**MAP-A Teacher Training Script**

by Caryn Giarratano, 8/10/22

Slide 1: **MAP-A Teacher Training**--Good afternoon. I am Caryn Giarratano, the Assistant Director of Assessment in charge of the Missouri Assessment Program-Alternate—commonly called MAP-A. This required state assessment is given to the most severely cognitively disabled students who form the lowest one percent of the academic range for the tested student population.

Slide 2: **Part One Overview**--The Alternate instruction and assessment program, called the Kite program, is managed by Dynamic Learning Maps, a consortium of 22 states, with the Kansas University Achievement and Assessment Institute taking the lead as the administrator of the program.

Slide 3: **Kite Programs--**Five programs operate under the “Kite” umbrella—Educator Portal, Kite Suite, Student Portal, State Education Agency, and DLM Training Courses (nicknamed Moodle). The primary program is Educator Portal, a massive database for educators.

Slide 4: **Educator Portal Uses**--Educator Portal allows users to add information, retrieve information, and complete a variety of tasks, such as:

* Pull reports
* Enter user names
* Choose testlets
* Pull data extracts
* Enter, view, or retrieve student data (such as Individual Student Reports)
* Choose Essential Elements
* View the Test Information Page
* Enroll students
* Roster students
* Manage instructional plan items called Essential Elements (EEs)

Slide 5: **Parameters of** **MAP-A**--Students who are eligible for MAP-A do not participate in the grade level or end of course standardized assessments. MAP-A students in grades 1-12 who qualify as English learners may also take the WIDA Alternate ACCESS English language proficiency test. MAP-A students are not included in national or international assessments.

Slide 6: **Missouri Learning Standards and Crosswalks**—The English language arts, math, and science Essential Elements--assessed by MAP-A—are directly aligned to the Missouri Learning Standards, although at a reduced breadth, depth, and complexity. The red arrows indicate the Alternate Standards and the Alternate Crosswalks. Please find links to the Standards and Crosswalks in the script:

* [Missouri Learning Standards Web Page](https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards)--standards for all content areas, as well as the Alternate Standards (MAP-A).
* <https://dese.mo.gov/media/pdf/curr-mapa-ela-k-12-crosswalk>
* <https://dese.mo.gov/media/pdf/curr-mapa-math-k-12-crosswalk>
* <https://dese.mo.gov/media/pdf/curr-mapa-science-k-12-crosswalk>

Slide 7: **Instructionally Embedded Assessments**--Instruction and assessment occur throughout the year. Missouri has two Instructionally Embedded test windows that span three months each. The fall window opens in September and closes in December. The spring window opens in February and closes in May. Assessment items and tasks are embedded in the day-to-day instruction provided by teachers. This model is different from the more traditional year-end testing in which a student’s knowledge is assessed for all subjects during a few weeks in the spring. The primary intention of the Instructionally Embedded Assessments is to connect instruction and assessment to a student’s individual goals. The instruction-assessment relationship does not “teach to the test,” but actually “tests the instruction.” The process was designed to allow students with the most significant cognitive disabilities opportunities to show what they know and can do, captured during the peak of when they know it.

Slide 8: **Missouri uses Two Models**—ELA and math use the Instructionally Embedded Model, in which students are required to be tested in both fall and spring windows in grades 3-8, and 11, with both testing windows incorporated into the student’s overall performance toward the mastery of the Alternate Standards. Science uses a Year-End Model with students required to test in grades 5, 8, and 11 in the spring. Accountability is measured only in the spring for science.

Slide 9: **Integrate Goals and EEs**—Educators should base Essential Elements instruction and assessment choices on a student’s learning targets, grade level, and IEP goals. It is recommended that teachers begin the teaching/testing pattern immediately after each window opens in September and again in February to completely cover the Blueprints for ELA, math, and science.

Slide 10: **Part Two--DESE Eligibility Criteria**—Please view the MAP-A Compliance page to find the decision-making documents used to determine if a student qualifies for MAP-A (click on the Eligibility tab on the MAP-A page). The Individualized Education Program team, using the DESE Eligibility Criteria, determines if a student qualifies for MAP-A. See the script to view the link to the compliance page…<https://dese.mo.gov/special-education/compliance/statewide-assessments>

Slide 11: **Student Eligibility**--The average IQ scores of general education students fall between 85 and 115, with 68 percent of the population in this range. A significant cognitive delay is found in two percent of the student population, with IQ scores that fall at 70 or below. Students with the most significant cognitive delay form one percent of the population, with IQ scores that fall at, or below, 55. Students with the most significant cognitive delay require constant supervision and assistance.

Slide 12: **IDEA Guidance**--IDEA does not provide guidance on determining the most significant cognitive disabilities. It does however, state under Section 300.304(3)(c)(1) that we must assess in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally. Please view the script to read the full text of this section.

Section 300.304(3)(c)(1) “Assessments and other evaluation materials used to assess a child under this part—(i) are selected and administered so as not to be discriminatory on a racial or cultural basis; (ii) are provided and administered in the child’s native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer; (iii) are used for the purposes for which the assessments or measures are valid and reliable; (iv) are administered by trained and knowledgeable personnel; and, (v) are administered in accordance with any instructions provided by the producer of the assessments.”

Slide 13: **Decision Making Flow Chart**—This graphic shows part of the decision-making steps the IEP team uses to evaluate students for the MAP-A program. Either of two formats may be used--the flow chart or the checklist--to walk through the five criteria to determine a student as MAP-A. Both formats are used in conjunction with the Guidance Document.

Slide 14: **Flow Chart Step 1**--The first criteria states that students who have been identified under the Individuals with Disabilities Education Act (IDEA) are eligible to participate in the alternate assessment. Students who only have a medical diagnosis or a 504 Plan are not eligible to participate in the alternate assessment. IEP Teams must document all decisions.

Slide 15: **Flow Chart Step 2**-- The second criteria evaluates cognitive abilities and adaptive skills. There is no one assessment or method of determining if a student demonstrates the most significant cognitive disability. This decision is made by comparing the student’s cognitive and adaptive skills to the entire population of other students of the same age—not just other students within the district or school building. In addition to demonstrating the most significant cognitive disabilities, the student must also demonstrate adaptive skills that are significantly limited, compared to same age peers.

Slide 16: **IQ is Part of Decision-Making**--While an IQ score is not the sole criterion to determine if a student should participate in the Missouri Alternate Assessment, it would be expected that students taking the alternate assessment would score significantly lower than their peers, with or without disabilities, on standardized tests of knowledge and cognition. It would also be expected these students may be unable to achieve a valid score on general education standardized tests. If a general education standardized cognitive assessment instrument cannot be used, documentation from multiple sources (not just an adaptive behavior assessment) must show the normal level of support required by the student, including the skills the student is capable of performing, and those in which he/she has difficulty.

Slide 17: **Student Review Areas**--A comprehensive review would be expected to include each of the following areas: communication, self-care, daily living, social skills, access to community, self-direction, health and safety, functional academics, leisure, and work. In addition, adaptive skills measured by tests of adaptive functioning must correspond with the scores from the cognitive evaluation, and indicate the student is functioning in the most significant classification range.

Slide 18: **Flow Chart Step 3**—The third step asks if the student’s disability affects his or her ability to engage in daily instruction at his or her chronological age.

* Are the student’s academic content standards and grade level benchmarks substantively different from that of peers with or without disabilities?
* Does the student require intensive instructional strategies, which may include, but are not limited to, repeated drill/practice in multiple settings, and skills taught in substantially smaller steps than peers, with frequent prompts and guidance from adults?
* Does the student require intensive supports in the school setting as evidenced by individualized instruction, adult supervision, and assistance throughout the school day?
* Does the student’s modified curriculum consist of functional life skills, such as pre-academics, communication, self-care, daily-living, and social skills?
* Does the student require information to be obtained primarily through methods other than reading, due to limited reading ability, and also requires alternate methods to express or share oral or written ideas and information with others?

Slide 19: **Flow Chart Step 4**-- The fourth criteria asks if the student’s postsecondary outcomes for independent living will likely require supported or assisted living.

* The student may have a guardian when he/she turns age 18.
* The student would require moderate to significant supervision in order to access the community for recreation, employment, training, and daily living.
* The student’s postsecondary outcomes for education/training will likely include on-the-job training for sheltered or supported employment, as well as, skill acquisition for social, communication, and/or behavior.
* The student’s postsecondary outcomes for employment will likely result in sheltered or supported employment, part-time employment, participation in day activity centers, or home.

Slide 20: **Flow Chart Step 5**--The fifth criteria asks for the reason the student has difficulty with the general education curriculum. If the answer to all five flow chart steps is “yes”, then the student is eligible to participate in the alternate assessment. Possible answers may include:

* excessive absences
* visual or auditory disabilities
* social, cultural, language, or economic differences
* impact of a most significant cognitive disability
* limited adaptive skills

Slide 21: **Eligibility Criteria Checklist**—The same criteria presented in the Flow Chart is offered in the format of a checklist.

Slide 22: **Guidance Document**--The Guidance Document provides guidance and clarification as well as examples of students who would and would not be eligible for participation in the alternate assessment. MAP-A eligibility is to be considered and determined at every annual IEP meeting. It is best practice to sign and date the checklist of all IEP team members and place it in the student's file.

Slide 23: **Part Three—Teacher Resources**—Both the DLM and the DESE MAP-A pages contain numeroushelpful documents, guides and manuals that teachers are encouraged to use.

* Educator Portal Manuals
* DLM Missouri Page
* DLM Professional Development
* DLM Training Courses

Slide 24: **Review Educator Portal Manuals**—Teachers are encouraged to read five of the eleven manuals posted on the DESE MAP-A page and the DLM Missouri page:

[Accessibility Manual](https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Accessibility_Manual.pdf)

[Educator Portal User Guide](https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Educator_Portal_User_Guide_Missouri.pdf)

[Guide to Required Test Administrator Training](https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Guide_to_Required_Training_IE_Missouri.pdf)

[Guide to Practice Activities & Released Testlets IM](https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Guide_to_Practice_Activities_and_Released_Testlets.pdf)

[Test Administration Manual](https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Test_Administration_Manual_IE.pdf)

Slide 25: **View the DLM Missouri Page**—From the landing page (dynamiclearningmaps.org), click on “For States” in the blue menu bar (see the red arrow) and choose Missouri. See the collection of videos at the links in the script:

* [DLM Score Report Videos for Instructionally Embedded Model States](https://dynamiclearningmaps.org/score-report-resources-ie)
* [Educator Resource Videos for Instructionally Embedded States | Dynamic Learning Maps](https://dynamiclearningmaps.org/educator-resource-videos-ie)

Slide 26: **Review** **Professional Development**—View resources located under the [Professional Development](https://dynamiclearningmaps.org/professional-development) link on the landing page at dynamiclearningmaps.org (see the red arrow). The link is in the script.

Slide 27: **Access to DLM Training Courses**—About 24 hours after a teacher account is created in Educator (usually by the MDTC), an account will be automatically created in the [Training Course program](https://training.dynamiclearningmaps.org/login/index.php). To login to the Training Course, use your email address as a username and the first part of your email address, before the @, as your temporary password. To prepare for the training, read the [Guide to DLM Required Test Administrator Training.](https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Guide_to_Required_Training_IE_Missouri.pdf) New teachers must complete four, one-hour modules with an 80 percent accuracy, via self-directed or facilitated instruction. Returning teachers must complete one module with four quizzes. If the required 80 percent per quiz is not met, the teacher will be required to take additional training. When finished, click “Get Certificate” to print the Completion Certificate.

Slide 28: **Find Help Learning MAP-A**—There are many sources to ask to find answers to MAP-A questions. Teachers may ask:

* An experienced coworker
* MAP-A district test coordinator
* [RPDC consultant](https://dese.mo.gov/media/pdf/regional-professional-development-centers-rpdc-rev-7-22), Facilitated Training for teachers is provided by Missouri Regional Professional Development Center (RPDC) personnel. View the [link](https://dese.mo.gov/media/pdf/missouri-rpdc-map) in the script for contact information.
* DLM Service Desk (1-844-675-4479, DLM-support@ku.edu)
* DESE Assistant Director of Assessment, Caryn Giarratano (573-751-6731, caryn.giarratano@dese.mo.gov)

Slide 29: **Part Four--Tour of DESE MAP-A Page--**To learn more about MAP-A, visit the DESE MAP-A page. The link is in the script: <https://dese.mo.gov/quality-schools/assessment/map-a>. Please bookmark this site to allow for future quick reference.

Slide 30: **DESE MAP-A Page Tabs**—(screenshot)There are six tabs on the MAP-A webpage to organize the guidance documents.

Slide 31: **Administration Tab**—On the Administration tab, please view [MAP-A Responsibilities for School District Personnel](https://dese.mo.gov/media/file/map-responsibilities-school-district-personnel), a guidance document under the Administration tab to view what MAP-A responsibilities are assigned to the DTC, the MAP-A DTC, the Data Manager, and the Test Administrator (teacher). Also included in this document are deadlines and links for more information. Other documents on this tab include explanations of the assessment model Missouri uses (Instructionally Embedded), the number of testlets required by each grade and subject, scoring and reporting information for data managers, and translation guides for uploading enrollment, rosters, and users.

Slide 32: **Testlets to Cover Blueprint**--This [chart](https://dese.mo.gov/media/pdf/asmt-mapa-resources-testlets-required-chart) indicates the minimum of testlets required to cover the Blueprint of each subject per grade. For example, in grade 6, there are seven ELA testlets required, six math testlets required, and no science testlets required. However, it is best practice to teach and test the science Essential Elements and give grade 6 students all nine of the science testlets. This chart must be covered twice during the school year—once during the fall testing window, and once during the spring testing window.

Slide 33: **Eligibility Tab**—The Eligibility [tab](https://dese.mo.gov/special-education/compliance/statewide-assessments) links to the Compliance page for [eligibility guidance](https://dese.mo.gov/special-education/compliance/statewide-assessments) for MAP-A students, with links to Form D, Form E, the IEP Form, Assessment Checklist, Decision-Making Flow Chart, and Decision-Making Guidance Document.

Slide 34: **Manuals Tab**—Links to the 11 Dynamic Learning Maps manuals are posted here for school district personnel’s convenience. Please note that there are guidance manuals for teachers, MDTCs, technology people, and data managers.

Slide 35: **Resources Tab**—The MAP-A program provides a wide array of supporting materials that are housed on this tab, including: Blueprints, Performance Level Descriptors, Kite Collector information, the Student Portal closure procedure on a Mac, and how to submit student writing samples.

Slide 36: **Blueprint Claims and EEs**—In the MAP-A program, only three subjects are tested: ELA, math, and science.

* Each subject has a Blueprint--a collection of information to teach each student per subject per grade level.
* Each subject is divided into four claims.
* Listed within each claim are Concepts.
* Within each Concept are small chunks of information called Essential Elements.
* Each grade level in the Blueprints has a page of Essential Elements for each subject.

Slide 37: **Math Blueprint Example**--In this 5th grade math example of part of a Blueprint, there are three sets of instructions visible (see the gray rows).

* The first set of instructions says: Choose three Essential Elements from Claim 1 in at least two different conceptual areas.
* The red arrow points to the instructions.
* The blue arrow points to Claim 1.
* The yellow dots are examples of Essential Elements that could be chosen to follow the instructions.
* Note: There are seven Essential Elements in Claim 1, from which to choose three Essential Elements within three Concepts.

Slide 38: **Training Tab**—This PowerPoint presentation and script, called Teacher Training PowerPoint, and Teacher Training Script, are posted under this tab with other professional development presentations regarding the MAP-A program for users of Educator Portal and Student Portal. Information on this tab was created to help teachers with required training, student instruction, and student testing. All MAP-A teachers are required to take the DLM Required Training, nicknamed Moodle, prior to testing MAP-A students in Student Portal. The Required Training link is in the script… <https://training.dynamiclearningmaps.org/>

Slide 39: **Parent Information Tab Section 1 and 2**—The Parent Information tab is organized into three sections.

* Section 1: Explanation of the MAP-A Program, for parents in seven languages, with reports in two languages to explain how the alternate assessment prepares students for their future.
* Section 2: Individual Student Report Information, documents for parents to explain the ISRs from a variety of perspectives.
* Section 3: Remote Learning, with resources to create curriculum, practice taking released testlets, and learning activities for parents and teachers.

Slide 40—**Parent Information Tab Section 3,** **Finding an Activity**—The Build Your Own Curriculum has instructions in a PowerPoint called [Finding an Activity](https://dese.mo.gov/media/file/finding-activity-match-essential-element). This is guidance on how to create curriculum based on the Dynamic Learning Maps Essential Elements. This program is used by the Missouri School for the Severely Disabled.

Slide 41: **Part Five--DLM Missouri Page Resources--**Bookmark the [Kite Educator Portal Landing page](https://dynamiclearningmaps.org). Bookmark the [DLM MAP-A Missouri page](https://dynamiclearningmaps.org/missouri). View linkage levels, released testlets, collections, glossaries, and subject-specific information at [Instructional Resources](https://dynamiclearningmaps.org/instructional-resources-ie/mathematics/testlets). The links to these resources are in the script

Slide 42: **Five Linkage Levels for ELA and Math**-- There are five Linkage Levels for ELA and math: Initial precursor; Distal precursor; Proximal precursor; Target (at the Essential Element level); and Successor (close to Grade Level Standard).

Slide 43: **Three** **Linkage Levels for Science**--The two lowest linkage levels in ELA and math are combined into Initial for science. The two highest linkage levels in ELA and math are combined into Target for science. The highest science Linkage Level is the Target Linkage Level, which is most aligned to the content of the grade-level standard. The Initial and Precursor Linkage Levels are less complex than the Target Linkage Level and provide access to the Target Linkage Level at a reduced depth, breadth and level of complexity. Testlets at the initial Linkage Levels are intended for students who do not yet have symbolic communication.

Slide 44: **Science Is Different from ELA and Math**—Science does not use a learning map, major claims or conceptual areas. Instead, science uses domains, core areas, and topics. However, science DOES use EEs that align to the Missouri Learning Standards, the same as ELA and math.

Slide 45: **Mini-Map:** **Essential Element,** **Grade Level Standard and Linkage Levels**—This 3rd grade ELA chart depicting Essential Element ELA.EE.RL.3.1 shows the connection among Essential Elements, Missouri Learning Standards for Grade Level, and Linkage Levels, including descriptions. The link to the Grade 3 ELA Mini-Map is in the script. Use information from Linkage Levels and Mini-Maps for ELA and math to plan instruction and create IEP goals. Every goal must have a short-term objective or benchmark. Check with your RPDC for training on Developing Standards-Based IEPs using Essential Elements.

Slide 46: **Writing Overview**—The Essential Elements for Writing are set up differently than other EEs. View the DLM Writing Testlets Overview on the DLM Missouri page to learn about writing tools for MAP-A students. Teachers are to choose only one EE for writing for the appropriate linkage level. Both categories of writing testlets, Emergent and Conventional, are teacher-administered. See the script for links to professional development training on writing.

* [DLM Professional Development Packages](https://www.dlmpd.com/professional-development-packages/)
* [Tested Essential Elements for English Language Arts](https://dynamiclearningmaps.org/essential-elements/ela)
* [List of all DLM ELA Essential Elements](https://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/DLM_Essential_Elements_ELA_%282013%29_v4.pdf)
* [Test Administration Manual](https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Test_Administration_Manual_IE.pdf)
* [Self-Directed Learning Module on Emergent Writing](https://unc.az1.qualtrics.com/jfe/form/SV_es4fZVSDnrafgpv?Q_JFE=qdg)
* [Video on Emergent Writing](https://www.dlmpd.com/emergent-writing/).

Slide 47: **Student Report Archive**—Logon to Educator Portal. Click on the blue box called Reports, then select Student Report Archive. A choice of two boxes are presented to allow the teacher to look up a student under the last name or under the MOSIS number/Student State ID to find past Individual Student Reports.

Slide 48: **Part Six—Tasks for Teachers**--The first step in assuming the MAP-A teacher responsibilities in Educator Portal is to contact your MAP-A District Test Coordinator to request an Educator Portal account, or to ask him or her to request DESE to transfer your account from last year’s district to this year’s district.

Slide 49: **Find** **Educator Portal Link** (screenshot)—To find the Educator Portal link, go to the landing page at <https://dynamiclearningmaps.org/> and click on the words Educator Portal (see the red arrow).

Slide 50: **Educator Portal Login Screen** (screenshot)--When the login page opens, fill the blanks. Your user name is your email address. Use the password you created that fits the requirements sent in the email from Kite when you were invited to activate your account. Click Sign In.

Slide 51: **Sign Security Agreement** (screenshot)—“My Profile” automatically opens to the Security Agreement. Click the box that says “agree” and click Save. Then, x out of this box.

Slide 52: **Student Rosters**—Ask your MAPA District Test Coordinator to roster your students to you, so you can view their profiles.

Slide 53: **Teacher Duty Highlights**--The MAP-A Test Administrator (teacher) is responsible for completing the First Contact Survey, completing the Personal Needs Profile, creating instructional plans in the Instruction and Assessment Planner, instructing students, testing students in Student Portal, and reading each DESE *MAP-A Update* to keep up with MAP-A guidance and deadlines.

Slide 54: **Use Blueprints to Plan Instruction**--Use hardcopies of Blueprints from the Resources tab on the DESE MAP-A page ([ELA](https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/DLM_IE_ELA_Blueprint.pdf), [math](https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/DLM_IE_Math_Blueprint.pdf), [science](https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/DLM_Science_Phase_I_Blueprint.pdf)) the first week of school as guides to create curriculum and later select Essential Elements in the Instruction and Assessment Planner in Educator Planner. In the Planner, choose the Linkage Level for each EE (the system will recommend a level, but teachers may override that suggestion). This process must be completed twice (fall and spring).

Slide 55: **Clean Data in EP—**Before and during the testing windows are good times to tidy Educator Portal to ensure the data for the test results are clean. Suggestions…

* Verify that email address and educator identifier match
* Submit all First Contact Surveys, even if not planning to test
* Complete Personal Needs Profiles, even if not planning to test
* Check for accuracy in student profiles, especially MOSIS numbers
* Keep MAP-A students enrolled in Educator Portal, even if not planning to test

Slide 56: **Part Seven—Student Testing**—Students are tested in Student Portal using the students’ credentials (found in the Instruction and Assessment Planner).

Slide 57: **Update Student Portal--**Student Portal is the Kite program used to test students and must be updated each year before the first testing window--many teachers ask their IT department to help. For the 2023 school year, version 9.0 must be downloaded and installed. The instructions are found on Kite Suite in the menu bar of the landing page at [dynamiclearningmaps.org/kite](https://dynamiclearningmaps.org/kite).

Slide 58: **Take** **Practice Testlets First**—Review the [Guide to Practice Activities](https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Guide_to_Practice_Activities_and_Released_Testlets.pdf) to learn the format and view examples of the testlets. Use demo.sue to view PNP Profile choices. Click on the links in the script to view the links to see sample Testlet Information Pages. Teachers must view the TIP sheets before testing.

* [Sample Testlet Information Pages and Released Testlets in English Language Arts](https://dynamiclearningmaps.org/instructional-resources-ie/english_language_arts/testlets)
* [Sample Testlet Information Pages and Released Testlets in Mathematics](https://dynamiclearningmaps.org/instructional-resources-ie/mathematics/testlets)
* [Sample Testlet Information Pages and Released Testlets in Science](https://dynamiclearningmaps.org/instructional-resources-ie/science/testlets)

Slide 59: **Two Methods to Test**--Students may be tested via student direct interaction with the computer with teacher support, or via the teacher typing on the computer for the students. Student abilities range from the lowest linkage levels without symbolic understanding, to students at highest linkage levels who cannot independently complete abstract tasks.

Slide 60: **Best Practice: Test Grades 3-11**…The alternate assessment program offers instruction and testing in only three content areas: English language arts, math, and science. It is best practice to teach and test all three content areas to MAP-A students in grades 3-11. This promotes continuity of instruction and a constant reminder of the testing format. Testing non-required grades does not cost the district, does not count against the one percent cap, and is not used for accountability. Science is grade-banded, meaning that the same concepts are taught in each span of grades: 3-5, 6-8, and 9-11. That means that students who test in grade 3 are directly preparing for the grade 5 test that is used for accountability.

Slide 61: **Testing Pattern**--After teaching the student an EE to his or her highest level of understanding (or one EE from each subject--ELA, math, and science) test on that/those EEs to capture what the student knows when he or she knows it, using Student Portal. Student credentials are found in the Instruction and Assessment Planner in Educator Portal. Blueprints of the Essential Elements are found on the DESE MAP-A page under the Resources tab.

Slide 62: **First Contact Survey**—Testlets will not be generated until the First Contact Survey is completed and submitted. After the MDTC enrolls and rosters the student, the teacher must complete the First Contact Survey (FCS) and Personal Needs Profile (PNP). Both must be updated every year. The initial linkage level for testlets is determined by the information in the FCS: communication, academic skills, attention, special education services, sensory capabilities, and computer skills. For details, see the [*Test Administrator Manual*](https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Test_Administration_Manual_IE.pdf), Appendix A. See instructions to find the First Contact Survey in the script.

* Go to the landing page at [dynamiclearningmaps.org](https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Guide_to_Practice_Activities_and_Released_Testlets.pdf), and click on Educator Portal.
* Logon using your email address as your user name and the password you created.
* Click on Settings and select Students.
* Click Search.
* Find your student’s name.
* Find the First Contact column.
* Click on the hotlink in the First Contact column to complete the First Contact Survey.
* While you are on this screen, also complete the Personal Needs Profile, including Accessibility Features (for example, human read aloud). Be sure to save.

Slide 63: **Test Information Page (TIP**)--The Test Administrator must view the Testlet Information Page (TIP) for each testlet to learn what materials are needed, what materials may be used as substitutes, and accessibility supports that are NOT allowed. For example, for a testlet, the teacher may need a picture of a smiling boy. So, the TIP will include a picture of a smiling boy. Please see the Test Administration Manual on Test Information Page for more details. Be sure to destroy all TIP materials when finished with testing. The TIP for ELA and math is found in the same location all year. The location of the science TIP is different for fall and spring.

Slide 64: **Location of TIP for ELA, Math and Fall Science**—To find the TIP for ELA, math and Fall Science, go to the landing page at dynamiclearningmaps.org and click on Educator Portal. Logon. Click on Manage Tests. Select Instruction and Assessment Planner. Complete the boxes (if not already populated) and click Search. Tables will appear. Choose your student’s table, click the blue arrow below the subject desired, and a new screen opens. Click the stack of three dots of the selected EE. Click ready to test. Select the Test Information PDF. Double click to download or print this PDF. Be sure to destroy the TIP sheet when finished with it.

Slide 65: **Location of TIP for Science in the Spring**--Go to the landing page at dynamiclearningmaps.org and click Educator Portal. Click on Manage Tests. Select Test Management. Complete the boxes (if necessary), Select Summative for Testing Program, and click Search. Select the Test Information PDF. Download or print each TIP sheet. Be sure to destroy the TIP sheet when finished.

Slide 66: **Science Assessment Requirements**--During the fall window, science Essential Elements are selected by the teacher in the Instruction and Assessment Planner because testing in science is optional in the fall and treated as if it were instructionally embedded (testing in the fall is not used for accountability purposes). DESE encourages teachers to instruct and assess on science Essential Elements in the fall window, just as they would for ELA and mathematics. During the spring window, the DLM system assigns science Essential Elements and Linkage Levels, which cannot be changed by the Test Administrator (teacher), because they are assigned based on the information in the system. Spring science testlets are assigned one at a time to the student until the Blueprint is covered and are used for accountability purposes. Science is tested in grade-bands: 3-5, 6-8, 9-12, so students must be taught science in all grades prior to the tested one.

Slide 67: **Test Administration Practices**--Test Administrators may need to use their best judgments and be flexible while administering the assessment. They may provide additional supports beyond Personal Needs and Preferences (PNP) options. These are described in the “Practices Allowed” section of the *Test Administration Manual* and the “Learn about the Accessibility Supports” section of the *Accessibility Manual*. These supports are allowed for testlets unless exceptions are specifically noted in the Testlet Information Page (TIP).

Slide 68**: Performance Report**—Teachers may pull this report to check student progress for the fall testing window.

Slide 69**: The Instruction and Assessment Planner**--The Instruction and Assessment Planner in Educator Portal is used to create instructional plans and choose the Essential Elements to test. The Essential Elements in the Planner match the hard copy Blueprints posted on both DLM and DESE webpages. Teachers cannot create instructional plans when the Planner closes between testing windows, before the window opens, or after the window closes.

Slide 70: **Find the Planner**—Logon to Educator Portal, choose Manage Tests and select Instruction and Assessment Planner. Click on the blue arrow under the subject of interest (this example is ELA) to pull up the Blueprint.

Slide 71: **Linkage Level Comparison**—Teachers may choose the linkage level for each Essential Element over which a student is tested. The Linkage Level indicates the level of difficulty, with Initial Precursor being the easiest and Successor being the most difficult. The teacher may try a higher level to stretch the student’s effort, but if the student doesn’t master that level, the teacher may test a lower level and the system will score the level that is mastered. The teacher may choose from five linkage levels in ELA and math: Initial Precursor, Distal Precursor, Proximal Precursor, Target, or Successor. Or, the teacher may allow the system to choose the Linkage Level. Science has three linkage levels: Initial, Precursor, and Target.

Slide 72: **Planner and Linkage Levels**—Click on the stack of three dots, called a kebab, to open the details of a particular EE with the system-assigned Linkage Level. See the mini-map for this EE. Further detail on this screen is in *Educator Portal User Guide*. Some students will never achieve mastery, even on the lowest level, which is Initial Precursor. Watch this excellent video on how to use the Planner… <https://vimeo.com/351221916>.

* Red Bubble #1: Instructions for covering the Blueprint are in blue words and say how many Essential Elements must be chosen from each claim to cover the Blueprint.
* Red bubble #2: Teachers may test more than one linkage level during a test window to seek growth or mastery. For example in ELA or math: the teacher may choose to begin on Initial Precursor, then test on Distal Precursor, and later maybe even test on Proximal Precursor.
* Red bubble #3: Click on the stack of three dots to choose Begin Instruction.
* Red bubble #4: Click on the stack of three dots to choose Assign Testlet.
* Red bubble #5: See the description box has changed.
* Red bubble #6: The checkmark indicates the testlet is complete.
* Red bubble #7: The star indicates mastery.
* Red bubble #8: The empty circle labeled not complete indicates this claim is not completely covered.

Slide 73: **Teaching across Grade Levels**—When the teacher has more than one grade level in the classroom, he or she should plan ways to utilize instruction time to meet the needs of all students. Meeting the Blueprint requirements may be strategically combined in instructional units at the teacher’s discretion, and then assessed at the appropriate times following instruction throughout the fall window. The same set of EEs may be taught and assessed during the both windows, a different set may be used for the spring window, or a combination of former and new EEs may be used in the spring based on the teacher’s professional judgment of the student’s academic needs. This example shows the combination of two EEs to create an instructional unit to teach the same lesson for two grade levels. Time is assessed in both grades 3 and 4. Although the EEs is broader in grade 4, the concept is the same. The math EEs used in this example are 3.MD.1 and 4.MD.1.a.

Slide 74: **Teaching within Grade Level**—This example shows the combination of several EEs to create an instructional unit to teach in the same lesson. The ELA EEs used as examples are: EE.RL.3.1; EE.RL.3.2; EE.RI.3.2; and EE.RI.3.3.

Slide 75: **Top of Planner Page**—This screenshot of the Student View page shows a close-up of the top portion of the Student View Page. Note: the teacher selects the themes that a student should not receive. Themes are selected one time for the entire year, will affect each Essential Element during both windows, and will carry over to the next year. The teacher can change any of settings listed below at any time.

1. District, school, subject
2. Student name and state ID
3. FCS
4. PNP
5. Credentials
6. Sensitive themes
7. Print page
8. Student View Page instructions
9. Field test TIPS page
10. Student View Page actions

Slide 76: **MAP-A Update**—Anyone who works with the MAP-A program is encouraged to request the free DESE email newsletter called the *MAP-A Update*. To be added to the list, email caryn.giarratano@dese.mo.gov with the district name, first and last name, and email address. To view past editions, see… <https://dese.mo.gov/quality-schools/assessment>.

Slide 77: **Thanks** for your attendance. The screen shows my name and contact information: Caryn Giarratano, caryn.giarratano@dese.mo.gov, 573-751-