



- Slide 1      Welcome! This presentation describes the optional instructionally embedded assessment the Dynamic Learning Maps<sup>®</sup> Alternate Assessment provides for New York teachers to use.
- Slide 2      Why should districts and schools encourage teachers to use instructionally embedded assessment? There are several benefits for both teachers and students. Use of instructionally embedded assessments draw attention to the relationship between academic instruction and assessment. They also increase the likelihood that teachers provide instruction targeting the Essential Elements throughout the school year, rather than just in the weeks and months leading up to the spring assessment window. Instructionally embedded assessments help build familiarity with the assessment procedures and content, thereby possibly reducing assessment anxiety for both teachers and students. Finally, instructionally embedded assessments help teachers take advantage of the tools and resources the DLM system provides.
- Slide 3      So, what exactly are instructionally embedded assessments? They are testlets that are administered during a special window that is open from September 30<sup>th</sup>, 2024 until February 21<sup>st</sup>, 2025. They are intended to be administered soon after instruction has been provided and assessment results (mastered or not mastered) are immediately available. These immediate results can then be used to inform continued instructional planning. Since using instructionally embedded assessments is optional, they provide a risk-free opportunity for teachers and students to gain experience with the DLM system without affecting end-of-year score reports.
- Slide 4      However, understand that instructionally embedded assessments are not intended to be baseline assessments, progress monitoring events, or benchmark or interim assessments. Results on instructionally embedded assessments do not necessarily predict how well a student will do on the spring assessments.



- Slide 5      Instructionally embedded testlets are very similar to the testlets students take during the spring assessment window. They are both secure, meaning that test security guidelines apply. They are both administered in Kite<sup>®</sup> Student Portal. They are written to the Essential Elements and linkage levels, and each testlet assesses a single Essential Element, with the exception of the writing testlets. They both involve the same administration procedures, have the same item and testlet types, include Testlet Information Pages, or TIPs, and use the same kinds of materials.
- Slide 6      Instructionally embedded assessments are optional. Unlike the spring assessment, there is not a required number of testlets a student must complete. Results from instructionally embedded assessments do not impact a student's end-of-year score report. Another important aspect of instructionally embedded assessments is the amount of freedom and choice they provide teachers. Teachers are able to choose the Essential Elements and linkage levels they want to assess for each student, and more than one testlet can be planned and queued for each subject, whereas for the spring assessment window, the system adaptively determines the linkage levels and delivers each testlet one after another until the assessment as a whole is complete.
- Slide 7      Instructionally embedded assessments do have some pluses over the released testlets and practice activities that are offered via the DLM website. Released testlets are accessed using demo student accounts and are intended mainly to orient teachers and students to the content, accessibility, and navigation features of the assessment system. Instructionally embedded assessments, on the other hand, are accessed with the student's own credentials and are specific to the student's academic and accessibility needs. Also, instructionally embedded assessments are available for every Essential Element and linkage level and provide student performance feedback, which is not the case for released testlets.



Slide 8      There are several benefits to teachers. Instructionally embedded assessments give teachers a context for which to plan and build their instruction targeting the Essential Elements. They provide teachers with experience administering testlets and improve familiarity of the assessment system as a whole and its tools and resources. They also provide teachers immediate feedback on student performance.

Slide 9      Using instructionally embedded assessments is beneficial to students as well as teachers. These assessments help students gain familiarity with taking DLM assessments. Students may experience less assessment anxiety when they are comfortable with using the computer for assessment, and they give students more opportunities to show what they have learned and what they can do.

Slide 10     The process for using instructionally embedded assessments involves these steps: choose, instruct, assess, and evaluate the results to determine the next steps.

First, the teacher chooses one or more Essential Elements in the Instruction and Assessment Planner, which is a special tool available in Kite Educator Portal. Then, the teacher uses the information provided in the Instruction and Assessment Planner and on the DLM website to plan and implement instruction. When the teacher determines adequate instruction has been provided, the teacher confirms the Essential Element assignment in the Instruction and Assessment Planner, which then and only then makes a testlet available for the student to take in Student Portal.

Each time the student completes a testlet in Student Portal, the teacher accesses the results in Educator Portal and makes a decision: Is more instruction needed, and should the student be reassessed later on the same Essential Element and linkage level? Or, should a different linkage level be chosen? If instruction continues, might the student achieve a higher level? From there, the cycle of steps is repeated across the assessment window at the teacher's discretion. This process emphasizes the connection between instruction and assessment.



- Slide 11      Specific information on using the instructionally embedded assessment for teachers is available in two training videos on the DLM website. The first is a helplet called Using the DLM Instruction and Assessment Planner During the Optional Instructionally Embedded Window. It provides onscreen guidance through the process of using the Instruction and Assessment Planner in Educator Portal. The second video, DLM Instructionally Embedded Assessments is longer and contains a description of the instruction and assessment cycle along with using the Instruction and Assessment Planner. Be advised that the DLM Instructionally Embedded Assessments video is geared toward teachers in states using the Instructionally Embedded model of the DLM alternate assessment. However, most of the information is applicable to teachers in New York wanting to take advantage of the instructionally embedded assessment window because the process is essentially the same.
- Slide 12      In order to use the instructionally embedded assessments, a few steps must be completed first. However, once completed, these steps are not repeated for the spring assessment window. First, the teacher must accept the Test Security Agreement in Educator Portal and complete the DLM Required Test Administrator Training. Then, the District Test Coordinator must enroll and roster the student to the teacher. Finally, the student's First Contact Survey must be completed by the teacher. The First Contact Survey is conveniently accessible directly in the Instruction and Assessment Planner or in the student's record.
- Slide 13      Once the steps just covered have been met and the instructionally embedded window is open, the Instruction and Assessment Planner is available in Educator Portal. It is found under the Manage Tests tab. After the instructionally embedded window closes, the Instruction and Assessment Planner will no longer be available.



Slide 14      Next, we will walk through the Instruction and Assessment Planner and the process for selecting Essential Elements for instruction, assigning testlets, and feedback that is provided.

Inside the Instruction and Assessment Planner, all students rostered to the teacher are listed by grade and can be filtered. Shown here is information for two students in grade 5.

At the top of the table for each student are buttons for the student's First Contact Survey, or FCS, Personal Needs and Preferences, or PNP, Profile, and login credentials for Student Portal. The checkmark above First Contact indicates the student's First Contact Survey has been completed. When not completed, a caution icon appears instead, and the arrows for each subject are inaccessible. The arrows are used to access the Essential Elements and their linkage levels for each subject.

Slide 15      Once a subject has been selected, the Essential Elements and their linkage levels are displayed by conceptual area for ELA and mathematics or domains for science. A ribbon icon indicates the linkage level the system recommends, based on the teacher's responses to the student's First Contact Survey, but remember a significant feature of the Instruction and Assessment Planner is that the teacher has the flexibility of choosing a different linkage level if desired, and there are many reasons a teacher may choose to do so, especially when reassessing the student.

Slide 16      The three stacked dots that appear to the right of each linkage level description for each Essential Element are called a kabob. Selecting a kabob reveals a longer description of the chosen linkage level and a link to a PDF of the mini-map that shows where the linkage level is along the path of skills that lead to the Essential Element. Selecting Begin Instruction places the linkage level in the In Progress status with the date it was chosen indicated. A different choice can be made later if needed.



Slide 17      When ready to assess the student, the teacher returns to the Instruction and Assessment Planner, selects the kabob again, and selects either Instruction Complete Assign Testlet or Instruction Complete Do Not Assign Testlet. Assigning a testlet means a testlet for the chosen Essential Element and linkage level will be available for the student in Student Portal and cannot be canceled at this point. Not assigning a testlet is selected when the teacher has decided to forego the chosen linkage level for another option.

Slide 18      When a testlet is assigned, it is placed in Testlet Assigned status in the Instruction and Assessment Planner along with the date the action took place. Then after the student takes the testlet in Student Portal, the Instruction and Assessment Planner indicates the testlet has been completed along with the date it was completed. Additionally, if the student mastered the assessment content, the linkage level card will have a star and read Completed: Mastered. If the student did not master the assessed skills, the card will read Completed: Not Mastered and will have an X by it.

Slide 19      On-demand progress reports are available in Educator Portal for instructionally embedded assessments taken. They are accessed by selecting Alternate Assessment under the Reports tab, then Student Progress under the Instructionally Embedded tab. Notice a class roster report is also available.

Results from instructionally embedded assessments taken can help the teacher evaluate and determine the next steps for the student. Perhaps the student would benefit from continued instruction on the assessed Essential Element and linkage level. Perhaps the student is ready for instruction on a higher linkage level. Or, maybe the student should be reassessed at a lower linkage level. These options are decisions for the teacher to make using the data from the instructionally embedded assessment results.

Slide 20      The on-demand student progress report shows any and all linkage levels planned, assessed, and mastered. In the reports, level 1 is the



Initial Precursor linkage level. Level 2 is the Distal Precursor linkage level. Level 3 is the Proximal Precursor linkage level. Level 4 is the Target linkage level. And Level 5 is the Successor linkage level.

Shown here is a snippet of an English language arts report for a student in grade 11. This report indicates the student has not completed any testlets but that a plan is in place for the Initial Precursor linkage level. In the Instruction and Assessment Planner, the linkage level would be in the In Progress status.

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In summary, instructionally embedded assessments have proven popular among teachers who have used them since the assessments put teachers in the driver's seat and provide them with the opportunity to choose Essential Elements and linkage levels, decide when each student is ready to be assessed, cancel and change plans at will, determine the next steps for instruction, and ultimately make assessment a normal part of the classroom experience.

This concludes Overview of Instructionally Embedded Assessments. Complete the quiz in order to receive a certificate of completion needed to receive CTLE credits.

Thank you!