONAL—Use **Assign Accommodations** (adjacent to **Assign Test**).
7. OPTIONAL—Click **Save Session**.
8. When your student list is ready, click **Test Now**.

OPTION 2—Test Your Class

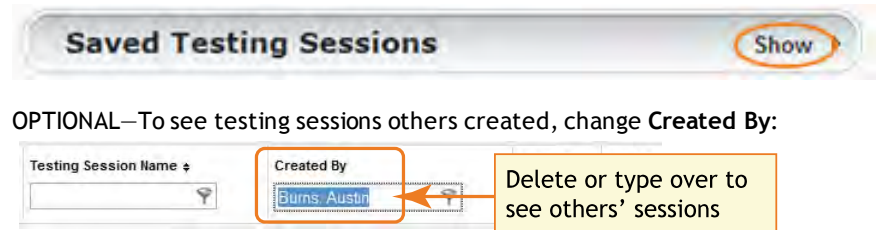
1. Click **Test My Class**.
2. Select one of your classes, if prompted.
3. RECOMMENDED—Assign tests by **selecting students** and clicking **Assign Test**.



4. OPTIONAL—Use **Assign Accommodations** (adjacent to **Assign Test**).

OPTION 3—Use a Saved Testing Session

1. Click **Show**.

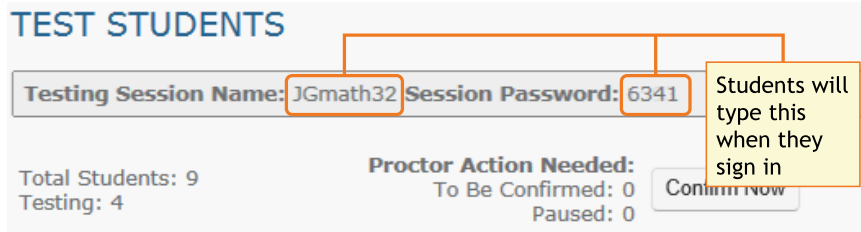


3. When you find and select a testing session, click **Test Now**.

Student Sign-In

Get the name and password of the testing session:

1. On your **proctor computer**, you should now see the **Test Students** page. (If not, click **Test Now**.)
2. At the top, notice the session name and password:

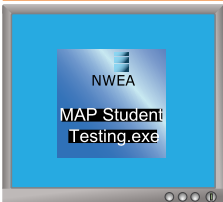


3. On a board, write the name and password for the students to copy.
 - The password is auto-generated whenever you start a test session.
 - It will expire at the end of the day.

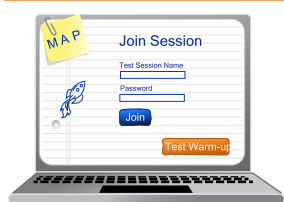
Open browsers and give instructions:

1. On **student computers**, start MAP in one of the following ways:

Mac— Use MAP icon
PC— Use Start > NWEA...



-Or- Chromebooks— Students use a restricted account that opens MAP



-Or- iPads— Use MAP Testing App + optional Guided Access

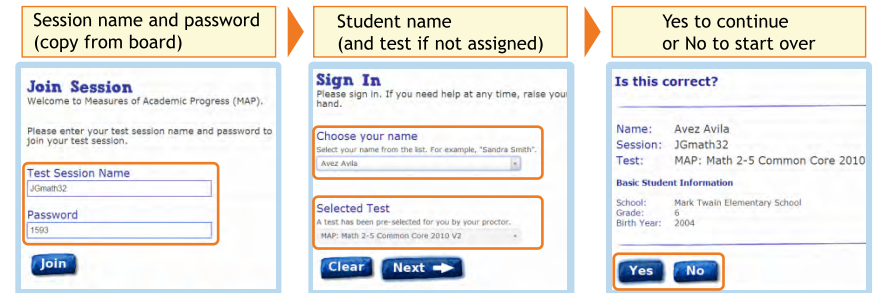


See also: [Optional: Guided Access Setup on page 5](#), if required by your school.

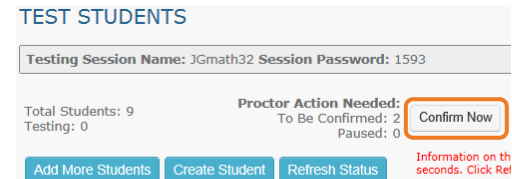
2. Inform students about the MAP test. Here are resources you can use:
 - a. [Student Introduction to MAP Testing](#) – One-page document you can read.
 - b. **Test Warm-up** – Button appears on the student sign-in page (except on iPads). Alternatively, you can show the warm-up video on a projector using these links: [MAP warm-up video](#) or [MPG warm-up video](#)

Start MAP and confirm students:

1. On **student computers**, guide students to complete the following:



2. On your **proctor computer**, confirm students every few minutes, as students are ready:
 - a. Click **Refresh Status** to see which students have the "To Be Confirmed" status.
 - b. Click **Confirm Now**. It confirms all students with "To Be Confirmed" status.



— or —

Select students, click **Select Action**, and choose **Confirm**.

3. **Students:** Click **Start Test**.

Pause Test (Under 30 min)

1. From your **proctor computer**, select student(s).
2. Click **Select Action** and choose **Pause**.

Continue paused test:

1. From your **proctor computer**, click **Refresh Status**.
2. Select the student(s) with status "Paused."
3. Click **Select Action** and choose **Resume**.
4. On the **student computer**, the test resumes with a new question.
 - Student must resume from the same computer.
 - After 30 minutes, the test automatically becomes suspended.

Student Computer Interruption (Optional)

If there is a problem with the proctor controls, you can interrupt from the student computer. This feature is not available on iPads.

1. On the **student computer**, type: **Ctrl** + **Shift** + **P** (or Ctrl+Shift+L). Immediately the student's test is paused.
2. **OPTION 1**—Continue from your **proctor computer** using **Select Action** > **Resume**.

—or—

OPTION 2—On your **proctor computer**, get the PIN code so you can continue on the **student computer**.

TEST STUDENTS

Testing Session Name: JGmath32 Session Passw

Total Students: 9
Testing: 4

Proctor Action Needed:
To Be Confirmed: 0
Paused: 0

Confirm Now

Proctor Interrupt PIN ⓘ
PIN: 8044
The Proctor Interrupt PIN can be

You will type the PIN on the student computer

Once you type the PIN on the student computer, you can resume, report a problem with the test questions, or take other actions.

Suspend Test (Longer Than 30 Minutes)

1. From your **proctor computer**, select student(s).
Tip: Click **Select Status** and choose **Testing** to quickly select students who are still testing.
2. Click **Select Action**, choose **Suspend**, and click **OK** when prompted.
3. **Students** click the **OK** prompt.
4. Before students leave, ask them to close down (click the X at top).
5. When ready, click **End Testing Session**.
6. When prompted, click **Save and Exit**.
Note: Students should continue the test within 14 days, because more instruction between testing can influence the score. The maximum is 28 days. After 28 days, tests cannot be resumed and students will need to start over.

Continue suspended testing session:

1. Click **Manage Test Sessions** on the left.
2. Click **Show** to see the saved testing sessions.



3. Select the Testing Session you saved and click **Test Now**.
Note: The Status will be **Awaiting Student** for everyone, meaning they can now sign into the session.
4. Have students sign in as usual.
Note: The password students type is new, although the testing session name remains the same as before.
5. On your proctor computer, click **Confirm Now**.
6. When prompted, select **Resume Test** and click **Submit**.
⚠ Tests Exceeding 28 Days—In this case, choose **Start New Test** or **Do Not Confirm**. You cannot continue the suspended test.

End of Testing

Before you can begin another testing session, you must end the first session:

1. On your **proctor computer**, check the **Status** column for any students still testing.
2. When no one is left testing, click **End Testing Session**. At the prompt, choose:
 - a. **Save**—If the *same group* of students will be tested together later.
 - b. **Delete**—If different groups will be formed for further testing. (Deleting it does not affect test results, because tests are associated with the students, not the test session.)
3. Before students leave, ask them to close down (click the X at top).

Test session—Is it okay to leave open?

Although it's possible to leave your testing session running until more students arrive, you cannot keep it running overnight. Every night, they are closed automatically, and any students left in a testing status switch to suspended status.

Note: Your Proctor profile is also limited to running only one testing session at a time. If needed, you can add students to a testing session by clicking the **Add More Students** button.

Student completed test—How do I assign them a new test?

Note: Ideally, a student should take no more than one full MAP test per day.

1. Confirm student status is Completed, Terminated, or Suspended.
2. Select the student, and then select **Test Again**.
The student status changes from Completed to Awaiting Student.
3. Select the student and click **Assign Test(s)** to assign a new test.
4. Instruct the student to sign in again with the same session name and password.

Make-up Testing

Note: Students should continue tests within 14 days, although the maximum is 28. You can prioritize make-up testing based on the Test Event Start Date (in step 5).

1. Click **Manage Test Sessions** on the left.
2. Click **Find Students to Test**.
3. Click **Test History Search**.

Find Students

Search is restricted to the current term. School

Student Search **Test History Search**
School

4. Select, at a minimum: School, Test, and Testing Status.

Student Search **Test History Search**

School
Bethel Elementary School

Grade
All Grades

Instructor
All Instructors

Class
All Classes

Find students by their testing status. Search is restricted to the current term.

Test(s)
MAP: Math 2-5 Common Core 2010 V2

Testing Status
 Not yet tested
 Suspended Test

If no student is found, try setting School to No School Assigned


5. Click **Search** and then, from the pop-up list, click **Add Students**.
 6. **IMPORTANT:** Select students and click **Assign Test**.
 7. Click **Test Now**.
Note: Status will be "To Be Confirmed," even for those with suspended tests.
 8. While confirming students, choose **Resume Test** when prompted.
- ⚠ Tests Exceeding 28 Days**—In this case, choose **Start New Test** or **Do Not Confirm**. You cannot continue the suspended test.

Using iPads for Testing

With the NWEA MAP Testing App from the iTunes App Store, you can provide easy access to MAP tests, including primary grades.

Optional: Guided Access Setup

The iPad app does not stop students from exiting the test. Typically, your school will have Single App Mode enabled, but if they do not, you can secure each iPad, one at a time, using the Guided Access feature:

1. **Before testing:**
 - a. Open the iPad settings.
 - b. Choose **General > Accessibility > Guided Access**.
 - c. Turn it **On**.
 - d. Press **Passcode Settings** and type a code that students will not know.
2. **Start of testing:**
 - a. Start the NWEA MAP Testing App.
 - b. Turn the iPad to landscape display.
 - c. Triple-click the iPad Home button to open Guided Access:

 - d. Under the **Hardware Options**, turn off **Motion** to prevent the test from switching to portrait display.
 - e. Press **Start**.
 - f. Student can now join the test session.
3. **During testing** – Keep in mind that you cannot interrupt the test at the student's iPad. Use controls on the proctor computer instead.
4. **After testing** – Triple-click the Home button again, and use the passcode to turn off Guided Access.

If the iPad app freezes...

The app could freeze if there is a break in the wireless connection. You need to exit the app and restart.

Tip: If pressing the Home button fails to exit, then try pressing both Home and Power buttons at the same time until the iPad restarts.

Next, on your **proctor computer**, select an action depending on the Status:

- *Confirmed*—Choose **Select Action > Do Not Confirm** (you will confirm later)
- *Testing*—Choose **Select Action > Suspend**
 - Once suspended, chose **Select Action > Test Again**

Ask the **student** to sign in again, and then confirm as usual.

If you need to interrupt testing at the iPad...

The easiest way to interrupt iPad testing is through the controls on your proctor computer. However, if you are unable to use a proctor computer, it is possible to interrupt directly at the iPad:

- Connect a keyboard directly into the iPad (you will need an adapter and a simple, low-power keyboard).
- Type the interrupt shortcut: **Ctrl + Shift + P**.
- Not available if using iOS 8.

Troubleshooting Common Issues

Whenever testing is slow

On the student computer, click **Reset** or use the keyboard command:

F5 (Win) -or- Command+R (Mac)

Saved testing session is missing

By default, you only see the testing sessions you created. To see testing sessions others created, change the **Created By** filter:



Student name missing on the Sign In page —or— Student kicked out and can't re-join

The student's status must be **Awaiting Student** in order to appear on the Sign In page. On your **proctor computer**, select an action depending on the Status:

- **Confirmed**—Choose **Select Action > Do Not Confirm** (you will confirm later)
- **Testing**—Choose **Select Action > Suspend**
 - Once suspended, chose **Select Action > Test Again**
- **Suspended**—Choose **Select Action > Test Again**

Ask the student to sign in again, and then confirm as usual.

Delete Test Session—Does that remove test results?

No, the tests are associated with the students, not the test sessions. Closing or deleting a testing session does not affect test results. Students can resume incomplete tests in the same or another testing session.

Students arrive in the middle of testing

On the **proctor computer**, Test Students page, click **Add More Students**.

Student completed test—How do I assign them a new test?

Note: Ideally, a student should take no more than one full MAP test per day.

1. Confirm student status is **Completed**, **Terminated**, or **Suspended**.
2. Select the student, and then select **Test Again**.
The student status changes from **Completed** to **Awaiting Student**.
3. Select the student and click **Assign Test(s)** to assign a new test.
4. Instruct the student to sign in again with the same session name and password.

Question appears blank (white screen) or displays a UUID error

If a question still does not display after refreshing the student's browser:

1. On your **proctor computer**, with a student selected:
 - a. Choose **Select Action > Suspend**.
 - b. Select the student again.
 - c. Choose **Select Action > Test Again**.
The test continues where the student left it.
2. On the **student computer**:
 - a. Click **Ok** at the prompt.
 - b. Join the test again.

Skip a question with broken controls

1. On the **proctor computer**, student selected, choose **Select Action > Pause**.
2. Select the student again and then choose **Select Action > Resume**.
3. After the **student** clicks **Resume**, a new question appears.

MAP REPORTS REFERENCE

for the Web-Based MAP[®] system

MAP Reports Summary

The following table describes MAP reports and resources available for test results. Which reports you can access depends on which MAP user roles were assigned to your account (see "Required Role" in the headings).

Note: System Administrator and Proctor roles do not have access to reports, data tools, or instructional resources. Data Administrators can access operational reports only.

Name	Description	Intended Audience
District Level Reports (Required Role: Administrator or Assessment Coordinator)		
District Summary	Summarizes RIT score test results for the current and all historical terms so you can inform district-level decisions and presentations.	Superintendent, curriculum specialist,
Student Growth Summary	Shows aggregate growth in a district or school compared to the norms for similar schools, so you can adjust instruction and use of materials.	instructional coach, principal
Projected Proficiency Summary	Shows aggregated projected proficiency data so you can determine how a group of students is projected to perform on separate state and college readiness tests.	
Grade	Shows students' detailed and summary test data by grade for a selected term so you can set goals and adjust instruction.	Principal, counselor, instructional coach
Grade Breakdown	Provides a single spreadsheet of student achievement (both subject and goal area) so you can flexibly group students from across the school. Unlike the Class Breakdown reports, this report has no limit on the number of students. File format is CSV.	

Name	Description	Intended Audience
School Level Reports (Required Role: Instructor, Administrator, or Assessment Coordinator)		
Class	Shows class performance for a term, including norms status rankings, so you can analyze student needs.	Instructional coach, teacher
Achievement Status and Growth	Shows three pictures of growth, all based on national norms: <i>projections</i> so you can set student growth goals, <i>summary</i> comparison of two terms so you can evaluate efforts, and an interactive <i>quadrant chart</i> so you can visualize growth comparisons.	Instructional coach, teacher, counselor
Class Breakdown by RIT	Shows at a glance the academic diversity of a class across basic subject areas so you can modify and focus the instruction for each student.	
Class Breakdown by Goal	Shows academic diversity for specific goals within a chosen subject so you can modify and focus the instruction for each student.	
Class Breakdown by Projected Proficiency	Shows students' projected performance on state and college readiness assessments so you can adjust instruction for better student proficiency.	Instructional coach, teacher, counselor, principal
Student Profile	When complete, it will show all the data you need to support each student's growth.	Teacher, instructional coach, counselor, student, parent
Student Progress	Shows a student's overall progress from all past terms to the selected term so you can communicate about the student's term-to-term growth.	Teacher, instructional coach, counselor, student, parent
Student Goal Setting Worksheet	Shows a student's test history and growth projections in the selected subject areas for a specific period of time so you can discuss the student's goals and celebrate achievements.	Teacher, instructional coach, counselor, student, parent
Skills Checklist / Screening Results (Required Role: Instructor, Administrator, or Assessment Coordinator)		
A MAP for Primary Grades (MPG) license provides access to these reports:		
MPG Class	Shows overall class performance for skills and concepts included in a specific Screening or Skills Checklist test so you can modify and focus instruction for the whole class.	Instructional coach, teacher, counselor
MPG Sub-Skill	Shows test results of individual students in a selected class so you can identify students who need help with specific skills.	
MPG Student	Shows individual student test results from Screening and Skills Checklist assessments so you can both communicate about a student's growth and focus instruction for each student.	Teacher, instructional coach, counselor, student, parent

Name	Description	Intended Audience
Learning Continuum (Required Role: Instructor, Administrator, or Assessment Coordinator)		
Class View	Shows students together with the skills and concepts they need to develop	Instructional coach, teacher, counselor
Test View	Shows skills and concepts for all RIT bands	
Data Tools (Required Role: Assessment Coordinator)		
Data Export Scheduler	Exports test results to text files to enable importing into a database, creating custom reports, and more (CompassLearning® XML functionality requires a CompassLearning license)	Superintendents, curriculum specialists, and assistant superintendents for curriculum, instruction, and assessment

Reports Finder

Consult the following table to pinpoint which MAP report you need.

To See...	...At This Level...	...Use Report:
class test results	...classroom...	<ul style="list-style-type: none"> Class Report on page 13 Class Breakdown by RIT, Class Breakdown by Goal on page 18
differentiated instruction	...classroom...	<ul style="list-style-type: none"> Class Breakdown by RIT, Class Breakdown by Goal on page 18 Grade Breakdown on page 26 Learning Continuum on page 28
duration of test	...classroom...	<ul style="list-style-type: none"> Class Report on page 13
	...school/district...	<ul style="list-style-type: none"> Grade Report on page 22
ethnic or gender, results grouped by	...classroom...	<ul style="list-style-type: none"> Achievement Status and Growth Report on page 7 Class Report on page 13
	...school/district...	<ul style="list-style-type: none"> District Summary Report on page 20 Grade Report on page 22 Projected Proficiency Summary Report on page 35 Student Growth Summary Report on page 39
growth (projected and actual)	...each student...	<ul style="list-style-type: none"> Student Profile: Next-Generation Report on page 42

To See...	...At This Level...	...Use Report:
		<ul style="list-style-type: none"> • Student Progress Report on page 52 • Student Goal Setting Worksheet on page 36
	...classroom...	<ul style="list-style-type: none"> • Achievement Status and Growth Report on page 7
	...school/district...	<ul style="list-style-type: none"> • Student Growth Summary Report on page 39
history of test results	...each student...	<ul style="list-style-type: none"> • Student Progress Report on page 52 • Student Profile: Next-Generation Report on page 42
	...school/district...	<ul style="list-style-type: none"> • District Summary Report on page 20 • Student Growth Summary Report on page 39
instructional data	...classroom...	<ul style="list-style-type: none"> • Learning Continuum on page 28
Lexile results	...each student...	<ul style="list-style-type: none"> • Student Progress Report on page 52 • Student Goal Setting Worksheet on page 36
	...classroom...	<ul style="list-style-type: none"> • Class Report on page 13
	...school/district...	<ul style="list-style-type: none"> • Grade Report on page 22
mean RIT	...classroom...	<ul style="list-style-type: none"> • Achievement Status and Growth Report on page 7 • Class Report on page 13
	...school/district...	<ul style="list-style-type: none"> • District Summary Report on page 20 • Grade Report on page 22 • Student Growth Summary Report on page 39
parent-friendly data	...each student...	<ul style="list-style-type: none"> • Student Progress Report on page 52 • Student Goal Setting Worksheet on page 36
percentile rank	...each student...	<ul style="list-style-type: none"> • Student Profile: Next-Generation Report on page 42 • Student Progress Report on page 52
	...classroom...	<ul style="list-style-type: none"> • Class Report on page 13
	...school/district...	<ul style="list-style-type: none"> • Grade Report on page 22
primary grades, results from screening or skills checklist	...each student...	<ul style="list-style-type: none"> • MAP for Primary Grades Student Report on page 33
	...classroom...	<ul style="list-style-type: none"> • MAP for Primary Grades Class Report on page 32
programs (like school lunch), group results by	...school/district...	<ul style="list-style-type: none"> • District Summary Report on page 20 • Projected Proficiency Summary Report on page 35 • Student Growth Summary Report on page 39
projected proficiency on your state's test	...each student...	<ul style="list-style-type: none"> • Student Profile: Next-Generation Report on page 42

To See...	...At This Level...	...Use Report:
	...classroom...	<ul style="list-style-type: none"> • Class Breakdown by Projected Proficiency Report on page 17
	...school/district...	<ul style="list-style-type: none"> • Projected Proficiency Summary Report on page 35
Response to intervention (RTI) screening, based on percentile	...classroom...	<ul style="list-style-type: none"> • Class Report on page 13
	...school/district...	<ul style="list-style-type: none"> • Grade Report on page 22
RIT score, sorted by	...classroom...	<ul style="list-style-type: none"> • Class Report on page 13 • Class Breakdown by RIT, Class Breakdown by Goal on page 18
	...school/district...	<ul style="list-style-type: none"> • Grade Report on page 22 • Grade Breakdown on page 26
roster, students missing	...school/district...	<ul style="list-style-type: none"> • Students Without Reporting Attributes (see Operational Reports Reference)
roster, duplicate students	...school/district...	<ul style="list-style-type: none"> • Potential Duplicate Profiles Reports (see Operational Reports Reference)
screening or skills checklist results	...each student...	<ul style="list-style-type: none"> • MAP for Primary Grades Student Report on page 33
	...classroom...	<ul style="list-style-type: none"> • MAP for Primary Grades Class Report on page 32
staff list	...school/district...	<ul style="list-style-type: none"> • User Roles Report (see Operational Reports Reference)
student-friendly data	...each student...	<ul style="list-style-type: none"> • Student Profile: Next-Generation Report on page 42 • Student Progress Report on page 52 • Student Goal Setting Worksheet on page 36
	...each student...	<ul style="list-style-type: none"> • Student Progress Report on page 52 (select the All Valid report option)
	...classroom...	<ul style="list-style-type: none"> • Class Report on page 13
	...school/district...	<ul style="list-style-type: none"> • District Summary Report on page 20 • Grade Report on page 22
teacher's class results	...classroom...	<ul style="list-style-type: none"> • Class Report on page 13
teachers missing	...school/district...	<ul style="list-style-type: none"> • Instructors Without Class Assignments Report (see Operational Reports Reference)
testing status	...school/district...	<ul style="list-style-type: none"> • Students Without Valid Test Results Report (see Operational Reports Reference) • Test Events by Status Report (see Operational Reports Reference)

Time Required for Reports

Keep in mind the processing time required for reports and certain report data:

- Nightly Data Update – To keep reports running fast, the MAP system performs updates to the reporting database only at night. This means that changes users make to data do not appear in reports until the next day, after those changes transfer from the main database to the separate reporting database. Example changes are:
 - testing
 - adding a student ID
 - reassigning test events
 - modifying a test window
- Generation Time – The time it takes to generate reports depends on the report's priority, size, and volume (number of records included in the report). HTML-based reports are available immediately, but they are not stored in the Reports Queue.

Achievement Status and Growth Report

Achievement Status and Growth Summary Report

Kotifani, Jenisha
5th Grade Homeroom

Term Tested: Fall 2015-2016

Term Rostered: Fall 2015-2016

District: NWEA Sample District 3

School: Three Sisters Elementary

Norms Reference Data: 2015

Growth Comparison Period: Fall 2015 - Winter 2016

Weeks of Instruction: Start - 4 (Fall 2015)
End - 20 (Winter 2016)

Optional Grouping: None

Small Group Display: Yes

Summary or projection for one or more classes and schools

Language Usage				Achievement Status				Growth							
				Fall 2015		Winter 2016		Student			Comparative				
ID	Name	W16 Grade	W16 Date	RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
SF0701428	Flores, Michael S.	5	1/29/16	208- 211 -214	57- 67 -75	217- 220 -223	72- 78 -84	215	4	9	4.3	5	Yes	1.0	84
F09000030	Devany Noni	5	2/3/16	204- 207 -210	45- 54 -62	212- 215 -218	57- 66 -73	211	4	8	4.23	4	Yes†	0.8	80

Summary with interactive quadrant chart

Description Shows three pictures of growth, all based on national norms: *projections* so you can set student growth goals, *summary* comparison of two terms so you can evaluate efforts, and an interactive *quadrant chart* so you can visualize growth comparisons.

Applicable Tests MAP, End of Course, and adaptive MAP for Primary Grades tests.

Intended Audience Instructional coach, teacher, counselor

Required Roles Instructor, Administrator, or Assessment Coordinator

Prior Data Up to 2 years prior

Projected Growth Sample

– Achievement Status and Growth Report –

Achievement Status				Growth							
Fall 2015		Winter 2016		Student				Comparative			
RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Met Growth Index	Projected Growth	Conditional Growth Index	Conditional Growth Percentile
208- 211 -214	57- 67 -75			215	4						
204- 207 -210	45- 54 -62			211	4						
210- 213 -216	62- 70 -77			216	3						
198- 201 -204	29- 37 -45			206	5						
203- 206 -209	43- 51 -60			210	4						

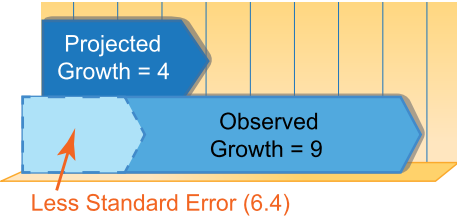
Achievement Status		Growth	
RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth
Test score for the term, shown in bold (+/- standard error of measurement).	Percentage ranking of the achievement reached for the given term, shown in bold (+/- standard error). It is a comparison to similar students in NWEA's norms study, not a comparison to fellow classmates. It also incorporates the weeks of instruction before testing, as set in the MAP preferences for your district or school.	Typical score expected for matching peers within the NWEA norms study—those in the same grade who have the same RIT score in the first term, and the same Weeks of Instruction before testing (as set in the MAP preferences for your district or school).	Number of RIT points the student is typically expected to grow.
<p>SEM and SE = Standard Error of Measurement (an estimate of the precision; if retested soon after, the student's score would be within this range most of the time). If it is unusually high, a footnote (*) indicates you should qualify the results with data from other terms or other measurements.</p>			

Summary Growth Sample

– Achievement Status and Growth Report –

Achievement Status				Growth							
Fall 2015		Winter 2016		Student				Comparative			
RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
208- 211 -214	57- 67 -75	217- 220 -223	72- 78 -84	215	4	9	4.3	5	Yes	1.0	84
204- 207 -210	45- 54 -62	212- 215 -218	57- 66 -73	211	4	8	4.23	4	Yes ‡	0.8	80
210- 213 -216	62- 70 -77	214- 217 -220	63- 71 -78	216	3	4	4.21	1	Yes ‡	0.2	56
198- 201 -204	29- 37 -45	204- 207 -210	33- 42 -51	206	5	6	4.18	1	Yes ‡	0.3	61
203- 206 -209	43- 51 -60	210- 213 -216	51- 60 -68	210	4	7	4.38	3	Yes ‡	0.6	76
208- 211 -214	57- 65 -73	211- 214 -217	54- 63 -71	214	3	3	4.32	0	Yes ‡	-0.1	46
207- 210 -213	54- 62 -70	209- 212 -215	48- 57 -66	214	4	2	4.28	-2	No ‡	-0.3	38

Growth – Student

Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth										
Difference between the RIT in the first term and the end term.	Provides an estimate of the Observed Growth precision by incorporating the standard error of measurement (SEM) from each term. If it is unusually high, a footnote (‡) indicates you should qualify the results with data from other terms or other sources.	Difference between the Observed Growth and Projected Growth. A zero (0) indicates the student exactly met projection. Inappropriate for <i>comparing</i> students (use Conditional Growth Index).	Indicates whether students met growth projections (Yes) or fell short (No). A ‡ mark indicates the Observed Growth Standard Error (SE) could be large enough to put the outcome in question, and you should qualify these results with other points of data. Consider this example: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Projected Growth</th> <th>Observed Growth</th> <th>Observed Growth SE</th> <th>Growth Index</th> <th>Met Projected Growth</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>9</td> <td>6.4</td> <td>5</td> <td>Yes ‡</td> </tr> </tbody> </table> In this case, the Standard Error (6.4) is large enough to potentially drop Observed Growth (9) below what was projected (4): 	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	4	9	6.4	5	Yes ‡
Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth									
4	9	6.4	5	Yes ‡									

Growth – Comparative

Conditional Growth Index	Conditional Growth Percentile
Enables you to compare growth between any of your students using an equal scale. This measurement ranks each student's growth among the levels of growth observed across all matching peers within the NWEA norms study (same grade, starting RIT score, and Weeks of Instruction before testing). Using matching peers accounts for differences in growth rates, so you can reliably compare the growth of low-achieving students with high-achieving students.	Translates the Conditional Growth Index to U.S. national percentile rankings for growth. An index of 0 equates to 50th

Growth – Comparative

Conditional Growth Index	Conditional Growth Percentile
A value of zero (0) corresponds to the mean (typical) growth, indicating that growth exactly matched projections. Values above zero indicate growth that exceeded projections, and values below zero indicate growth below projections.	percentile.

For an explanatory video, see:

https://teach.mapnwea.org/assist/help_map/Content/Resources/Videos/cgi_explanation.html

Summary Section

– Achievement Status and Growth Report –

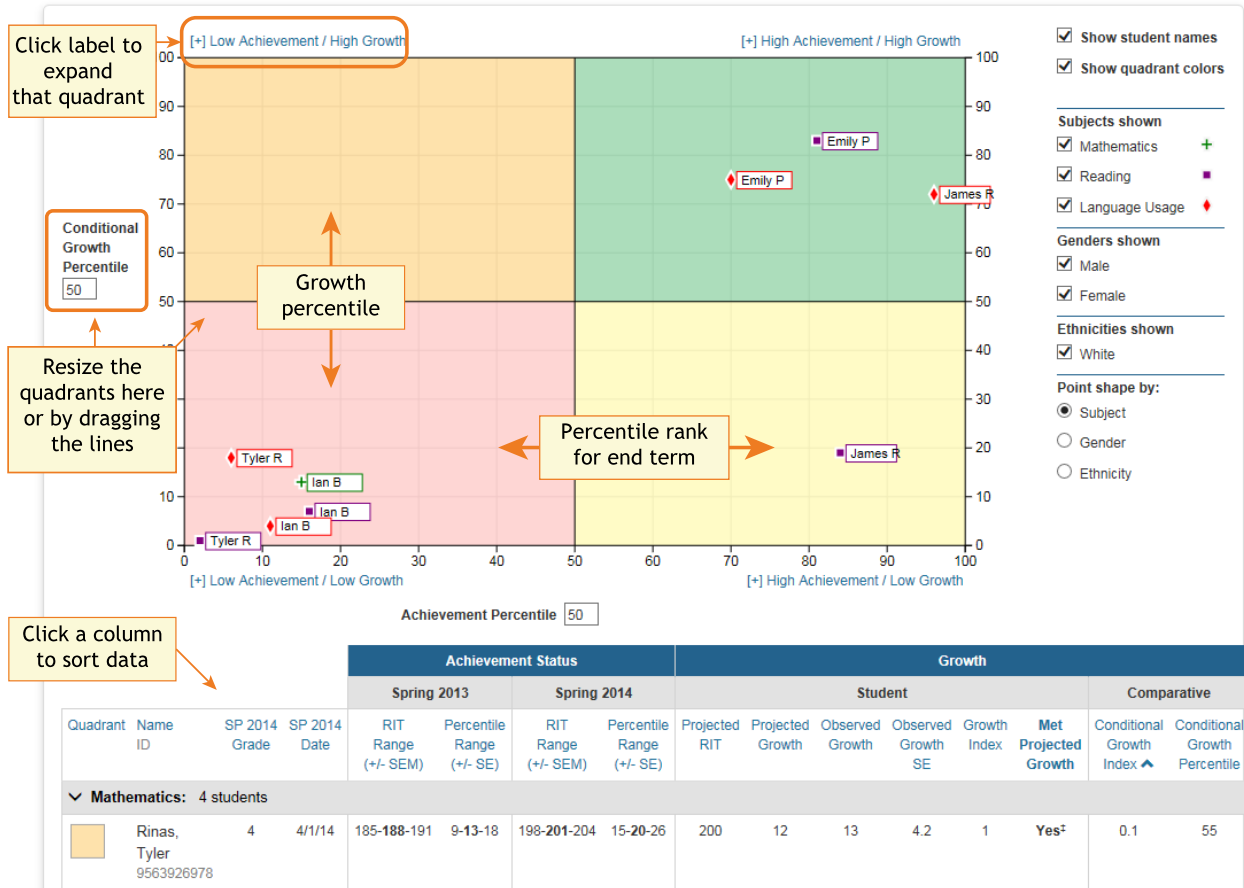
Summary for: Language Usage	
Percentage of Students who Met or Exceeded their Projected RIT	81.8%
Percent of Projected Growth Met	137.5%
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	11
Count of Students who Met or Exceeded their Projected RIT	9
Median Conditional Growth Percentile	61

Percentage Of Students Who Met Or Exceeded Their Projected RIT	Percentage of students with a Growth Index value greater than or equal to zero.
Percent Of Projected Growth Met	<p>Ratio of total Observed Growth to total Projected Growth. A performance of 100% is average, meaning the student growth equaled the projections.</p> <p>This measure can provide a good indicator of group performance. However, be careful. The assumption is that students will grow at close to the same rate. One or two outliers can skew the percentage for the group. For example, a percentage of 150% could mean that one student's growth surpassed all others.</p>
Count Of Students With Growth Projection Available And Valid Beginning And Ending Term Scores	Total of students, including those who showed growth and those who did not.
Count Of Students Who Met Or Exceeded Their Projected Growth	Number of students with a Growth Index value greater than or equal to zero. The count includes students flagged as either Yes or Yes† in the Met Projected Growth column.
Median Conditional Growth Percentile	Percentile that falls in the middle of all the Conditional Growth Percentiles shown.

Summary with Quadrant Chart

To visualize and compare students' growth in a given class, use the online quadrant chart, which graphs students by:

- Conditional Growth Percentile, on the vertical axis (see [explanatory video](#))
- Percentile rank for the end term, on the horizontal axis



Spreadsheet Output

In addition to PDF and online output, you can choose a Spreadsheet output for the Achievement Status and Growth report. It provides all of the data in a single, comma-delimited file (.CSV format).


	P	Q	R	S	T	U	V	W	X
1	StudentLastName	StudentFirstName	StudentMidc	StudentGrade	TestDate	StartRIT	StartRITSEM	StartPercentile	StartPercentileSE
2	Acloque	Mekhi		5	9/16/2014	223	2.9	78	6
3	Ahmad	Suhayla		5	9/16/2014	223	2.9	78	6
4	Alford	Andrew		5	9/16/2014	208	2.9	41	8
5	Ali	Jenn'ah		5	9/16/2014	216	2.9	62	7
6	Anderson	D'Aaliyah		5	9/16/2014	225	3	82	5

In general, the spreadsheet columns match the PDF and online output, with a few differences:

- **ASGType:** Type of Achievement Status and Growth (ASG) selection you made in the Growth Comparison option (either a Summary of actual growth or a Projection of future growth).
- **WStartTerm** and **WEndTerm:** How many Weeks of Instruction (WI) are specified in the Modify Preferences > Manage Terms page for each term.
- **OptionalGroupingCategory** and **Group:** If an Optional Group was selected in the report options, the category (such as Gender) and the group (Male/Female) appear.
 - **OptionalGrouping** columns (near the end): Summary calculations for each group, such as Male and Female.
- **Start** and **End** terms: First and second terms in the growth comparison, such as fall and winter.
- **StartRITSEM / StartPercentileSE** and **EndRITSEM / EndPercentileSE:** Indicates the Standard Error of Measurement (+ or -) in each term. If it is unusually high, footnotes (+ or *) appear to indicate you should qualify the results with data from other terms or other sources.
- **StartTestDuration** and **EndTestDuration:** How many minutes the student tested in each term.
- **Summary data** (columns AN to AR): The same values repeat for a given class and subject.
- **StartGrowthandAchievement** and **EndGrowthandAchievement:** Where the student falls on the quadrant chart for each term, assuming the quadrants are *set at 50th percentile*:
 - High G/Low A: High Growth / Low Achievement
 - High G/High A: High Growth / High Achievement
 - Low G/Low A: Low Growth / Low Achievement
 - Low G/High A: Low Growth/ High Achievement

- o Note: The growth (High G or Low G) shows the same value for both Start and End terms, but the achievement (High A or Low A) may differ between the terms.
- **ConditionalGrowthPercentileAxis** and **AchievementPercentileAxis**: Refers to the Quadrant Chart axis. It always shows 50, even if you change the axis in the chart.

Class Report



Class Report

Kotifani, Jenisha
5th Grade Homeroom

Term Rostered: Fall 2015-2016
Term Tested: Fall 2015-2016
District: NWEA Sample District 3
School: Three Sisters Elementary

Norms Reference Data: 2015
Weeks of Instruction: 4 (Fall 2015)
Small Group Display: No

Summary page

Reading

MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010

Summary	
Total Students with Valid Growth Test Scores	11
Mean RIT	201.7
Median RIT	201
Standard Deviation	11.2
District Grade Level Mean RIT	201
Students At or Above District Grade Level Mean RIT	6
Norm Grade Level Mean RIT	205.7
Students At or Above Norm Grade Level Mean RIT	4

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010	2	18%	4	36%	2	18%	2	18%	1	9%	198-201-204	201	11.2
Goal Area													
Literature	3	27%	2	18%	3	27%	2	18%	1	9%	196-201-206	204	18.1
Informational Text	3	27%	3	27%	1	9%	3	27%	1	9%	196-204-212	202	12.5

Detail page

Class Report

Kotifani, Jenisha
5th Grade Homeroom

Term Rostered: Fall 2015-2016
Term Tested: Fall 2015-2016
District: NWEA Sample District 3
School: Three Sisters Elementary

Norms Reference Data: 2015
Weeks of Instruction: 4 (Fall 2015)
Small Group Display: No

Goal Performance:
A. Literature
B. Informational Text
C. Vocabulary Acquisition and Use

Name (Student ID)	Gr	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration	A	B	C
Dugaw, Daytan N. (SW07001428)	5	09/14/15	178-181-184	4-5-8	158-308	75 m	163-177	175-187	187-197
Devany, Noni I. (F09000030)	5	09/14/15	184-188-192	8-12-18	288-438	20 m	185-196	185-195	177-189
Scruggs, Ambrose E. (F10000851)	5	09/14/15	194-197-200	22-28-35	452-602	42 m	191-202	191-203	192-204
Shalifoe, Dyanne E. (F10000849)	5	09/14/15	195-198-201	25-31-38	464-614	60 m	201-213	180-201	185-198
Haukebo-Bol, Zaiden N. (SF0600226)	5	09/14/15	195-198-201	25-31-38	457-607	53 m	187-199	196-207	192-204

Description Shows class performance for a term, including norms status rankings, so you can analyze student needs.

Applicable Tests MAP, Survey, and adaptive MAP for Primary Grades tests.

13 of 54 | MAP REPORTS REFERENCE

NOVEMBER 12, 2016 © NWEA

Audience Instructional coach, teacher

Required Roles Instructor, Administrator, or Assessment Coordinator

Prior Data 1 year prior

Summary Pages

– *Class Report* –

Summary	
Total Students with Valid Growth Test Scores	11
Mean RIT	201.7
Median RIT	201
Standard Deviation	11.2
District Grade Level Mean RIT	201
Students At or Above District Grade Level Mean RIT	6
Norm Grade Level Mean RIT	205.7
Students At or Above Norm Grade Level Mean RIT	4

Mean RIT, Median RIT †

Average and middle RIT scores of students in this class for this subject.

Standard Deviation †

Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.

District Grade Level Mean RIT

Average RIT score of students in this grade for this district. An asterisk (*) appears if the testing window for the term is not closed.

Students At Or Above District Grade Level Mean RIT †

The number of students reported who scored at or above the district grade level mean RIT. An asterisk (*) appears if the testing window for the term is not closed.

Norm Grade Level Mean RIT

Students At Or Above Norm Grade Level Mean

These figures give you a national comparison to students who were in the same grade and who tested in the same test window as observed in the NWEA norms study. An asterisk (*) appears if no norms data are available for this subject in this grade (most often 11th grade science and 12th grade).

† **If summary data is missing:** By default, these statistics do not compute if you have fewer than ten valid growth test events because a small group is statistically unreliable. However, you can choose the Small Group Display option to compute these figures regardless of group size.

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Overall Performance MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010	2	18%	4	36%	2	18%	2	18%	1	9%	198-201-204	201	11.2
Goal Area													
Literature	3	27%	2	18%	3	27%	2	18%	1	9%	196-201-206	204	18.1
Informational Text	3	27%	3	27%	1	9%	3	27%	1	9%	196-204-212	202	12.5
Vocabulary Acquisition and Use	4	36%	2	18%	3	27%	1	9%	1	9%	194-198-202	198	10.0

Overall Performance	Goal Area	Mean RIT +/- Smp Err	Std Dev (Standard Deviation)
The top row breaks out the overall scores into the different percentile rankings (low to high), based on the NWEA norms study.	These rows show percentile rankings for each goal area within the test subject. Data appear only if a student took a MAP or adaptive MPG test.	The middle number is the mean RIT score for this grade. The numbers on either side indicate the standard error of measure. <i>Tip</i> —Compare performance in each goal strand with the overall scores in the top section. Your group could be doing well overall, but low in certain areas.	Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.

Detail Pages

Gr	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration	Goal Performance:		
						A	B	C
5	09/14/15	178-181-184	4-5-8	158-308	75 m	163-177	175-187	187-197
5	09/14/15	184-188-192	8-12-18	288-438	20 m	185-196	185-195	177-189
5	09/14/15	194-197-200	22-28-35	452-602	42 m	191-202	191-203	192-204
5	09/14/15	195-198-201	25-31-38	464-614	60 m	201-213	180-201	185-198
5	09/14/15	195-198-201	25-31-38	457-607	53 m	187-199	196-207	192-204

RIT	Percentile	Lexile® Range	Test Duration
The middle number in bolded text is the student's overall RIT score. The numbers on either side of the RIT score define the RIT range.	The middle number in bolded text is the student's percentile rank, or the percentage of students who had a RIT score less than or equal to this student's score as observed in the NWEA norms study.	This range appears when the student has taken a reading test. You can use it with online resources to identify appropriately challenging books, periodicals, and other reading material for each student.	Minutes a student took on a test. A short test duration might indicate that a student needs to be retested because the test has been invalidated.
<p>(+/- Std Err)</p> <p>The numbers on either side define the standard error range. If retested, the student's score would fall within this range about 68% of the time.</p>			

Gray text: Indicates invalid tests as well as tests that are valid but do not provide growth data. These test results are excluded from summary statistics. A test may have been invalidated because test duration was too short, for example.

Goal Performance

Summarizes each student's performance in the goal strands tested.

Italic scores = Performance that might be an area of concern, because they are more than 3 RIT points *below* the overall RIT score.

Bold scores = Performance that might be an area of relative strength, because they are more than 3 RIT points *above* the overall RIT score.

Plain scores = RIT range within 3 RIT points of the overall RIT score.

Scores can appear either as RIT ranges or descriptors. Descriptors are based on NWEA norms: *Low* = 20th percentile or lower. *LoAvg* = 20th to 40th percentile. *Avg* = 40th to 60th percentiles. *HiAvg* = 60th to 80th percentiles. **High** = 80th percentile or higher.

If an asterisk (*) appears for the goal: The goal performance cannot be calculated. The student may have answered too many items incorrectly or too few items may have been available in the RIT range assessed.

Class Breakdown by Projected Proficiency Report

Class Breakdown By Projected Proficiency

District: NWEA Sample District
Term Rostered: Fall 2014-2015
Term Tested: Fall 2013-2014
School: St. Helens Elementary School
Instructor: Saba, Howard D.
Class: Homeroom 1(A)
Weeks of Instruction: 5 (Fall 2015)

Modify Options

Class Breakdown by

Projected Proficiency



Create a PDF version of this report

Letter 8 1/2x11"

Create PDF

Projected to: State Test XYZ taken in spring.

View Linking Study: <https://www.nwea.org/content/uploads/XYZlinkingstudy.pdf>

Subject	Projected Proficiency Category				
	Limited	Basic	Proficient	Accelerated	Advanced
Mathematics		R.A. Abel (204) S.E. Doris (205)	N.R. Arvidson (207) V.E. Brown (215)	J.I. Bergez (223)	H.N. Cornelius (224)
Reading		S.E. Doris (191)	N.R. Arvidson (200) J.I. Bergez (202) H.N. Cornelius (208) R.A. Abel (212)	V.E. Brown (221)	

Description Shows students' projected performance on state and college readiness assessments so you can adjust instruction for better student proficiency.

Results are limited to 250 students per class.

Applicable Tests MAP and adaptive MAP for Primary Grades tests.

Audience Instructional coach, teacher, counselor, principal

Required Roles Instructor, Administrator, or Assessment Coordinator

Prior Data 1 year prior

About Proficiency Projections

- There are no projections available from summer test results.
- Which state and college projections appear depends on the state alignment that your district selected during MAP implementation.
- If your state does not have a specific NWEA linking study, generic projections developed by NWEA appear on the report.
- Depending on the state, projections may be limited to certain subjects (typically reading and math) and certain grades (typically 2 through 8).
 - College readiness projections are limited to grades 5 through 9.

- ACT College Readiness—The "On Track 24" projection is the highest benchmark. It is based on a more stringent ACT cut score of 24, instead of 22. For details, open the linking study.

Class Breakdown by RIT, Class Breakdown by Goal

Breakdown by RIT shows the high level

Each subject links to the breakdown by goals

Class Breakdown by Goal

Subject: Reading

MAP: Reading Primary Grades Common Core 2010 / Common Core English Language Arts K-12: 2010

Goal	111-120	121-130	131-140	141-150	151-160	161-170
Foundational Skills		J.E. Sirgo (127)	J.N. Felipe (130) B.D. Dallman (140) J.A. Dahlquist (142) L.S. VanAllen (148)	T.S. Bitterman (136) L.A. Smith (137) R.O. Glander (140) H.I. Carston (141) B.R. Lawrence (144) C.L. Bems (145) F.E. Davidson (145) R.C. Carson (152) N.R. Biaggi (155)	B.N. Linton (151)	
Language and Writing	J.E. Sirgo (127)	L.A. Smith (137)	J.N. Felipe (130) T.S. Bitterman (136) H.I. Carston (141) B.R. Lawrence (144) F.E. Davidson (145)	B.D. Dallman (140) B.O. Glander (140) C.L. Bems (145) R.C. Carson (152)	J.A. Dahlquist (142) L.S. VanAllen (148) B.N. Linton (151) N.R. Biaggi (155)	
Literature and Informational		J.E. Sirgo (127) J.N. Felipe (130)	T.S. Bitterman (136) L.A. Smith (137) B.D. Dallman (140) H.I. Carston (141)	B.O. Glander (140) J.A. Dahlquist (142) C.L. Bems (145)	F.E. Davidson (145) L.S. VanAllen (148) B.N. Linton (151) N.R. Biaggi (155)	R.C. Carson (152)

Links to the Learning Continuum and applicable learning statements

Description

Both reports show you at a glance the academic diversity of a class so you can modify and focus the instruction for each student.

- By RIT—High-level view across basic subjects
- By Goal—Detailed view for specific goals within each subject

Results are limited to 250 students per class. For unlimited students, use [Grade Breakdown on page 26](#).

Applicable Tests

MAP, End of Course, and adaptive MAP for Primary Grades tests.

Audience Instructional coach, teacher, counselor

Required Roles Instructor, Administrator, or Assessment Coordinator

Prior Data 1 year prior

Example Use for Class Breakdown by Goal

You can use the breakdown reports to quickly identify areas of relative strength or areas of concern.

For example, for the Language and Writing goal, J.E. Sirgo performed in a 10-point RIT band (111-120) that is below his overall RIT (127) for Reading, so that is an area of concern. By comparison, his performance for Foundational Skills is fine, because it's in a band encompassing his overall score (127).

Areas of strength or concern apply only for differences of 3 RIT points or more.

District Summary Report

District Summary Report																	
Aggregate by School															Term: Fall 2010-2011		
															District: NWEA Sample District 3		
															Grouping: None		
															Small Group Display: No		
Reading																	
St. Helens Elementary School																	
Primary Grades Reading (Combined Tests-all Goals)										Goal Performance							
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Phonological Awareness		Phonics		Concepts of Print		Vocabulary and Word Structure		Comprehension		Writing	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2010-2011	K	169	141.7	9.6	142	144.6	12.6	138.2	14.3	140.7	14.3	141.0	10.8	143.2	10.7	143.2	10.7
Fall 2010-2011	1	108	157.6	14.0	157	158.8	18.3	157.0	17.1	158.7	17.4	158.4	16.9	156.6	14.0	158.4	14.0
Spring 2009-2010	1	133	156.2	11.6	156	160.6	14.6	155.4	13.9	156.6	15.3	155.2	14.6	152.1	14.3	158.0	14.0
Fall 2009-2010	1	117	141.1	10.0	141	144.0	13.6	137.2	14.1	141.8	13.0	140.2	13.6	144.7	13.4	139.6	11.1

District Summary Report																	
Aggregate by District															Term: Fall 2010-2011		
															District: NWEA Sample District 3		
															Grouping: Gender		
															Small Group Display: No		
Mathematics																	
Gender: Male																	
Primary Grades Math (Combined Tests-all Goals)										Goal Performance							
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Problem Solving		Number Sense		Computation		Measurement and Geometry		Statistics and Probability		Algebra	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2010-2011	K	81	138.8	10.8	139	140.6	13.3	137.9	14.7	132.1	13.7	142.9	13.1	139.3	14.9	140.2	14.5
Fall 2010-2011	1	57	154.9	13.3	152	157.2	14.1	156.6	15.3	153.6	17.8	153.8	15.6	155.6	17.2	156.9	15.5
Spring 2009-2010	1	86	154.4	14.6	154	156.0	16.9	153.5	18.2	150.7	19.6	156.6	17.3	152.7	18.8	157.0	15.9
Fall 2009-2010	1	56	141.6	11.8	142	147.6	13.2	139.4	15.0	138.3	10.1	144.1	18.4	140.1	18.2	144.4	18.4
Fall 2010-2011	2	6															
Spring 2009-2010	2	63	177.3	17.1	182	177.1	16.2	175.1	23.0	181.0	22.1	179.7	17.8	173.8	20.7	176.9	18.6
Fall 2009-2010	2	59	158.6	16.2	169	158.5	18.4	169.2	20.7	160.8	17.9	159.7	18.5	157.1	20.3	157.4	17.6

Description Summarizes RIT score test results for the current and all historical terms so you can inform district-level decisions and presentations.

Note: All testing must be declared complete for the term.

Applicable Tests MAP, Survey, and adaptive MAP for Primary Grades tests.

Audience Superintendent, curriculum specialist, instructional coach, principal

Required Roles Administrator or Assessment Coordinator

Prior Data All years prior

Sample District Aggregation

– District Summary Report –

Mathematics

Gender: Male

Primary Grades Math (Combined Tests-all Goals)						Goal Performance			
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Problem Solving		Number Sense	
						Mean	Std Dev	Mean	Std Dev
Fall 2010-2011	K	81	138.8	10.8	139	140.6	13.3	137.9	14.7
Fall 2010-2011	1	57	154.9	13.3	152	<u>151.2</u>	14.1	156.6	15.3
Spring 2009-2010	1	66	154.4	14.8	154	156.0	16.9	153.5	18.2
Fall 2009-2010	1	56	141.6	11.8	142	<u>147.6</u>	13.2	139.4	15.0
Fall 2010-2011	2	6							
Spring 2009-2010	2	63	177.3	17.1	182	177.1	16.2	175.1	23.0
Fall 2009-2010	2	59	158.6	16.2	159	158.5	18.4	159.2	20.7

Mean RIT	Std Dev (Standard Deviation)	Median	Goal Performance
Average RIT score of students in this group	Indicates academic diversity of a group of students in this goal area. The lower the number, the more students are alike. The higher the number, the greater the diversity in this group.	Middle RIT score in a group. When three RIT scores, such as 191-199-208, appear on a report, 199 is the median.	Summarizes performance in the goal strands tested. <i>Bold italic</i> scores = Performance that might be an area of concern, because they are more than 3 RIT points <i>below</i> the overall RIT score. <u>Bold underline</u> scores = Performance that might be an area of relative strength, because they are more than 3 RIT points <i>above</i> the overall RIT score. Plain scores = RIT range within 3 RIT points of the overall RIT score.

Example Analysis of this Sample:

- For grade 1, this example shows a large increase from fall 2009-10 (141.6) to fall 2010-11 (154.9).
- However, compare the Problem Solving performance:
 - Despite the rise in Mean RIT, this area for the first grade went from a relative strength (**underline**) to relative concern (***italic***).

Grade Report

Grade Report		Grade 2		Term:	Fall 2010-2011	Norms Reference Data:	2015																																																								
Summary page				District:	NWEA Sample District 3	Weeks of Instruction:	4 (Fall 2015)																																																								
				School:	Three Sisters Elementary School	Grouping:	None																																																								
						Small Group Display:	No																																																								
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Students At or Above District Grade Level Mean RIT	73																																																														
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Grade Report		Grade 2		Term:	Fall 2010-2011	Norms Reference Data:	2015				
Detail page				District:	NWEA Sample District 3	Weeks of Instruction:	4 (Fall 2015)				
				School:	Three Sisters Elementary School	Grouping:	None				
						Small Group Display:	No				
Reading											
MAP: Reading 2-5 Common Core 2014											
				Goal Performance							
				A. Phonological Awareness		E. Comprehension					
				B. Phonics		F. Writing					
				C. Concepts of Print							
				D. Vocabulary and Word Structure							
Name (Student ID)	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration	A	B	C	D	E	F
Bourdette, Sophie E. (S11001892)	09/30/10	152-155-158	7-9-12	BR	20 m	137-151	139-155	153-169	160-175	148-162	152-166
Broadard, Danilo O. (S11002023)	09/30/10	154-157-160	8-11-15	BR	25 m	145-160	140-156	153-168	147-161	155-170	155-169
Colon-Pagan, Teidah H. (S11001966)	10/08/10	159-162-165	14-18-24	BR	22 m	158-172	154-168	152-166	160-175	157-171	150-165
Esposito, Lyndon N. (S11002004)	09/30/10	158-161-164	12-17-22	BR	24 m	143-158	148-163	132-149	165-179	161-175	167-181
Feller, Griff F. (S11002008)	09/30/10	151-154-157	5-8-11	BR	26 m	141-156	140-155	155-172	141-155	150-165	154-168
Gallin, Jatyka A. (S11001867)	09/30/10	171-174-177	38-45-53	33-183L	21 m	181-198	168-186	172-186	159-173	160-174	163-177
Gutiérrez-Figueroa, Madelyne E. (S11001911)	11/29/10	142-145-148	1-2-4	BR	23 m	134-148	134-148	133-147	149-166	139-153	138-153
Gutiérrez-Figueroa, Madelyne E. (S11001911)	09/29/10	135-138-141	1-1-1	BR	21 m	120-134	140-155	125-140	138-153	125-139	128-140
Henigsmith, Bay Lee E. (S11001930)	09/30/10	146-149-152	3-4-6	BR	21 m	142-157	129-144	143-157	148-163	149-164	138-153
Pace, Kristan N. (S11001934)	09/30/10	144-147-150	2-3-5	BR	25 m	127-143	143-158	141-155	137-153	152-169	137-152
Prada, Delbertson N. (S11001917)	09/30/10	162-165-168	18-24-30	BR	37 m	155-170	168-184	160-175	145-161	159-173	155-170
Sagmoen, Maegann N. (S11002000)	10/08/10	152-155-158	6-9-12	BR	17 m	140-157	153-168	158-173	138-153	151-166	142-157
Shifter, Joleen N. (S11001907)	09/28/10	143-146-149	2-3-4	BR	16 m	162-184	130-146	140-157	120-135	135-152	142-159
Vareliman, Lise E. (S11002026)	09/30/10	141-144-147	1-2-3	BR	15 m	133-148	142-157	136-150	133-148	135-150	141-156
Vaughan, Tabitha A. (S11001964)	09/30/10	157-160-163	11-15-20	BR	27 m	156-171	143-158	147-163	154-170	166-183	144-159
Vetsch, Lymon N. (S11001909)	10/05/10	146-151-154	4-5-8	BR	19 m	124-141	143-158	146-163	151-165	153-169	146-160

Description Shows students' detailed and summary test data by grade for a selected term so you can set goals and adjust instruction.

Applicable Tests MAP, Survey, and adaptive MAP for Primary Grades tests.

Audience Principal, counselor, instructional coach

Required Roles Administrator or Assessment Coordinator

Prior Data 1 year prior

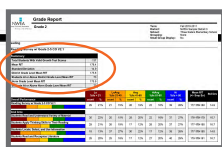
Summary Pages

– Grade Report –



Grade Report

Grade 2



Reading

MAP: Reading 2-5 Common Core 2014

Summary	
Total Students With Valid Growth Test Scores	137
Mean RIT	178.4
Standard Deviation	14.9
District Grade Level Mean RIT	175.6
Students At or Above District Grade Level Mean RIT	73
Norm Grade Level Mean RIT	175.9
Students At or Above Norm Grade Level Mean RIT	73

Mean RIT

Average RIT score of students in this grade for this subject.

Standard Deviation *

Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.

District Grade Level Mean RIT

Average RIT score of students in this grade for this district. An asterisk (*) appears if the testing window for the term is not closed.

Students At Or Above District Grade Level Mean RIT *

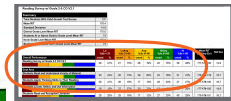
The number of students reported who scored at or above the district grade level mean RIT. An asterisk (*) appears if the testing window for the term is not closed.

Norm Grade Level Mean RIT

These figures give you a national comparison to students who were in the same grade and who tested in the same test window as observed in the NWEA norms study. An asterisk (*) appears if no norms data are available for this subject in this grade (most often 11th grade science and 12th grade).

Students At Or Above Norm Grade Level *

* If summary data is missing: By default, these statistics do not compute if you have fewer than ten valid growth test events because a small group is statistically unreliable. However, you can choose the Small Group Display option to compute these figures regardless of group size.



	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Overall Performance										
Reading Survey w/ Goals 2-5 CO V2.1	29	21%	21	15%	26	19%	22	16%	39	28%
Goal Area										
Students Read and Understand Variety of Material	30	22%	20	15%	28	20%	22	16%	37	27%
Students Apply Thinking Skills to Their Reading	29	21%	26	19%	17	12%	28	20%	37	27%
Students Locate, Select, and Use Information	18	13%	37	27%	30	22%	17	12%	35	26%
Students Read and Recognize Literature	28	20%	25	18%	17	12%	27	20%	40	29%

Overall Performance

The top row breaks out the overall scores into the different percentile rankings (low to high), based on the NWEA norms study.

Goal Area

These rows show percentile rankings for each goal area within the test subject. Data appear only if a student took a MAP or adaptive MPG test.

Detail Pages

— Grade Report —

RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration
152-155-158	7-9-12	BR	20 m
154-157-160	8-11-15	BR	25 m
159-162-165	14-18-24	BR	22 m
158-161-164	12-17-22	BR	24 m
151-154-157	5-8-11	BR	26 m
171-174-177	38-45-53	33-183L	21 m
142-145-148	1-2-4	BR	23 m
135-138-141	1-1-1	BR	21 m
146-149-152	3-4-6	BR	21 m
144-147-150	2-3-5	BR	25 m
162-165-168	18-24-30	BR	37 m
152-155-158	6-9-12	BR	17 m

RIT	Percentile	Lexile♦Range	Test Duration
<p>The middle number in bolded text is the student's overall RIT score. The numbers on either side of the RIT score define the RIT range.</p> <p>(+/- Std Err)</p> <p>The numbers on either side define the standard error range. If retested, the student's score would fall within this range about 68% of the time.</p>	<p>The middle number in bolded text is the student's percentile rank, or the percentage of students who had a RIT score less than or equal to this student's score as observed in the NWEA norms study.</p>	<p>This range appears when the student has taken a reading test. You can use it with online resources to identify appropriately challenging books, periodicals, and other reading material for each student.</p>	<p>Minutes a student took on a test. A short test duration might indicate that a student needs to be retested because the test has been invalidated.</p>

Gray text: Indicates invalid tests as well as tests that are valid but do not provide growth data. These test results are excluded from summary statistics. A test may have been invalidated because test duration was too short, for example.

Goal Performance

- A. Phonological Awareness
- B. Phonics
- C. Concepts of Print
- D. Vocabulary and Word Structure

A	B	C	D	E
137-151	139-155	153-169	160-175	148-162
145-160	140-156	153-168	147-161	155-170
158-172	154-168	152-166	160-175	157-171
143-158	148-163	132-149	165-179	161-175
141-156	140-155	155-172	141-155	150-165
181-198	168-186	172-186	159-173	160-174
134-148	134-148	133-147	149-166	139-153
130-144	140-155	125-140	139-154	125-139
142-157	129-144	143-157	148-163	149-164
127-143	143-158	141-155	137-153	152-169
155-170	169-184	160-175	145-161	159-173
140-157	153-168	158-173	138-153	151-166

Goal Performance

Summarizes each student's performance in the goal strands tested. Data appear only if a student took a MAP or adaptive MPG test.

Italic scores = Performance that might be an area of concern, because they are more than 3 RIT points *below* the overall RIT score.

Bold scores = Performance that might be an area of relative strength, because they are more than 3 RIT points *above* the overall RIT score.

Plain scores = RIT range within 3 RIT points of the overall RIT score.

Scores can appear either as RIT ranges or descriptors, which are based on NWEA norms. *Low* = 20th percentile or lower. *LoAvg* = 20th to 40th percentile. *Avg* = 40th to 60th percentiles. *HiAvg* = 60th to 80th percentiles. **High** = 80th percentile or higher.

Tip: Focus on the italic and bold areas with teachers to help set instructional goals.

If an asterisk (*) appears for the goal: The goal performance cannot be calculated. The student may have answered too many items incorrectly or too few items may have been available in the RIT range assessed.

Grade Breakdown

Includes whatever schools, grades, subjects you choose

Shows goal areas for the subjects/tests (blank if not applicable)

D	E	F	G	H	I	J	K	L	M	N
Student	Term	Term	School	Grade	Subject	Test RIT	Test RIT 10	Assessment	Mathematics: Measurement	Geometry and Data
M.I.	Tested	Roster	School	Grade	Subject	Score	Point Range	Name	Geometry	and Data
Michael	Fall 2014	Fall 2014	LaView Elem	5	Mathemati	233	231-240	MAP: Math 2-5	231-240	231-240
JaShae	Fall 2014	Fall 2014	LaView Elem	5	Mathemati	229	221-230	MAP: Math 2-5	241-250	221-230
Smith	Fall 2014	Fall 2014	LaView Elem	5	Mathemati	233	231-240	MAP: Math 2-5	251-260	231-240
Gage	Fall 2014	Fall 2014	Dill Middle S	6	Mathemati	165	161-170	MAP: Math 6+ C	151-160	
Reginald	Fall 2014	Fall 2014	Dill Middle S	6	Mathemati	157	151-160	MAP: Math 6+ C	161-170	
Michael	Fall 2014	Fall 2014	Dill Middle S	6	Mathemati	164	161-170	MAP: Math 6+ C	161-170	

Description

Provides a single spreadsheet of student achievement (both subject and goal area) so you can flexibly group students from across the school. Unlike the Class Breakdown reports, this report has no limit on the number of students. File format is CSV.

Applicable Tests	MAP, End of Course, and adaptive MAP for Primary Grades tests.
Audience	Principal, counselor, instructional coach
Required Roles	Administrator or Assessment Coordinator
Prior Data	1 year prior

Example Uses for Grade Breakdown

Suppose a team of 6th grade math teachers are creating flexible groups to help students in the area of geometry. Sort by the Geometry column (M) to see which students have lower achievement in that goal, across all 6th grade classes:

	C	D	E	F	G	H	I	J	K	L	M
1	Student	M.I.	Term Tested	Term Rostered	School	Grade	Subje	Test RIT	:10 Point Range	Assessment	Mathematics: Geom
2	Treavon V.		Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Math	165	161-170	MAP: Math	151-160
3	Imani T.		Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Math	157	151-160	MAP: Math	161-170
4	Lee J.		Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Math	164	161-170	MAP: Math	161-170
5	Antwain M.		Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Math	175	171-180	MAP: Math	161-170
6	Jalikka D.		Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Math	173	171-180	MAP: Math	171-180
7	Xavier W.		Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Math	176	171-180	MAP: Math	171-180

Tip: As shown in column M, you could use conditional formatting to highlight whether an area is a relative strength (green) or weakness (red), as compared to the overall math score range (column K). Considering the relative strength or weakness helps to form groups with complimentary profiles. An area of strength or concern applies only for differences of 3 RIT points or more.

As another example, when organizing students into classes for a given grade, you could look at their achievement from the previous academic year.

Which Grade Gets Selected?

If you generate the Grade Breakdown for a term from the last academic year, the report filters students based on the grade they had at the time of testing, which may differ from their current grade.

Learning Continuum

Class View matches students to learning statements in their RIT range

Learning Continuum - Class View MAP: Math 6+ Common Core 2010 V2

Edit Display Options

Operations and Algebraic Thinking

Expressions and Equations

- Calculates unit rates
- Completes complex conversions of more than two units of time
- Completes simple conversions of customary units of capacity
- Completes simple conversions of customary units of length
- Completes simple conversions of customary units of weight
- Completes simple conversions of units of time
- Determines missing values in tables representing proportional relationships
- Solves for a missing value in a proportion

191-200

Natali, Devin
Overall RIT: 204
Goal Range: 189-198

Test View shows a general look at all statements

Learning Continuum - Test View MAP: Math 6+ Common Core 2010 V2

Edit Display Options

← 191-200 | 201-210 | 211-220 | 221-230 | 231-240 | 241-250 | 251-260 | 261-270 | 271-280 | 281-290

The Real and Complex Number Systems

Ratios and Proportional Relationships

Perform Operations

Extend and Use Properties

Geometry

Geometric Measurement and Relationships

←	241-250	251-260	261-270	→
	Reinforce these skills & concepts	Develop these skills & concepts	Introduce these skills & concepts	
Rates/Ratios/Proportions/Percents				
	<ul style="list-style-type: none"> • Applies scale factors to solve problems involving geometric figures • Applies scale factors to solve problems involving scale drawings, maps, 	<ul style="list-style-type: none"> • Applies scale factors to solve problems involving geometric figures • Applies scale factors to solve problems involving scale drawings, maps, 		

Description Translates MAP scores to learning statements so you can set student goals and tailor your instruction to student needs.

Class View – organized by what each student should be working on

Test View – organized by all RIT bands so you can see what to reinforce or introduce

Applicable Tests MAP and adaptive MAP for Primary Grades tests.

Audience Instructional coach, teacher, counselor

Required Roles Instructor, Administrator, or Assessment Coordinator

Prior Data 1 year prior

How to Access

You can access the Learning Continuum either from **View Reports > MAP Reports > Learning Continuum**, where you can open either the **Class View** or **Test View**...

—or—

...quickly open the **Class View** by clicking links in the Class Breakdown by Goal report:

Jump to Class View from links in
Class Breakdown by Goal report

Goal	Goal Score		
	201-210	211-220	221-230
Real and Complex Number Systems	B. Baker (212)	J. Carter (212) J. Davis (219) W. Jones (224) J. Rogers (228)	J. Jamison (219) K. Wright (223) M. Lopez (228) S. Bryn (229) R. Lenon (234)

With this access, you can more easily pinpoint the student or students who need support.

Note: In addition to teachers (Instructor role), school and district leaders can also take advantage of this feature (specifically, the Assessment Coordinator and Administrator roles).

Display Tips

- If available, click **Edit Display Options** to further control the display. The Display Options are *not available on all test versions*.
 - **Group by Topic**—These topic groups are chosen by NWEA to make it easier to locate common themes and content. The topics are not connected to any standard.
 - **Group by Standard**—Most useful when combined with the Grade Level Standards filter, so you can isolate particular standards.

- **Filter by Grade Level Standards**—Use this in combination with either of the above grouping options.

Grouping Options

No Grouping Group by Topic **Group by Standard**

Standards Filters

Grade Level Standards

Grade 1 Grade 6

Grade 2 Grade 7

Grade 3 Grade 8

Grade 4 Grade 9-10

Grade 5 Kindergarten

Number and Operations

Understanding Place Value, Counting, and Cardinality

3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100.

- Rounds whole numbers within 100

3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

4.NBT.2: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

- Reads and writes whole numbers within 1,000,000 in word form

Devo, William
Overall RIT: 191
Goal Range: 178-184

- Use the **browser search**: Ctrl+F or Cmd+F.

Example: You are unsure which sub-goal contains a certain topic.

If unsure which sub-goal contains a given topic...

...you can use the browser search:

Measurement and Data

Geometric Measurement and Problem Solving

Represent and Interpret Data

• Compares lengths of objects using nonstandard units

• Completes simple conversions of units **time**

• Determines areas of figures composed of whole unit squares

• Determines equivalent coin values

• Determines perimeters of basic polygons with all sides labeled

• Determines the decimal value of a collection of coins and/or bills

• Determines the whole number value of a collection of coins given

• Knows the appropriate customary unit or tool to measure length

• Measures angles using a protractor

time Highlight All Match Case 1 of 36 matches

- Click a RIT band to view it in isolation, along with adjacent RIT bands. (Class View only.)

Example: You need to differentiate instruction for students performing in a given RIT band.

All RIT bands showing:

→

Click one RIT band:

→

Display focuses on chosen RIT band:

Relationships involving Lines, Angles, and Polygons
 • Calculates unknown angle measures using the properties of complementary, supplementary, and vertical angles
 Perimeter/Circumference
 • Determines the circumference given the area of a circle

Note: To restore the full view, click **View All**.

- Click a student name to isolate just that student. (Class View only.)

Example: You need to set learning goals for a certain student.

All students showing:

→

Click one student name:

→

Display focuses on chosen student:

Devo, William
 Overall RIT: 214
 Goal Range: 198-204

Note: To restore the full view, click **View All**.

MAP for Primary Grades Class Report



MAP® for Primary Grades Class Report

Kotifani, Jenisha A.
JKSecondGrade

District: NWEA Sample District 3
School: Three Sisters Elementary School
Date Range: Dec 1, 2010 to Nov 30, 2011

PRI-MATH-Skills (Comp:20-ProblemSolving)

Overall Score		
Skills / Sub-skills	Scores	Total # of Students
Addition		31
Story Problems - Result Unknown		31
Subtraction		31
Story Problems - Result Unknown		31

Low: 0% to 40%
 Medium: > 40% to < 80%
 High: 80% to 100%
 NA: Sub-skill not evaluated

Description Shows overall class performance for skills and concepts included in a specific Screening or Skills Checklist test so you can modify and focus instruction for the whole class.

Applicable Tests Screening or Skills Checklist tests.

Audience Instructional coach, teacher, counselor

Required Roles Instructor, Administrator, or Assessment Coordinator

Prior Data Up to 3 terms prior

Recommended Uses

- Modify and focus instruction according to identified strengths and weaknesses.
- Plan curriculum according to students' foundational skills.
- Track performance to gauge whether student performance is improving, staying the same, or decreasing.

MAP for Primary Grades Student Report



MAP® for Primary Grades Student Report

Bourdette, Sophie E.

Student ID: S11001892

District: NWEA Sample District 3
School: Three Sisters Elementary School
Teacher: Kotifani, Jenisha A.
Class: JKSecondGrade
Date Range: Dec 2, 2010 to Dec 1, 2011

PRI-MATH-Skills (Comp:20-ProblemSolving)

	Test Date	Apr 14, 2011	Apr 7, 2011
	Overall Score	60%	70%
Skills / Sub-skills			
Addition	60%	80%	
Story Problems - Result Unknown	60%	80%	
Subtraction	60%	60%	
Story Problems - Result Unknown	60%	60%	

- Low: 0% to 40%
- Medium: > 40% to < 80%
- High: 80% to 100%
- NA: Sub-skill not evaluated

Description Shows individual student test results from Screening and Skills Checklist assessments so you can both communicate about a student's growth and focus instruction for each student.

Applicable Tests Screening or Skills Checklist tests.

Audience Teacher, instructional coach, counselor, student, parent

Required Roles Instructor, Administrator, or Assessment Coordinator

Prior Data Up to 3 terms prior

Recommended Uses

- Focus instruction based on identified areas of strength or concern.
- Communicate with parents about a child's growth from term to term.

MAP for Primary Grades Sub-Skill Report



MAP® for Primary Grades Sub-Skill Performance Report

Kotifani, Jenisha A.
JKSecondGrade

District: NWEA Sample District 3
School: Three Sisters Elementary School
Date Range: Dec 1, 2010 to Dec 1, 2011

PRI-MATH-Skills (Comp:20-ProblemSolving)

Student ID	Student Name	Addition: Story Problems - Result Unknown	Subtraction: Story Problems - Result Unknown
S11001892	Bourdette, Sophie E.	3/5: 60%	3/5: 60%
S11002023	Broadard, Danilo O.	4/5: 80%	1/5: 20%
S11001966	Colon-Pagan, Teidah H.	4/5: 80%	4/5: 80%
S11002004	Esposito, Lyndon N.	5/5: 100%	3/5: 60%
S11002008	Feller, Griff F.	5/5: 100%	4/5: 80%
S11001867	Gatlin, Jatyka A.	5/5: 100%	5/5: 100%
S11001930	Henigsmith, Bay Lee E.	0/5: 0%	0/5: 0%
S11001934	Pace, Kristan N.	2/5: 40%	1/5: 20%
S11001917	Prada, Delbertson N.	5/5: 100%	5/5: 100%
S11002000	Sagmoen, Maegann N.	2/5: 40%	4/5: 80%
S11001907	Shifter, Joleen N.	2/5: 40%	1/5: 20%
S11002026	Varelman, Lise E.	5/5: 100%	1/5: 20%
S11001964	Vaughan, Tabbetha A.	5/5: 100%	5/5: 100%
S11001909	Vetsch, Lymon N.	4/5: 80%	3/5: 60%
S11001877	Walvatne, Metzli I.	5/5: 100%	2/5: 40%
S11001928	Wessale, Raylin N.	0/5: 0%	1/5: 20%

	Low: 0% to 40%
	Medium: > 40% to < 80%
	High: 80% to 100%
	NA: Sub-skill not evaluated

Description Shows test results of individual students in a selected class so you can identify students who need help with specific skills.

Applicable Tests Screening or Skills Checklist tests.

Audience Instructional coach, teacher, counselor


Required Roles Instructor, Administrator, or Assessment Coordinator

Prior Data Up to 3 terms prior

Tips for Sub-Skill Report

- Accessible from a link in the MAP for Primary Grades Class Report.
- Report results are measured by the percentage of questions answered correctly.
- Select and sort sub-skills to group students alphabetically by low, medium, and high performance levels as a group or individual groups by performance levels.
- See which students need help with specific skills and measure progress.

Projected Proficiency Summary Report



Projected Proficiency Summary Report

Aggregate by District by School

Term Tested: Spring 2015 - 2016

District: NWEA Sample

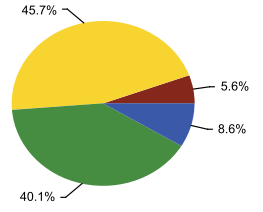
Grouping: None

Mathematics

Projected to: ACT College Readiness taken in spring

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

School	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
Mt. Bachelor Middle School	341	20	5.9%	128	37.5%	37	10.9%
Mt. Hood High School	104	6	5.8%	67	64.4%	5	4.8%
St. Helens Elementary School	25	1	4.0%	19	76.0%	0	0.0%
Three Sisters Elementary School	16	0	0.0%	8	50.0%	0	0.0%
Total	486	27	5.6%	222	45.7%	42	8.6%



Projected Proficiency Summary Report

Aggregate by School by Grade

Term Tested: Winter 2015 - 2016

District: NWEA Sample

Grouping: Gender

Weeks of Instruction: 20 (Winter 2015)

Mathematics

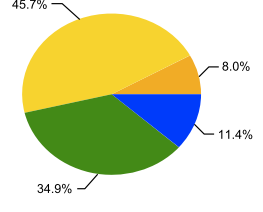
Gender: Female

Mt. Bachelor Middle School

Projected to: State XYZ Test taken in spring

View Linking Study: <https://www.nwea.org/content/uploads/1234linkingstudy.pdf>

Grade	Student Count	Limited		Basic		Proficient		Accelerated		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	43	0	0.0%	7	16.3%	23	53.5%	7	16.3%	6	14.0%
7	57	0	0.0%	4	7.0%	25	43.9%	17	29.8%	11	19.3%
8	75	0	0.0%	3	4.0%	32	42.7%	37	49.3%	3	4.0%
Total	175	0	0.0%	14	8.0%	80	45.7%	61	34.9%	20	11.4%



You can see projections in different aggregations and groupings

Description Shows aggregated projected proficiency data so you can determine how a group of students is projected to perform on separate state and college readiness tests.

Applicable Tests MAP and adaptive MAP for Primary Grades tests.

Audience Superintendent, curriculum specialist, instructional coach, principal

Required Roles Administrator or Assessment Coordinator

Prior Data 1 year prior

35 of 54 | MAP REPORTS REFERENCE

NOVEMBER 12, 2016 © NWEA

About Proficiency Projections

- There are no projections available from summer test results.
- Which state and college projections appear depends on the state alignment that your district selected during MAP implementation.
- If your state does not have a specific NWEA linking study, generic projections developed by NWEA appear on the report.
- Depending on the state, projections may be limited to certain subjects (typically reading and math) and certain grades (typically 2 through 8).
 - College readiness projections are limited to grades 5 through 9.
- ACT College Readiness—The "On Track 24" projection is the highest benchmark. It is based on a more stringent ACT cut score of 24, instead of 22. For details, open the linking study.

Student Goal Setting Worksheet



Student Goal Setting Worksheet

Diamond, Kiley A.
 Student ID: SF06000779
 District: NWEA Sample District 3
 School: Three Sisters Elementary School
 Term Rostered: Fall 2013-2014

Norms Reference Data: 2015
 Growth Comparison Period: Fall 2012 to Spring 2013
 Weeks of Instruction: Start - 4 (Fall 2012)
 End - 32 (Spring 2013)

Mathematics (MAP: Math 2-5 Common Core 2010)



Projected RIT: 213
 My Goal: _____
 RIT Growth: 11

	FA12	W13	SP13
Overall RIT Score	205	208	216
Goal Performance			
Geometry		208-217	214-224
Measurement and Data		199-208	206-214
Operations and Algebraic Thinking		208-219	219-230
Number & Operations		196-207	208-218

Student Action Plan: _____

Reading (MAP: Reading 2-5 Common Core 2010)



Projected RIT: 203
 My Goal: _____
 RIT Growth: 17

	FA12	W13	SP13
Overall RIT Score	197	216	214
Goal Performance			
Literature		205-213	219-228
Informational Text		211-220	205-216
Foundational Skills and Vocabulary		219-229	210-219
Lexile® Range	447-597L	789-939L	753-903L

Student Action Plan: _____

Student Signature: _____

Instructor Signature: _____

Parent Signature: _____

Date: _____

Explanatory Notes
 RIT ranges may indicate an **area of relative strength** or **area of possible concern** determined by comparing the student's Goal Performance score with the student's Overall RIT Score for the test event.
 * Projected RIT is only reported when there is growth norm data and a test event in the initial term. RIT Growth is only reported when there are test events in both the initial and final term's.
 Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

Description Shows a student's test history and growth projections in the selected subject areas for a specific period of time so you can discuss the student's goals and celebrate achievements.

Applicable Tests MAP, End of Course, and adaptive MAP for Primary Grades tests.

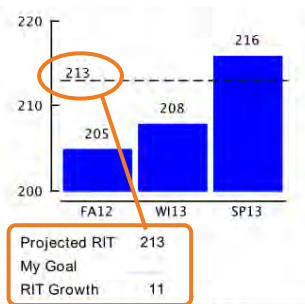
Audience Teacher, instructional coach, counselor, student, parent

Required Roles Instructor, Administrator, or Assessment Coordinator

Prior Data Up to 2 years prior

Tips for the Worksheet

- Growth measured may span up to five terms.
- In the fall, start a conversation with the student using the Overall RIT and Projected RIT and determine where the student stands with regard to goal areas. You could focus on a goal area in the student's action plan, particularly if you plan to emphasize instruction in that goal area.
- Can be a reference to help celebrate achievements at the end of the school year.



Projected RIT

RIT projected from the first to second test event when a test event is in the initial term. Norms data are used to calculate projected RIT from the growth test event in the initial term of the growth comparison period, projected to the final term of the growth comparison period.

My Goal

A place to record the student's individual goals that may be above or below typical growth.

RIT Growth

The student's RIT point growth from the start term to the end term. If the end term testing is not yet completed, an asterisk appears.

on Core 2010)

	FA12	WI13	SP13
Overall RIT Score	197	216	214
Goal Performance			
Literature	205-213	219-228	
Informational Text	211-220	205-216	
Foundational Skills and Vocabulary	219-228	210-219	
Lexile® Range	447-597L	789-939L	753-903L
Student Action Plan:	_____		

Overall RIT Score

The student's RIT score for each term in which the student has a growth test event in the subject, regardless of the test the student took. For example, suppose a student took a Math 2-5 test in the fall and a Math

	6+ test in winter and spring. In this case, the worksheet shows an Overall RIT Score for each of the three terms.
<p>Goal Performance</p>	<p>The student's RIT range for each goal performance area within the subject.</p> <p>Color codes indicate the performance relative to the student's overall score:</p> <ul style="list-style-type: none"> • Green indicates that the median of the goal score range is more than 3 RIT points <i>above</i> Overall RIT Score. In the above sample, Foundational Skills is green because 224 (the median between 219-229) is 8 points above 216 (the overall score). • Yellow indicates more than 3 RIT points <i>below</i> the Overall RIT Score. In the above sample, Literature is yellow because 209 (the median between 205-213) is 5 points below 216 (the overall score). • White or gray indicates a RIT range within 3 RIT points of the overall RIT. <p>Note: Only test events that are consistent with the last test taken in the growth comparison period appear. For example, suppose a student took a Math 2-5 test in fall and then took a Math 6+ test in winter and spring. Only the test scores from the Math 6+ test events in winter and spring would appear on the report, because the goals were different in the fall term and are not comparable.</p>
<p>Lexile® Range</p>	<p>This range appears when the student has taken a reading test. You can use it with online resources to identify appropriately challenging books, periodicals, and other reading material for each student.</p>
<p>Student Action Plan</p>	<p>A place to plan activities and strategies for the student to follow for improved performance in specific goal performance areas.</p>

Student Growth Summary Report

Student Growth Summary Report		Aggregate by School		Term:	Spring 2016-2017	Norms Reference Data:	2015 School									
Three Sisters Elementary				District:	NWEA Sample	Growth Comparison Period:	Winter 2017 - Spring 2017									
						Weeks of Instruction:	Start - 18 (Winter 2017) End - 28 (Spring 2017)									
						Grouping:	None									
						Small Group Display:	Yes									
Mathematics																
Grade (Spring 2017)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Winter 2017			Spring 2017			Growth			School Norms			Student Norms		
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
2	134	182.4	12.3	37	185.5	12.8	32	3.1	0.6	4.0	-.093	18	134	63	47	48
3	126	194.5	12.7	41	198.0	12.2	46	3.5	.05	2.7	.101	84	126	68	54	56
4	61	205.2	11.1	28	209.4	13.0	28	4.2	0.7	4.1	.008	53	61	26	43	38

Description Shows aggregate growth in a district or school compared to the norms for similar schools, so you can adjust instruction and use of materials.

Applicable Tests MAP, End of Course, and adaptive MAP for Primary Grades tests.

Audience Superintendent,
curriculum specialist,
instructional coach, principal

Required Roles Administrator or Assessment Coordinator

Prior Data All years prior

- Notes**
- All testing must be declared complete for the term.
 - Summary data include only those students with available growth projections plus valid test events in the selected period.

Comparison Periods

– Student Growth Summary Report –

Growth Count†	Comparison Periods							
	Winter 2017			Spring 2017			Growth	
	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE
134	182.4	12.3	37	185.5	12.8	32	3.1	0.6
126	194.5	12.7	41	198.0	12.2	46	3.5	.0.5
61	205.2	11.1	28	209.4	13.0	28	4.2	0.7

Growth Count	Mean RIT	SD	Percentile
Number of students with valid growth test events for both terms.	Average RIT score of students in this Growth Count for the term indicated.	Standard Deviation. Indicates diversity of a group of students tested in this term. The lower the number, the more students are alike. The higher the number, the greater the diversity in this group.	Percentile (a percentage-based ranking) of the achievement reached for the given term, as compared to students in the NWEA norms study from the same grade and with the same weeks of instruction between testing (as specified in your MAP preferences).
Observed Growth	Observed Growth SE		
Average change in RIT scores from starting term to ending term (ending RIT minus starting RIT).	Growth standard error (SE) associated with term-to-term growth for the group. If these students tested again over the same period with comparable tests, term-to-term growth would fall within a range defined by the observed growth, plus or minus the growth sampling error, about 68% of the time.		

School Norms Section

– Student Growth Summary Report –

School norms compare overall grade-level results between your school and schools in the NWEA norms study.

Growth Evaluated Against		
School Norms		
Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
4.0	-.093	18
2.7	.101	84
4.1	.008	53

School Norms

Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
<p>Growth projections based upon the mean RIT of this group and the 2015 <i>school</i>-level norms.</p> <p>It also incorporates the weeks of instruction before testing, as set in the MAP preferences for your district or school.</p>	<p>Enables you to compare growth between grades or groups by putting them all on an equal scale. This measurement ranks your grade-level growth among the growth observed across all matching schools within the NWEA norms study.</p> <p>A value of zero (0) corresponds to the mean (typical) growth, indicating that growth exactly matched projections.</p>	<p>Translates the School Conditional Growth Index to percentile (a percentage-based ranking). An index of 0 equates to 50th percentile.</p>

Student Norms Section

– Student Growth Summary Report –

Student norms are an aggregation of the NWEA norms data calculated for individual students.

Growth Evaluated Against			
Student Norms			
Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
134	63	47	48
126	68	54	56
61	26	43	38

Count With Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
<p>Number of students used for the Student Norms calculations. Because growth projection norms are not available for some situations, this count could be smaller than the first Count column.</p>	<p>Shows how many students collectively met or exceeded their individual growth projections.</p> <p>Intended for evaluating the growth within each grade, but not for comparing grades.</p>	<p>Percentile that falls in the middle of all the Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.</p> <p>The student norms percentile is often larger than the school norms percentile, because individual students' growth rates are typically larger than a grade can grow as a whole.</p> <p>For more on student conditional growth, see: Summary Growth Sample on page 9.</p>	

Student Profile: Next-Generation Report

Term: Winter 2016-2017

Vernon Sobrio 7th Grade | ID: VS90908119

MATHEMATICS

Error Margin: +/-2.9
Possible range: 247-253
1/22/2017 — 60 minutes
MAP: Math 6+ Common Core 2014 V2

248

READING 219

LANGUAGE USAGE 215

SCIENCE 209

COMPARISONS

92ND Norms Percentile
Achievement for this term ranked against NWEA 2015 Norms Study

Advanced State XYZ Achievement
Projected result for test taken in spring

On Track ACT College Readiness
24 Projected result for test taken in spring

INSTRUCTIONAL AREAS

242 Operations and Algebraic Thinking
Suggested Area of Focus

245 Statistics and Probability

252 The Real and Complex Number Systems

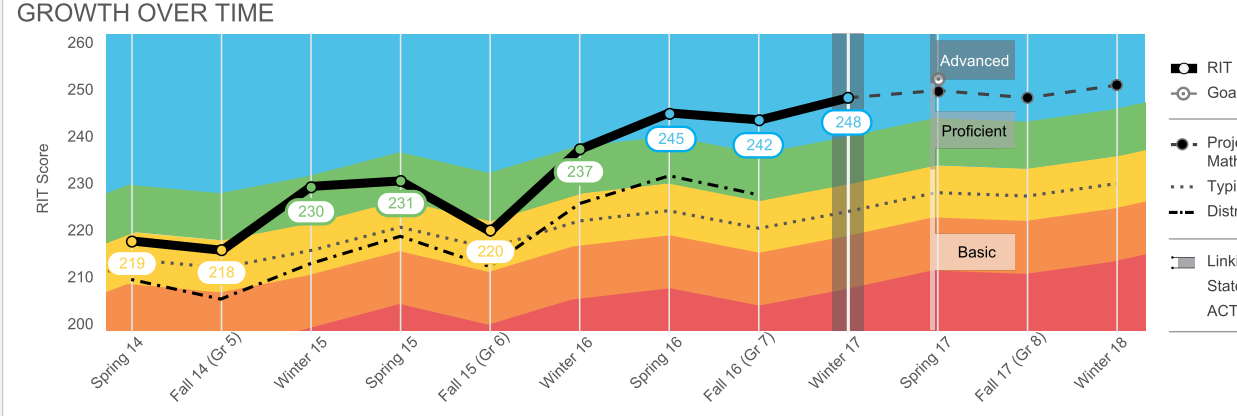
257 Geometry
Relative Strength

GROWTH GOALS

SPRING 2017 GOAL Score when set: 248
251 (+3) (Winter 2017)

Past Goals

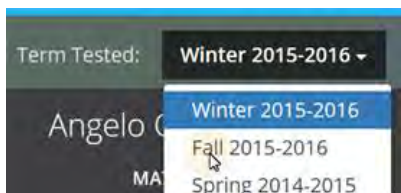
WIN 2017 GOAL Actual Score: 248
Goal: 245
Score when set: 242 (Fall 2016)
MET



Description	Brings together the data you need to advise each student and support growth, with the ability to record and track Growth Goals on page 49 .
Applicable Tests	MAP and adaptive MAP for Primary Grades tests. (Not Survey tests.)
Intended Audience	Instructional coach, teacher, counselor
Required Roles	Instructor, Administrator, or Assessment Coordinator
Prior Data	All years prior

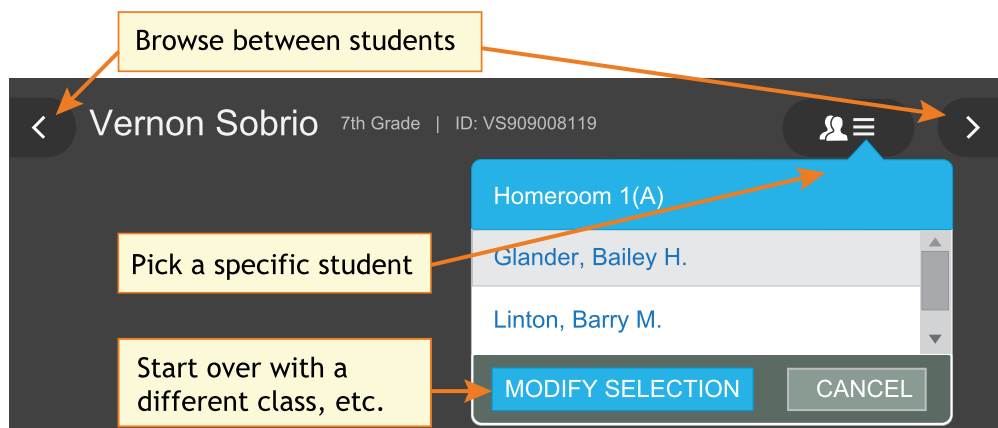
Basic Usage

- **Browser recommendation**—Avoid using Internet Explorer, because it performs slowly. Chrome performs the best.
- **Prerequisite** — Your school or district should have correctly set the Weeks of Instruction between testing, under MAP preferences. This setting specifies the average amount of instruction your students received, so it determines how they align to students in the NWEA norms study.
- **View Prior Test Data**— You can choose prior terms from the menu at top:



The default—**Most Recent**—means the most recent *term with test data*, which could differ for each subject. To alert you when the most recent score comes from a prior term, an asterisk appears next to the subject score.

- **Change Student, Class, or Term Rostered**— There are various ways to switch to a different student:



- **Return to MAP Menu** — Click the menu icon:



- **Percentile colors** — Wherever you see color coding, it indicates the percentile (a percentage-based ranking) of the achievement your student reached. It compares your student to students in the NWEA norms study from the same grade and with the same weeks of instruction between testing (as specified in your MAP preferences).

Color coding...

- 1st to 20th = Red
- 21st to 40th = Orange
- 41st to 60th = Yellow
- 61st to 80th = Green
- 80th and higher = Blue

- **Print a Copy** – Use the print icon -  - or your browser print command (Ctrl + P).

Currently, printing is limited to what is on display—one student, one subject at a time. In the near future, you will have the ability to customize and print reports for a batch of students.

Tip: Landscape mode is typically best for the Growth Over Time graph.

- **Give Feedback** – Is anything unclear? Do you wish for another feature? Click the **Feedback** button near the bottom...and return every few months to see the latest software updates.

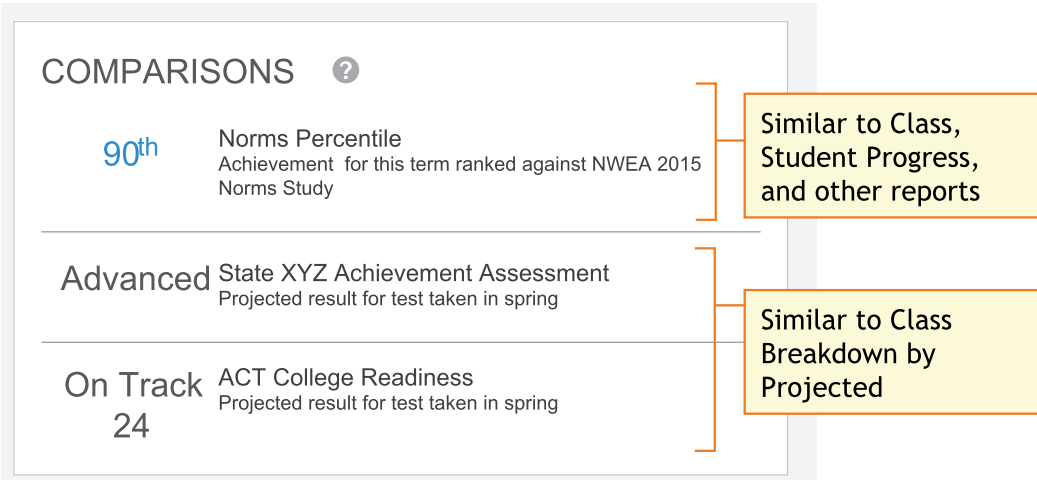


Feedback button appears in the report for everyone to contribute ideas

Note: If you close (X) the Feedback button, it disappears temporarily on your particular computer. It reappears in 24 hours.

Comparisons

This section shows a mix of current achievement and future projections.

A screenshot of a "COMPARISONS" section in a report. The title "COMPARISONS" is at the top left with a question mark icon. Below it are three rows of comparison data. The first row shows "90th" in blue, "Norms Percentile Achievement for this term ranked against NWEA 2015 Norms Study". The second row shows "Advanced" in blue, "State XYZ Achievement Assessment Projected result for test taken in spring". The third row shows "On Track" in blue with "24" below it, and "ACT College Readiness Projected result for test taken in spring". To the right of the rows are two yellow callout boxes with orange borders. The top box points to the "90th" row and contains the text "Similar to Class, Student Progress, and other reports". The bottom box points to the "Advanced" and "On Track" rows and contains the text "Similar to Class Breakdown by Projected".

Comparison	Description
90th	Norms Percentile Achievement for this term ranked against NWEA 2015 Norms Study
Advanced	State XYZ Achievement Assessment Projected result for test taken in spring
On Track 24	ACT College Readiness Projected result for test taken in spring

About College and State Test Projections...

- There are no projections available from summer test results.

- Which state and college projections appear depends on the state alignment that your district selected during MAP implementation.
 - However, this report is currently limited to showing two projections—one state assessment and one college readiness. (More projections will come in a future update.)
- If your state does not have a specific NWEA linking study, generic projections developed by NWEA appear on the report.
- Depending on the state, projections may be limited to certain subjects (typically reading and math) and certain grades (typically 2 through 8).
 - College readiness projections are limited to grades 5 through 9.
- To make projections, the report follows these steps:
 - Uses NWEA norms to estimate growth to the term when the state or college assessment typically occurs.
 - Uses the NWEA linking study to correlate that projected RIT score to an estimated proficiency.
- ACT College Readiness—The "On Track 24" projection is the highest benchmark. It is based on a more stringent ACT cut score of 24, instead of 22.

Instructional Areas and Learning Paths

In the Instructional Areas section, you can see the component parts of the assessment, and then get details you need to develop a personalized [learning path](#) for your student. Lower scores appear near the top, so you can suggest where to focus efforts, and higher scores appear near the bottom, so you can celebrate your student's strengths.

INSTRUCTIONAL AREAS ⓘ ↗

226	Operations and Algebraic Thinking →	Click any area for details and learning statements
⊕ Suggested Area of Focus		
230	Statistics and Probability →	
232	The Real and Complex Number Systems →	
236	Geometry →	
⊕ Relative Strength		

Note: Also known as "goal performance scores" elsewhere in MAP, these scores also appear on existing reports, such as: *Class, Student Progress, Grade, Achievement Status and Growth*, and others. Key differences:

- Range of scores—Instead of a range representing the Error Margin, only the middle score of that range appears here. However, you can see the +/- Error Margin when you click an instructional area to open the details.
- Low / High percentiles—Instead of comparing scores to NWEA norms, the scores are compared to the overall score and, in some cases, designated "Area of Focus" or "Relative Strength."

About Suggested Area of Focus / Relative Strength

You may see some areas labeled *Relative Strength* or *Suggested Area of Focus*. These labels help you pinpoint how the student performed relative to the subject overall. Here is how the report designates each area:

- Takes the difference between the instructional area score and subject score
- Adjusts for the Error Margin in *both* scores:
 - If the adjusted difference is positive—area labeled *Relative Strength*
 - If the adjusted difference is negative—area labeled *Suggested Area of Focus*
 - If the difference is within the Error Margin—no label

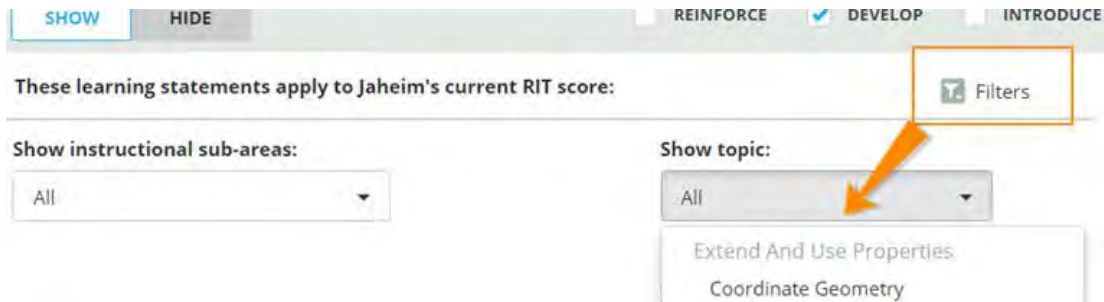
Note: The +/- Error Margin appears when you click an instructional area to open the details.

Tips for Personalized Learning Paths

Click any instructional area to see related learning statements and standards, which you can use to create a learning path for your student. (These are the same learning statements available from the [Learning Continuum on page 28](#).)

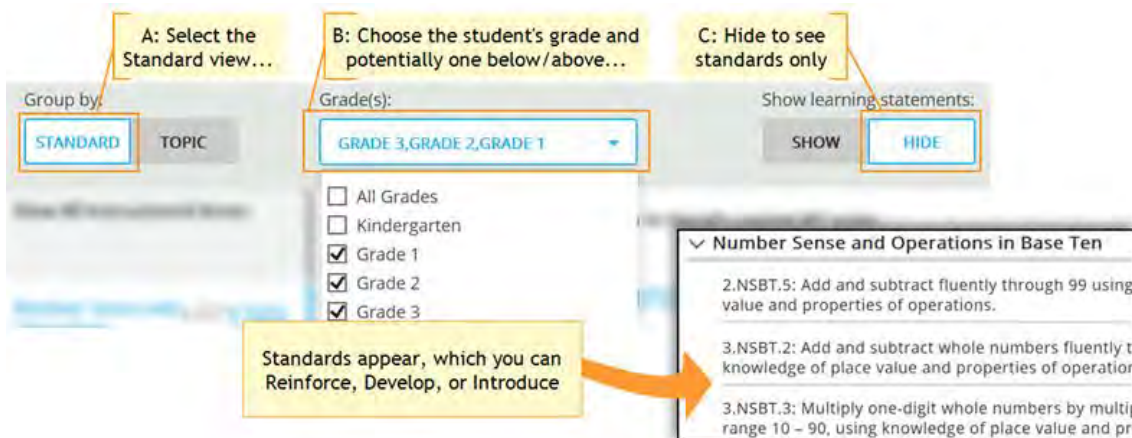
Consider these tips:

- Quick find—Use the **Filters** to pinpoint a specific topic or standard:



Note: The appearance of a learning statement does not necessarily mean your student received questions about that skill or concept. However, statistically a student's RIT score *does* predict the applicability of learning statements.

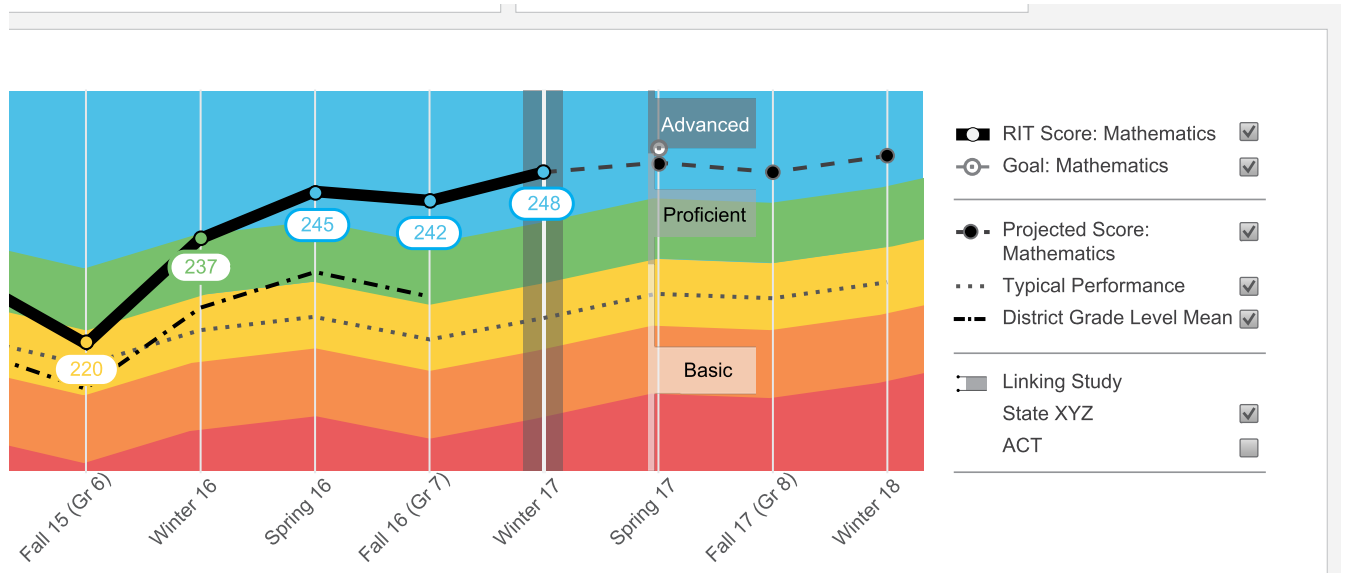
- Remediation—Select **Reinforce** (top right) to see statements that will help you connect what the student already knows to new learning.
- Enrichment—Select **Introduce** (top right) to see statements that will help when your student is ready for more challenge.
- Standards—Use the following options to see applicable state standards:



- Repeated statements—If you see learning statements repeated, it means the same concept applies, but at increasing levels of complexity. For example, with reading you might use increasingly longer text passages and words. With mathematics, you might use numbers with more digits.

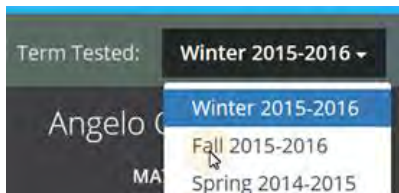
Growth Over Time

At the bottom of the page, you can see all historical, longitudinal data for a student:




To see further back:


Scroll up and change the Term menu, above the student name. If you choose **Most Recent**, the graph orients around the current calendar term.




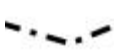
Definitions for Growth Graph:

See also: [Percentile Colors](#) (under [Basic Usage on page 43](#))

- 

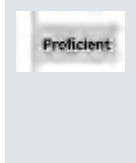
Goal—If you have set future growth goals in the Growth Goals section, they appear here. If not, no goals appear on the graph. For prior terms, it is a gauge of how well your student met the goals you set together. For future terms, it helps to show the direction you have set.
- 

Projected Score—This projection is based on your student's actual RIT score in a prior term, plus the typical RIT growth of *matching peers* within the NWEA norms study. Matching peers have the *same prior RIT score*, as well as the same grade and weeks of instruction between testing (as specified in your MAP preferences). Using matching peers provides a fair comparison, so it is reasonable for your student to meet the projection and even grow beyond it.
- 

Typical Performance—Shows the average score (50th percentile) for *all* applicable students within the NWEA norms study. Students within the norms study have the same grade and weeks of instruction between testing (as specified in your MAP preferences).
- 

District Grade Level Mean—Shows the average score for students within your district who were in the same grade and who tested in the same term.
If it doesn't appear in a given term, the district testing window is not yet closed. Contact a

MAP team leader to close the testing window, and then wait for overnight processing.



- **Linking Study (Cut Scores)**—If applicable, you can see your student's projected performance on state or college readiness assessments. Bars showing the cut scores are hidden by default, so use the check box on the right to display it.

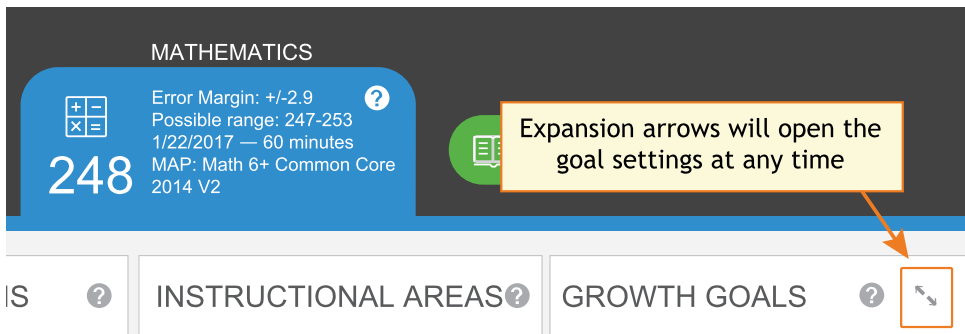
For more information, see: [About College and State Test Projections... on page 44.](#)

- **Gray background**—When there is no data, a gray background appears. Examples include: no completed test event, student not enrolled, or no norms study (12th grade and 11-12th grade Science).

Growth Goals

For an upcoming term, you can create a growth or performance target for each student. Later, return to see if the student met the goal.

1. From the main Student Profile page, click the expansion arrows:



2. Consider the [Tips for Setting Growth Goals on page 50](#) (below).
3. To set a goal, enter *either* the RIT score *or* growth amount (if available), and then click outside the box:



Note: The RIT growth entry is not available if there is no recent test score to form the basis of growth.

4. Click **Set Goals** to save your change.

The goal appears in a row at the top. If needed, you can delete it, or overwrite it by setting a new goal.

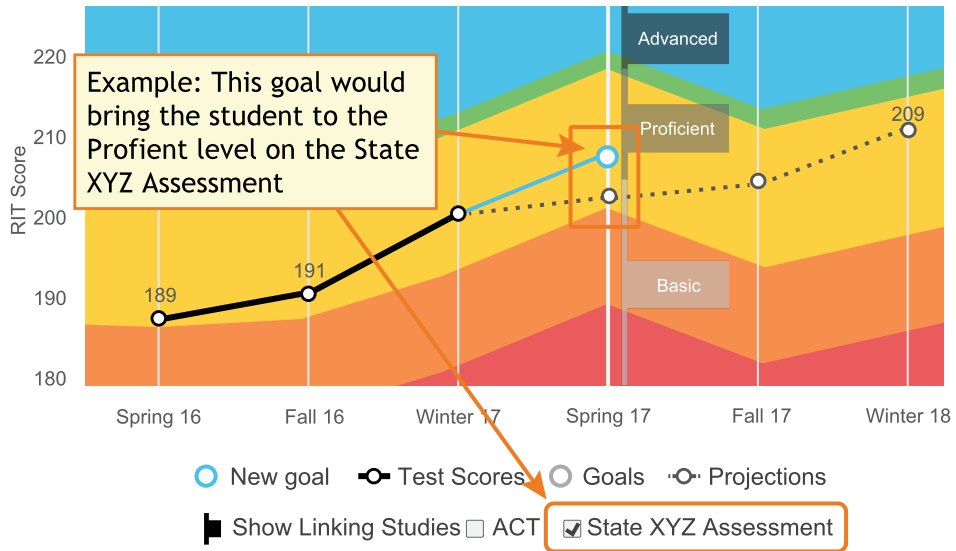
Note: In the entry boxes, as well as the graph, goal numbers revert back to the default, typical growth.

Tips for Setting Growth Goals

General assumption: Your school or district has correctly set the Weeks of Instruction between testing, under MAP preferences. It forms the basis for much of the percentiles and projections shown.

- A. Consider the **Typical Growth** projection (dotted line), if available.
 - This growth projection is personalized to your student, because it is based on *matching peers* from NWEA norms (*same prior RIT score, grade, and weeks of instruction between testing*).
 - Using matching peers provides a fair comparison, because students with high starting achievement generally do not grow as much as students with low achievement.
 - Typical Growth is the mid-point for these peers (half grew more and half grew less).
 - This score is an initial *suggestion*—you might target above or below it, depending on other considerations.
- B. Consider the **Typical Score** (bottom left) and the **percentile bands** (rainbow colors).
 - This data shows you how *all* students typically perform within the same grade and same weeks of instruction between testing.
 - Typical Score is the *average score* (50th percentile) for the target term.
 - Ideally, your goal should move your student to a higher performance level in the future term.
- C. If available, consider the growth needed to reach an ideal cut score on state or college assessments. Bars showing the cut scores are hidden by default, so select one, or both, below the graph:

CUSTOM GOAL




For more information, see: [About College and State Test Projections... on page 44.](#)

D. Strike a balance:

- Challenge your student—To advance academically, students should strive to go beyond the typical scores.
- Be realistic—Consider past performance so the goal fits your student's capabilities.

Student Progress Report

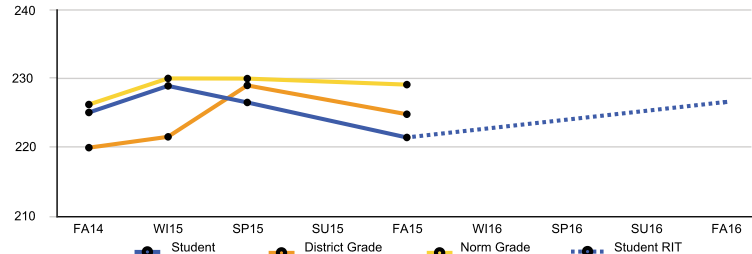


Student Progress Report

McRay, Marcus
 Student ID: 100023123
District: NWEA Sample
School: Mt. Bachelor Middle School
Term Rostered: Fall 2015-2016

Norms Reference Data: 2015
Growth Comparison Period: Fall to Fall

Mathematics

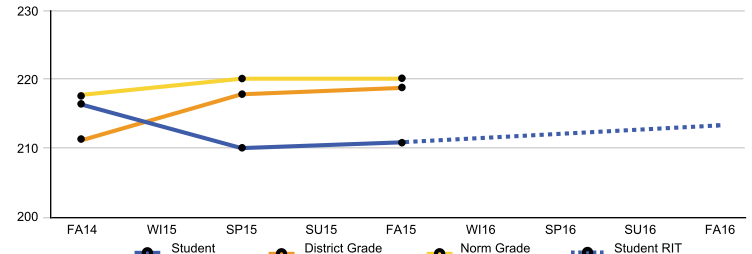


Mathematics Goals Performance - Fall 2015-2016

Real and Complex Number Systems	224-238	Statistics and Probability	194-211
Geometry	226-241	Algebraic Thinking	217-231

Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA15	9	219-222-225	-3	4	28-34-40
SP15	8	223-226-229			34-40-46
WI15	8	225-228-231			41-48-54
FA14	8	222-225-228	3	6	41-47-54
SP14	7	218-221-223			27-33-39
FA13	7	219-222-225	8	7	41-48-55
SP13	6	222-225-228			41-49-56
WI13	6	212-215-218			26-32-39
FA12	6	212-214-217	2	6	33-40-48
SP12	5	212-215-218			28-34-41
FA11	5	209-212-215	8	10	43-51-59
SP11	4	205-208-211			28-36-43
FA10	4	201-204-207	9	11	47-56-65
WI10	3	190-193-196			27-34-43
FA09	3	192-195-198			55-63-72

Reading



Reading Goals Performance - Fall 2015-2016

Literature	207-219	Informational Text	199-210
Vocabulary Acquisition and Use	210-222	Lexile® Range	699-849L

Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA15	9	208-211-214	-5	3	23-29-36
SP15	8	206-210-213			20-26-32
FA14	8	212-216-219	6	4	39-47-54
SP14	7	208-211-214			25-31-39
FA13	7	207-210-213	6	5	31-38-46
SP13	6	213-217-220			45-53-61
WI13	6	201-205-208			20-26-33
FA12	6	201-204-207	13	6	25-32-39
SP12	5	199-202-205			19-25-32
FA11	5	188-191-195	-4	7	12-16-22
SP11	4	191-195-198			17-23-30
FA10	4	192-195-198	14	10	34-42-49
WI10	3	180-183-186			12-16-22
FA09	3	179-181-184			23-29-36

Description Shows a student's overall progress from all past terms to the selected term so you can communicate about the student's term-to-term growth.

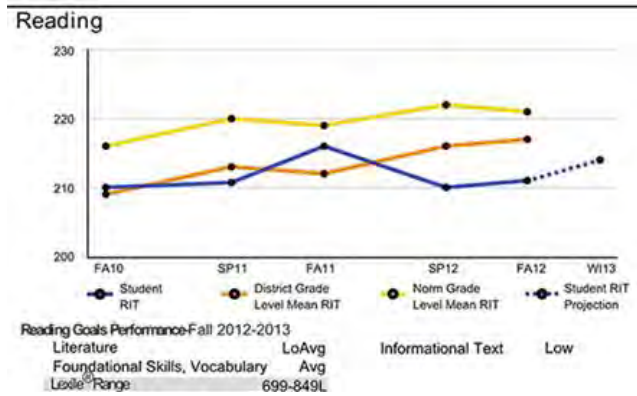
Applicable Tests MAP, Survey, End of Course, and adaptive MAP for Primary Grades tests.

Audience Teacher, instructional coach, counselor, student, parent

Required Roles Instructor, Administrator, or Assessment Coordinator

Prior Data All years prior

Graph for Student Progress



Student RIT	District Grade Level Mean RIT	Norm Grade Level Mean RIT	Student RIT Projection
<p>The student's score for each term.</p>	<p>Average RIT score for students in the same school district and same grade who tested at the same time as the student named on this report. If it doesn't appear, the district testing window is not yet closed.</p>	<p>Average score for students who were in the same grade and who tested in the same term, as observed in the NWEA norms study. If it doesn't appear, there is no norms data for the grade and subject reported.</p>	<p>The projected RIT score when the student takes a future test. This projection is based on student's actual RIT score in the first term of the Growth Comparison Period, and on the average RIT growth of students who were in the same grade and who tested in the same term. The average growth comes from the NWEA norms study.</p>
<p>Goal Performance</p>	<ul style="list-style-type: none"> o Goal Descriptor translates the percentile to one of the following: <ul style="list-style-type: none"> o <i>Low</i>: Student goal scores are lower than the 21st percentile o <i>LoAvg</i>: Student goal scores fall within the 21st-40th percentile o <i>Avg</i>: Student goal scores fall within the 41st-60th percentile o <i>HiAvg</i>: Student goal scores fall within the 61st-80th percentile o <i>High</i>: Student goal scores fall within the 81st percentile or higher o If goal performance cannot be calculated, an asterisk (*) appears. The student may have answered too many items incorrectly, too few items may have been available in the RIT range assessed, or norms data for percentiles may be unavailable. o Goal RIT Ranges reports the student's goal RIT range, such as 198-213. 		
<p>Lexile® Range</p>	<p>This range appears when the student has taken a reading test. You can use it with online resources to identify appropriately challenging books, periodicals, and other reading material for each student.</p>		

Details for Student Progress

Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA12	9	208-211-214	-5	3	19-25-31
SP12	8	208-210-213			13-20-26
FA11	8	212-216-219	6	4	31-41-49
SP11	7	208-211-214			21-27-33
FA10	7	207-210-213	6	5	26-33-41
SP10	6	213-217-220			41-52-60
WI10	6	201-205-208			18-26-33
FA09	6	201-204-207	13	6	21-29-34
SP09	5	199-202-205			18-23-30
FA08	5	188-191-195	-4	7	9-13-20
SP08	4	191-195-198			13-20-27
FA07	4	192-195-198	-7	8	29-37-45
WI07	3	180-183-186			16-21-28
FA06	3	179-181-184			22-27-32

Term/Year	Grade	RIT	RIT Growth	Growth Projection	Percentile Range
Indicates the term and year in which the test event occurred. Keep in mind that if a term spans more than one year (for example, from 2009 to 2010), the latter of the two years is used. For example, WI10 reflects a term which begins on December 1, 2009 and ends on February 28, 2010. FA (Fall) WI (Winter) SP (Spring) SU (Summer)	Grade of the student when the test was taken.	Middle number is the student's RIT score. The numbers on either side of the RIT score define the score +/- the standard error. If retested soon, the student's score would fall within this range most of the time.	The growth in RIT points made between the two terms in the Growth Comparison Period.	Average growth of students who were in the same grade and began the same term at a similar RIT score, as observed in the NWEA norms study.	The number in the middle is this student's percentile rank, or the percentage of students who had a RIT score less than or equal to this student's score according to the NWEA norms study. The numbers on either side of the percentile rank define the percentile range (the RIT score +/- standard error). If retested soon, this student's percentile rank would be within this range most of the time.

Gray text identifies invalid tests as well as tests that are valid but do not provide growth data. These test results are excluded from summary statistics. A test may have been invalidated because test duration was too short, for example.



A Parent's Guide to MAP

This guide was created as a resource to help your family better understand MAP and your child's results.

1. What is MAP?

You may be familiar with paper and pencil tests where all students are asked the same questions and spend a fixed amount of time taking the test. Measures of Academic Progress® (MAP®), created by Northwest Evaluation Association™ (NWEA™), is different. MAP is a computer adaptive test, which means every student gets a unique set of test questions based on responses to previous questions. As the student answers correctly, questions get harder. If the student answers incorrectly, the questions get easier. By the end of the test, most students will answer about half the questions correctly.

2. What does MAP measure?

MAP results are provided as a numerical RIT score. This score is used to measure a student's achievement level at different times of the school year and compute growth. Think of this like marking height on a growth chart. You can tell how tall your child is at various points in time and how much they have grown between one time and another.

3. What is a RIT score?

After each MAP test, students receive a RIT score. Think of the score as a student's height. The score reflects the student's academic knowledge, skills, and abilities like inches reflect height.

The RIT (**R**asch **U**nit) scale is a stable, equal-interval scale, like feet and inches. Equal-interval means that a change of 10 RIT points indicates the same thing regardless of whether a student is at the top, bottom, or middle of the scale, and a RIT score has the same meaning regardless of grade level or age of the student. Scores over time can be compared to tell how much growth a student has made, similar to measuring height with a ruler.

You can find out more about the RIT scale [here](#).

4. How do schools and teachers use MAP scores?

NWEA provides many different reports to help schools and teachers use MAP information. Schools, grade levels, and classes can be monitored to see how students are growing.

Teachers can see the progress of individual students and of their class as a whole. Students with similar MAP scores are generally ready for instruction in similar skills and topics. MAP also provides data around the typical growth for students who are in the same grade, subject, and have the same starting achievement level. This data is often used to help students set goals and understand what they need to learn to achieve their goals.

5. Can MAP tell me if my child is working at grade level?

Just as a doctor has a chart showing the most common heights of people at certain ages, NWEA has put together charts showing the median RIT scores for students at various grade levels. NWEA researchers examined the scores of millions of students to find the average scores for students in various grades. You can see a chart of these scores in the [Comparative Data to Inform Instructional Decisions](#) PDF. Please note that MAP scores are just one data point that teachers use to determine how a student is performing. Please discuss any questions that you have about your child's performance with your child's teacher.

6. What subjects are available with MAP?

There are MAP tests for grades 2 – 12 in reading, language usage, mathematics, and science.

There are also Primary Grades tests for grades K – 2 in reading and mathematics. With these child-friendly tests for young learners, students wear headphones since many questions include audio to assist those who are still learning to read. The tests for grades K – 2 may also be referred to as MAP for Primary Grades (MPG).

7. How long is a MAP test?

Tests are not timed, and students may take as much time as they need to complete them. Most students take less than an hour to complete a MAP test. MPG tests typically last a shorter time.

8. How often will my child take MAP tests?

Most schools give MAP tests to students at the beginning, middle, and end of the school year. Some schools have students take MAP tests at other times throughout the year.

9. Is MAP a standardized test? How is it different from “high-stakes” or state tests?

Most state or high-stakes tests are called summative tests. They measure what students already know, based on what is expected at their grade level, and are typically given at the end of the school year as a way to measure grade-level proficiency.

MAP tests are interim tests. This means they may be given periodically during the year. MAP is based on the same standards as the summative tests so they measure similar content. Teachers receive immediate results with MAP that show what students know and what they are ready to learn. The results can be used to help personalize lessons at the appropriate level for the students.

10. What type of questions are on MAP tests? Are there sample tests?

The MAP tests include multiple choice, drag and drop, and other types of questions. You can access some [short sample tests](#) to get an idea of what MAP questions look like.

11. Are MAP tests accessible?

Yes, NWEA is committed to making our tests accessible for all students. Download our [Accessibility and Accommodations FAQ](#) for more details.

12. What information will I receive from my child’s school?

Most schools will provide your child’s Student Progress Report. This report contains information and scores from your child’s most recent and past MAP tests. A simplified sample report with definitions and explanations is included in this document to help you better understand the report. Please contact your child’s school or teacher directly for any additional information.

13. How do I learn more about my child's test results?

Contact your child's school or teacher with any specific questions you may have about your child's test results.

Due to privacy laws regarding student information (specifically stemming from the Federal Educational Rights and Privacy Act, FERPA), NWEA is unable to discuss any student information, test results, or school assessment programs directly with parents, guardians, or other family members.

14. How can I help my child prepare for MAP tests?

Your child's teacher will help with any pre-test instructions to explain the test to the students. Just like any school day, make sure your child is well-rested and fed with a well-rounded diet. Encourage them to do their best.

15. What does NWEA do with my child's information? Is it secure?

NWEA uses technological and operational measures to ensure security and privacy. A few of these include: regular security audits and monitoring, technological controls, physical access controls, and privacy training for employees.

NWEA does not use your child's personally identifiable information (PII) for any purpose other than to provide services to your child's school. Combined information that has been stripped of PII, and therefore is not traceable to any student, is used for research and development so we can continuously improve our products and accelerate learning for all students.

We do not sell PII. Data sharing (if any) is completely at the control of the educational institutions that purchase our products.



Founded by educators nearly 40 years ago, NWEA is a global not-for-profit educational services organization known for our flagship interim assessment, MAP. More than 7,800 partners in US schools, school districts, education agencies, and international schools trust us to offer pre-kindergarten through grade 12 assessments that accurately measure student growth and learning needs, professional development that fosters educators' ability to accelerate student learning, and research that supports assessment validity and data interpretation. To better inform instruction and maximize every learner's academic growth, educators currently use NWEA assessments with nearly eight million students.

Quick Reference

This Quick Reference sample report is meant to help you understand the Student Progress Report for your child. The Student Progress Report you receive will contain your child's NWEA MAP test results.

The MAP tests determine your child's instructional level and measure academic growth throughout the school years in which your child was tested. NWEA researchers analyze test data from millions of students and determine how students MAP scores typically change over time based on the subject, grade, and their starting achievement level. The report uses this information to show you how your child is doing compared to other students in the same grade in your child's school district and across the United States.

Your child's MAP results are provided as a numerical RIT score. Your child's report may contain multiple charts reflecting the various test subject areas. Because school districts can make several choices when they print this report, your report may look different; for example, you may see a bar chart instead of a line graph. This will not change the meaning of the data on the report.

If you have questions about this report, please contact your child's school or teacher.

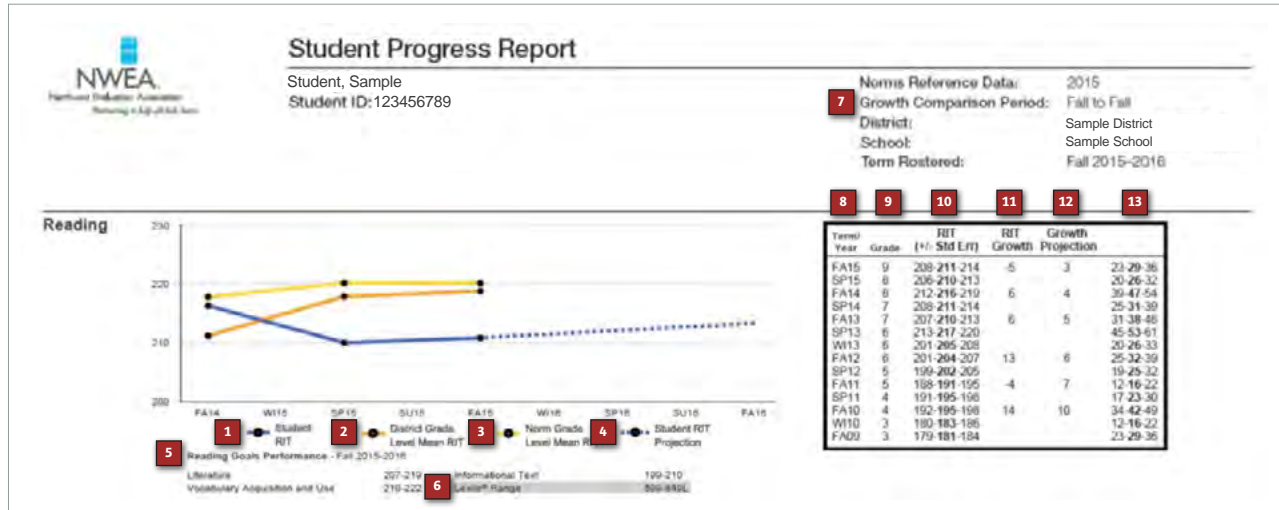


Chart Legend

1. Student RIT – The student's RIT score on each test.
2. District Grade Level Mean RIT – The average RIT score for students in the same school district and same grade and subject that were tested at the same time as the student named on this report. This number is only generated after the district finishes testing. If you do not see this number, it is because the district did not mark the testing season complete for the term.
3. Norm Grade Level Mean RIT – The average RIT score for students who were in the same grade and tested in the same subject in the same term. If you do not see this number, it is because it is not available due to a lack of sufficient comparable data for the grade and subject.
4. Student RIT Projection – The projected RIT score when the student takes a future test. This projection is based on how the student has performed on past tests and how other students in the same grade and subject who tested in the same term with similar scores have performed.
5. Goals Performance – Each test subject, like Reading, is broken down into different areas called "goals." This section shows how the student did on each goal area. You may see a RIT range here, or a descriptive adjective. Goal descriptors translate the percentile to one of the following: Low (percentile less than 21), LoAvg (percentile between 21 and 40), Avg (percentile between 41 and 60), HiAvg (percentile between 61 and 80), and High (percentile greater than 80). So, for example, if the student's score for "Building Vocabulary" is HiAvg, this means that the student is performing better in this goal than 61-80% of other students in the same grade. If you see an asterisk (*) for any goal, that means that the goal score was not able to be calculated due to too many questions answered incorrectly.
6. Lexile® Range – This range appears when the student has taken a reading test. This range allows you to find reading materials appropriate for your student. You can use it with online resources to identify appropriately challenging books, periodicals, and other reading material. Lexile® is a trademark of MetaMetrics, Inc.

Results Table Legend

7. Growth Comparison Period – The terms that define the time frame for which the RIT Growth, Growth Projection and Student RIT Projection value(s) are calculated.
8. Term/Year – The test term (FA=fall, SP=spring, WI=winter, SU=summer) and the year when the student took the test.
9. Grade – Grade of the student when the test was taken.
10. RIT – The middle, bold number is the student's RIT score. The numbers on either side of the bold RIT score define the RIT range. If retested soon, the student's score would fall within this range most of the time.
11. RIT Growth – This shows the student's growth in RIT points made between growth tests in the Growth Comparison Period. For example, if the Growth Comparison Period (see #7 above) is fall to fall, this will show the growth between consecutive fall tests.
12. Growth Projection – The average growth of students who were in the same grade, tested in the same subject, were tested in the same initial term, and began with a similar RIT score.
13. Percentile Range – The number in the middle is this student's percentile rank, or the percentage of students in the same grade that had a RIT score less than or equal to this student's score. The numbers on either side of the percentile rank define the percentile range. If retested soon, the student's percentile rank would be within this range most of the time.



Guía para padres sobre
las pruebas MAP

Esta guía ha sido creada para ayudar a las familias a comprender mejor de qué se tratan las evaluaciones MAP y cómo interpretar los puntajes de su hijo/a.

1. ¿Qué es la prueba MAP?

Es probable que usted esté familiarizado con las pruebas que se realizan en lápiz y papel, en donde todos los estudiantes deben responder a las mismas preguntas durante un período de tiempo establecido. La prueba MAP (Medias del Progreso Académico, por sus siglas en inglés) creada por la firma NWEA, es diferente. Esta prueba se realiza en la computadora y es adaptativa. Esto significa que cada estudiante recibe un conjunto de preguntas diferentes en función de cómo vaya respondiendo. Es decir, si el estudiante responde correctamente a una pregunta, la que le sigue será de mayor dificultad, si responde incorrectamente, la que le sigue será más fácil. Por lo general, la mayoría de los estudiantes responden correctamente a la mitad de las preguntas que reciben durante la prueba.

2. ¿Qué mide la prueba MAP?

El puntaje de estas pruebas se basa en el sistema de puntuación RIT. Este tipo de puntuación se utiliza para medir el desempeño académico del estudiante en diferentes momentos del año escolar y calcular el nivel de crecimiento académico. Es como cuando uno mide la estatura del niño en diferentes fechas y la marca en la pared o en una tira de papel. Se pueden ver las mediciones en las distintas fechas y también cuánto creció el niño de una fecha a la otra.

3. ¿Qué significa el puntaje RIT?

Al finalizar cada prueba MAP, el estudiante recibirá un puntaje RIT. El puntaje es como si fuera la estatura del niño; en este caso, refleja el conocimiento y las aptitudes académicas (lo que sabe) del estudiante en ese momento, tal como las pulgadas o los centímetros reflejan la estatura.

El puntaje RIT (Rasch Unit, por sus siglas en inglés) es una escala fija de intervalos equivalentes, tal como pies y pulgadas (o metros y centímetros). Intervalos equivalentes significa que una diferencia de 10 puntos indicará lo mismo independientemente de si el estudiante se encuentra arriba, abajo o en el medio de la escala. El puntaje RIT tiene el mismo significado para todos los estudiantes, independientemente del grado o la edad. Los puntajes que se obtienen a lo largo de un período de tiempo pueden compararse para conocer cuánto progresó académicamente el estudiante, similar a cuando se mide la estatura con una regla.

Podrá encontrar mayor información sobre la escala RIT (en inglés) aquí.

4. ¿Cómo utilizan los maestros y las escuelas los puntajes de MAP?

NWEA provee varios tipos de informes para que los maestros y las escuelas puedan acceder a la información que ofrece el sistema MAP. Esto permite a las escuelas, clases, grados mantener un seguimiento sobre el progreso de los estudiantes.

Con estos informes, los maestros pueden seguir el crecimiento de cada estudiante de manera individual y de la clase en general. Los estudiantes que obtienen puntajes similares, generalmente están listos para recibir el mismo tipo y nivel de instrucción. Los informes MAP ofrecen además información sobre el progreso promedio de estudiantes en el mismo grado, dentro de la misma asignatura y con un nivel similar de desempeño inicial.

5. ¿Me permite MAP saber si mi hijo se está desempeñando a nivel del grado?

Así como el médico tiene un gráfico que muestra la estatura más común de la gente a cierta edad, NWEA ha creado gráficos que muestran el puntaje RIT promedio de los estudiantes en varios niveles de grado. El equipo de investigadores de NWEA ha analizado los puntajes de millones de estudiantes para determinar el puntaje promedio en los distintos grados. Usted podrá ver el gráfico de estos puntajes en el documento PDF denominado [Comparative Data to Inform Instructional Decisions](#). Tenga en cuenta que los puntajes MAP son solo uno de los tantos datos que los maestros utilizan para determinar el desempeño del estudiante. Consulte con el maestro de su hijo ante cualquier pregunta acerca del desempeño académico



6. ¿Qué asignaturas están disponibles en MAP?

Pruebas de lectura, uso del lenguaje, matemáticas y ciencias de 2.o a 12.o grado.

También existen pruebas de lectura y matemáticas para grados iniciales, de Kindergarten a 2.o grado. Estas pruebas pensadas para niños requieren el uso de auriculares ya que muchas de las preguntas tienen audio para permitir que los niños que aún están aprendiendo a leer puedan responder las preguntas. Las pruebas para grados iniciales se denominan MAP for Primary Grades (MPG, por su nombre en inglés).

7. ¿Qué tiempo de duración tiene la prueba MAP?

Nuestras pruebas no tienen límite de tiempo, los estudiantes pueden tomar el tiempo que sea necesario. Por lo general, las pruebas MAP llevan menos de una hora y las MPG aún menos tiempo.

8. ¿Con qué frecuencia realizará mi hijo las pruebas MAP?

La mayoría de las escuelas imparten las pruebas al comienzo, en la mitad y al finalizar el año escolar. Algunas escuelas las imparten también en otros momentos del año.

9. ¿Es MAP una prueba estandarizada? ¿Cómo se diferencian de las evaluaciones estatales (state tests) o de alta implicancia (high-stakes)?

La mayoría de las pruebas denominadas “state tests” o “high-stake tests” son evaluaciones sumativas o finales. Estas pruebas miden los conocimientos que tiene en ese momento el estudiante en relación con lo que se espera a nivel del grado y por lo general se administran al final del año para medir el conocimiento académico de grado.

Las pruebas MAP son interinas o periódicas, lo que significa que se pueden administrar periódicamente durante el año. Las pruebas MAP están alineadas a los mismos estándares que las pruebas sumativas por lo que evalúan el mismo contenido. Con las pruebas MAP los maestros reciben resultados inmediatos sobre lo que el estudiante sabe y lo que está listo para aprender, permitiendo al maestro personalizar la enseñanza según el nivel del estudiante.

10. ¿Qué tipos de preguntas tienen las pruebas MAP? ¿Existe algún demo?

Las pruebas MAP contienen preguntas de opción múltiple, de elegir y arrastrar y otras. Si desea ver algunos ejemplos, puede hacerlo a través de esta [breve demostración](#).

11. ¿Pueden todos los estudiantes acceder a las pruebas MAP?

Sí, NWEA mantiene el compromiso de asegurar que las pruebas puedan ser accedidas por todos los estudiantes. Para mayor detalle, descargue el archivo de [Preguntas frecuentes sobre accesibilidad](#).

12. ¿Qué tipo de información recibiré de la escuela de mi hijo?

La mayoría de las escuelas proporcionan el informe de progreso del estudiante (Student Progress Report). Este informe contiene información sobre los resultados que su hijo obtuvo en las pruebas MAP más recientes así como en las anteriores.

Al final de esta guía para padres se incluye una muestra simplificada del informe de progreso con definiciones y explicaciones que le ayudarán a comprenderlo mejor. Tenga a bien contactar directamente a la escuela o al maestro de su hijo si necesita información adicional.

13. ¿Qué puedo hacer para aprender más sobre los resultados de mi hijo?

Contacte a la maestra o escuela de su hijo con preguntas específicas sobre los resultados de la prueba.

Debido a las leyes de privacidad sobre la información de los estudiantes (especialmente las que derivan de la Ley Federal de Derechos Educativos y Privacidad—FERPA, por sus siglas en inglés), NWEA no puede comunicar a padres, tutores u otro miembro familiar, ningún tipo de información sobre el estudiante, los resultados de las pruebas, o programas de evaluación de las escuelas.

14. ¿Cómo puedo ayudar a mi hijo a prepararse para las pruebas MAP?

El maestro se encargará de dar las instrucciones y explicaciones antes de la prueba. Al igual que para cualquier otro día escolar, asegúrese de que su hijo haya descansado y comido bien. Aliente a su hijo a esmerarse lo mejor que pueda.

15. ¿Qué hace NWEA con la información de mi hijo? ¿Está protegida?

NWEA aplica una serie de medidas tecnológicas y operativas que aseguran el cuidado y privacidad de los datos, entre otros: auditorías de seguridad periódicas, controles tecnológicos, controles de acceso físico y capacitación de empleados sobre privacidad de la información.

NWEA no utiliza la información de identificación personal de su hijo (PII, por sus siglas en inglés) para ningún otro propósito que no sea suministrar servicios a la escuela a la que acude su hijo. NWEA se asegura de borrar cualquier dato de identificación personal al recoger datos para propósitos de investigación y desarrollo que contribuyan a mejorar la calidad de los productos y agilizar el aprendizaje de los estudiantes.

NWEA no comercializa los PII. El intercambio de información (de existir) queda a discreción absoluta de las instituciones educativas que adquieren nuestros productos.



NWEA es una organización internacional de servicios educativos sin fines de lucro fundada por educadores hace casi 40 años y conocida principalmente por las pruebas interinas denominadas MAP. Contamos con más de 7.800 socios en escuelas de los EEUU, distritos escolares, agencias educativas y escuelas internaciones que nos permiten evaluar a los estudiantes de pre-kindergarten a el 12.o año con pruebas que miden de manera precisa el progreso y las necesidades educativas de los alumnos, proveer desarrollo profesional a maestros y educadores para agilizar el aprendizaje de los estudiantes y realizar tareas de investigación que confirmen la validez de las pruebas y la interpretación de los datos. Las pruebas de NWEA son impartidas a casi 8 millones de estudiantes con el fin de planear la instrucción y optimizar el progreso académico de cada alumno.

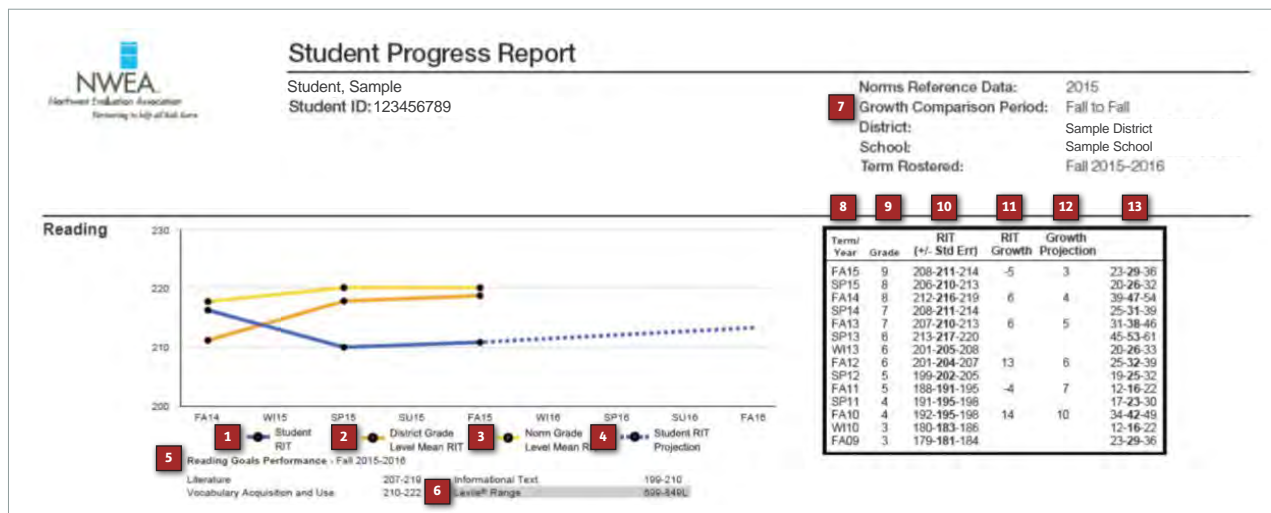
Guía Rápida de Referencia

Este pequeño informe de referencia tiene como objetivo ayudarle a comprender el informe de progreso (Student Progress Report) de su hijo/a. Usted recibirá este informe con los resultados que obtuvo su hijo luego de realizar las pruebas MAP de NWEA.

Nuestras pruebas determinan el nivel de instrucción que necesita su hijo y miden el crecimiento académico a lo largo de los ciclos escolares en el que su hijo haya realizado las pruebas. El equipo de investigación de NWEA analiza los datos de millones de estudiantes y determina cómo van cambiando los resultados de las pruebas MAP a lo largo del tiempo, teniendo en cuenta la asignatura, el grado y los conocimientos iniciales del estudiante. El informe utiliza esta información para mostrarle como su hijo se está desempeñando en comparación con otros estudiantes en el mismo grado, dentro del mismo distrito escolar y a lo largo y ancho de los Estados Unidos.

Los resultados de la prueba MAP aparecen en la escala numérica RIT. El informe puede incluir varios gráficos que reflejan las diferentes asignaturas. Los distritos escolares eligen el formato o configuración al imprimir los informes, es decir, puede que reciba un gráfico de barras o de línea. Independientemente del tipo de gráfico que reciba, el significado del informe es siempre el mismo.

Contacte al maestro o escuela de su hijo con cualquier pregunta sobre este informe.



Clave del gráfico

- RIT del estudiante: es el puntaje RIT que obtiene el estudiante al realizar cada prueba.
- Promedio RIT del distrito según el grado: es el puntaje RIT promedio dentro del mismo distrito, grado y asignatura. Esta cifra se genera una vez que su distrito finaliza con el período de pruebas. Si esta cifra no está presente en el informe, es debido a que el distrito no ha finalizado con las evaluaciones.
- Promedio RIT standard según el grado: es el puntaje RIT promedio de los estudiantes que se encuentran en el mismo grado y han hecho la prueba de la misma asignatura durante el mismo período escolar. Se esta cifra no aparece en el informe, es debido a que no existen al momento suficientes datos que permitan la comparación.
- Estimación del puntaje RIT: es el puntaje que se prevé el estudiante obtendrá en la próxima prueba. Esta estimación se basa en los resultados de pruebas anteriores del estudiante y en los resultados de estudiantes en el mismo grado y misma asignatura que han realizado la prueba durante el mismo período escolar.
- Metas: cada prueba, por ejemplo de lectura, está dividida en áreas denominadas metas. Esta sección muestra el desempeño del estudiante en cada área. El informe le mostrará el rango del puntaje RIT o un adjetivo que lo describe. Es decir: Low (percentil menor a 21), LoAvg (percentil entre 21 y 40), Avg (percentil entre 41 y 60), HiAvg (percentil entre 61 y 80) y High (percentil mayor a 80). Así por ejemplo, si el puntaje del estudiante en el área de aumento de vocabulario es HiAvg, significa que el estudiante tiene mayor conocimiento que entre el 61% y el 80% de los estudiantes en el mismo grado. El asterisco (*) en cualquiera de las metas significa que no pudo calcularse el puntaje debido a que demasiadas preguntas fueron respondidas incorrectamente.
- Rango de Lexile®: este puntaje aparece cuando el estudiante ha realizado una prueba de lectura. El puntaje le permitirá encontrar material de lectura apropiado para el nivel del estudiante. Podrá utilizar este puntaje para buscar recursos online como libros, artículos de periódicos y demás materiales de lectura. Lexile® es marca registrada de MetaMetrics, Inc.

Clave de la tabla de resultados

- Período de comparación del progreso: es el período de tiempo que se toma en cuenta para calcular los valores del puntaje RIT, y las estimaciones de progreso y del puntaje RIT.
- Temporada/Año: la época del año (FA=otoño, SP=primavera, WI=invierno, SU=verano) y el año en el que el estudiante ha realizado la prueba.
- Grado: grado que cursa el estudiante al momento de realizar la prueba.
- RIT: el número del medio en negrilla es el puntaje RIT del estudiante. Los números a los lados de este definen el rango. Si el estudiante vuelve a hacer la prueba en el corto plazo, es muy probable que el puntaje RIT resulte dentro de este rango.
- Crecimiento del puntaje RIT: muestra el progreso en puntos RIT que el alumno ha alcanzado dentro del período de comparación. Por ejemplo, si el período de comparación (ver #7) es de otoño a otoño, esta cifra mostrará el crecimiento del puntaje RIT entre pruebas consecutivas.
- Estimación del progreso: se basa en el progreso promedio de estudiantes que estuvieron en el mismo grado, realizaron las pruebas de la misma asignatura, comenzando por la inicial en el mismo período y obtuvieron un puntaje RIT similar.
- Rango del percentil: el número del medio en negrilla es el percentil del estudiante o, dicho de otro modo, el porcentaje de estudiantes en el mismo grado que obtuvieron un puntaje RIT menor o igual al de este estudiante. Las cifras a los lados definen el rango del percentil. Si el estudiante vuelve a hacer la prueba en el corto plazo, es muy probable que el percentil resulte dentro de este rango.

NWEA Professional Learning Proposed Schedule

The following tables includes our proposed schedule of professional development for Nebraska teachers (Table 1) and NDE education leaders (Table 2), as part of the Nebraska Statewide Assessment program.

Table 1: NWEA Professional Learning for Nebraska Teachers

Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Assessment Literacy Professional Development (3 hours per session)									
<i>Delivered by ESU certified facilitators* via NWEA Certified Facilitator program (assumes 50 ESU staff trained in content, delivery, resources, and support at 5 regional centers)</i>									
Assessment Literacy for Teachers <ul style="list-style-type: none"> ▪ NWEA provides 2-day certification and implementation training at 5 regional centers. ▪ 50 trainers total 	ESU provides workshop content and ongoing support for learning and application directly to district staff.	ESU provides ongoing support for learning and application directly to district staff.							
Formative Assessment PD (6 hours per session)									
<i>Delivered by ESU certified facilitators* via NWEA Certified Facilitator program (assumes 50 ESU staff trained in content, delivery, resources, and support at 5 regional centers)</i>									

Table 1: NWEA Professional Learning for Nebraska Teachers

Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
	<p>Building Your Formative Practice:</p> <ul style="list-style-type: none"> NWEA staff deliver 5 events to ESU staff (2 days at 5 regional centers) For 50 ESU trainers total. 	<p>Clarifying Learning:</p> <ul style="list-style-type: none"> NWEA staff deliver 5 events to ESU staff (2 days at 5 regional centers) For 50 ESU trainers total. 	<p>ESU provides workshop content as well as ongoing support for learning and application directly to district staff.</p>	<p>Activating Learners:</p> <ul style="list-style-type: none"> NWEA staff deliver 5 events to ESU staff (2 days at 5 regional centers) For 50 ESU trainers total. 	<p>ESU provides workshop content as well as ongoing support for learning and application directly to district staff.</p>	<p>Eliciting Evidence:</p> <ul style="list-style-type: none"> NWEA staff deliver 5 events to ESU staff (2 days at 5 regional centers) For 50 ESU trainers total. 	<p>ESU provides workshop content as well as ongoing support for learning and application directly to district staff.</p>	<p>Providing Feedback:</p> <ul style="list-style-type: none"> NWEA staff deliver 5 events to ESU staff (2 days at 5 regional centers) For 50 ESU trainers total. 	<p>ESU provides workshop content as well as ongoing support for learning and application directly to district staff.</p>
<p>Interim and Summative Assessment Professional Development: Applying Reports and Informing Instruction workshops <i>Delivered by ESU certified facilitators* via NWEA Certified Facilitator program (assumes 15 ESU staff trained in content, delivery, resources, and support at 5 regional centers)</i></p>									
<p>Applying Reports Workshop:</p> <ul style="list-style-type: none"> Provided as needed by trained ESU facilitators 	<p>Informing Instruction Workshop:</p> <ul style="list-style-type: none"> Provided as needed by trained ESU facilitators 		<p>Applying Reports Workshop for new certified facilitators and refresher for existing staff (2 days at 5 regional centers) for 15 new ESU trainers</p>	<p>ESU provides workshop content as well as ongoing support for learning and application directly to district staff.</p>	<p>Informing Instruction Workshop for new certified facilitators and refresher for existing staff (2 days at 5 regional centers) for 15 new ESU trainers</p>	<p>ESU provides workshop content as well as ongoing support for learning and application directly to district staff.</p>			
<p>Learning Walk Protocols <i>Delivered by ESU certified facilitators* via NWEA Certified Facilitator program (assumes 50 ESU staff trained in content, delivery, resources, and support at 5 regional centers)</i></p>									

Table 1: NWEA Professional Learning for Nebraska Teachers

Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
		Learning Walks for Professional Growth events: <ul style="list-style-type: none"> ▪ 10 days at 5 regional centers ▪ 50 Certified facilitators trained total 	ESU staff leads Learning Walk protocols at regional schools and districts, and provides ongoing support directly to district staff.						
		Learning Walks for Professional Growth events <ul style="list-style-type: none"> ▪ 10 days at 5 regional centers ▪ 50 Certified facilitators trained total 	ESU staff leads Learning Walk protocols at regional schools and districts and provides ongoing support directly to district staff.						

Table 2: NWEA Professional Learning for Nebraska Leaders

Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Taking Stock Sessions (6 hours per session) <i>Co-facilitated by NWEA and the Schlechty Center</i>									
6 events at NDE offices and 5 regional centers: <ul style="list-style-type: none"> 1 session for NDE staff and 5 sessions for regional leadership teams Maximum of 50 participants per session 	5 events at regional centers <ul style="list-style-type: none"> For regional leadership teams Maximum of 50 participants per session) 		5 events at regional centers <ul style="list-style-type: none"> For regional leadership teams Maximum of 50 participants per session) 		5 events at regional centers <ul style="list-style-type: none"> For regional leadership teams Maximum of 50 participants per session) 		5 events at regional centers <ul style="list-style-type: none"> For regional leadership teams Maximum of 50 participants per session) 		5 events at regional centers <ul style="list-style-type: none"> For regional leadership teams Maximum of 50 participants per session)
Local Advocacy Sessions (2 hours per session) <i>Co-facilitated by NWEA and the Schlechty Center</i>									
5 events at regional centers: <ul style="list-style-type: none"> For leaders and community members Maximum of 50 participants per session 	5 events at regional centers: <ul style="list-style-type: none"> For leaders and community members Maximum of 50 participants per session 		5 events at regional centers: <ul style="list-style-type: none"> For leaders and community members Maximum of 50 participants per session 		5 events at regional centers: <ul style="list-style-type: none"> For leaders and community members Maximum of 50 participants per session 		5 events at regional centers: <ul style="list-style-type: none"> For leaders and community members Maximum of 50 participants per session 		5 events at regional centers: <ul style="list-style-type: none"> For leaders and community members Maximum of 50 participants per session
Leadership Assessment Literacy Support (1 hour per session) <i>Facilitated by NWEA</i>									

Table 2: NWEA Professional Learning for Nebraska Leaders

Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Support for integration of learning and implementation of NDE assessment literacy plans <ul style="list-style-type: none"> ▪ Provided by dedicated NWEA Nebraska facilitators Delivered via webinars in each of the 5 regions Also delivered through on-demand leadership resources and online community									
* Ongoing support for ESU certified facilitators provided by NWEA staff.									



NWEA Professional Learning

Comprehensive professional development solutions that take you where you want to go

Discover
professional
learning that pays
off for educators
and students alike

Leadership skills honed?
Check.

Instructional effectiveness amplified?
Check.

Student engagement strengthened?
Check.



Address common challenges with targeted solutions

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Spotlight on: Professional Development Packages



Looking for a plan that meets your unique needs? Consider two special packages.

Our Getting Started with Measures of Academic Progress® (MAP®) Professional Development Package lets you launch your MAP implementation with confidence. Get your implementation off the ground with an online or onsite MAP Administration workshop (learn more on page 12), then follow up with an onsite Applying Reports workshop (learn more on page 13).

Our Customized Professional Development Package delivers a plan perfectly tailored to your team, your priorities, and your schedule, whether or not you use Northwest Evaluation Association™ (NWEA™) assessments. Your dedicated facilitator will collaborate with you to ensure you end up with the ideal mix of workshops, coaching days, and support to meet your needs, your team, and your schedule.



“ The themes we focus on in our professional development are **planned, intentional, focused, and connected** because the data drive all the decisions we make. NWEA professional development has helped us educate our teachers about the type of data we want them to use when they make decisions in our classrooms and for our kids.”

— Heather Gorgas, Principal, River Birch Elementary,
Avon Community School Corporation, Indiana

Create a culture of growth and change

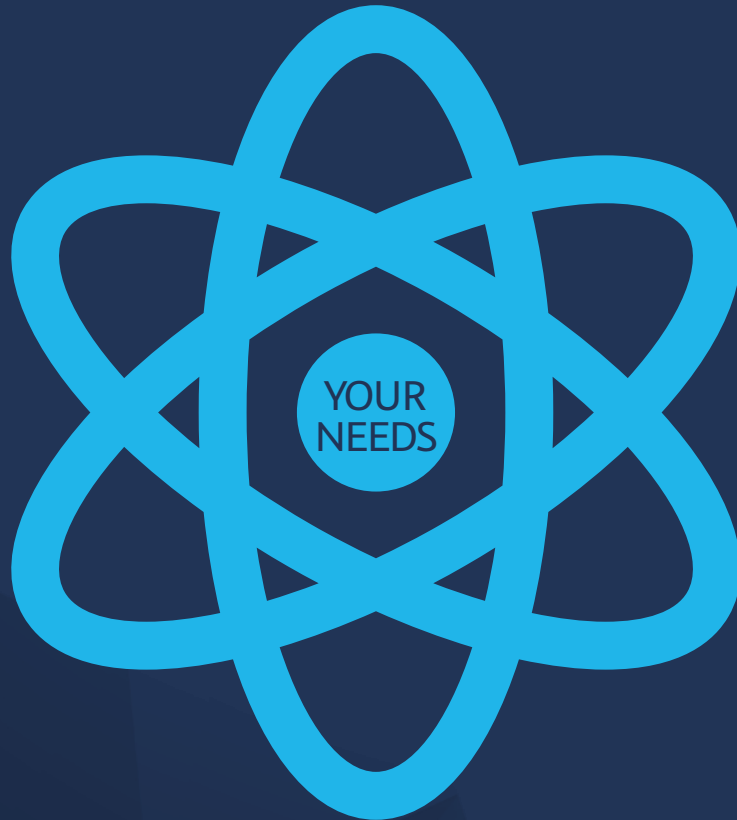
Want to get to a place where quality data inform day-to-day teacher practice, student learning, and curriculum?

We can help.

Whether you know exactly what you want or are still exploring options, we're ready to provide a just-right professional learning plan for your school or district. Our proven strategies—plus delivery options designed for busy lives—make it easier to do more with your data.

Join the 250,000-plus educators using their NWEA professional learning to maximize student growth!

Get to your perfect PD solution



From a simple phone call to a formal needs assessment, we meet you where you are.

Partner with us to:

- take your data use to the next level
- elevate your team's learning with advance planning
- enhance your instructional practice and student engagement
- solidify your implementation of rigorous state or College and Career Readiness (CCR) standards
- make the most of your schedule and budget

We're also ready to help you:

- plan and communicate assessment goals
- streamline implementation processes related to online assessment
- interpret NWEA results alongside multiple measures
- analyze growth patterns
- connect assessment results to personalized instruction/remediation

Your steps to success: what NWEA helps educators do

At NWEA, our 360 degree support lets you focus on student growth and achievement. You'll work with a dedicated team of specialists who'll get your professional development (PD) off to a great start—and be by your side as you discover new ways to apply your data.

“Whether with our account manager, regional managers, research associates, or professional development team members, we enjoy and appreciate our NWEA relationships. NWEA has been extremely responsive to our needs and custom requests. It's the strongest partnership that I've experienced within the educational arena.”

— Steve Petros, Assessment Specialist, Office of Information Services, Grand Rapids Public Schools, Michigan

Discover and adopt

Establish a culture of growth and change with foundational elements. Set your plans, goals, and objectives in ways that engage your board members, community, central office staff, building-level educators, and students.

Explore and adapt

Embed practices common to high-performing districts where all levels use data-driven strategies. Learn to ask better questions, refocus efforts where gap areas appear, and balance decisions in support of student learning. Refine your assessment and instructional practice through peer networking at NWEA events, including regional user group meetings and Fusion, our education conference.

Refine and transform

Acknowledge the cyclical nature of inquiry and promote a view of assessment that supports teaching, learning, and continuous improvement. Use both your success in building capacity and your growth data trends to identify and leverage effective programs. Celebrate a new normal, where transformative practices in teaching and learning are part of everyday classroom instruction and all members of your community—from students to board members—strive to improve.

Tip #1

When it comes to professional development, there's no best solution—just the best solution for **you**.



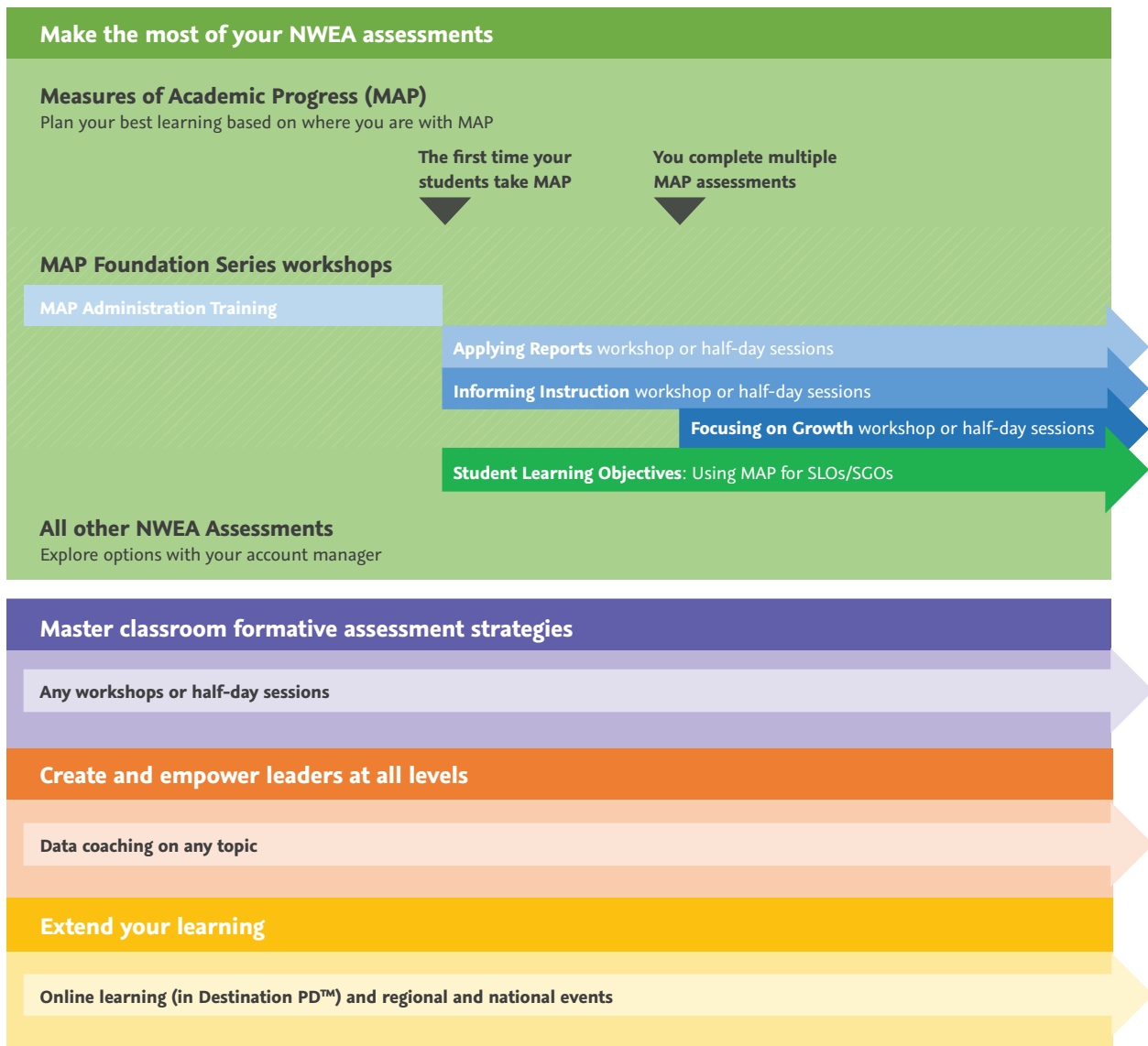
No matter where you're starting, you'll find our wide range of expertise makes us a great partner for any or all of the steps you want to address.



Year-round support for your varied needs

You're as individual as your students—so don't settle for a one-size-fits-all professional learning plan! We're pros at adapting our offerings to support our partners' needs.

To help you consider what might work best, we've created a handy graphic. Purchase an item à la carte or let us blend it into a perfect custom package.



Make the most of MAP

“ We’ve worked with NWEA for a few years, and the professional development staff has done a fantastic job facilitating our workshops and adjusting based on the needs of the audience. We’re in a place now where we can take it to the next level, and NWEA said, ‘Let’s work together to make sure you get what you need so you can move your schools forward.’”

— Sherry Betcher, Assessment Manager, John Engler Center for Charter Schools, Michigan

MAP Foundation Series Workshops

Discover how MAP Foundation Series workshops let you connect MAP data to a variety of needs—instructional, programming, and planning—while suiting your goals and your schedule. You’ll leave with the confidence and specific next steps you need to turn your assessment results into insight and action. Go beyond basic product training to concentrate on three key themes: applying your reports, informing instruction, and focusing on growth.

- Teachers and teacher leaders: Increase your ability to interpret MAP data in order to inform instruction and goal setting.
- Instructional coaches: Boost your ability to support teachers in instructional applications of MAP data.
- School and district leaders: Gain expertise in using MAP reports to build a data-informed culture and help set long-term goals.

Thinking a variety of delivery options might work best for your team? Want to schedule a bit from here and a bit from there? We’re happy to make recommendations!

MAP Administration Training

DELIVERY OPTIONS



Online Option | 2–6 hours, depending on role | Unlimited participants | Certificate of participation*



Onsite Option | Full day
40 participants | Certificate of participation*

PREREQUISITES

A school or district MAP license

WHO SHOULD ATTEND?

- **Online Option:** All staff who will be using MAP; includes unlimited district access to on-demand online learning resources
- **Onsite Option:** Representatives from each group: school and district leaders, teacher leaders, and instructional coaches from a variety of grades

WHAT YOU’LL LEARN

Get ready to set up your implementation for success, understand how to administer the assessments for the first time, and use the data to engage students and optimize learning. Get all staff up to speed quickly by opting to receive this training in a self-paced online format; this option gives you unlimited district access to on-demand online learning resources for the entire duration of your MAP license. Alternatively, a full-day onsite option is also available.

Discover:

- how to make sure you’re ready to assess students for the first time
- how to generate buy-in at all levels in the organization
- how and where to see your initial MAP data
- how to use MAP data to engage students and optimize learning

Using other NWEA assessments? Don’t miss out on PD support!

If you’re using Skills Navigator® or the Organisation for Economic Co-operation and Development (OECD) Test for Schools, ask us about the range of professional learning and support we provide for those tools. Whether or not you’re using MAP in addition to these other assessments, we can design a comprehensive PD plan that helps you make the most of all of your NWEA data.

*Participants may request a certificate of participation at the end of the workshop.

Applying Reports

DELIVERY OPTIONS



ONSITE



REGIONAL

Full-day workshop (or mix & match with half-days from any other topic)
40 participants/session | Certificate of participation*

PREREQUISITES

At least one complete administration of your MAP assessment

WHO SHOULD ATTEND?

- **Primary audience:** Teachers, teacher leaders, and instructional coaches
- **Secondary audience:** School and district leaders

WHAT YOU'LL LEARN

Once you're comfortable with the basics of administering MAP, get hands-on with your reports. Learn to access, interpret, and apply the rich data and plan to use it to inform ongoing work, with a particular focus on goal setting with students. Choose among four available modules; we're happy to offer guidance on what works best for your needs! Most partners prefer to start with a day focused on Essential Reports for Teachers and Student Goal Setting and Growth.

Essential Reports for Teachers (Half-day)

- Access, interpret, and apply key MAP reports used by teachers and instructional coaches, such as the Teacher/Class Report and Class Breakdown Reports
- Meet individual student needs by identifying targeted instructional groups based on MAP goal area performance data
- Boost differentiation efforts by connecting groups of students to skills in the MAP Learning Continuum

Essential Reports for Primary Teachers (Half-day)

- Access, interpret, and apply key MAP for Primary Grades (MPG) reports used by teachers and instructional coaches in kindergarten through second grade
- Identify which MPG assessments and reports to use for status, growth, and diagnostic data
- Boost differentiation efforts by connecting groups of students to skills from the Learning Continuum

Essential Reports for Administrators (Half-day)

- Access, interpret, and apply key MAP reports used by school and district administrators
- Develop and nurture a culture of using data regularly to inform decisions
- Help your team interpret and apply data by conducting powerful strength-based conversations
- Make decisions that inform school improvement planning and resource allocation with MAP status and growth data

Student Goal Setting and Growth (Half-day)

- Access, interpret, and apply student growth data using the Achievement Status and Growth Reports
- Develop sound student learning goals using growth projections and learning statements from the Student Goal Setting Worksheet and the Learning Continuum
- Engage students in goal setting and build shared ownership of data with students and parents

Tip #2

To emphasize that success depends on everyone's contribution, include as many staff roles in your PD plan as possible.



*Participants may request a certificate of participation at the end of the workshop.

Informing Instruction

DELIVERY OPTIONS



Full-day workshop (or mix & match with half-days from any other topic) | 40 participants | Certificate of participation*

PREREQUISITES

At least one complete administration of your MAP assessment

WHO SHOULD ATTEND?

- **Primary audience:** Teachers, teacher leaders, and instructional coaches
- **Secondary audience:** School and district leaders

WHAT YOU'LL LEARN

Dive deeper into classroom applications of MAP reports and the Learning Continuum. Support differentiated instruction and meet the needs of every student through flexible groupings and instructional ladders based on your MAP results. Tailor your learning even further with learning centers focused on instructional resources like the Learning Continuum, Khan Academy, and the RIT to Resource website. Choose between two available modules.

Differentiating Instruction (Half-day)

- Build a shared understanding of differentiated instruction with an emphasis on readiness to learn
- Gauge student readiness using MAP reports
- Identify specific instructional resources you can use to target diverse learning needs

Instructional Ladders (Half-day)

- Design tiered, responsive instructional plans (instructional ladders) by integrating standards, MAP student readiness data, and local curriculum
- Engage with topics of interest, such as formative assessment or flexible grouping, to deepen understanding of instructional planning

Focusing on Growth

DELIVERY OPTIONS



Full-day workshop (or mix & match with half-days from any other topic) | 40 participants | Certificate of participation*

PREREQUISITES

At least four complete administrations of your MAP assessment

WHO SHOULD ATTEND?

- **Primary audience:** School and district leaders
- **Secondary audience:** Teachers and instructional coaches

WHAT YOU'LL LEARN

Explore your longitudinal MAP growth data to identify significant trends, strengths, and areas of concern. Use this analysis to set goals at all levels (district, school, grade, class, and student) in order to support school or district growth or improvement plans. Choose among two available modules.

Investigating Growth (Half-day)

- Gain a shared understanding of growth and how it is reported through MAP
- Build a framework to better understand growth over time and how it can impact goal-setting at all levels (district, school, grade, class, and student)
- Analyze longitudinal MAP data more deeply using the most appropriate tools (such as the Growth or Norms Calculators) and coaching protocols (including collaborative inquiry)

District and School Goal Setting (Half-day)

- Establish a common language to discuss goals
- Use MAP growth tools to set appropriate goals at different levels (district, school, grade/subject, class, and student) in order to support school or district improvement plans
- Incorporate your unique contextual factors (such as student population and longitudinal data) into goal setting

*Participants may request a certificate of participation at the end of the workshop.

Student Learning Objectives: Using MAP for SLOs/SGOs

DELIVERY OPTIONS



ONSITE



REGIONAL

Half-day (can be paired with half-days from any other topic or extended to a full day workshop)
40 Participants | Certificate of participation*

PREREQUISITES

At least one complete administration of your MAP assessment

WHO SHOULD ATTEND?

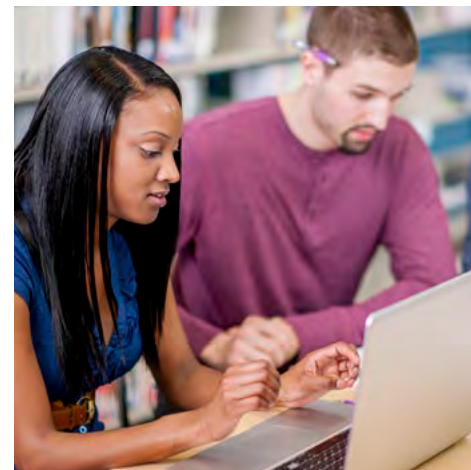
- **Primary audience:** School and district leaders
- **Secondary audience:** Teachers, teacher leaders and instructional coaches

WHAT YOU'LL LEARN

If you're looking to dig into how you or your staff can use your Measures of Academic progress® (MAP®) data to inform the development of Student Learning Objectives (SLOs) or Student Growth Objectives (SGOs), this introductory session is for you.

Discover:

- what to consider when developing Student Learning Objectives (SLOs) or Student Growth Objectives (SGOs)
- how to identify supports teachers need from administrators in order to set effective goals as part of the SLO process
- how to use MAP data in creating SLOs/SGOs and practice analyzing either your own or sample data
- what's meant by four types of context—and the effect they have on developing SLOs



*Participants may request a certificate of participation at the end of the workshop.

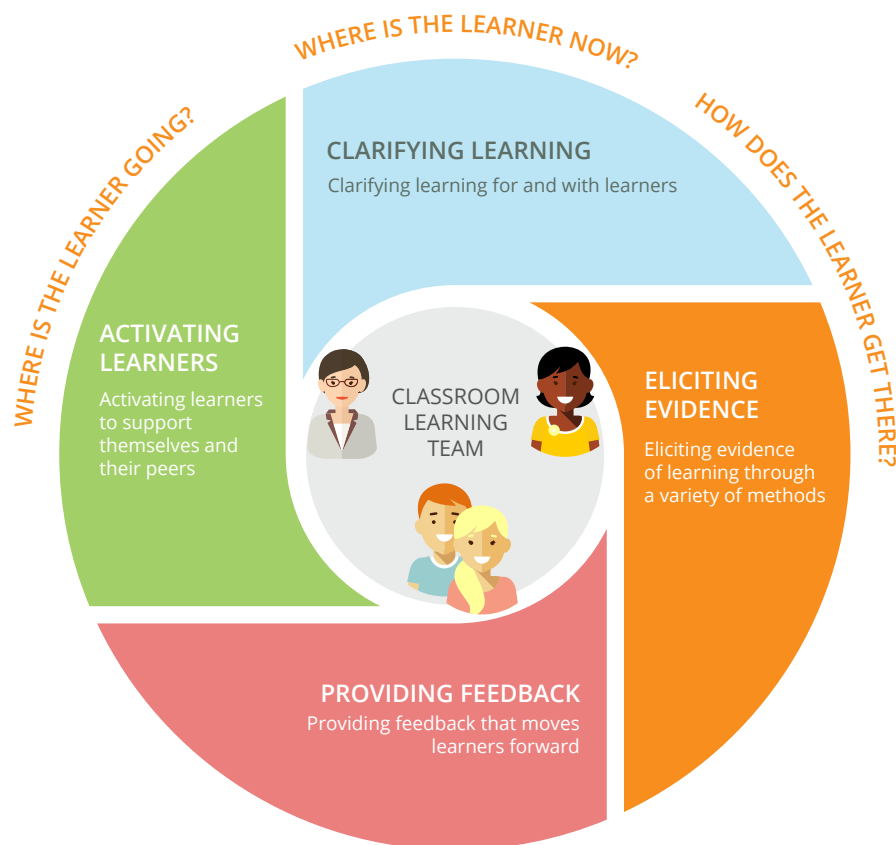
Master classroom formative assessment practices



“ You can have all the data in the world. But if you don't know how to navigate it and what to do with it, then who cares? Being given the tool of formative assessment and different ways to use it was my lifesaver.”

— Kari Wuszke, Teacher, Our Lady of Hungary Catholic School, Indiana

4 key formative assessment themes



Building Your Formative Assessment Practice

DELIVERY OPTIONS



Full-day workshop | 40 Participants | Certificate of participation*

PREREQUISITES

None

WHO SHOULD ATTEND?

- **Primary audience:** Teachers, teacher leaders, aides, and instructional coaches who work with students
- **Secondary audience:** School and district leaders who support instructional staff

WHAT YOU'LL LEARN

In this practical introduction to formative assessment practice, you'll learn how formative assessment fits into a balanced assessment system.

During the workshop, you'll actually experience these formative assessment practices. Choose learning centers based on personal preference, review the research behind the practices, and plan specific next steps to immediately apply the learning to your own instruction.

Discover what research reveals about formative assessment practices and how to put four foundational formative assessment practices to use in the classroom:

- clarifying and sharing high-quality learning targets
- eliciting evidence of learning on an ongoing basis
- providing effective, learning-focused feedback
- activating students as owners of their learning and resources for one another

Clarifying Learning

DELIVERY OPTIONS



Full-day workshop (or mix & match with half-days from any other topic) | 40 Participants | Certificate of participation*

PREREQUISITES

Optional: Participation in the Building Your Formative Assessment Practice workshop

WHO SHOULD ATTEND?

- **Primary audience:** Teachers, teacher leaders and instructional coaches
- **Secondary audience:** School and district leaders

WHAT YOU'LL LEARN

If you want to learn why students make the best progress when they have a clear understanding of what they need to learn, join us! You'll explore strategies for developing clear targets for learners and for constructing an effective roadmap for the learning journey through well-aligned activities, practices, and milestones.

Developing Learning Targets and Criteria (Half-day)

- Understand how learning targets and success criteria impact student engagement and achievement
- Understand how to make standards more meaningful for instruction and how to communicate them to students
- Understand the five key elements for great learning targets

Using Learning Targets for Classroom Success (Half-day)

- Explore the motivational benefits of clarifying learning, e.g., fostering self-efficacy and self-regulation (metacognition, growth mindset, culture of learning)
- Align instruction and assessment by clarifying success criteria
- Translate standards into well-aligned instruction and assessment using clear targets

Eliciting Evidence

DELIVERY OPTIONS



Full-day workshop (or mix & match with half-days from any other topic) | 40 Participants | Certificate of participation*

PREREQUISITES

Optional: Participation in the Building Your Formative Assessment Practice workshop

WHO SHOULD ATTEND?

- **Primary audience:** Teachers, teacher leaders, and instructional coaches
- **Secondary audience:** School and district leaders

WHAT YOU'LL LEARN

Now's the time to cultivate questioning skills that will help you lead all learners to success! In this workshop, you'll discover and practice strategies that will increase the value of your classroom discussions and allow you to make timely instructional adjustments based on student responses.

Questioning for Learning (Half-day)

- Understand why it's important to plan strategic and clear quality questions
- Identify effective questioning methods and modalities for both teachers and students

Engaging All Students (Half-day)

- Connect current practice to research about why we should elicit evidence of learning
- Identify strategies that can engage all students in providing evidence of their learning
- Outline how to make adjustments based on the data collection
- Identify elements of a plan for engaging all students in providing evidence

*Participants may request a certificate of participation at the end of the workshop.

Providing Feedback

DELIVERY OPTIONS



Full-day workshop (or mix & match with half-days from any other topic) | 40 Participants | Certificate of participation*

PREREQUISITES

Optional: Participation in the Building Your Formative Assessment Practice workshop

WHO SHOULD ATTEND?

- **Primary audience:** Teachers, teacher leaders, and instructional coaches
- **Secondary audience:** School and district leaders

WHAT YOU'LL LEARN

Maximizing student learning includes refining the ways in which you give students feedback. Learn to plan for feedback in multiple teaching and learning scenarios and to encourage forward-focused thinking as an essential part of the process.

Learning-Focused Feedback (Half-day)

- Understand how feedback strategies can bridge gaps in student learning
- Explore the different types of feedback and feedback as a process
- Investigate approaches to feedback that maximize learning

Classroom Feedback Strategies and Tools (Half-day)

- Investigate tools that support quality feedback approaches
- Learn from classroom examples of success with feedback models
- Use strategies that enhance classroom learning culture

Activating Learners

DELIVERY OPTIONS



Full-day workshop (or mix & match with half-days from any other topic) | 40 Participants | Certificate of participation*

PREREQUISITES

Optional: Participation in the Building Your Formative Assessment Practice workshop

WHO SHOULD ATTEND?

- **Primary audience:** Teachers, teacher leaders, and instructional coaches
- **Secondary audience:** School and district leaders

WHAT YOU'LL LEARN

Come explore strategies to engage students as evaluators of what they and others are learning. In this workshop, you'll collaborate to develop plans that facilitate student ownership of learning goals and processes that lead to success.

Peer and Self Assessment (Half-day)

- Connect current practice to research about peer- and self-assessment
- Identify priorities when planning to support students in peer- and self-assessment
- Examine best practice strategies and tools

Student-Directed Learning (Half-day)

- Understand why it is important to engage students in making choices about their learning
- Identify methods for students to use evidence of learning to monitor their own learning

Tip #3

Classroom formative assessment practices are a great complement to your use of MAP data.



*Participants may request a certificate of participation at the end of the workshop.

Create and empower leaders at all levels



“Data Coaching allows us to bring all staff together to talk about data specifically within OUR school’s culture. The coach truly addressed the concerns and needs of our staff, while still moving us down the road to create a data-driven culture at our school.”

— Eileen Maddock, Teacher, Los Puentes Charter School, New Mexico

NWEA Data Coaching

DELIVERY OPTIONS



Full-day or multi-day coaching packages (or mix & match with workshops from any topic) | 8–15 participants onsite; 40 at regional events | Certificate of participation*

PREREQUISITES

None

WHO SHOULD ATTEND?

Anyone you want, including your instructional staff, administrators, other leadership groups, or a handpicked team

WHAT YOU'LL LEARN

You have a lot of data—but how can you get the insights you need to improve student learning? Our coaches take your unique data challenges and opportunities into account so you can build local capacity, lead constructive ongoing data conversations, expand assessment literacy district-wide, improve students' learning, and more. Educators often work with us to create plans that help leadership teams launch or steer a MAP implementation. Another popular goal involves developing ways to use data in a coordinated and consistent manner.

Learning outcomes are customized depending on the themes you choose, and may include:

- how to effectively use data from multiple assessments
- how to align use of data with district goals
- ways to integrate assessment data into instructional and programmatic decision making
- how to build assessment literacy district-wide
- how to support teams' transition to—and long-term success with—more rigorous state and college and career readiness standards

Protect the investment you're making in assessment, data use, and professional development

Two decades of education efficacy studies show there's immense value in providing educators with coaching support and follow-up after initial professional learning.

80–90% *Rate of new skill implementation with coaching support and follow-up*

19% or less *Rate of new skill implementation without coaching support and follow-up*

Citations: Joyce and Showers, 1996; Fouts, 2003; Stinnett and Zenger, 2007.

Tip #4

Systematic + systemic PD engages your staff, boosts your students' learning and engagement, and leads to positive change



*Participants may request a certificate of participation at the end of the workshop.

Coaching topics that take you where you want to go

To make it simpler to think through your needs, we've collected some of our most frequently requested themes below—think of them as a jumping off point, and remember you can always opt for a completely custom option!

Popular data coaching themes	Your need	How a dedicated NWEA coach can help
Assessment Program Alignment	To make essential connections between your assessments and the actions they inform	Your coach will assist your team in identifying and refining the purposes and practices associated with your various assessment tools to ensure a cohesive approach. Participants will collaborate to build assessment literacy district-wide, as well as establish priorities for assessment practices and uses of data.
Data Conversations	To master constructive, practical skills and processes for regularly analyzing, discussing, and applying your data	Your coach will guide you in strengthening your culture of data use. Participants will learn to use regular, structured data conversations to embed data into instructional decisions and organizational planning in a systematic and meaningful way.
Goal-Focused Planning	To build comprehensive and integrated district plans, centered around student learning needs	Your coach will help you align your professional learning, assessment, and instructional plans with district goals. Participants will work with the coach to identify and target available resources to support successful implementation of these plans.
Completely Customized	To address a different data coaching need	We're happy to discuss your goals and explore a focus beyond our most popular data topics.



Extend your learning

“ We went to an NWEA regional summit and were able to look at how we interpret reports. We were very excited that we could go back and train our teachers to analyze those reports.”

— Venetia Faulkenberg, Professional Development and Programs Coordinator, Avon Community School Corporation, Indiana

Destination PD 24/7 online learning

Destination PD 24/7 online learning supports your staff, schedule, and goals

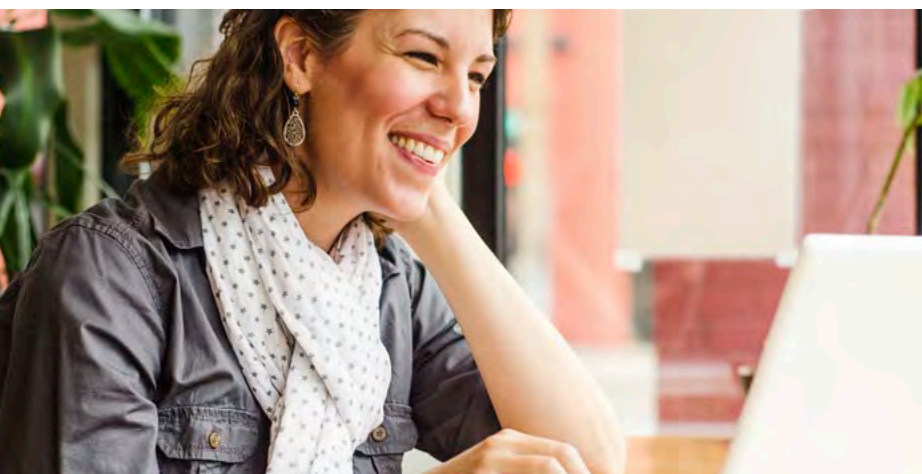
With an abundance of free resources as well as additional material to supplement your onsite workshops, Destination PD is your one-stop shop for online learning from NWEA. Whether your staff members want to spend a few minutes with a refresher tutorial or immerse themselves in an hour-long course, any computer with internet access allows them to meet their professional learning goals.

- Help sustain and extend face-to-face workshop learning for participants, as well as staff who couldn't attend.
- Provide new teachers with important information about the value of MAP for instruction.
- Give teachers tools for using MAP data to meet both daily and seasonal needs.
- Prepare proctors to offer an optimal assessment experience for students.
- Elevate prep time for Professional Learning Community (PLC) meetings with “small bite” learning options.

It's a great way to support diverse staff learning needs with targeted, role-based resources—at their pace and on their schedule!

“ [NWEA online learning] provides our teachers and administrators differentiated professional learning opportunities. The flexibility, variety, and personalization enable us to increase direct outreach to staff members as we continue to implement MAP assessments.”

— Paul Richter, Superintendent of Schools, Washoe Community School District, Assessment Department, Nevada



Regional events and conferences

Mix with dedicated peers

We love to harness the collective power of educators—after all, it's how NWEA began nearly 40 years ago! Throughout the year, we host both small regional workshop events and our NWEA Education Conference, Fusion.

Wherever you join us, you'll find us

- addressing tough topics in education
- exploring effective ways to use data to improve instruction for each student
- highlighting our partner success stories

You'll leave with what you need to keep your students' learning and growth headed in the right direction!

“ Fusion is invaluable for learning how to apply or use what's new with MAP. I think every school should send someone.”

— Amanda Briggs, High School Academic Dean, ACS Cobham International School, Surrey, Great Britain





Discuss your professional development needs with your account manager at 866-654-3246 or explore more at [NWEA.org/PD](https://www.nwea.org/PD)

Founded by educators nearly 40 years ago, Northwest Evaluation Association (NWEA) is a global not-for-profit educational services organization known for our flagship interim assessment, Measures of Academic Progress (MAP). More than 7,800 partners in US schools, school districts, education agencies, and international schools trust us to offer pre-kindergarten through grade 12 assessments that accurately measure student growth and learning needs, professional development that fosters educators' ability to accelerate student learning, and research that supports assessment validity and data interpretation. To better inform instruction and maximize every learner's academic growth, educators currently use NWEA assessments with nearly eight million students.

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User Roles for the Alternate Assessments

The following tables show the user roles and permissions information for the DLM Educator Portal (EP).

Table 1: Alternate Assessment - Roles and Permissions for Educator Portal Users

Role in EP	Description
State Assessment Administrator (SAA)	<p>This role is only for state education agency (SEA) staff, has the highest level of permissions, and can perform most data management and instructional oversight functions in Educator Portal for any district in their state. The SAA</p> <ul style="list-style-type: none"> ▪ Has access to all reports and extracts, and can create all roles except a parallel role of another SAA. ▪ Can edit the organization name. ▪ Can transfer students between districts within their state. ▪ Can edit Access Profile. ▪ Can only view First Contact survey. ▪ Determines and assigns the role of District Test Coordinator for each district.
<i>Who Assigns SAA in Educator Portal?</i>	<p>DLM Consortium assigns the role of SAA based on state education agency communication.</p>
District Test Coordinator (DTC)	<p>This role has the <u>highest district-level</u> permissions and can perform most data management and instructional oversight functions in Educator Portal for their district. The DTC</p> <ul style="list-style-type: none"> ▪ Has access to <u>all</u> district reports and extracts. ▪ Can edit & submit the First Contact survey. ▪ Can edit the Access Profile survey for test administrators in the district. ▪ Can add users to all available roles at the district and building level, except the parallel role of District Test Coordinator.
<i>Who Assigns DTC in Educator Portal?</i>	<p>Only a state assessment administrator (SAA) can assign DTC user and authorize DLM to assign DTC with written permission. Each state prescribes who fulfills this user role.</p> <ul style="list-style-type: none"> ▪ <i>This role can be a good match for assessment coordinators, district data managers, or assistant district administrators.</i>

Role in EP	Description
District Superintendent (DS)	<p>This role has permissions to perform most of the data management and instructional oversight functions at the district level. The DS can</p> <ul style="list-style-type: none"> ▪ View all district reports and extracts. ▪ Can edit the Access Profile. ▪ Can only view the First Contact survey. ▪ Can only assign roles at the building level.
<i>Who Assigns DS in Educator Portal?</i>	<p>The DTC or SAA can assign this role, and it is typically limited to the district superintendent. Assigning this role is a district decision unless contrary to SEA guidance.</p>
District User (DU)	<p>This role has permissions to perform most of the same data management functions as a DTC. The DU can</p> <ul style="list-style-type: none"> ▪ View most district reports and extracts. ▪ <u>Cannot</u> access Score Reports. ▪ Can edit Access Profile, but can only view First Contact survey. ▪ Can only assign roles at the <u>building level</u>.
<i>Who Assigns DU in Educator Portal?</i>	<p>The DTC or SAA can assign this role. Assigning this role is a district decision unless contrary to SEA guidance.</p> <ul style="list-style-type: none"> ▪ <i>This role can be a good match for district data managers, assessment coordinators, district administrators, or district program directors.</i>
Building Test Coordinator (BTC)	<p>An educator with this role has the highest level of permissions in their building and can perform most of the data management and instructional oversight functions in Educator Portal for their building. The BTC</p> <ul style="list-style-type: none"> ▪ Has access to all Educator Portal reports and extracts at their building level. ▪ Can edit the Access Profile. ▪ Can edit and submit the First Contact survey for test administrators in their building. ▪ Can only add teacher and test proctor roles.
<i>Who Assigns BTC in Educator Portal?</i>	<p>The DTC, DS, DU, or SAA can assign this role. Assigning this role is a district decision unless contrary to SEA guidance.</p> <ul style="list-style-type: none"> ▪ <i>This role can be a good match for building assessment coordinators.</i>

Role in EP	Description
Building Principal (BP)	<p>This role has the permission to perform most of the data management and instructional oversight functions that a BTC can. The BP can</p> <ul style="list-style-type: none"> ▪ View all building reports and extracts. ▪ Can only add teacher and test proctor user roles. ▪ Can edit Access Profile but can only view First Contact survey.
<i>Who Assigns BP in Educator Portal?</i>	<p>The DTC, DS, DU, or SAA can assign this role and it is typically limited to one Building Principal. Assigning this role is a district decision unless contrary to SEA guidance.</p>
Building User (BU)	<p>This role at the building level has the permission to perform some of the data management functions for their building. The BU</p> <ul style="list-style-type: none"> ▪ Has access to some reports and extracts. ▪ Can edit Access Profiles. ▪ Can only view First Contact surveys. ▪ Can only add teacher and test proctor roles.
<i>Who Assigns BU in Educator Portal?</i>	<p>DTC, DS, DU, or SAA can assign this role. Assigning this role is a district decision unless contrary to SEA guidance</p> <ul style="list-style-type: none"> ▪ <i>This role can be a good match for building data managers.</i>
Teacher as Test Administrator (TA)	<p>This role has access only to the records for those students linked to their account by a roster. The TA</p> <ul style="list-style-type: none"> ▪ Has access to Educator Portal reports and extracts associated with students on their rosters. ▪ Can edit Access Profiles ▪ Can edit First Contact surveys <p>Note: An educator with this role <u>must have an educator identifier</u> associated with their account.</p>
<i>Who Assigns TA in Educator Portal?</i>	<p>The DTC, DS, DU, BTC, BP, BU, or SAA can assign this role.</p> <p>This role is a necessary match for an educator who is the test administrator (administering the testlets to students).</p>
Test Proctor (TP)	<p>An educator with this role is limited to the functions of test administration only and has a very limited view of Educator Portal reports.</p> <ul style="list-style-type: none"> ▪ A TP can view the First Contact survey.
<i>Who Assigns TP in Educator Portal?</i>	<p>The DTC, DS, DU, BTC, BP, BU, or SAA can assign this role.</p>

Roles and Permissions in Educator Portal

This table shows the permissions for common roles in EP. “Upload” refers to completing the task using a .csv file upload. Manual Actions refer to completing the task through the User Interface in EP.

Table 2: Permissions for Common Roles

Roles at District Level			Manual Actions in the User Interface (UI):		
Roles at District Level	CSV Uploads at the District Level	Reports at the District Level	Users at the District Level	Rosters at the District Level	Students at the District Level
<ul style="list-style-type: none"> ▪ District Test Coordinator (DTC) 	<ul style="list-style-type: none"> ▪ User ▪ Enrollment ▪ Roster ▪ TEC 	<ul style="list-style-type: none"> ▪ Blueprint Report ▪ IE Student Progress ▪ IE Class Roster ▪ Monitoring Summary Report ▪ YE Student (individual) ▪ YE Student (bundled) ▪ View All Extracts 	<ul style="list-style-type: none"> ▪ View ▪ Add ▪ Edit ▪ Activate ▪ Deactivate 	<ul style="list-style-type: none"> ▪ View ▪ Create ▪ Edit 	<ul style="list-style-type: none"> ▪ View ▪ Add ▪ Edit ▪ Exit ▪ Find & Activate ▪ Transfer within the district ▪ Edit AP ▪ Edit/Submit FCS <hr/> <ul style="list-style-type: none"> ▪ Manage Tests ▪ View Testlets ▪ View ITI ▪ Create ITI Plans ▪ Cancel Confirmed ITI Plans
<ul style="list-style-type: none"> ▪ District Superintendent (DS) 	<ul style="list-style-type: none"> ▪ User ▪ Enrollment ▪ Roster ▪ TEC 	<ul style="list-style-type: none"> ▪ Blueprint Report ▪ IE Student Progress ▪ IE Class Roster ▪ Monitoring Summary ▪ YE Student (individual) ▪ YE Student (bundled) ▪ Report ▪ View All Extracts 	<ul style="list-style-type: none"> ▪ View ▪ Add ▪ Edit ▪ Activate ▪ Deactivate 	<ul style="list-style-type: none"> ▪ View ▪ Create ▪ Edit 	<ul style="list-style-type: none"> ▪ View ▪ Add ▪ Edit ▪ Exit ▪ Find & Activate ▪ Transfer within the district ▪ View FCS <hr/> <ul style="list-style-type: none"> ▪ Manage Tests ▪ View Testlets ▪ View ITI ▪ Create ITI Plans

Table 2: Permissions for Common Roles

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Roles at District Level	CSV Uploads at the District Level	Reports at the District Level	Users at the District Level	Rosters at the District Level	Students at the District Level
<ul style="list-style-type: none"> ▪ District User (DU) 	<ul style="list-style-type: none"> ▪ User ▪ Enrollment ▪ Roster ▪ TEC 	<ul style="list-style-type: none"> ▪ Blueprint Report ▪ IE Student Progress ▪ IE Class Roster ▪ Monitoring Summary Report ▪ View All Extracts 	<ul style="list-style-type: none"> ▪ View ▪ Add ▪ Edit ▪ Activate ▪ Deactivate 	<ul style="list-style-type: none"> ▪ View ▪ Create ▪ Edit 	<ul style="list-style-type: none"> ▪ View ▪ Add ▪ Edit ▪ Exit ▪ Find & Activate ▪ Transfer within the district ▪ Edit AP ▪ View FCS <hr/> ▪ Manage Tests ▪ View Testlets ▪ View ITI ▪ Create ITI Plans
<ul style="list-style-type: none"> ▪ Building Test Coordinator (BTC) 	<ul style="list-style-type: none"> ▪ User ▪ Enrollment ▪ Roster ▪ TEC 	<ul style="list-style-type: none"> ▪ Blueprint Report ▪ IE Student Progress ▪ IE Class Roster ▪ Monitoring Summary Report ▪ YE Student (individual) ▪ YE Student (bundled) ▪ View All Extracts 	<ul style="list-style-type: none"> ▪ View ▪ Add ▪ Edit 	<ul style="list-style-type: none"> ▪ View ▪ Create ▪ Edit 	<ul style="list-style-type: none"> ▪ View ▪ Add ▪ Edit ▪ Exit ▪ Find & Activate ▪ Edit AP ▪ Edit/Submit FCS <hr/> ▪ Manage Tests ▪ View Testlets ▪ View ITI ▪ Create ITI Plans

Table 2: Permissions for Common Roles

			Manual Actions in the User Interface (UI):		
Roles at District Level	CSV Uploads at the District Level	Reports at the District Level	Users at the District Level	Rosters at the District Level	Students at the District Level
<ul style="list-style-type: none"> ▪ Building Principal (BP) 	<ul style="list-style-type: none"> ▪ User ▪ Enrollment ▪ Roster ▪ TEC 	<ul style="list-style-type: none"> ▪ Blueprint Report ▪ IE Student Progress ▪ IE Class Roster ▪ Monitoring Summary Report ▪ YE Student (individual) ▪ YE Student (bundled) ▪ View All Extracts 	<ul style="list-style-type: none"> ▪ View ▪ Add ▪ Edit 	<ul style="list-style-type: none"> ▪ View ▪ Create ▪ Edit 	<ul style="list-style-type: none"> ▪ Add ▪ Edit ▪ Exit ▪ Find & Activate ▪ View FCS <hr/> ▪ Manage Tests ▪ View Testlets ▪ View ITI ▪ Create ITI Plans
<ul style="list-style-type: none"> ▪ Building User (BU) 	<ul style="list-style-type: none"> ▪ User ▪ Roster 	<ul style="list-style-type: none"> ▪ Blueprint Report ▪ IE Student Progress ▪ IE Class Roster ▪ Monitoring Summary Report ▪ View All Extracts 	<ul style="list-style-type: none"> ▪ View ▪ Add ▪ Edit 	<ul style="list-style-type: none"> ▪ View ▪ Create ▪ Edit 	<ul style="list-style-type: none"> ▪ View ▪ Edit AP ▪ View FCS <hr/> ▪ Manage Tests ▪ View Testlets ▪ View ITI ▪ Create ITI Plans
<ul style="list-style-type: none"> ▪ Teacher 	<ul style="list-style-type: none"> ▪ N/A 	<ul style="list-style-type: none"> ▪ Blueprint Report ▪ IE Student Progress ▪ IE Class Roster ▪ View Some Extracts 	<ul style="list-style-type: none"> ▪ N/A 	<ul style="list-style-type: none"> ▪ View rosters to which they are assigned 	<ul style="list-style-type: none"> ▪ View Students on their rosters ▪ Edit AP ▪ Edit/Submit FCS <hr/> ▪ Manage Tests ▪ View Testlets ▪ View ITI ▪ Create ITI Plans

Table 2: Permissions for Common Roles

Table 2: Permissions for Common Roles			Manual Actions in the User Interface (UI):		
Roles at District Level	CSV Uploads at the District Level	Reports at the District Level	Users at the District Level	Rosters at the District Level	Students at the District Level
<ul style="list-style-type: none"> ▪ Test Proctor (TP) 	<ul style="list-style-type: none"> ▪ N/A 	<ul style="list-style-type: none"> ▪ N/A 	<ul style="list-style-type: none"> ▪ N/A 	<ul style="list-style-type: none"> ▪ View all rosters in their school 	<ul style="list-style-type: none"> ▪ View Students ▪ View FCS <hr/> ▪ Manage Tests ▪ View Testlets ▪ View ITI ▪ Create ITI Plans