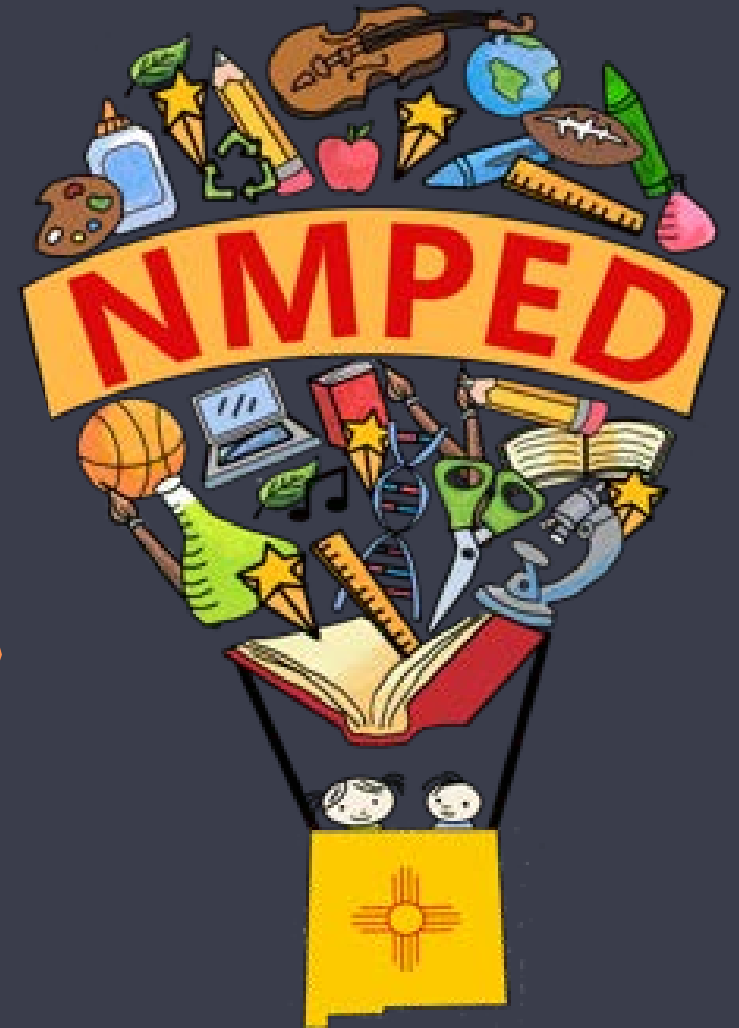# District Test Coordinator Training
PED Assessment Bureau
Fall 2020

Presenter: Karen Greer, Assessment Coordinator
Assessment for Student Learning

Investing for tomorrow, delivering today.

Part 1:   a. PED Test Coordinator Portal
                 b. Accessibility and Accommodations

Part 2:   Alternate Assessment: DLM and 1% Alternate Assessment Threshold Monitoring

Outcomes for Participants

1. Use updated features of PED Test Coordinator Portal

2. Locate information about testing accessibility and accommodations for Students with Disabilities and share with special education colleagues

3. a. Prepare for DLM testing -- Spring Year End and Instructionally Embedded (optional)

   b. Anticipate 1% alternate assessment threshold monitoring activities

Part 1a

Using the PED Test Coordinator Portal

Test Coordinator Portal

ASSESSMENT

LOGIN

Email* | Enter Email Address
*Required

Password* |

[Login] [Forgot Password?] [Request Access]
*Required

- Request new accounts at https://tcp.ped.state.nm.us/
- PED approves new DTC accounts
- New STCs request accounts; DTCs approve
- DTCs approve forms created by STCs; only DTCs submit to PED
- Instructions at https://webnew.ped.state.nm.us/bureaus/assessment-3/district-test-coordinator/

Test Coordinat

ASSESSMENT

Medical Exemption

Testing Irregularity Reporting

Nonstandard Assessment
Accommodation

Superintendent/Director
Designation

Superintendent Verification

Welcome

The purpose of the portal is to help make the submission of required forms and their approval more efficient. Currently, the request for Medical Exemption form,

PED Assessment Portal Forms

Before Testing

- Superintendent/Director Designation

- Request for Medical Exemption

- Request for Non-standard Assessment Accommodation

During Testing

- Testing Irregularity Reporting Form

After Testing

- Superintendent's Verification

What happens after I submit a form to the PED Portal?

- **Superintendent Designation**

  - PED staff review

  - PED staff approve or return

  - DTC receives automatic notice of approval.

  - Or DTC receives notice of return.

  - If returned, DTC edits or completes and resubmits.

- **Irregularity**

  - Program manager reviews

  - Program manager completes PED section. PM approves or returns with decision.

  - DTC receives automatic notice of approval or return with PED decision and action.

  - If PM decides to invalidate score, student will not receive a score. Accountability will not include in proficiency rate calculation.

Investing for tomorrow, delivering today.

Irregularity Form PED Response

For PED Use Only

| Report processed by | Melissa Hernandez | Date | 02/21/2020 |

Invalidated   ☐Yes ☑No   **Reported for investigation**   ☐Yes ☑No

PED decision

The attached testing irregularity form has been reviewed. NMPED accepts the district recommendation and next steps. No further action is needed.

Your description should be no more than 5000 characters. Characters remaining: 4762

Status Approved by PED

[Save] [Close]

*Required

What do I do if the Test Coordinator Portal isn't working?

- Paper Forms are available on the Assessment Bureau web page: https://webnew.ped.state.nm.us/bureaus/assessment-3/district-test-coordinator/

- Download

- Complete

- Sign

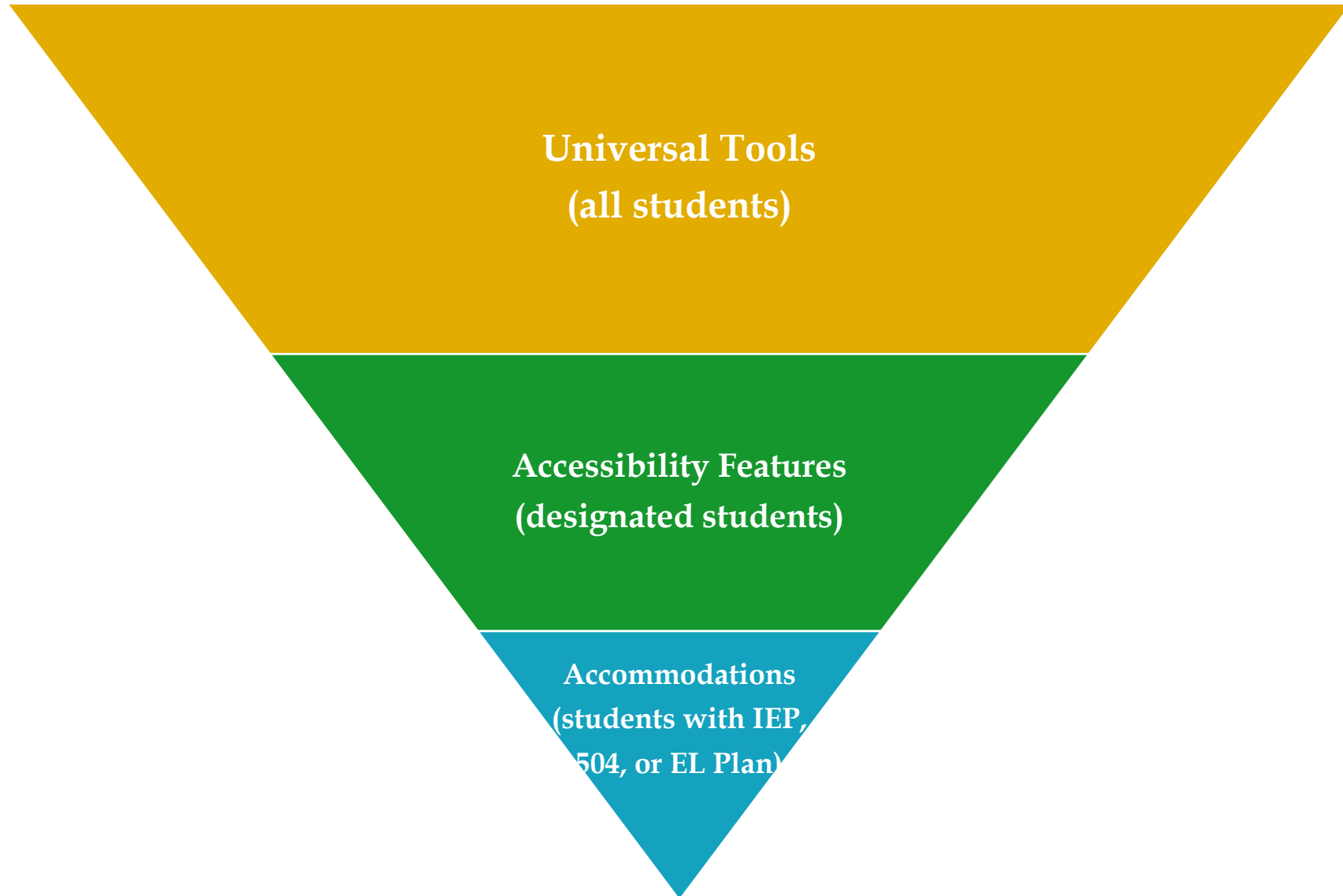- Email the completed form to ped.assessment@state.nm.us.

Part 1b. Testing Accessibility and Accommodations

Highlights from the PED Accessibility and Accommodations Manual
https://webnew.ped.state.nm.us/wp-content/uploads/2020/09/assessment-accommodations-and-accessibility-manual.pdf

Accessibility Supports

Universal Tools
(all students)

Accessibility Features
(designated students)

Accommodations
(students with IEP,
504, or EL Plan)

Universal Tools
Available to All Students

- CBT (built in) or PBT

- Examples:
  - blank paper
  - answer eliminator
  - highlighter
  - calculator (on test sections that allow)
 - zoom or magnifier

Accessibility Features
Available to Designated Students

- Designated by team such as SAT or by agreement among teacher, student, and parent

- Only assign if used in classroom instruction

- On CBT, must be enabled in platform

- Examples:
  - color contrast
  - directions read aloud, clarified, or repeated
  - headphones as noise buffer
  - human reader or text-to-speech on a math or science (accommodation on ELA)

Accommodations
Available Only to Students with IEP or 504 Plan

- Changes in procedures or materials that ensure equitable access

- **<u>Only</u>** assign if used in classroom instruction

- Examples:
  - Human reader or text-to-speech on ELA assessment
  - Calculator on non-calculator section
  - Extended time (on timed test)
  - Braille

Education

Education

EQUALITY VS **EQUITY**
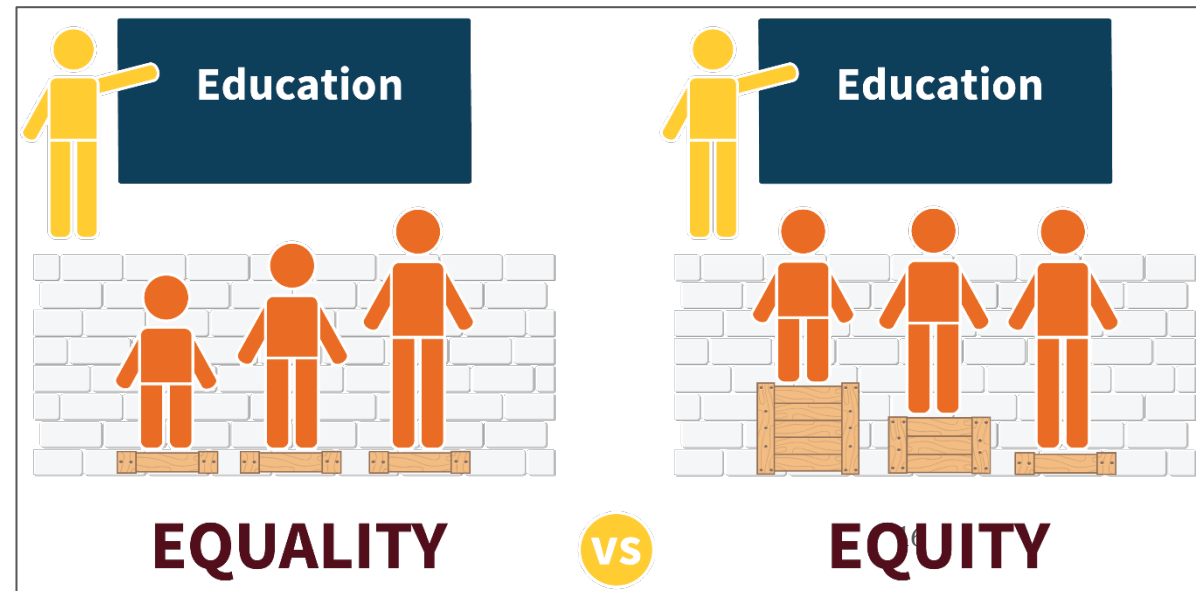
Accommodations vs Modifications

- Modifications: Changes in student response or test administration that change the construct of the test
  - Change what the test is intended to measure
  - Give students an unfair advantage
  - Lead to **invalid** test result

- Examples:
  - Allowing use of a dictionary
  - Paraphrasing a test question for a student

Non-standard & Emergency Accommodations

- Non-standard accommodations
  - E.g., Cell phone for blood glucose monitoring, homebound student test at home
  - Submit form via PED Test Coordinator Portal at least 2 weeks before test

- Emergency accommodations
  - E.g., student breaks arm and can't write or use a mouse
  - 504 Plan if time
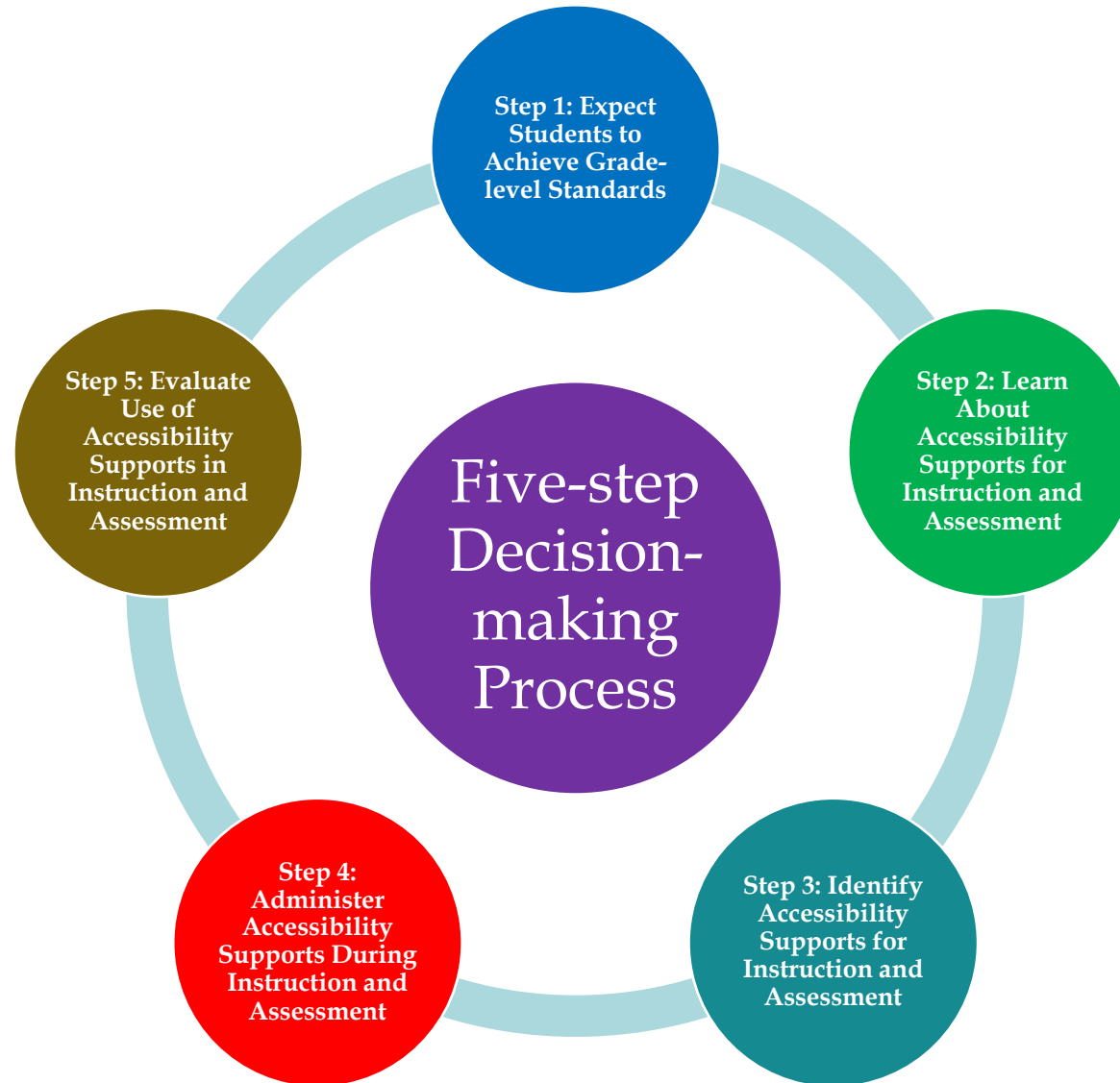 - Non-standard accommodation form if not

Accommodations Irregularities

- Administering an assessment with an accommodation that is **not** in a student's legal plan is an irregularity.

- Administering an assessment **without** an accommodation that **is** in a student's plan is an irregularity.

✓Avoid irregularities by checking **and double checking** which accommodations are assigned to students

Refer to Test Vendor Manuals for Specific Information

- College Board (SAT)
  - College Reportable https://accommodations.collegeboard.org/pdf/accommodations-supports-handbook.pdf
  - Non College Reportable Scores https://webnew.ped.state.nm.us/wp-content/uploads/2019/12/College_Board_Accommodations_Non-Reportable_Scores.pdf

- Cognia (NM-MSSA, ASR, iMSSA) https://newmexico.onlinehelp.cognia.org/wp-content/uploads/sites/10/2020/08/NM-Assessments-Univ-Tools-Accessibility-and-Accoms_August-2020.pdf

- DLM https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Accessibility_Manual_2020-2021.pdf

- ACCESS https://wida.wisc.edu/resources/accessibility-and-accommodations-supplement

- iStation https://www.istation.com/Content/downloads/NM_IstationAssessmentAccommodations.pdf

IEP Team Decisions about Accommodations

Five-step Decision-making Process

Step 1: Expect Students to Achieve Grade-level Standards

Step 2: Learn About Accessibility Supports for Instruction and Assessment

Step 3: Identify Accessibility Supports for Instruction and Assessment

Step 4: Administer Accessibility Supports During Instruction and Assessment

Step 5: Evaluate Use of Accessibility Supports in Instruction and Assessment

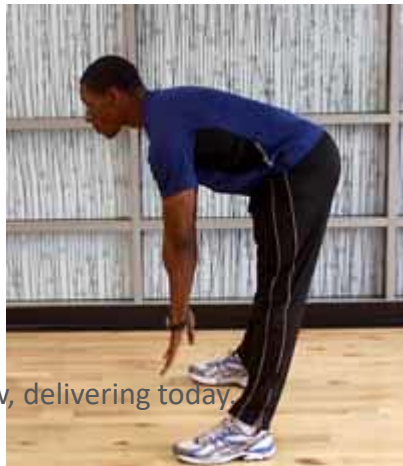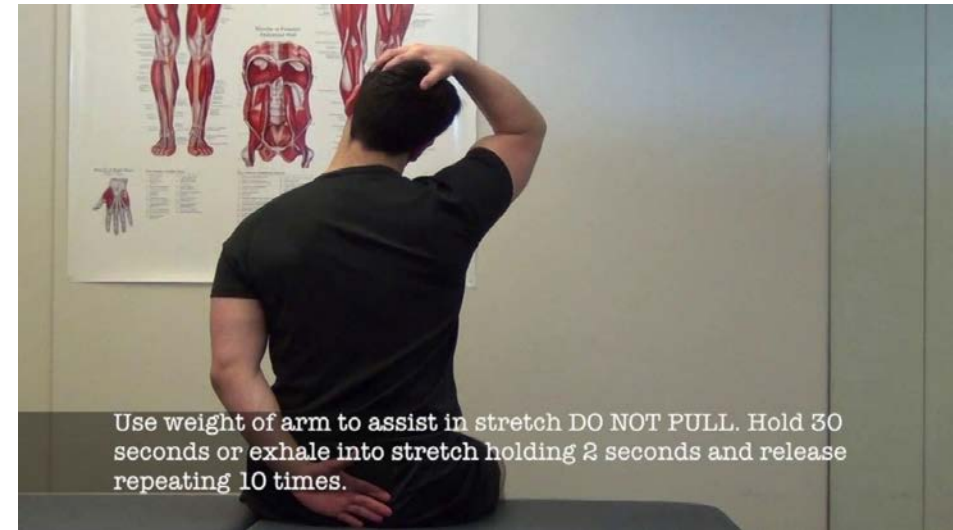Council of Chief State School Officers (CCSSO) Accessibility Manual

Medical Exemption Request

- Student is not able to be assessed due to serious illness, injury, or medical emergency

- Homebound students able to receive instruction should be assessed.

- Complete form (Parts A, B, C) available on Assessment Bureau web page https://webnew.ped.state.nm.us/bureaus/assessment-3/district-test-coordinator/

- Part A: Verified in writing by licensed medical provider

- Part B: Parent Consent
  - Do **not** submit Parts A and B to PED
  - Keep on file 5 years

- Document in IEP or 504 Plan if student has one

- Submit Part C through Test Coordinator Portal

- Student will not be counted toward 95% ESSA participation rate.

5 Minute Stretch Break

Use weight of arm to assist in stretch DO NOT PULL. Hold 30 seconds or exhale into stretch holding 2 seconds and release repeating 10 times.

Part 2

Alternate Assessment

- DLM – Looking back and looking forward

- 1% Alternate Assessment Threshold Monitoring

Alternate Assessment

- IEP team determines whether student takes

  - General assessment

  - General assessment with accommodations

  - Alternate assessment (1%)

- Alternate assessment

  - Measures alternate content standards: Essential Elements

  - DLM

Who takes DLM?: Guiding Questions for IEP Teams

Does the student's past and present performance in multiple settings (home, school, community) indicate that **a significant cognitive disability** is present?

Does the student need **intensive, pervasive, or extensive** levels of support in school, home, and community settings?

Do the student's current cognitive and **adaptive** skills and performance levels require direct instruction to accomplish the **acquisition, maintenance, and generalization** of skills in multiple settings (home, school, and community)?

Information from questions 1-3 drives placement decisions:

Instruction

- **Instruction in the general education academic standards is not appropriate, even with intensive accommodations and supports**

- **Instruction in alternate academic standards is appropriate**

Assessment

- **Participation in the general assessment is not appropriate, even with intensive accommodations and supports**

- **The alternate assessment is appropriate for the child**

Looking Back

- Schools closed one week after DLM Spring 20 test window opened

- About 1/3 of the students rostered completed testing and received score reports

- Webinar for special ed teachers: Understanding DLM reports and Using Results in IEPs September 22 and 29,

What to do Now

- Reset Educator Portal passwords

- Subscribe to updates

- Update user accounts in Educator Portal: add new, delete old

Highlights of DLM District Fall Training

- Basic information about DLM
  - DLM assessment design
  - Essential Elements
  - Blueprints
  - Linkage levels
  - Testlet structure and test delivery
  - Kite Educator Portal and Student Portal

Roles and Responsibilities of DTCs

- Communicate and collaborate with special education leaders, STCs, test administrators, data managers, and technology personnel.

- Ensure all staff are trained in their responsibilities and know where to find manuals including the checklists for data managers, technology coordinators, and test administrators.

- Manage district and school staff responsibilities. Identify the staff who will fill the roles of technology personnel, data managers, and STCs. Ensure each person is aware of their roles and responsibilities and the timeline of events, and ensuring each person understands PED and DLM assessment policies and procedures.

- Create Educator Portal user accounts for STCs and TAs, monitor account activation.

- Establish an assessment security plan and monitor adherence to PED and DLM policies.

- Use Kite Educator Portal extracts to monitor completion of Required Test Administrator Training, the test security agreement, student enrollment and roster, the First Contact survey for students, and the PNP settings selected for students.

To view the entire recorded video:

- Valuable information for DTCs new to DLM, data managers, technology personnel, and special education leaders

- Recorded video is at https://kusurvey.ca1.qualtrics.com/jfe/form/SV_4YM5F91fCOrDGcJ

- You must watch the video to enroll in an optional online Q & A chat session and complete the registration form.

- **Online Q&A chat with DLM staff is 10/1/20 1:00-1:30 PM MT**

Looking forward to Year End Testing

- Review Checklists for Assessment Coordinators, p. 8 in the Assessment Coordinator Manual
https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Assessment_Coordinator_Manual_YE.pdf

- Test window: March 22 to April 30, 2021

- Review PED Detailed Testing Calendar
https://webnew.ped.state.nm.us/bureaus/assessment-3/district-test-coordinator/

DLM Instructionally Embedded Assessments

- Formative or baseline measure

- Integrate instruction with assessment seamlessly

- Administered throughout the school year

- Opens 9/14/20

- Test Administrators must complete required TA training

- Module in Canvas: **Overview of Instructionally Embedded Assessments for DTCs, special ed teachers and leaders**

Instructionally Embedded Assessment

- Optional

- Provided at no cost by PED

- Benefits:
  - Provides teachers with information and tools to plan instruction
  - Based on the student's academic goals
  - Equal protection

Who Gives DLM?

DLM Test Administrators must:

- be certified or licensed employee of the district;

- be familiar with student and vice versa

- be familiar with the current Test Administrator Manual;

- complete and sign the DLM Confidentiality Agreement; and

- have completed the Required Test Administrator Training.

DLM Required Online TA Training

- **All Test Administrators must complete New TA Training in 2020-21**
- **The training modules can be completed in multiple sessions.**
- **Can be taken self-directed or in a facilitated group training**

ABOUT US   STATES   KITE® SUITE   PROFESSIONAL DEVELOPMENT   RESEARCH

- Manuals and Blueprints
- Resources for Educators and District Staff
- Templates
- Scoring & Reporting
- Supplemental Resources

2021 Spring Window: 3/22 - 4/30

NM uses the Year-End Model
Subjects Tested: English Language Arts, Mathematics, Science

Karen Greer, *Assessment*
Sbicca Brodeur, *Special Education*

NMPED Assessment Bureau

DLM Service Desk: 1-855-277-9751

Required Test Administrator Training

Required test administrator training for teachers participating in 2020-21 DLM testing
will become available in Moodle according to your state's scheduled training date.
The Guide to DLM Required Test Administrator Training (pdf) is a great place to
start, with information about accessing the DLM training site for your first login.

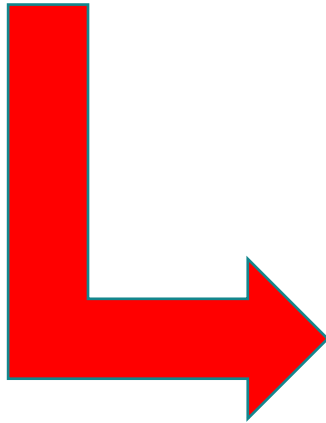**TEST UPDATES**

Get test updates via email
» Subscribe automatically

Automatic subscription not working?
» Subscribe manually

► Manuals and Blueprints

▼ Resources for Educators and District Staff

District Staff Training Resources 🎥

resources designed for district users, including Educator Portal how-to videos and role-specific training videos

DISTRICT STAFF TRAINING RESOURCES YE

Year-End Fall District Training 2019-20

Training Flyer

Video (43:00)

Video Slides

Video Transcript

FAQ

Dynamic Learning Maps® (DLM®)
Fall Training for District Roles

Year-End Model

© 2019 Center for Accessible Teaching, Learning, and Assessment Systems (ATLAS)

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DYNAMIC
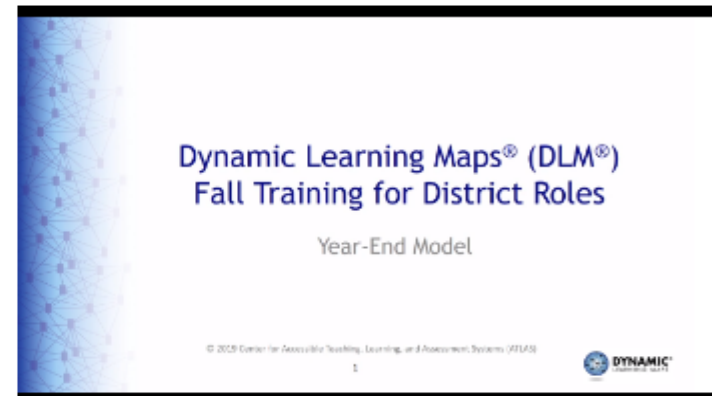
1% Threshold Monitoring Update

- ESSA requires that the percentage of students with significant cognitive disabilities who participate in the alternate assessment not exceed 1% of the total number of students who are tested

- Notice from the US Department of Education July, 2020

- New Mexico is out of compliance by exceeding 1% participation rate in alternate assessment based on July, 2018 data

- ESSA prohibits PED from preventing LEAs placing students in the alternate assessment

1% Threshold Monitoring Activities

- Assessment Bureau staff will collaborate with Special Ed and REC9 contractors

- All LEAs will receive notice of their alternate assessment participation rate

- IEP teams in all LEAs will receive training on appropriate placement in the alternate assessment

- LEAs exceeding the 1% participation will need to submit justifications

- Justifications will be publicly posted

- LEAs without reasonable justification will received in-depth monitoring and support