Dynamic Learning Maps (DLM)
Test Coordinator Training

2026

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DLM/Kite Service Desk
Dlm-support@ku.edu or 855-277-9751
Monday – Friday 9:00am – 7:00pm EST

AGENDA

PART 1

- Overview of DLM

- Important Tasks for Test Coordinators

  - Reviewing the Test Coordinator Checklist

- Checking your enrollment data

- Accessibility and the DLM: Ensuring students can access the test

PART 2

- Finding the Student Score Reports

- Using the score report to understand the structure and scoring of DLM

- Using practice testlets.

- Instructional Decisions and Presumed Competence

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Overview of DLM

Test Design

- **Testing Window:** March 30 – May 29, 2026
  - 8 weeks to test each student in ELA and Math and science (for grades 5, 8, and 11)
- The DLM tests measure ELA, math, and science knowledge using the Essential Elements (EEs).
  - The EEs are called "alternate achievement standards"
  - The EEs are aligned to the RI Core Standards in ELA and math and the NGSS for science.
- Each Essential Element is further "pulled apart" into smaller sections to create a map of knowledge and skills a student may progress through as they reach mastery of that EE.
  - These are the *learning maps* that make up the Dynamic Learning Maps assessments.
  - Each skill in the learning map is assigned a level of difficulty (called a *linkage level*).

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Table of Alternate Assessments and Tested Grade Levels
RISAP Test Coordinator Handbook, page 4

Grade Tested	Alternate ACCESS for ELs	Dynamic Learning Maps		
	English language proficiency	*ELA*	*Math*	*Science*
K	K			
1	1			
2	2			
3	3	3	3	
4	4	4	4	
5	5	5	5	5
6	6	6	6	
7	7	7	7	
8	8	8	8	8
9	9			
10	10			
11	11	11	11	11
12	12			

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Participation in the Alternate Assessments

- All public school students are expected to participate in the state assessments in one of three ways:
  - General assessments without accommodations (RICAS, PSAT 10, SAT, NGSA, WIDA ACCESS)
  - General assessments with accommodations (RICAS, PSAT 10, SAT, NGSA, WIDA Alternate ACCESS)
  - Alternate assessments (DLM and Alternate WIDA ACCESS)

- All students must meet three alternate assessment criteria before they can participate.
  - IEP Teams must determine if the student meets the criteria.
  - To learn more about the criteria, visit www.ride.ri.gov/dlm

Students must meet three criteria to participate in DLM:

Criteria 1: Student meets the definition of having a significant cognitive disability.

Criteria 2: Formative and summative evaluations and data show that the Essential Elements will be challenging for the student.

Criteria 3: The student is unable to generalize daily living and community skills consistently in home, school, and community without intensive, frequent, and individualized instruction and supports.

Important Tasks for Test Coordinators

Test Coordinator Checklist

RI State Assessment Program Documents

1. Rhode Island Test Coordinator Handbook (www.ride.ri.gov/tc)

2. Accommodations and Accessibility Features Manual (www.ride.ri.gov/accommodations)

3. Register for the Test Coordinator Monthly Webinars (www.ride.ri.gov/tc)

4. Important documents you need for DLM (www.ride.ri.gov/assessment-manuals)

   - Test Coordinator Checklist & Test Coordinator Manual

   - Test Administrator Checklist

   - Guide to Required Training

   - Educator Portal User Guide

   - Data Management Manual

   - Technology Specifications Manual

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Who can be a test administrator?

- Individuals employed by the LEA as teachers

- LEA and school administrators

- Long-term substitutes

- School psychologists, school social workers, librarians, school guidance counselors, and speech pathologists who hold certifications for their positions

- Teachers employed by the district who hold provisional certificates

NOTE:

- Student teachers may not administer state assessments but can assist the test administrator with materials.

- **TAs and paraprofessionals may assist teachers in administering the test but not give the test themselves**. Please contact me directly if you are short-staffed or have other issues and need TAs to act as test administrators.

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The DLM Test Administration System

Kite Educator Portal:
Test Coordinator Tasks

- Sign the Security Agreement

- Create content area rosters

- Manage TA accounts

- Monitor testing progress

- Monitor training status

- Receive individual student score reports

- Receive district and school assessment results

Kite Educator Portal:
Test Administrator Tasks

- Sign the Security Agreement

- Complete the First Contact Survey, Personal Needs and Preferences, and Accommodations

- Download TIPS Sheets

- Download Student Portal login information/testing tickets

- Monitor testing progress

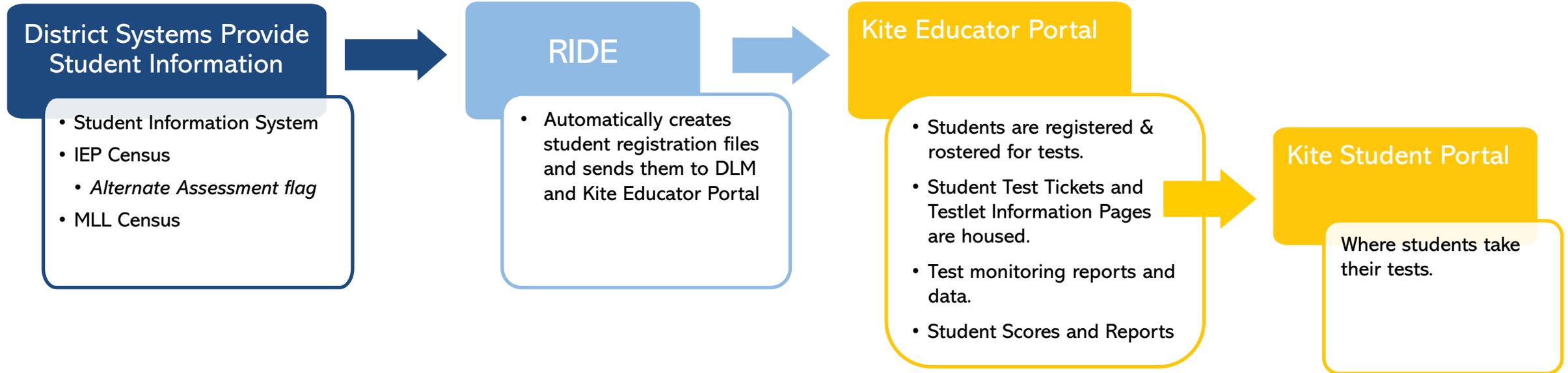- Receive individual student score reports for any student rostered to the teacher

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First three steps

NOTE: Students found eligible for DLM who are also MLL take the *Alternate* ACCESS. A student who is MLL **may not** take Alternate ACCESS if they are not eligible for DLM.

✓	Step
1.	**Sign up for DLM Test Updates during the year at** https://dynamiclearningmaps.org/test-updates.
2.	**NEW for 2025-26: Register for the In-Person DLM Test Coordinator Training.** The test coordinator training will be held in person on March 10, 2026. (Register for one session. Session 1: 9:00AM – 11:30AM or Session 2: 12:00PM – 3:00PM). Register here: https://www.eride.ri.gov/workshopreg/ViewWorkshop.aspx?workshopid=2050. • **Watch DLM Training for District Roles** at https://dynamiclearningmaps.org/sites/default/files/scorm/dlm-training-for-district-roles-2025/content/index.html#/
3.	**Confirm student eligibility to participate in DLM alternate assessments.** • **NEW for 2025-26:** RIDE will implement an automatic, over-night data feed to Kite Educator Portal. *Districts and schools will no longer be able to manually add or transfer students to Kite EP.* Districts and school will only be able to exit students and create rosters for testing. **The data feed will begin October 15, 2025.** ○ **Districts are responsible for verifying and correcting information for students attending outplacement schools.** Outplacement schools will not be able to correct any student information. Outplacement schools should use the *Outplaced Students Application* in the RIDE Portal to make sure the data is accurate and contact the sending district to make any corrections. How to access that application is at the end of this document. • Make sure that any student eligible for the alternate assessments has an active enrollment record in the Enrollment Census and they have a designation of *3=Alternate Assessment* in the IEP Census. ○ For resources on determining eligibility for the alternate assessments, go to www.ride.ri.gov/dlm. ○ The *RISAP Test Coordinator Handbook* contains all policies related to state assessments. Go to www.ride.ri.gov/tc to download. • **Outplacement Schools:** Any student tuitioned to a school either within our outside of Rhode Island is responsible for administering any state assessments required by the Rhode Island Department of Education for the student's current grade level. It is the responsibility of the sending district to ensure that the outplacement school tests the student at the correct grade level and in the correct content areas. If the grade level in the Enrollment Census does not match the grade level of the tests the student took, then any tests administered may be invalidated.

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The DLM Test Administration System

District Systems Provide Student Information

- Student Information System
- IEP Census
  - *Alternate Assessment flag*
- MLL Census

RIDE

- Automatically creates student registration files and sends them to DLM and Kite Educator Portal

Kite Educator Portal

- Students are registered & rostered for tests.
- Student Test Tickets and Testlet Information Pages are housed.
- Test monitoring reports and data.
- Student Scores and Reports

Kite Student Portal

Where students take their tests.

Outplacement Student Enrollment Data

Report 1: Outplaced Enrollment

- For outplacement schools to verify the data RIDE receives from LEAs.

Report 2: Outplaced Student Report

- For LEAs that tuition students to outplacement schools.

Purpose:

- Student information for students in outplacement schools is often out-of-date and inaccurate.
- This application for outplacement schools and the outplaced enrollment report for LEAs will allow LEAs and the schools to see where there are inaccuracies in the enrollment data.
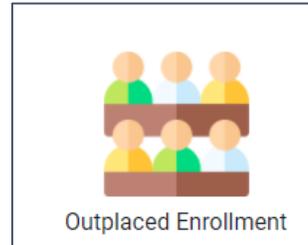
Outplaced Enrollment: Application for Outplacement Schools

For Outplacement Schools only. Outplacement school administrators must have RIDE Portal account.

- Create a RIDE Portal account at https://portal.ride.ri.gov/Core/Default/CreateUser

Steps for accessing the Outplaced Enrollment application:

1. Log in to RIDE portal: https://portal.ride.ri.gov/Account/Login
2. Click on All Applications on the left-hand side of the screen.
3. Click on the Outplaced Enrollment application:

Outplaced Enrollment

4. Click on *STUDENTS* in the header. Then *SCHOOL YEAR* will show.
5. Select the School Year: 2025-26

If you are an administrator of an outplacement school either in Rhode Island or in another state and you need access to this application, please create a RIDE portal account and contact Heather Heineke at heather.Heineke@ride.ri.gov.

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Outplaced Enrollment Application

Outplaced Student Report: For LEAs

- For LEA administrators:
  - data managers
  - test coordinators
  - special ed. directors

- Found in Enrollment Census application in the RIDE Portal:

Enrollment Census

- The report will provide a list of all students, *not just those in tested grades,* who attend outplacement schools.

> eRide Home ❯ Enrollment Census (2025-26) ❯ District Menu

RI Dept. of Educ | Log Out

Submit Data | Duplicates | Che... ...raphics | | Export All | Grade Config | Errors | Sch. Calendar | TCS Data | Advanced Courses | State Report

Instructions

Click on 'Report' to ... ... n the name of a school or district for a student listing. School and district totals are **colored** ... ... ubstantially different from their 5-year averages (greater than 20%).

Report Types [Outplaced Student Report ⌄]

Outplaced Student Report: Students Outplaced by District - YTD

Code	District/School Name	Summary	Total	Baselin...		Date
01	Barrington	Report	26	30		
01103	Primrose Hill (PK-03, TAP)	Report	0	0		
01104	Nayatt School (PK-03)	Report	0	0		
01105	Hampden Meadows (04-05)	Report	0	0		
01106	Barrington High (09-12)	Report	0	0		
01108	Barrington Mid. (06-08)	Report	0	0		
01109	Sowams School (KF-03)	Report	0	0		
01190	Administration (PK-12)	Report	26	30	10/8/2025 6:12:00 PM	

1. After logging in to the RIDE Portal, go to the Enrollment Census for 2025-26.

2. Select *Outplaced Student Report*

3. Click *Administration (PK-12)* to view list of students being outplaced from your district.

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Outplaced Student Report: For LEAs

Shows all grades, not just tested grades.

School of attendance (where the student will be tested).

Search | Clear | Show Warnings Only | Show All

The school code for accountability and assessment reporting.

School	SASID	LASID	Student Name	Sex	DOB	Grade	Race	Dist Res	Sch Out	Ctech	enroll type
01190				M		06	BA		10305		O
01190				M		12	BA		70902		O
01190				F		PK	BA		10305		O
01190				M		03	BA		70902		O
01190				M		09	BA		70902		O
01190				M		07	BA		01999		O
01190				M		08	BA		10312		O
01190				M		10	BA		28353		O
01190				M		12	BA		07316		O
01190				M		03	BA		27302		O
01190				M		11	BA		35335		O
01190				M		09	BA		709B4		O

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Step 4: Download the following documents

Test Coordinator Preparation Materials:

1. Test Coordinator Checklist

2. Test Administrator Checklist – for distribution to anyone who will administer DLM.

3. Test Coordinator Manual

4. Data Management Manual

5. RI Guide to Required Training

6. Accommodations and Accessibility Manual

7. Educator Portal User Guide

Step 5: Activate Your Account in Educator Portal

- **Test coordinators:** Email Heather Heineke at heather.Heineke@ride.ri.gov if you need a new account.

- **Outplacement Administrators** (including out-of-state schools) have their own Kite Educator Portal accounts. LEAs *cannot* create accounts for outplacement schools. Email Heather Heineke if accounts need to be created.

- **Test Administrators:** Districts are responsible for creating test administrator accounts.

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5. **Log in to Kite Educator Portal (EP)**

   New Test Coordinators: New district test coordinators should contact heather.heineke@ride.ri.gov for an account. Once an account has been created for you:

   - You will receive an activation email from KITE_support@ku.edu. You must click on the link in that email to activate your Educator Portal account.
   - **If you did not receive an automatic email** from KITE_support@ku.edu, check your spam folder. If you still have not received it, contact Heather Heineke to verify your email address and have it resent.
   - **Watch:** *Getting Started in Educator Portal* (3:19 min.) at https://dynamiclearningmaps.org/district-staff-video-resources-ye.

   Returning Test Coordinators: Last year's username will remain the same, but you will need to reset your password by clicking on *Forgot Password?* on the Educator Portal home page.

Step 6: Complete the Security Agreement in Educator Portal

> 6. **Complete the Security Agreement in Educator Portal.** Instructions for completing the security agreement can be found in each of the manuals listed below.
>   - **Read:** *Educator Portal User Guide*, page 19 or *Agree to the Security Agreement (Assessment Coordinator Manual)*, page 47.

- You must complete the Security Agreement each year. *NO* is the default setting so read the security agreement and don't automatically click to accept it.
- Clicking through this step is a common mistake and the first thing to check if a teacher cannot see their students in Educator Portal.

Security Agreement 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 Suite, 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. 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.

Activity: Log in to Educator Portal and sign the Security Agreement.

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Step 7: Review and Update Test Administrator Accounts in Educator Portal

About User Accounts:

- Use the teacher's email address as their *Educator ID.*

- Deactivate users who are no longer working in your school or district.

7. **Review and Update Test Administrator Accounts in Educator Portal.** It is important that access to Educator Portal is given only to educators who need it. Anyone who has an account, even if they have left your district or school, can access Educator Portal and that puts sensitive student information at risk.

- Teachers cannot begin preparing for testing or complete their training requirements until they have a test administrator account in Educator Portal.
- **Watch:** *Adding and Editing Users* (2:15 min)
- **Read:** *Add a User Manually (Data Management Manual),* page 55.
- **Read:** *Manage User Accounts (Educator Portal User Guide),* page 12.
- **Read:** in the *Data Management Manual:*
  - *Manage User Data* on page 22
  - **To add many new users:** *Create a User Upload Template File,* page 45
  - *Add a User Manually* on page 55
  - *Activate or Deactivate a User* on page 68

NOTE:

- If you have a teacher who has an Educator Portal account with another district, contact Heather Heineke to transfer the account to the new district so the training history isn't interrupted. Don't create a new account.
- If you created an account for a teacher and they didn't receive the activation email, resend the email by clicking the RESEND ACTIVATION EMAIL at the bottom of the View Users screen. If the teacher's account is in *active* status, that means they were able to log in to Kite and you cannot send an activation email. In this case, have them contact the DLM Service Desk and they can help them log in.

Demonstration: Updating user accounts
Activity: Review and update user accounts (deactivate users and add new users).

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Step 8: Develop a Training Plan for Test Administrators
RI Guide to Required Training at www.ride.ri.gov/assessment-manuals

If LEAs select the facilitated training option, test administrators are still required to complete the online post tests.

8. **Develop a Training Plan for Test Administrators.** Try to have test administrator training completed by **March 13, 2026,** to ensure that teachers have enough time to complete the First Contact Survey *before the start of the testing window*. Once test administrators complete their training, they must print their certificate of completion and give it to the district test coordinator as proof of their training. Additionally, test coordinators must show the Test Administrator Core Training, explained below.

- Download the *Test Administrator Core Training* from www.ride.ri.gov/assessment-manuals and edit the sections with your district and school policies and dates.
- **Read:** *Guide to Required Training (RI edition)* (www.ride.ri.gov/assessment-manuals and click on the DLM tab).
- All educators must have an account in Educator Portal before they can access the training modules.
- The training modules are in Educator Portal and can be accessed **30 minutes after** the Educator Portal account is created. Click on the TRAINING tab after logging in.
- **New Test Administrators** must complete all four modules and pass all post-tests before they will be allowed to administer the DLM tests.

- **Returning Test Administrators** administered DLM last year and are required to complete only one training module. Educator Portal automatically records who administered the DLM last year to determine who is a returning test administrator.

Districts have two options for training test administrators:

Option 1: Self-Directed Training
- Access the training modules through Educator Portal.

Option 2: Facilitated in-person training led by district administrators.
- This option ensures all teachers are properly trained and all questions are answered.
- The facilitated training presentations, transcripts, activities, and videos can be accessed from the Educator Portal training tab only by district administrators.

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Training Test Administrators
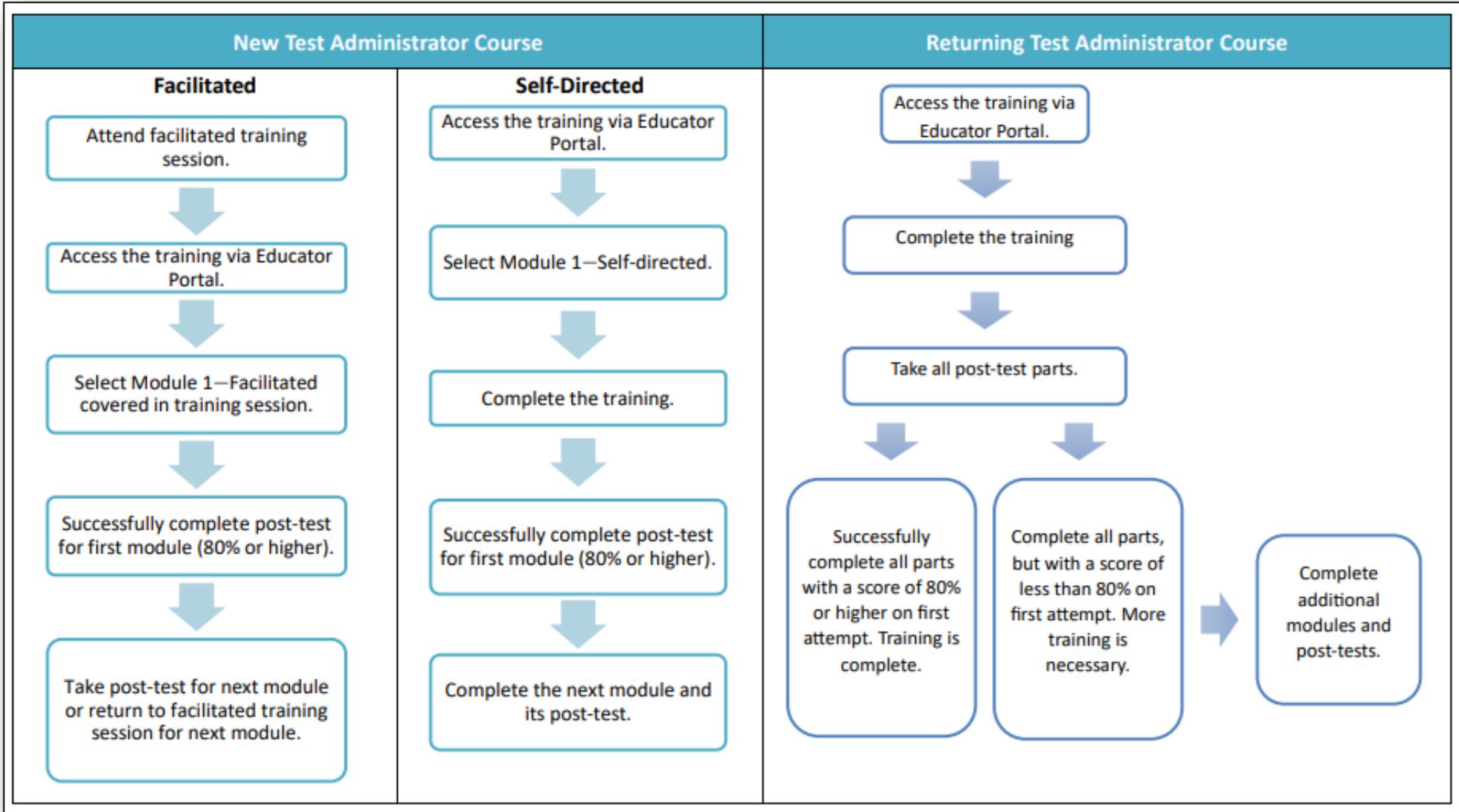
Step 9: Distribute the Test Administrator Checklist

9. **Distribute the Test Administrator Checklist** to any educators administering the DLM.
   - The *Test Administrator Checklist* is posted at www.ride.ri.gov/assessment-materials (click on the DLM tab).

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Step 10: Run the Training Status Extract in Educator Portal

10. **Run the Training Status Extract in Educator Portal** to ensure that all test administrators have completed the necessary training requirements.
   - **Step-by-Step instructions for running the Training Status Extract Report,** page 125 in the *Educator Portal User Guide*.

- ***No one*** may administer the DLM assessments until they have completed the training requirements.

- Test coordinators must monitor training and keep track of who has completed their training.

- RIDE runs training reports regularly. If there is a test irregularity, whether the test administrator completed their training is something that will be investigated.

Demonstration: Run the training status extract in Educator Portal.
Activity: Run the training extract status for your school or district in Educator Portal.

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Step 11: Create Student Rosters in Educator Portal

Demonstration: How to create a roster.

Activity: Create one roster for one teacher.

11. **Create student rosters in Educator Portal.** RIDE uses enrollment data provided by each district to register students. If the student demographic information, including grade level, is incorrect, that means the enrollment data RIDE received from your district is incorrect. Contact your district data manager to correct the student's enrollment information.

New for 2025-26: keep in mind that any changes to student data will take at least 24 hours to show up in Kite Educator Portal and could take as long as 48 hours. Please make sure your rosters are completed well before testing begins to ensure that teachers have ample time to complete the assessments.

Outplacement Schools must contact the sending district with any corrections.

- **October 15, 2025:** RIDE will begin the overnight data feed to Kite EP. Rosters can be created after this date.
- Rosters must be created for each content area:
  - English Language Arts (grades 3, 4, 5, 6, 7, 8, and 11)
  - Mathematics, (grades 3, 4, 5, 6, 7, 8, and 11)
  - Science (grades 5, 8, and 11).
- **Teachers cannot see students or complete** the First Contact Survey until rosters are created and required training is complete.
- **Watch:** *Adding and Editing Rosters* (1:49 min.)
- **Read:** *Customization for Each Student (Assessment Coordinator Manual),* page 28.
- **Step-by-step instructions** are in *Manage Roster Data (Data Management Manual),* page 134:
  - **Create a file for multiple teachers and schools,** see *Create a Roster Upload Template,* page 136.
  - **Create a roster manually,** see *Create a Roster Manually* on page 145.

Step 12: Double check your rosters in Kite Educator Portal

12. **Run the data and double check your rosters in Educator Portal.** This will ensure that you don't leave students out or assign students to the wrong tests or teachers.

- Step-by-step instructions for running any report extract (*Educator Portal User Guide*), page 98.
- *Roster and First Contact Survey Extract (Educator Portal User Guide)*, page 121.

Demonstration: How to run the Student Roster and First Contact Survey Extract.
Activity: Run the Student Roster and First Contact Survey for your district or school.

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Step 13: Ensure Kite Student Portal is Installed on Assessment Devices :
https://dynamiclearningmaps.org/kite

Kite Student Portal

Kite® Student Portal is the secure platform where students take DLM assessments. While in Student Portal, students cannot access unauthorized webpages or applications.

Use the links below to install Student Portal and view supported platforms. Additional resources are provided to ensure your assessment experience runs smoothly. **If your student requires the use of a screen reader to complete the assessment, select the Windows icon to download our accessible client.**

Chrome	
iOS	
Mac	
Windows	
Android	
Screen Requirements	
Additional Resources	

Chrome

Installation Guide

Installation Instructions for Chrome

Supported Platforms

ChromeOS 108+

⚠️ **Required update for 2025-26:** Administrators must re-enable the Chrome app in kiosk mode to continue using Kite Student Portal. Please review the Kite Student Portal Updates for 2026 (pdf) ⬀ for detailed information and specific steps to complete this update.

Technology managers need the *Technology Specifications Manual*

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Step 14: Ensure accommodations and test supports are updated in the student's IEP

14. **Ensure accommodations and test supports are updated in the student's IEP.** Accommodations must be included in the student's IEP. If accommodations must be added or removed, the IEP must be amended before the student can begin testing by either convening a full IEP Team meeting *or* through the district amendment process.

   - Accommodations available on DLM are found in the *DLM Accessibility Manual* at www.ride.ri.gov/assessment-manuals and click on the DLM tab.

State Policy:

- Testing may not begin until all accommodations are updated in the student's IEP.

- Either convene an IEP Team meeting or follow your district amendment process to update the accommodations in the IEP.

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Step 15: Run the PNP report.

15. **Ensure that teachers complete the Personal Needs and Preferences Profile (PNP) by running the PNP report in Educator Portal.** Test administrators cannot begin testing until the PNP is completed for each student.

- **Completing the PNP:**
  - **Find the PNP:** *Access the PNP Profile and First Contact Survey (Educator Portal User Guide),* page 32.
  - **Step-by-step instructions:** *Complete the PNP Profile (Educator Portal User Guide),* page 35.
- **Run the data and double-check that all teachers have completed the PNP:**
  - *PNP Settings Counts Extract (Educator Portal User Guide),* page 111. This extract lists the total number of students in an organization who have a given accessibility support selected on the PNP profile.
  - **Step-by-step instructions** for running any report extract *Accessing All Extracts (Educator Portal User Guide),* page 98.

Step 16: Run the First Contact Survey Report in Educator Portal

16. **Run the First Contact Survey report to ensure that it is updated for each student.** Students will not be assigned testlets unless the First Contact Survey has been submitted. **March 20, 2026:** All First Contact Surveys and Personal Needs and Preferences must be completed.

- **Completing the First Contact Survey:**
  - ○ *Customization for Each Student (Assessment Coordinator Manual)*, page 28.
  - ○ **Step-by-step instructions** for completing the First Contact Survey can be found at *Complete the First Contact Survey (Educator Portal User Guide)*, page 47.
- **Run the data and double-check that all teachers have completed the PNP:**
  - ○ **Step-by-step instructions** for running any report extract (*Educator Portal User Guide*), page 98.
  - ○ **How to read the extract:** *Student Roster and First Contact Survey Extract (Educator Portal User Guide)*, page 121.

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Step 17: Schedule locations and times for testing

17. **Schedule locations and times for assessment sessions.** It is important that teachers and students have a consistent, familiar location in which to test and that they have access to the same devices each day. Switching testing locations and devices can be disruptive to the testing process for students with significant disabilities.

- **Testing window: March 30 – May 29, 2026.** All assessments must be completed by the end of the school day on May 29, 2026.

- Testing rooms should be consistent. Changing rooms from one day to the next can be disorienting for students.

- A screened-off section of the students' regular classroom is acceptable if there is adequate privacy and no interruptions from other students.

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Step 18: Monitor Testing and Testing Completion Report

18. **Monitor test completion progress.** All information you need to monitor DLM testing in your district or school can be found in the *Educator Portal User Guide* and in the videos posted at the link below.
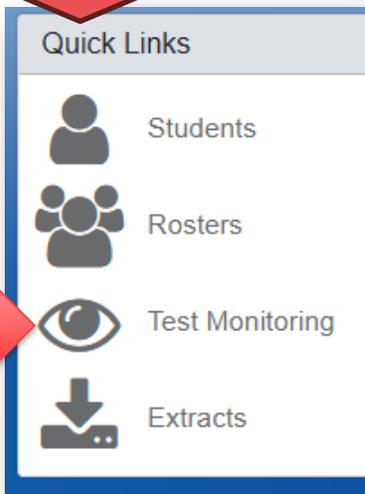
- **Read:**
  - **Step-by-step instructions:** *Monitoring Summary Report* (page 84)
  - **How to read the extract:** *DLM Test Administration Monitoring Extract* (page 106)
- **Watch:** these videos demonstrate the step-by-step process of running and using the monitoring extracts.
  - *Test Administration Monitoring for Year-End States* (1:59 min)
  - *Monitoring the Assessment Using Extracts* (1:56 min)

- It is important that test coordinators monitor DLM test administration like any other state assessment.

- Any violation of the security agreement is considered a test irregularity and should be reported to RIDE.

Demonstration: How to run the DLM Test Administration Monitoring report and Dashboard.

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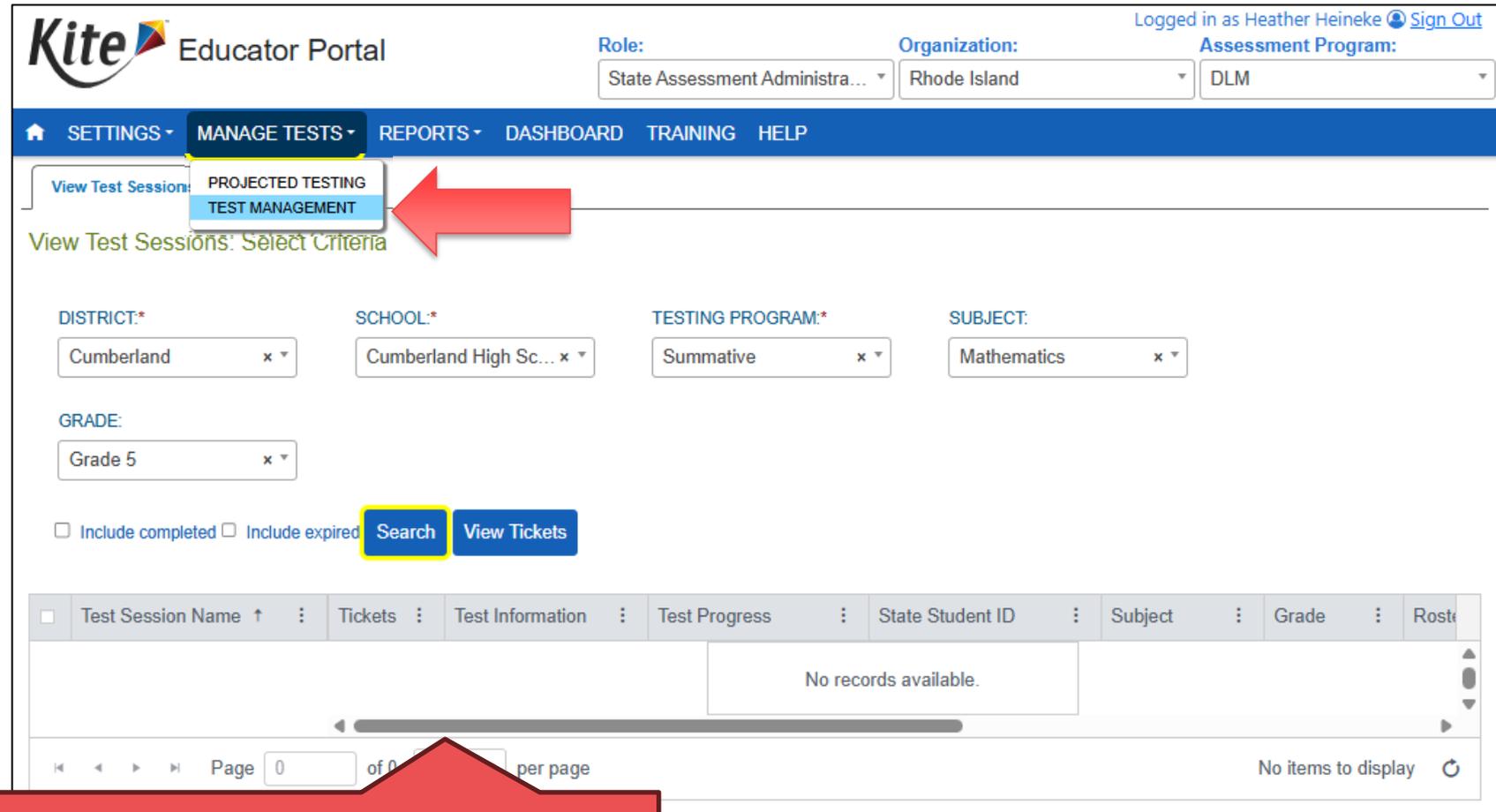# Step 18: Monitor Testing and Testing Completion Report

Another way to monitor testing is through the TEST MONITORING icon on the home page.

Use the scroll bar to see TEST PROGRESS. This will show the number of testlets the student has remaining in the selected content area.

Test Irregularities in DLM

Not Reading all Materials:

- Not reading all directions for administering a testlet is a test irregularity. Each testlet comes with a TIPs sheet (Test Information Protocol) that tells test administrators what to do, additional adjustments that are allowable, materials, etc.

Short Testing Time:

- Student Portal keeps track of how long it takes to administer a testlet.

- RIDE can view the amount of time it takes to administer a testlet by school, teacher, and student.

- This report specifically identifies when testlets are administered in less than one minute (60 seconds).

  - Test administrators should not allow students to "click through" the testlet and should stop students from doing so.

  - Testlets administered in under 60 seconds may be invalidated and reset so that test administrators are required re-administer the testlet.

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Reporting Test Irregularities

- All test irregularities must be reported to the district testing coordinator/special education director.

- The district testing coordinator/special education director will file the irregularity using the Test Irregularity application in the RIDE portal.

- If you need access to this application, please contact Jackie Branco at Jacqueline.branco@ride.ri.gov.

Assessment Irregularities & Test Security

Implementing thoughtful and thorough test security protocols is critical to a smooth test administration and to ensuring test irregularities don't occur. In addition to test coordinators and teachers, paraprofessionals, custodial staff, and others in the school who may be in classrooms during testing or may be in the area where tests are stored, even though they do not have direct access to tests, should be aware of security rules.

Any time a policy or procedure for a state assessment is not followed or not implemented correctly, that is considered a test irregularity. Examples of test irregularities are below. In addition to the examples below, each state assessment has its own test coordinator and test administrator manuals that outline specific protocols that preserve the integrity of the test and what constitutes a test irregularity for that test. Follow the instructions below to report an irregularity.

➕ **Maintaining Test Security**

➕ **Test Irregularity Process**

➕ **Process for a Student or Family to Report a Test Security Incident**

Test Irregularity Application User Guide

📄 **Test Irregularity User-Guide**
PDF file, less than 1mb ⬇

> **Access the Test Irregularity application through the RIDE Portal**

Recap of testing process

Manage user accounts

Monitor training

Monitor testing

Account activated in EP

Sign Security Agreement

Complete test administrator training

Complete First Contact Survey, PNP, accommodations

Work with students using the practice tests.

Download TIPs sheet and begin testing.

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Accessibility and the DLM:
Ensuring students can access the test

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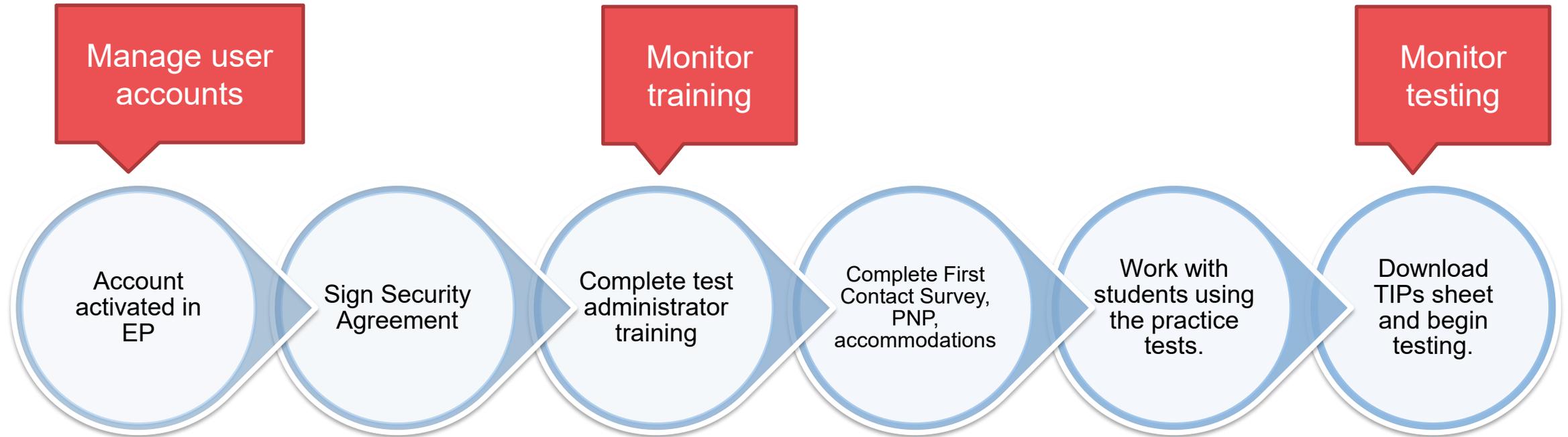
Test Supports for DLM

"Practices Allowed" - page 87 of the Test Administrator Manual

*"Items in the DLM testlets are designed to assess student knowledge, skills, and understanding related to the Essential Elements. To meet this goal, test administrators will need to use their best judgment and be flexible while administering the assessment, including providing supports **beyond the PNP Profile options and the allowed practices listed**...[these] are allowed in both computer-delivered and teacher-administered testlets, unless exceptions are noted on the TIP."*

What this means: Teachers have professional discretion to administer the DLM tests to ensure that students can engage with and access the testlets and a reliable and valid test score can be obtained.

Providing Access to Testing
for Students who take the DLM

First Contact Survey
Initial student information

Personal Needs & Preferences Profile
Individualized student profile

Practices Allowed
Approved testing practices

ACCESS TO TESTING FOR
Students who take the DLM

Other Practices
Additional testing methods

Accessibility Supports
Tools & accommodations
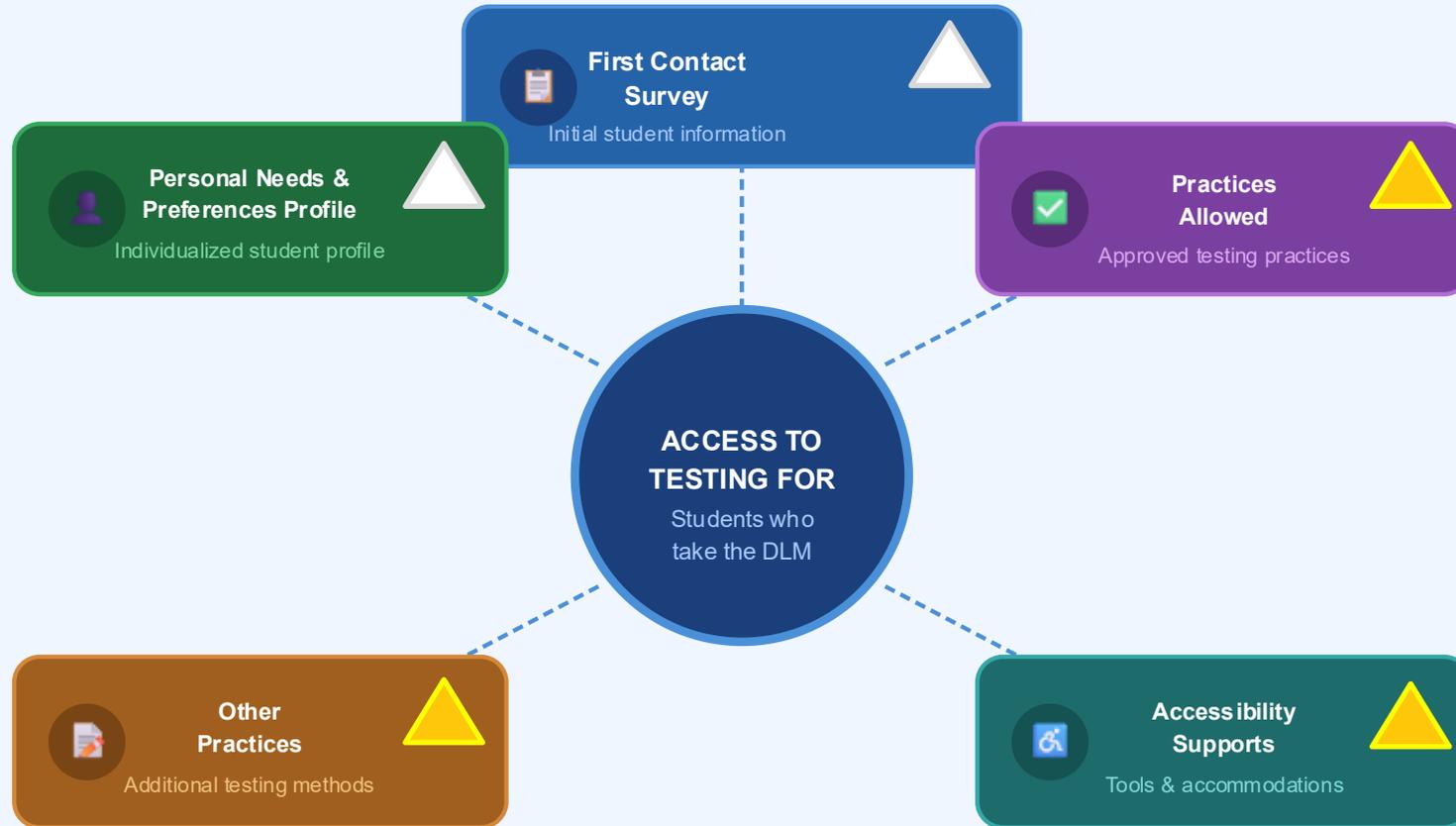
Together, these components ensure every student who takes the DLM
receives equitable, individualized access to assessment.

Entered into Kite EP before testing.

Provided during testing.

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Practices Allowed

Practices Allowed		
Breaks	Alternate Representations of Response Options	Generic Definitions
Individualized Student Response Mode	Graphic Organizers	Special Equipment During Testing
Entering Responses for a Student	Navigation Across Screens	Blank Paper

Practices Allowed
Approved testing practices

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Accessibility Supports
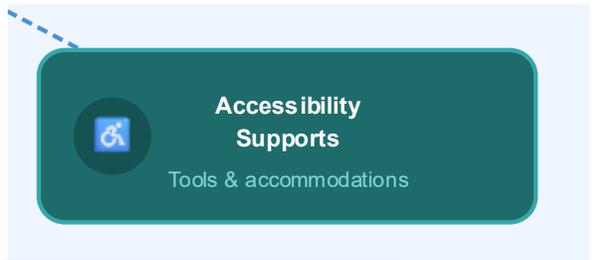
Embedded (set in PNP)	Teacher-Administered (not set in PNP)
Alternate form- visual impairment	Human Read Aloud *(always allowed for all content areas)*
Calculator	Language Translation of Text • *Any language is acceptable. Test administrator must be fluent in reading, writing, speaking and complete all test administrator qualifications.*
Individualized manipulatives	Partner-Assisted Scanning
Single-switch or two-switch system	Sign language interpretation
UEB braille code	Test administrator entering of student responses
Color Contrast	Tactile Graphics
Invert color choice	
Color overlay	
Spoken Audio	
Magnification	

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Other Test Supports, Examples

Other Practices
Additional testing methods

- Familiar manipulatives

- Time of day

- Setting (alone, with a group)

- Music

- Fidget devices

- What are test supports/accommodations that your teachers have discussed with you?

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Test Supports Not Allowed

- Rephrasing the test questions.

- Rearranging the test questions.

- Rearranging objects to prompt the correct response.

- Removing response options.

- Repeating the item activity after the student has responded.

- Using physical prompts or hand-over-hand guidance to direct the student to the right response.

- Any supports indicated by the TIP as not allowed for that testlet.

The Testlet Information Page (TIP)

- Teachers must access the TIP before administering the testlet.

- Includes information on giving the testlet, including:

  - Alternate wording for graphics and pictures

  - Test supports that cannot be used for that testlet

  - Materials needed and suggestions for swapping out materials

  - Any pictures or graphics that need to be presented to a student (teacher-administered testlets)

- Testlet Information Pages are secure materials and must be shredded after they are printed.

Administering the testlet without accessing the TIP sheet is a test irregularity.
Administering the testlet using ONLY the TIP sheet is a test irregularity.

Case Study

Which test supports would you recommend this teacher use?

- Grade 3

- Teacher is preparing to give the math test.

- Confined to wheelchair

- Feeding tube and 1:1 nurse

- Has some use of one hand

- Blind (does not read braille)

- Beginning communicator

- Extremely sensitive to sound. Any sound can district him from working.

Finding the Individual Student Reports

Test Coordinators: Accessing DLM Score Reports

Test Coordinators have access to:

- Student (Individual)

- Students (Bundled)

- State Aggregate

- District Aggregate

- Accountability District Aggregate

- School Aggregate

- School Aggregate (Bundled)

- Class Aggregate

Test Coordinators: Accessing Student Score Reports

Test Administrators have access to individual student score reports for any student rostered to them.

Test Coordinators: Accessing Student Score Reports

Using the score report to understand the structure and scoring of DLM

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Structure of DLM Alternate Achievement Standards

Same across all grades → **Major Claims**

Same across all grades →

Conceptual Area 1	Conceptual Area 2	Conceptual Area 3	Conceptual Area 4

Not the same across grades– but are related. →

EEs	EEs	EEs	EEs

Not the same across grades– but are related. →

Linkage Levels	Linkage Levels	Linkage Levels	Linkage Levels

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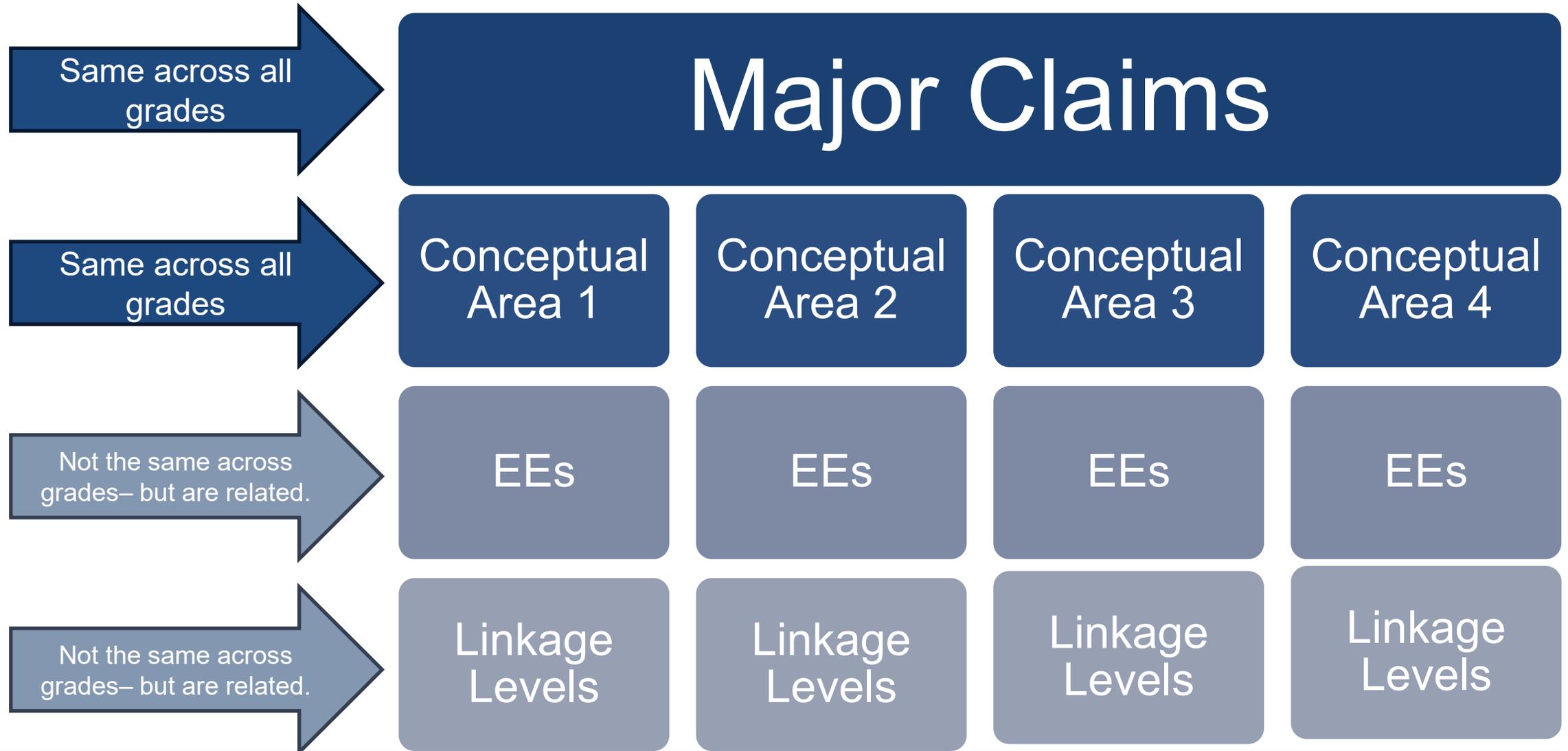
Major Claims and Conceptual Areas in ELA

Major Claim		Conceptual Area	
1	Students can comprehend text in increasingly complex ways.	ELA.C1.1	Determine critical elements of text
		ELA.C1.2	Construct understandings of text
		ELA.C1.3	Integrate ideas and information from text
2	Students can produce writing for a range of purposes and audiences.	ELA.C2.1	Use writing to communicate
		ELA.C2.2	Integrate ideas and information in writing
3	Students can communicate for a range of purposes and audiences.	ELA.C3.1	Use language to communicate with others
		ELA.C3.2	Clarify and contribute in discussion
4	Students can engage in research/inquiry to investigate topics and present information.	ELA.C4.1	Use sources and information
		ELA.C4.2	Collaborate and present ideas

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Tested Essential Elements by Conceptual Area for Grade 5

> **Major Claim 1:** *Students can comprehend text in increasingly complex ways.*
> ⬇
> **Conceptual Area 2:** *Construct understandings of text.*

		Description*
	ELA.EE.RL.5.1	Identify words in the text to answer a question about explicit information.
ELA.C1.2		
	ELA.EE.RL.5.6	Determine the point of view of the narrator.
	ELA.EE.RI.5.2	Identify the main idea of a text when it is not explicitly stated.
	ELA.EE.RI.5.4	Determine the meanings of domain-specific words and phrases.
	ELA.EE.RI.5.8	Identify the relationship between a specific point and supporting reasons in an informational text.
	ELA.EE.L.5.4.a	Use sentence level context to determine which word is missing from a content area text.
ELA.C1.3		
	ELA.EE.RL.5.9	Compare stories, myths, or texts with similar topics or themes.
	ELA.EE.RI.5.3	Compare two individuals, events, or ideas in a text.
ELA.C2.1		
	ELA.EE.W.5.2.b	Provide facts, details, or other information related to the topic.
	ELA.EE.W.5.2.a	Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.

*Note: RL = Reading Literature, RI = Reading Informational, W = Writing, L = Language

Example Essential Elements Document

EE documents are posted at www.ride.ri.gov/DLM

DYNAMIC LEARNING MAPS

Mini-Map for ELA.EE.RI.5.8
Subject: ELA
Reading Informational Text
Grade: 5

Learning Outcome

Essential Element

Core Standard

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.5.8 Identify the relationship between a specific point and supporting reasons in an informational text.	ELA.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Linkage Level Descriptions

Level of Difficulty

Content

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student is able to recognize that two objects are identical.	The student can identify the relationships between multiple concrete facts or details.	The student can identify the points that are made by an author of an informational text and identify points that are related.	The student can identify how specific details of a text help the author make a particular point/claim and can match details to the corresponding point/claim.	The student is able to identify specific examples the author uses which support details, reasoning, and the main points of the text.

Major Claims, Conceptual Areas, EEs, and Linage Levels

1	Students can comprehend text in increasingly complex ways.

ELA.C1.2	Construct understandings of text

ELA.C1.2		
	ELA.EE.RL.5.6	Determine the point of view of the narrator.
	ELA.EE.RI.5.2	Identify the main idea of a text when it is not explicitly stated.
	ELA.EE.RI.5.4	Determine the meanings of domain-specific words and phrases.
	ELA.EE.RI.5.8	Identify the relationship between a specific point and supporting reasons in an informational text.
	ELA.EE.L.5.4.a	Use sentence level context to determine which word is missing from a content area text.

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student is able to recognize that two objects are identical.	The student can identify the relationships between multiple concrete facts or details.	The student can identify the points that are made by an author of an informational text and identify points that are related.	The student can identify how specific details of a text help the author make a particular point/claim and can match details to the corresponding point/claim.	The student is able to identify specific examples the author uses which support details, reasoning, and the main points of the text.

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Essential Elements Mini Map of RI.5.8

Least complex skill

IP — Recognize same

UN — Can determine similar or different based on physical characteristics

UN — Can pay attention to object characteristics due to language cues

UN — Can demonstrate understanding of property words corresponding to the objects used during familiar routines

UN — Can demonstrate understanding of property words

UN — Can sort objects on the basis of a property

DP — Can identify the relationship between concrete facts or details

UN — Can identify the implicit main idea of a paragraph in an informatonal text

UN — Can identify the points made by the author in a familiar informatonal text

SP — Can identify the points made by the author of an unfamiliar informatonal text

PP — Can identify two related points made in an informatonal text

UN — Can identify the reasons that support points made in an informatonal text

T — Can identify the relationship between specific points and the reasons supporting them in an informatonal text

S — Can identify examples supporting the points, reasons, and details made by the author of an informatonal text

Most complex skill

Target skill, the goal

Map Key	
IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
SP	Supporting
UN	Untested

Boxes indicate tested nodes

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Scoring the DLM

Linkage Level	Number of Testlets	Skill	Scoring
Initial Precursor	1	1	1 skill
Distal Precursor	1	1	2 skills
Proximal Precursor	1	1	3 skills
Target	1	1	4 skills
Successor	1	1	5 skills

The linkage level at which the student achieves mastery determines the student's proficiency level.

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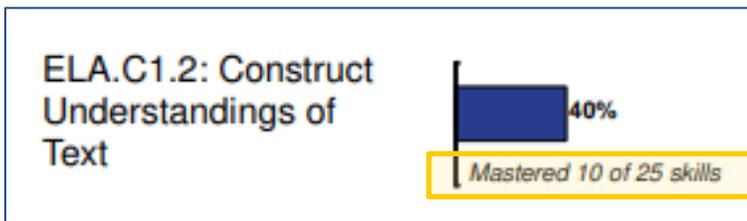# How it all comes together: reading the score report
(take out the score report)

	# mastered	Total skills available
EE.RL.5.6	2	5
EE.RI.5.2	3	5
EE.RI.5.4	2	5
EE.RI.5.8	2	5
EE.RL.5.4a	1	5
TOTAL	**10**	**25**

ELA.C1.2: Construct Understandings of Text — 40%

Mastered 10 of 25 skills

Estimated Mastery Level

Area	Essential Element	1 (Initial Precursor)	2 (Distal Precursor)	3 (Proximal Precursor)	4 (Target)	5 (Successor)
ELA.C1.1	ELA.EE.RL.5.1	Understand object names	Identify major events in a familiar story	Identify characters, setting, and major events	Identify words that answer explicit questions	Identify details that answer explicit questions
ELA.C1.2	ELA.EE.RL.5.6	Identify ... people, objects ... or events	Identify ... action ...	Identify ... narrator	Identify ... point of view	Identify ... s or thoughts ... rator
ELA.C1.2	ELA.EE.RI.5.2	Identify ... people, objects ... or events	Identify ... ns for a familia...	Identify ... details in an ... al text	Identify the implicit main idea in an informational text	Identify key details supporting the main idea
ELA.C1.2	ELA.EE.RI.5.4	Identify ... people, objects ... or events	Identify ... d uses of word...	Identify the meaning of an unambiguous word	Assign meaning to domain-specific words/phrases	Associate word choice with textual meaning
ELA.C1.2	ELA.EE.RI.5.8	Reco... e	Identify ... ips betwee... details	Identify related points in an informational text	Identify the relationship between points and supporting reasons	Identify the supporting points of a text
ELA.C1.2	ELA.EE.L.5.4.a	Iden...	Identify the meaning of words	Identify the definition of words	Identify missing words using sentence context	Identify missing words using text context
ELA.C1.3	ELA.EE.RL.5.9	Understand object names	Identify descriptive features and words	Identify a character's actions and associated consequences	Compare narratives	Identify similarities and differences between similar texts
ELA.C1.3	ELA.EE.RI.5.3	Understand object names	Identify descriptive features and words	Identify a concrete detail in an informational text	Compare key details	Compare and contrast details of a text
ELA.C2.1	ELA.EE.W.5.2.b	Identify people, objects, places, and events	Identify descriptive words	Identify details related to personal experiences	Provide facts and details related to a topic	Write one or more facts or details about a topic
ELA.C2.1	ELA.EE.W.5.2.a	Indicate a choice between two objects	Demonstrate understanding of wh-questions	Write facts and details about a topic	Introduce and convey information about a topic	Introduce and write information about a topic

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Reading the Learning Profile

Use the Learning Profile to identify the EEs and the linkage levels where the student did well.

ELA.C1.1: Determine Critical Elements of Text

0%

Mastered 0 of 5 skills

ELA.C1.2: Construct Understandings of Text

40%

Mastered 10 of 25 skills

ELA.C1.3: Integrate Ideas and Information from Text

70%

Mastered 7 of 10 skills

ELA.C2.1: Use Writing to Communicate

40%

Mastered 4 of 10 skills
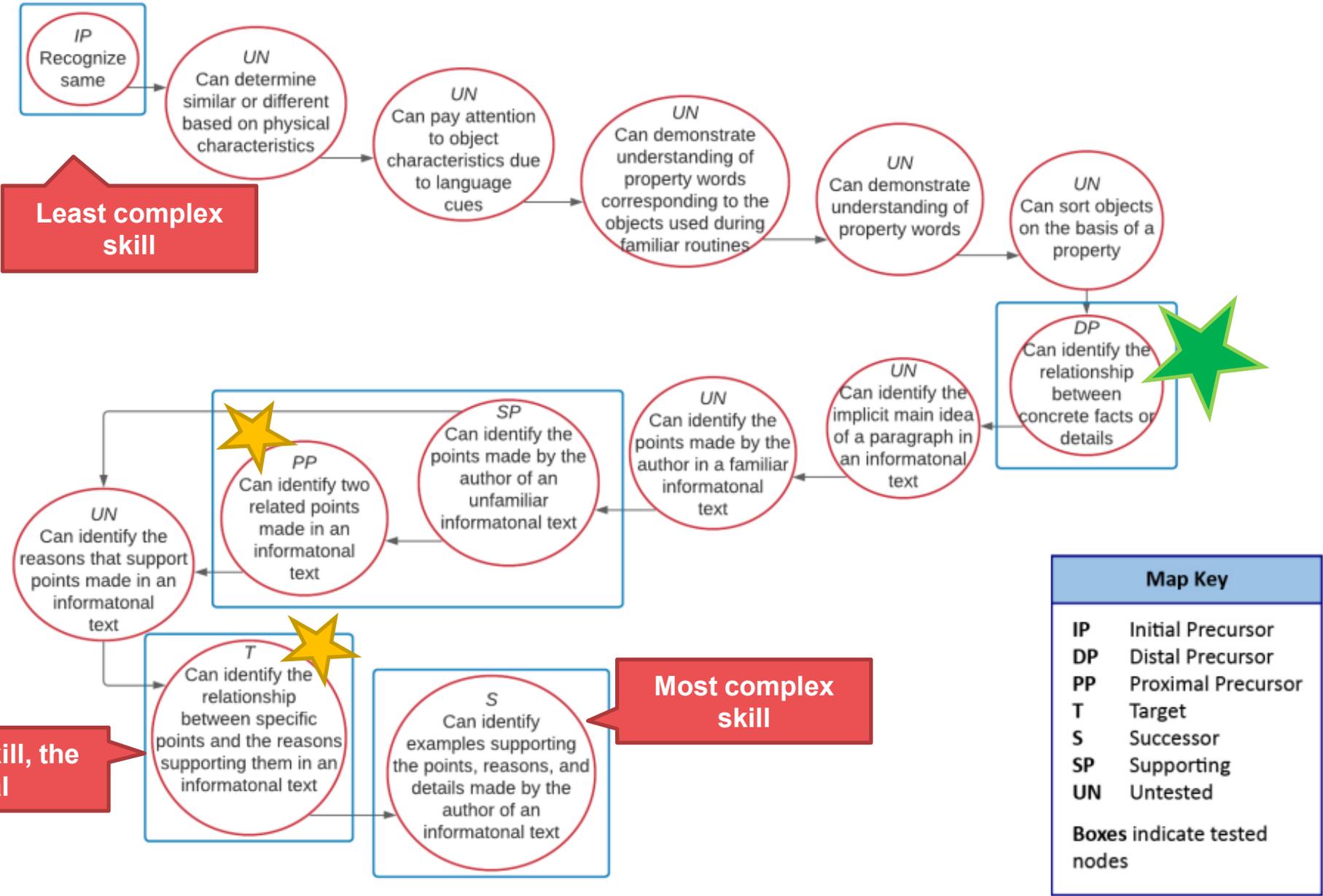
Essential Elements Mini Map of RI.5.8

Activity: Administering the Practice Testlet for RI.5.8.PP (Proximal Precursor).

Least complex skill

- **IP** Recognize same
- **UN** Can determine similar or different based on physical characteristics
- **UN** Can pay attention to object characteristics due to language cues
- **UN** Can demonstrate understanding of property words corresponding to the objects used during familiar routines
- **UN** Can demonstrate understanding of property words
- **UN** Can sort objects on the basis of a property
- **DP** Can identify the relationship between concrete facts or details
- **UN** Can identify the implicit main idea of a paragraph in an informatonal text
- **UN** Can identify the points made by the author in a familiar informatonal text
- **SP** Can identify the points made by the author of an unfamiliar informatonal text
- **PP** Can identify two related points made in an informatonal text
- **UN** Can identify the reasons that support points made in an informatonal text
- **T** Can identify the relationship between specific points and the reasons supporting them in an informatonal text
- **S** Can identify examples supporting the points, reasons, and details made by the author of an informatonal text

Most complex skill

Target skill, the goal

Map Key

IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
SP	Supporting
UN	Untested

Boxes indicate tested nodes

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Practice Testlets

- **Practice Testlets are available for ELA, math, and science**
  - Not all grade levels are available but testlets are available for elementary, middle, and high school.
- **Paper/PDF Testlets**
  - https://dynamiclearningmaps.org/instructional-resources-ye/english_language_arts/testlets
- **Computer-delivered practice testlets** available through the Student Portal
  - www.ride.ri.gov/assessment-manuals: *Guide to using the DLM Practice Activities and Released Test Items* includes instructions for logging in to the Student Portal.

Demonstration of Essential Elements Report

1. Go to RIDE Portal and log in.

2. Click on STUDENT DATA PORTAL icon.

3. Click on the ESSENTIAL ELEMENTS tab in the upper right corner.

4. Select a content area and grade level.

    1. You can also select a teacher from the Teachers drop-down.

    2. If you are a teacher, you should be able to see your students from last year.

5. Click SHOW.

NOTES: Only available for 2025. Currently, only available for public LEAs. Currently, only at the EE level, not sortable by Major Claims or Conceptual Ares.

Finding the Currently Tested EEs and the Year-End Blueprint

1. Go to: https://dynamiclearningmaps.org/instructional-resources-ye
2. Select either math or science and find the blueprint document for that content area.
3. Use the blueprint to find the Major Claim and Conceptual Area and EEs
4. Use the Currently Tested Essential Elements (with Mini-Maps) to find linkage levels and instructional resources.

English Language Arts   Mathematics   Science   Science - Spring 2027

English Language Arts

Select Category

| Essential Elements |
| Familiar Texts |
| Collections |

Complete List of Essential Elements for English Language Arts (pdf)
comprehensive list of all Essential Elements currently part of the DLM learning map model

Currently Tested EEs →
Currently Tested Essential Elements for English Language Arts (with Mini-Maps)
lists of PDFs for each Essential Element available for assessment. These PDFs provide the nodes at each linkage level and a mini-map showing the pathways between the nodes.

Year-End Blueprint →
*English Language Arts Blueprint for Year-End Model (pdf)
pool of available ELA Essential Elements (EEs) and the requirements for coverage within each conceptual area
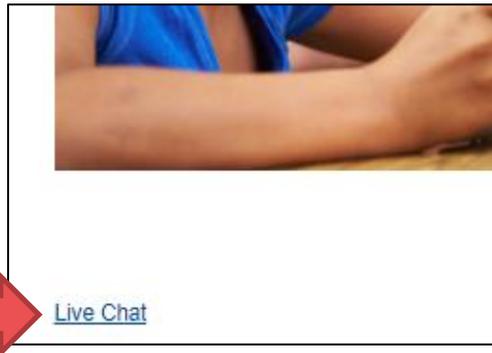
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Reference Information

Where to Get Help

Technical Issues:
Logins, Kite Student Portal functionality, Training Courses, downloading Kite Student Portal, etc.

DLM Help Desk:

- 855-277-9751

- Dlm-support@ku.edu

- Live chat feature in Educator Portal

Policy Issues:
Participation in DLM, student transfers between districts, test irregularities, etc.

Heather Heineke

- 401-222-8493

- Heather.Heineke@ride.ri.gov

Student Registration and Demographics:
Participation in DLM, grade levels, misspellings, registration for DLM, etc.

- Student information can be updated directly in Kite Educator Portal by the test coordinator.

- Correct the student information in the Enrollment Census and Special Education Census.

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DLM and Alternate Assessment Resources

Webpage Name	Contents	Link
One Percent Rule:	Information on the one percent threshold, statewide, on the number of students taking alternate assessments	www.ride.ri.gov/One-Percent-Rule-Assessment
Alternate ACCESS for ELLs	Information on students who are English learners and who qualify for the alternate assessment.	https://wida.wisc.edu/assess/alt-access
DLM-Specific:	DLM Alternate Assessment	www.ride.ri.gov/DLM
	Essential Elements	www.ride.ri.gov/DLM
	Eligibility for Alternate Assessments	www.ride.ri.gov/DLM
	Dynamic Learning Maps	www.dynamiclearningmaps.org

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Assessment Office Resources

- Assessment Mailbox: assessment@ride.ri.gov

- Assessment Resources: www.ride.ri.gov/TC
  - Manuals: www.ride.ri.gov/assessment-manuals
  - Training: www.ride.ri.gov/assessment-training
  - Accommodations: www.ride.ri.gov/accommodations

- Assessment Data Portal:
  - Public Site: https://www3.ride.ri.gov/ADP
  - Confidential Site: https://portal.ride.ri.gov/Account/Login

- Ana Karantonis (ACCESS for ELLs, psychometrics)
  - 401-222-8940
  - Ana.Karantonis@ride.ri.gov

- Heather Heineke (DLM, NGSA)
  - 401-222-8493
  - Heather.Heineke@ride.ri.gov

- Jackie Branco (NAEP, accommodations)
  - 401-222-4685
  - Jacqueline.Branco@ride.ri.gov

- Tricia Federico (RICAS, PSAT 10 and SAT)
  - 401-222-8478
  - Tricia.Federico@ride.ri.gov

- Phyllis Lynch (Director of Office of Assessment)
  - 401-222-4693
  - Phyllis.Lynch@ride.ri.gov

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RIMAC Library

The Rhode Island Materials Access Center

Paul V. Sherlock Center on Disabilities

- Currently houses over 200 kits to support all academic areas
- Kits connected to the Familiar Texts from the DLM
- There is a pick up/drop off box for access after hours
- Delivery is offered- check the site for dates in your area
- Must be a patron to reserve and check out material
- Signing up is free

Contact: Karen Morey at kmorey@ric.edu or 401-456-8891

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