Missouri Department of Elementary and Secondary Education

2019-20
MAP-A for Experienced Educators

August, 2019

Today’s Training

• Eligibility Criteria
• Required Test Administrator Training
• Navigating the Department of Elementary and Secondary Education (DESE) webpage
• Navigating the Dynamic Learning Maps (DLM) webpage
• Instructionally Embedded Assessments
• Teaching for Success
• Individual Score Reports
• NEW: Instruction and Assessment Planner
• Additional Important Information

Teacher Standards | Missouri Learning Standards
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Standard #2: Student Learning, Growth and Development | The Essential Elements (EEs) measured by the MAP-A in the content areas of English language arts (ELA), math, and science are directly aligned to the Missouri Learning Standards.
Standard #3: Curriculum Implementation
Standard #7: Student Assessment and Data Analysis
Important Dates

Important Dates for Testing Windows

Fall Window:
September 9, 2019-December 20, 2019

Spring Window
February 3, 2020-May 15, 2020

Transfer Student Information

• There is **not** a cutoff date for transfer students.
• If a student moves into your district from in-state or out of a DLM state, you will obtain the information from the previous district.
• Your assessment coordinator will contact the Assessment section at DESE, and they will assist you in this process so information will not be lost.
• If a student moves to another building in your district, the assessment coordinator will transfer that student and information.
• Accountability is the same as any other student.

Eligibility for MAP-A
Inconsistencies

- Regional training for Process Coordinators not always being passed down to teachers.
- Determinations of “most significant cognitive delay” not uniformly understood.

AVERAGE ABILITY RANGE

SIGNIFICANT Cognitive Delay

MOST SIGNIFICANT Cognitive Delay

https://dese.mo.gov/special-education/compliance/statewide-assessments

FLOW CHART CHECKLIST

MO #1-3
Flowchart: Step 1

Has the student been evaluated and found eligible under IDEA?

NO

YES

Flowchart: Step 2

Does the student demonstrate the most significant cognitive disabilities and limited adaptive skills that may be considered with physical or behavioral interference?

☐ The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by cognitive assessments.

☐ OR

☑ The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by pervasive support.

☑ AND

☐ The student demonstrates adaptive skills that are significantly limited compared to same age peers.

NO

YES

Flowchart: Step 3

Does the student have significant cognitive disability that impact the student's access to the curriculum and requires specialized instruction?

☐ The student requires highly qualified educational program staff, intensive supports, and modifications or accommodations for access to the general education curriculum.

☐ AND

☐ The student requires daily instruction for core academic standards and functional life skills at substantially lower grade level than that of peers with disabilities.

☐ AND

☐ The student receives instruction in a single curriculum or single instructional program that may include, but are not limited to, reviewed information in multiple settings, skills taught in substantially sheltered environments, with frequent prompts and guidance from adults.

☐ AND

☐ The student receives information to be transmitted primarily through methods other than reading or writing, due to limited reading ability.

☐ AND

☐ The student requires alternate methods to express or share oral and written ideas and information.

NO

YES
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Flowchart: Step 4

Will the student's most significant cognitive disability impact the student's post-school outcomes?

- Yes: The student's post-secondary outcomes will likely require supported or assisted living.
- No:

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Flowchart: Step 5

Is the student's inability to participate in the regular assessment primarily the result of the most significant cognitive disability and NOT excessive absences; visual or auditory disabilities; or social, cultural, language or economic differences?

- Yes: Student is eligible to participate in the Missouri Alternate Assessment
- No:

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Considerations for IEP teams

- Eligibility
  - Flowchart, checklist, webinar, etc.
- Transitioning students to MAP
  - Essential Elements
  - Missouri Learning Standards
MAP-A

- The MAP-A is required in three content areas:
  - ELA in grades 3-8 and 11
  - Math in grades 3-8 and 11
  - Science in grades 5, 8 and 11

- Form D is used for these grades as they are state assessments.

- NOTE: Districts may choose to administer the optional MAP-A ELA and math assessments to students in grade 9, 10 and 12, and the Science assessment in grades 3, 4, 6, 7, 9, 10 and 12 for local assessment use. Please refer to Form E.
2019-20 Required Test Administrator Training

- Missouri teachers will have optional modules available.
  - "Overview of the Instructionally Embedded Assessments" and
  - "How To Use the Instructional Tools Interface."

- Optional modules will appear at the bottom after required modules are completed and passed with 80% accuracy on the posttests.

Troubleshooting

- If unable to log into the training site, check to make sure you have an Educator Portal account or use the option for “Forgot password?”

- Your next step is to read the Test Administrator’s Manual and then call your RPDC for further assistance.

- If those steps do not resolve the issue, please contact Missouri’s DLM Help Desk at 1-844-675-4479 or DLM-support@ku.edu

- It is recommended that ONE person be appointed to contact the Missouri’s DLM Help Desk and not individual teachers.
DESE’s MAP-A Web Page: The Place for Resources
https://dese.mo.gov/college-career-readiness/assessment/map-a

How do I get to DESE’s MAP-A Web Page?
1. Go to: dese.mo.gov
2. Scroll down to Topics
3. Choose: MAP
4. On the right, choose: MAP-A

NOTE: When you open the MAP-A page, be sure to scroll the length of the entire “MAP-A” Web Page as there are many resources toward the bottom of the page.
Navigating the Dynamic Learning Maps (DLM) Website

https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards
Must View Educator Resource Videos:

- Using the Instruction and Assessment Planner (4:49)
- Overview of Instructionally Embedded Assessments (18:10)
Instructionally Embedded Assessments

- Integrate instruction with assessment seamlessly
- Based on the student’s academic goals
- Administered throughout the school year

Instructionally Embedded Assessments (cont.)

- Instructionally embedded alternate assessment allows teachers to choose
  - Essential Elements for instruction based on blueprint guidelines
  - Linkage level for each testlet based on student needs
  - KITE system will suggest a linkage level, but the teacher can select a different level if desired
- When to assess each student based on instruction and assessment window timeframes

Instructionally Embedded Assessments (cont.)

- Are taken any time during the window when a student is prepared, based on the teacher-provided instruction
- Are an individual assessment—not a group assessment where the class takes the same test at the same time
- Are not to be administered in a bunch at the end of a window, where all testlets are taken in a short time
Instructionally Embedded Assessments (cont.)

- Identify student’s knowledge, skills, and understanding relative to grade-level targets
- Utilize student progress reports to:
  - Evaluate if additional instruction is needed
  - Determine if the student is ready to move on to another linkage level or Essential Element

Instruction and Assessment Cycle

To best meet the intent of the Instructionally Embedded assessment, instruction and assessment follow a cycle.

Science Assessment

Fall Window
- Essential Elements for instruction and assessment are selected in the Instruction and Assessment Planner
- Testlets are optional, but strongly encouraged, during this window.
- Testlets taken are NOT used for accountability purposes.

Spring Window
- Essential Elements are NOT selected in the Instruction and Assessment Planner
- Testlets are required during this window.
- Testlets taken are used for accountability purposes.
Ideas for Success

1. During the Instructionally Embedded Windows, monitor and track progress on Essential Elements. Keep notes on the progress and give descriptive feedback to students.
2. Keep your calendar updated.
3. Gain a clear understanding of the Essential Elements by deconstructing or unwrapping them.
4. View the Professional Development Modules to better understand how to teach the EE.
5. Use the Practice and Released Items with the students prior to administration of the actual testlets.
6. Use the information from Linkage Levels and Mini-Maps for ELA and math to plan instruction and create IEP goals.

Suggestion One

- During the Instructionally Embedded testing windows, monitor and track progress on EE.
- In Kite Educator Portal, access and use the Instruction and assessment Planner to keep track of progress, take notes and give descriptive feedback to students.
Suggestion Two

- Keep your calendar updated.
- Take a look at your calendar up to this point.

Suggestion Three

Gain a clear understanding of the Essential Elements by deconstructing and unwrapping them.

Instructional Resource

http://dlmpd.com/instructional-resources/
Suggestion Four

View the Professional Development Modules online to better understand how to teach the EEs.

DLM Professional Development Modules
https://www.dlmpd.com/all-modules-organized-by-claim/

District Staff Training Resources
https://dynamiclearningmaps.org/district-staff-training-resources-ie
Suggestion 5

Use the Practice and Released Items with the students prior to administration of the actual testlets.

The Kite Student Portal must be installed before you can access practice activities or released testlets.

IMPORTANT NOTE: For the 2019-20 school year, the Kite® Student Portal has been upgraded to Version 7.0. Users must uninstall any outdated versions of Kite® Student Portal from your Windows and/or Mac testing devices and install version 7.0.

Practice Activities and Released Testlets

- DLM has prepared practice activities to familiarize users with the way testlets look in Kite. **One is for teachers and the other is for students.**
- They also have released testlets that are similar to the real DLM testlets in content and format.
- Follow this link: [http://dynamiclearningmaps.org/sites/default/files/documents/Majors_Blueprints/Guide_to_Practice_Activities_and_Released_Testlets_IM.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/Majors_Blueprints/Guide_to_Practice_Activities_and_Released_Testlets_IM.pdf)

Released Items

MAP-A > Manuals

[Map Image]
Suggestion 6

Use the information from Linkage Levels and Mini-Maps for ELA and math to plan instruction and create IEP goals.

Using EEs When Writing IEPs

• The RPDCs have trainings in each region.
• These trainings are on My Learning Plan for enrollment.

Individual Score Reports (ISR)
ISR General Information

- ISRs are located in Educator Portal under the Report tab
- DLM results are not based on raw or scaled scores
- ISRs are in two parts:
  - Performance Profile
  - Learning Profile
- Directors and teachers will need to have access to run the parent report and student report. The parent report should be sent out at approximately the same time as MAP and EOC.

ISR: Performance Profile

DLM Performance Level Descriptors:
- Emerging
- Approaching the Target
- At Target
- Advanced

**Performance Level Descriptors may help in setting goals and daily instruction at the beginning of the year for performance at the end of the previous year.

Mastery of Conceptual Areas are also included in the profile as the next slide illustrates.
ISR: Learning Profile

- The Learning Profile describes
  - EEs tested, including the skills mastered and not mastered;
  - EEs not tested among those available to be tested in the grade and subject;
  - outlines the number of EEs and Conceptual Areas tested out of the number expected for the grade level; and
  - contains the number of EEs that students were required to be tested on and the number on which the student actually tested.
Suggestions for Using the Learning Profile

• Set Instructional Goals
• Connect previous grade’s EEs to current grade
• Identify strengths and weaknesses
• Guide goal development for a standards based IEP
  □ PD modules are also available at www.dlimpd.com

Hints to Interpreting the ISR

• The amount of white space does not necessarily reflect a lack of instruction. DLM is designed so students may be instructed at a linkage level that is an appropriate level of challenge for them.
• Students with the most significant cognitive disabilities have a variety of educational goals. Academics are one part of their educational program.
• Teachers provide instruction beyond what is reflected in the student’s DLM profile, including other academics, functional skills, and other priorities identified in the IEP.

Hints to Interpreting ISR

• Remember that judgement of mastery is based on what the student demonstrated on the DLM assessments.
• A student may have demonstrated a similar skill during instruction but not demonstrated the skill during a DLM assessment.
• The assessment measures where students are with regard to the grade-level target.
• Not all students will perform at the target level, and this is to be expected.
• The number of skills mastered does not mean that a student answered a certain percent of items correctly.
NEW: Using the Assessment and Instruction Planner

Instruction and Assessment Planner

Instruction and Assessment Planner: Student Activity Table
Strategies for Meeting Blueprint Requirements

- When looking at the blueprint, decide what Essential Elements are required for ALL grades in your classroom.
- Fall and spring window
  - Same set of ELA and/or mathematics Essential Elements may be taught and assessed during both the fall and spring windows.
- Use professional judgment to decide how to create instructional units with the entire class to meet blueprint requirements.

Creating an Instructional Unit in Your Classroom

### Mathematics Grade 3

- Students demonstrate understanding of measurement concepts and procedures.
- Choose two Essential Elements from above for this lesson:
  - Measurement: Understanding of measurement concepts and procedures.
  - Choose two Essential Elements from above for this lesson:

### Mathematics Grade 4

- Students demonstrate understanding of measurement concepts and procedures.
- Choose two Essential Elements from above for this lesson:
  - Measurement: Understanding of measurement concepts and procedures.
Use the Instruction and Assessment Planner as a Tool

- Combine several Essential Elements into an instructional unit and select them at one time.
- When the assessment window opens, select all Essential Elements planned for instruction so a student meets blueprint requirements.
- Print the Student View Page after making selections and create a timeline for instruction and assessment throughout the window in order to meet requirements.

Additional Important Information

Testlet Information Pages

- The Test Administrator will be provided with a Testlet Information Page (TIP) for each testlet.
- How to obtain TIPs is described fully in the Test Administration Manual.
- During the Instructionally Embedded Fall/Winter Window, TIPs are located next to the Test Tickets. To find them, login to Educator Portal and click on the Test Management tab.
- During the Spring Summative Testing Window, TIPs are acquired as a PDF in the Test Management Section but will NOT be accessible after the first viewing. It is vital for educators to download or print the TIP page.
Test Administration Practices

- Test Administrators may need to use their best judgement and be flexible while administering the assessment.
- Test Administrators may provide additional supports beyond Personal Needs and Preferences (PNP) options.
- Supports described in the Allowable Practices section of the Test Administration Manual are allowed for testlets unless exceptions are noted in the Testlet Information Page (TIP).

Thank you for your time and all that you do to support our students! Should you have further questions, please do not hesitate to contact your RPDC consultant.