2024-25 Edition
New York State Alternate Assessment

School Administrator's Manual

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General Information about the New York State Alternate Assessment (NYSAA)

About the NYSAA

The NYSAA is part of the New York State Testing Program that measures student knowledge of the Essential Elements (EEs) in the academic areas of English Language Arts (ELA), mathematics, and science for students with severe cognitive disabilities. The EEs are alternate achievement standards that are reduced in depth, breadth, and complexity from the State's grade-level academic achievement standards. They have been adopted by the State for students with severe cognitive disabilities.

NYSAA-eligible students are assessed using the Dynamic Learning Maps® (DLM®) Alternate Assessment System. New York is part of the DLM consortium of state education departments that use and develop the DLM Alternate Assessment System. Accessible Teaching, Learning, and Assessment Systems (ATLAS) at the University of Kansas facilitates the DLM Consortium in partnership with the Center for Literacy and Disability Studies at the University of North Carolina at Chapel Hill.

The NYSAA is a computer-based adaptive assessment that allows for optimal student accessibility and provides useful guidance to help inform instruction. Students are assessed annually in ELA and mathematics in Grades 3-8 and one time at the secondary level prior to exiting school.

Students participating in the NYSAA in science are assessed once each at the elementary, middle, and high school levels. NYSAA-eligible students will be tested in science in Grade 5, Grade 8, and one time at the secondary level (Grade 9 cohort) prior to exiting school. For more information, refer to the Administration of the New York State Alternate Assessment in the 2022-23 School Year memorandum.

Contact Information

For assistance with NYSAA policy, testing accommodations, Kite Educator Portal (EP) accounts, student IDs, test administration, or test security questions, please contact the Office of State Assessment (OSA) at 518-474-5902 or via email to emscassessinfo@nysed.gov.

For technical support for the EP or Student Portal platforms, please contact DLM at 1-855-277-9751 or via email to DLM-support@ku.edu.

NYSAA Eligibility and Participation Criteria

Students with severe disabilities, as defined in section 100.1(t)(2)(iv) of the Regulations of the Commissioner of Education, are eligible for participation in the NYSAA. "Students with severe disabilities" refers to students who have limited cognitive abilities combined with behavioral and/or physical limitations and who require highly specialized education and/or social, psychological, and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment.

Students with severe disabilities may experience severe speech, language, and/or perceptual-cognitive impairments and challenging behaviors that interfere with learning and socialization opportunities. These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports, and assistive technology devices.

Students to be Tested

Only students with severe cognitive disabilities are eligible for the NYSAA. A school's Committee on Special Education (CSE) determines annually whether a student with a severe cognitive disability is eligible to take the NYSAA. The CSE's decision must be documented in the student's Individualized Education Program (IEP). Refer to the Eligibility Criteria for Participation in the New York State Alternate Assessment (NYSAA) (memo & checklists) and the Office of Special Education website for the criteria that the CSE must use to determine eligibility for the NYSAA.

Once a student is determined eligible by the CSE, the Birthdate Ranges for Students with Disabilities memorandum (Appendix A) should be referred to in order to determine the student's grade and subjects to be administered based on the student's chronological age.

The CSE annually reviews and determines whether students with severe cognitive disabilities are eligible to take the NYSAA, and this decision is documented on the student's IEP.

English Language Learners (ELLs)

For ELLs who are NYSAA eligible, there is a one-time exemption from the State's ELA assessment. Schools are permitted to exempt from the 2025 ELA NYSAA only those ELLs who, on April 1, 2025, will have been attending school in the United States for the first time for less than one year. However, these students must take the NYSAA in all other subjects appropriate to their age-equivalent grade level. For further explanation, please refer to the SIRS Manual and search on "NYSESLAT and Accountability."

Out-of-District Students

If a student is placed outside the school district of residence, it is the school district or school that the student is attending that is responsible for testing the student. For example, if a school district placed a student at a BOCES, the BOCES is responsible for testing the student. If the student is placed at a nonpublic school with an approved special education program (853 School), a Special Act School District, a State-Operated School, State-Supported School (4201 School) (see list of approved schools) or at an approved out-of-State residential school, that school is responsible for testing the student.

Homebound Students

Homebound students (also known as home-tutored students) fall into two categories: students who remain enrolled in a school but are provided temporary instruction in the home and students who are unable to attend school for the remainder of the school year because of a physical, mental, or emotional illness or injury substantiated by a licensed physician or, for students with disabilities, are placed in homebound instruction by the CSE and are instructed at home or in a hospital by a tutor provided by the district of

responsibility. The school district providing instruction in the home or hospital is responsible for testing the student.

Home-Instructed Students
NYSAA students who are home-instructed (home-schooled) are not eligible for the NYSAA. For further information, see section 100.10(h) of the Regulations of the Commissioner of Education.

Medically Excused
Under certain circumstances, a school administrator may grant a medical excuse from the NYSAA testing requirement for a student with a severe disability. Students with severe disabilities are allowed to be medically excused when the student is too incapacitated to be tested because of an illness or injury resulting from a significant medical emergency, as documented by a medical practitioner. The medically excused option is reviewed by a school district administrator on an individual student basis. School administrators should work with parents to obtain documentation from a medical practitioner. For more information, refer to Process to Medically Excuse a Student with a Severe Cognitive Disability from Participation in the New York State Alternate Assessment (NYSAA).

Who May Administer the NYSAA

Pursuant to Section 102.3 of the Regulations of the Commissioner of Education, "Building principals are responsible for administering [State] examinations and maintaining the integrity of examination content and programs, in accordance with directions and procedures established by the commissioner." Principals are responsible for ensuring that all staff authorized to administer the NYSAA comply with the requirements and instructions contained in this manual and all DLM-issued manuals.

The NYSAA is a secure State exam. Only qualified personnel should administer the NYSAA. Qualified personnel should be certified teachers or administrators able to carry out standard examination procedures and should have special training in administering the NYSAA.

In public and charter schools, the staff administering the NYSAA should be certified teachers. In religious and independent schools, it is highly recommended that the staff administering the NYSAA be certified teachers. The principal is responsible for making the final determination as to whether a teacher may administer the NYSAA.

In the DLM system, only a user with the role of teacher who has completed the DLM Required Test Administrator Training can administer the NYSAA to students who have been rostered to them. Please refer to the Data Management Manual for further information on User Roles.

Kite Educator Portal Account and User Roles

Educator Portal (EP) is the administrative application through which staff and educators manage student data and retrieve reports and extracts.

Each user in EP is assigned a role, which gives that user permission to access specific student data within the assigned school and/or district. The role of District Test Coordinator (DTC) needs to be assigned in EP by OSA.

Once the DTC has activated their account, they can then set up other user accounts. For further information on adding users, refer to the Data Management Manual.

New York Approved Roles in Educator Portal	Description	Manuals and guides to help users understand their roles and processes
District Test Coordinator (DTC)	A person at the district level who is able to perform test coordinator functions. Can add roles and users in a district and the component buildings. Can upload enrollment, roster files, and modify student records. **This role is a good match for district Data Stewards and Assessment Coordinators.**	DTCs often use the Assessment Coordinator Manual, Data Management Manual, and Educator Portal User Guide.
Building Test Coordinator (BTC)	A person in the building who is able to perform test coordinator functions. Can assign roles to users and add users in an individual building. Can upload enrollment, roster, and Test Exit Clear (TEC) files for the building only.	BTCs should refer to the Data Management Manual and the Educator Portal User Guide.
Building User	Can access records for all students in that building. Can view student records and edit some information.	Data Management Manual and Educator Portal User Guide for extracts and reports.
District User	Has limited access to all students in the district with some view and edit permissions.	Data Management Manual and Educator Portal User Guide for extracts and reports.

Teacher	Educators have access only to the records for those students linked to their account by a roster. Can view student records and edit some information. Can view and edit First Contact Survey (FCS) and the Personal Needs and Preferences (PNP) Profile. **This role is a good match for the test administrator, educator, or test examiner.**	Teachers need to read and understand the topics addressed in the Test Administration Manual, which provides further guidance and screen shots. Teachers should also refer to the Accessibility Manual to better understand the accessibility supports and test administration practices allowed and not allowed. Teachers should also familiarize themselves with the Educator Portal User Guide.
District Superintendent	Has view and edit permissions for users, students, and rosters in a district.	Data Management Manual and Educator Portal User Guide for extracts and reports.

Preparing to Administer the NYSAA

In the beginning of the school year, the DTC/BTC should familiarize themselves with the Assessment Coordinator Checklist (Appendix C), Important Dates to Remember, and Administration Schedule.

In addition, the DTC/BTC should share the Educator Checklist (Appendix D) and Important Dates to Remember with those in the role of teacher. The DTC or BTC should also share the Technology Coordinator Checklist (Appendix E) with District or Building Information Technology (IT) staff.

Administration Schedule

The 2024-25 NYSAA Test Window takes place **Monday, March 10, 2025, through Friday, June 6, 2025.** The assessment must be completed, or the appropriate special circumstance codes entered, by 5:00 p.m. on Friday, June 6, 2025.

Important Dates to Remember

August 20, 2024	Update to Kite Student Portal for 2024-25.
September 30, 2024	DLM Required Test Administrator Training opens.
September 30, 2024	ELA, Math, & Science Instructionally Embedded Assessment opens. • September 30, 2024 through February 21, 2025 • December 21, 2024 through January 1, 2025 window closed.
October 1 through November 15, 2024	NYSAA-DLM Virtual Training • Virtual Training Window: October 1-November 15, 2024 • Prior registration required. Live Q&A sessions: • October 23, 2024, 12:00-1:00 p.m. • November 13, 2024, 3:00-4:00 p.m. More information to follow. Virtual Training must be viewed prior to participation in a live Q&A session.
October 18, 2024	Recommended deadline to complete review of user information in Educator Portal. Make corrections, add new users and delete users no longer needing accounts.
October 21, 2024	Printed manuals sent to schools.
November 6, 2024	NYSAA-eligible students need to be identified in the state data warehouse with the program service code **0220** to be included in the NYSED enrollment pull. Districts/Schools utilizing the Instructionally Embedded Window must comply with this deadline.
November 7, 2024	NYSED pull of students identified as NYSAA-eligible for loading of enrollment file to Educator Portal.
November 18, 2024	NYSED loads enrollment file to Educator Portal.*
November 22, 2024	Rostering of students begins for entities relying on NYSED load of enrollment data.

* Districts/schools can enroll and subsequently roster students prior to the NYSED load of enrollment data; they do not have to wait for NYSED to load the enrollment file. Districts/schools must verify the student's State ID (NYSSIS) to avoid duplicate enrollments if they plan to enroll the student themselves.

November 29, 2024	Recommended deadline to complete First Contact Survey (FCS) and Personal Needs Profile (PNP) for participation in spring assessment to utilize the Instructionally Embedded Window**.**
January 31, 2025	English and Spanish translations of Parent Brochures sent to schools.
February 7, 2025	Final date for braille marked in PNP Profile.
February 20, 2025	Recommended deadline to complete FCS and PNP for participation in spring assessment.
March 3, 2025	Shipment of braille forms or embossing paper to school.
March 10, 2025	Spring assessment window opens.
June 6, 2025	Spring assessment window closes. All testing needs to be completed as well as all Special Circumstance Codes entered before 5:00 p.m.
July 25, 2025	Last day to download and save all Data Extracts in Educator Portal pertinent to district needs.

Test Security

The NYSAA is considered a secure State exam, and, as such, principals are responsible for ensuring that **all** staff authorized to administer the NYSAA comply with the requirements and instructions contained in this manual and in all DLM-issued manuals.

To minimize the number of testing irregularities, principals should conduct a review of the test administration procedures prior to each test administration with all staff responsible for test administration. Test administrators and other educational staff who support implementation are responsible for complying with the following **Kite Test Security 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, including posting to, or discussing questions on social media platforms.
2. Except where explicitly allowed as described in the Test Administration Manual (TAM), electronic materials used during assessment administration may not be printed.
3. Users will not give out, loan, or share their passwords with anyone. Allowing others access to an EP account may cause unauthorized access to private information. Access to educational records is governed by federal and State law.
4. Those who violate the Kite Test Security Standards may be subject to New York State Education Department Regulations and/or the Test Security and Educator Integrity Office policies governing test security.

DLM Required Test Administrator Training

There is **required** online training for all staff administering the NYSAA. The training and quizzes are accessed in the EP via the Training tab. To complete the training, the teacher will log into EP using their own username, and password. The required online training will be available until the testing window closes.

All staff assigned to the teacher role in the EP will be automatically enrolled in this course. Teachers will have to activate their EP accounts prior to accessing this training. New teachers who did not go through training in the previous years will be assigned New Teacher training. Returning teachers, who administered the previous year, will be enrolled as returning teachers.

The new teacher training consists of four modules and the returning teacher training only has one module. Each teacher must successfully complete the modules with a passing score of 80% on the post-tests before administering the NYSAA to a student.

Teachers can receive Continuing Teacher and Leader Education (CTLE) (Appendix I) hours for the Required Test Administrator Training noted above and for any of the DLM Professional Development Modules, as well as the annual fall training, offered through NYSED and DLM.

Student Enrollment in the Kite Educator Portal

NYSAA-eligible students need to be identified in the State data warehouse with the program service code 0220 by November 08, 2024, to be included in the NYSED enrollment pull scheduled for November 18, 2024.

For students enrolled after this date, the DTC/BTC will need to add these students manually in EP. To add students manually, please see the Instructional Video or refer to the Data Management Manual.

New York State Student Identification System (NYSSIS)

NYSSIS (Appendix B) is a NYSED-developed technology that assigns and maintains a unique 10-digit number or student identifier based on a set of student demographic data submitted by an LEA (Local Educational Agency) that is fed into a matching algorithm and returned with either a matched ID, a new ID, or placed in a Hold Queue for manual resolution. IDs are used to provide longitudinal continuity for a student's records over their time in the NYS Student Information Repository System (SIRS).

Each student enrolled in EP must have a NYSSIS ID included in their enrollment record. District student management systems will contain NYSSIS IDs. They can also be found using NYSED's NYSSIS application system. District/Building Test Coordinators will need an account created and entitled to the NYSSIS application through the State Education Department Delegated Account System (SEDDAS) application, which is located in the NYSED application business portal.

In a nonpublic or charter school, the principal of that school must entitle access; in a public school, contact the district superintendent; for BOCES, the BOCES superintendent at the main location entitles access; and for a BOCES RIC, contact your director. Refer to Appendix B.

If you are having difficulty locating the NYSSIS ID, please contact OSA via email. Do NOT enter students into Kite without using the correct NYSSIS ID as this will create duplicate enrollments in Kite, which will need to be fixed at the State level.

Transferring of Students

When a student transfers from one district to another within New York State, especially during the testing window, it is best practice to transfer a student rather than exit them. By using the transfer option, the student's FCS and PNP, as well as any completed testlets, will transfer with them. To transfer students between districts, please contact OSA and provide the NYSSIS ID and district as well as the building to which the student will be transferred.

Exit Codes

In some situations, it may be appropriate to use an Exit Code (Appendix G) to remove a student from EP prior to testing. Students must be enrolled in EP to be exited from the system. The District/Building Test Coordinator can exit students from EP. See the Data Management Manual for directions on exiting students. The best practice is to exit students before the assessment window opens.

Rostering Students

Once students are enrolled in EP, DTC/BTCs must then create rosters. Rosters link students to their teacher (test administrator) for each subject being tested and provide test administrators access to their students' information in EP. Rosters can be created manually or by using a roster upload template file.

First Contact Survey

Once a student is rostered to a teacher, the teacher must complete the student's First Contact Survey (FCS). The FCS is a collection tool in EP that the teacher uses to provide information about the student's communication method, any assistive technology devices the student might use, motor or sensory impairments the student may have, and the student's academic performance. The items on the FCS are used to link the student with assessments that are at the most appropriate level of complexity in each subject. The DLM assessments are known as testlets.

Testing Accommodations and Accessibility Supports

In general, students with disabilities must be provided with the testing accommodations specified in their IEPs or 504 Plans when taking State assessments. It is the principal's responsibility to ensure that students receive their testing accommodations and that those staff who will be providing them are appropriately trained. Teachers are advised to become familiar with the accommodations specific to the NYSAA.

The CSE determines an individual student's testing accommodations based on the student's needs. The student's IEP provides the testing accommodations to be used for the student.

The DLM alternate assessment system provides accessibility supports that allow NYSAA-eligible students to meaningfully participate in the NYSAA. These accessibility supports enable administrators and teachers to customize the NYSAA assessments to meet the individual needs of students. A student's IEP must clearly document all testing accommodations, including accessibility supports, that will be provided to the student when participating in the NYSAA.

Prior to testing, the teacher selects the accommodations in the Personal Needs and Preferences (PNP) Profile to be provided during the assessment, based on the testing accommodations indicated on a student's IEP. Teachers should refer to the Accessibility Manual and the Accessibility Supports memo.

Braille

The last day to request the shipment of braille forms or embossing paper is February 7, 2025. In the PNP Profile, the teacher would select the correct braille form for the student. Braille forms are available in Unified English Braille (UEB) for ELA and science and Nemeth code for math. DLM supplies uncontracted braille forms for ELA, math, and science, but not for all EEs and linkage levels. Braille should not be selected for emerging braille readers. Braille should be selected only if the student is proficient enough in braille to demonstrate their knowledge, skills, and understanding of the EEs in the DLM alternate assessment by independently reading uncontracted braille. There are other accessibility options for students who do not read uncontracted braille, such as Alternate Form-Visual Impairment, magnification, human read aloud, or spoken audio. Refer to the Accessibility Manual for further information on braille and alternate form-visual impairment supports.

Oral Translations for English Language Learners

The DLM test system does not provide translated forms of the NYSAA. It is available in the English language only. Therefore, when testing English Language Learners in the NYSAA, it is permissible for a school to orally translate text that is visible on the computer screen into the student's native language. Unless exceptions are noted on the Testlet Information Page (TIP) or at the beginning of a test section, the text can be translated, and the students' answers accepted in English or their own native language. The school is responsible for the translation process and procedure for the DLM assessments. Refer

to The Provision of Oral Translations for the New York State Alternate Assessments in English Language Arts, Mathematics, and Science for further information.

In addition, for the writing question in the ELA writing testlet, ELLs may provide their responses in their native languages, unless exceptions are noted in the Testlet Information Page (TIP) or at the beginning of a test section. Districts and schools should plan for translation services, as they are responsible for the translation process and procedure.

The Office of Bilingual Education and World Languages and the Regional Bilingual Education Resource Networks (RBERNs) can assist schools in locating people who can aid in the translations. A directory of the RBERNs is available.

Test Administration Resources

Practice Activities and Released Tests

It is recommended that teachers and students familiarize themselves with the DLM alternate assessment system by taking part in the practice activities and reviewing released testlets. Practice activities are designed to familiarize users with how testlets appear in Student Portal. One practice activity is for students and the other is for teachers. Released testlets are like actual testlets. These testlets contain items that align to EEs at designated linkage levels. The Guide to Practice Activities and Released Testlets and the Test Administration Manual have instructions for accessing these resources.

Instructionally Embedded (IE) Assessment

The IE assessment is another way for teachers and students to become more familiar with the DLM alternate assessment system. IE assessments are computer-delivered alternate assessments that are intended to be relaxed, constant, and integrated with classroom instruction. The IE assessments are testlets very much like those used for summative DLM assessments Teachers have the option to administer the IE Assessments during the fall and winter months. The IE assessment window closes prior to the required spring assessment window opening. The FCS must be completed prior to accessing the IE Assessment. The FCS is analyzed and used to determine the recommended linkage level for each EE for each subject in the Instruction and Assessment Planner. Teachers can choose EEs immediately after submitting the FCS and can accept the system recommended linkage level or select a different one. The Educator Portal User Guide andTest Administration Manual has instructions for how to use the IE Assessment.

During Testing

Test Tickets

The DLM assessments are known as testlets. A testlet is a grouping of three to nine items, depending on the subject. Each testlet begins with an engagement activity that is designed to motivate students, provide a context, and activate prior knowledge.

Once the testing window opens and the teacher has completed all the steps to prepare to administer the NYSAA, they must retrieve a student's test ticket, access the Testlet Information Page (TIPs), and prepare test materials as noted in each TIP. If the testing window is open and there are no testlets available for the student, please see Appendix K for troubleshooting tips.

Prior to testing, teachers will need to access test tickets in EP. Test tickets contain the student's name and password to access the Student Portal where they take the NYSAA. Test tickets are located under the Manage Tests tab. Teachers can access the test ticket only if they have completed the DLM Required Test Administrator Training. This document may be printed, but it is a secure document and needs to be handled securely. If printed, it should be destructed after testing.

Testlet Information Pages (TIPs)

Prior to administering a testlet to a student, the teacher must access the TIP associated with each new testlet that becomes available. TIPs provide detailed information about a specific testlet, including certain test materials needed for the testlet, alternate text for human read aloud, and more. TIPs are available in the EP after each testlet is assigned to a student. TIPs are secure documents and need to be handled securely. If printed, they should be securely destructed after testing.

Test Materials

The TIP for each testlet identifies information and materials needed for each testlet, if any. Prior to testing, the teacher should carefully review the TIP and gather materials for testing in advance. Sometimes materials are required and cannot be substituted, but substitutions are allowed in most cases. If a testlet requires materials, the TIP will state the specific materials mentioned in the testlet and describe their attributes so that test administrators may find appropriate substitutions. Refer to theTest Administration Manual for more information on materials needed, substitutes allowed, and supports not allowed. There is additional test material guidance specific to ELA, math, or science.

Writing Testlets

The DLM system uses information from the First Contact survey about the student to determine which type of writing testlet the student should receive. The DLM writing testlets assess a student's ability to communicate using writing and the precursor skills that lead to writing. Because these skills focus on understanding letters, words, and the

expression of ideas through words, picture or word selection is not an appropriate method of composing text for the DLM alternate assessment writing testlets. When the testlet response options refer to "writing" or "the student wrote," this can include any method the student uses for writing. For more information on the Writing testlets, refer to Appendix J.

The student's writing product must be kept securely on file at their district for a period of one year following test administration. After one year, the school can securely destruct the writing sample.

Submitting Writing Testlets

It is also strongly recommended that teachers submit the student writing testlet sample in EP to DLM. EP allows for the secure upload of student writing samples that can be directly linked to each student. These are used for validity evidence and research purposes. Uploading a writing sample does not impact scoring. For further information, refer to Submitting Writing Samples in Educator Portal on the DLM NY page.

Special Circumstance Codes

If a student cannot participate in the NYSAA, a special circumstance code (Appendix F) can be entered to provide an explanation as to why the student was not tested. Only the District/Building Test Coordinators (D/BTC) can enter special circumstance codes for students. These codes are specific to each school year's testing window only and to the subject for which they are entered. Special circumstance codes can be entered only during the testing window and must be entered prior to the close of the testing window.

For more on entering special circumstance codes, please refer to the Special Circumstance Codes Directions for NY on the DLM NY page.

Test Completion

Please note that test administrators will receive notification in EP that testlets have been completed for a student in a content area; for example, a student completed 2 out of 9 testlets in ELA. In addition, test administrators should keep a chart tallying the number of testlets students have completed to compare with the expected number to be completed as found in the Test Administration Manual (see chart below). Note that field tests are not included in this count (see below). **District Test Coordinators must run a Data Extract Report to determine that all testing for each subject has been completed.**

NUMBER OF TESTLETS FOR SPRING ASSESSMENT

Grade	Math Testlets	ELA Testlets	Science Testlets	Field Testlets
3	8	9	Not tested	0 or 1
4	8	9	Not tested	0 or 1
5	8	9	9	0 or 1
6	7	9	Not tested	0 or 1
7	7	9	Not tested	0 or 1
8	8	9	9	0 or 1
High School-cohort grade 9	7	9	9	0 or 1

Field Testing

Once all required spring assessments are complete, there may be zero or one field test delivered in each of the content areas. The field test testlet may be harder or easier than the last operational testlet the student completed for the Essential Element. If it is too difficult for the student, the student or test administrator may leave a response unanswered or choose an option indicating the student did not respond (if available), and then submit the testlet. Student responses on field test testlets will not be scored. Test administrators can expect each field testlet to take the same approximate time to administer as an operational testlet. Test administrators are strongly encouraged to deliver the field testlets, which help build a larger operational bank of available testlets. Please see the chart on page 16 for the number of testlets delivered per grade level. Field tests will not be counted in the total tests delivered. After you have completed the required testlets, please go back into EP to see if a field testlet, which is labeled with NA, is available just as you would check for an operational assessment. Remember: After you have completed the required testlets, please go back into EP to see if a field testlet has become available.

Teacher Surveys

Teacher surveys will be delivered in Student Portal again this spring. The survey is optional, but it is strongly recommended that the survey be completed. The survey is accessed under the “Other” tab. It does not pop-up during student test administration. Utilize the Exit Does Not Save button should it be accidently opened by the test administrator or student during testing. Please complete the survey.

Reporting Testing Irregularities and/or Misadministration

Pursuant to Section 102.3 of the Regulations of the Commissioner of Education, “Building principals are responsible for administering [State] examinations and maintaining the integrity of examination content and programs, in accordance with directions and procedures established by the commissioner.” Accordingly, the building principal is responsible for all aspects of the school’s test administration and must take appropriate measures both to prevent, as much as possible, and to investigate all security breaches and irregularities associated with the administration and scoring of the test. In addition, the principal where the misadministration took place must report the following testing

irregularities and misconduct by students—in writing, on school letterhead, and signed by the principal—to OSA via email to emscassessinfo@nysed.gov. New York City public schools must also email testsecurity@schools.nyc.gov.

Testing irregularities or student test misconduct that must be reported:

- All student infractions of NYSED's policy prohibiting the possession or use of cell phones and other communications devices during State assessments. A student may be allowed to retain an otherwise prohibited device in their possession if it is documented in the student's Individualized Education Program or there is documentation on file at the school from a medical practitioner that the student requires such a device during testing.
- All test administrator infractions regarding violation of the Kite Security Agreement, including reproducing the assessment (i.e., printing, storing, saving, taking screen shots, etc.) as well as sharing login credentials or providing unauthorized access to the assessment.
- All instances of the test being accessed by the test administrator without a student present.
- All instances of the test being accessed by the test administrator or the student outside of school hours.
- All confirmed cases of students cheating.
- All instances of a student taking an assessment by using another student's login credentials. All instances of a school's failure to provide the testing accommodations required by the student's IEP/504 Plan may result in the invalidation of the student's test score.
- All instances of school officials or staff members providing students with unauthorized/inappropriate testing accommodations or tools when not included on the students' IEP.
- All instances of school officials or staff members providing students with other nonstandard test administrations, unrelated to cheating.
- All instances of student testing being completed at the wrong grade level and/or subject and the testing window closed. **Note:** If testing window is still open, the school should contact OSA by phone at 518-474-5902 or via email to emscassessinfo@nysed.gov to ensure the student takes the correct grade and subject test prior to the test window closing.

The report, signed by the principal where the misadministration took place, must include:

- the school's Basic Educational Data System (BEDS) Code,
- the school district and school name,
- the subject and grade of the NYSAA,
- a brief description of the incident,
- the number of students affected,
- NYSSIS ID numbers of affected students, and
- the principal's determination as to whether the incident constitutes a misadministration. If the incident is determined to be a misadministration, then the principal must submit a corrective action plan indicating how they will prevent the incident from occurring again.

Mandatory Reporting of Testing Improprieties by Adults

NYSED's Office of School Personnel Review and Accountability (OSPRA) handles all reports of testing improprieties by adults involved in the administration and scoring of State tests. School officials and personnel are required to report any incident of testing misconduct by an educator or other adult involved in testing. Reports should be made via the OSPRA website by submitting the incident report form located on the main page under the tab "Report Educator Test Fraud."

No adverse action, including dismissal and any disciplinary action, may be taken against an employee who files a mandatory report of testing misconduct because the employee filed a report. Anyone who takes such unwarranted adverse action against another employee may face disciplinary action by NYSED.

Examples of Improper Testing Conduct Reported to OSPRA:

- All suspected or confirmed cases of a school official or staff member giving aid or impromptu lessons on specific test content to students immediately before or during a state test.
- All instances of a test administrator completing the assessment for a student.
- All suspected or confirmed cases of a test administrator altering student responses on the assessment.
- All instances of an administrator or teacher instructing another administrator or teacher to alter or interfere with student responses.

Coding of Invalid Tests

Any breaches or irregularities, except interruptions caused by power outages or alarms, may be determined by the school or by OSA to invalidate a student's test results. In cases where a student's test has been invalidated, the administrator must:

1. Notify OSA of the administrative error via phone at 518-474-5902 or via email to emscassessinfo@nysed.gov. In order to expedite accurate reporting, provide the BEDS code, district and school building name, subject, grade, and NYSSIS IDs.
2. If the testing window is still open, the district should also enter the special circumstance code, "State Use 1 (10001)", in the EP. Please refer to the Directions for Entering Special Circumstance Codes. If the testing window has closed, then you will need to contact NYSED immediately to document that a misadministration has occurred.
3. On the L2RPT SIRS-301 Tested/No Tested Confirmation Report verification report, a student for whom an administrative error occurred will not receive a valid score and will appear as "not tested."

Circumstances that Should Not Be Reported as Administrative Errors

Please contact OSA during the test administration if there is a circumstance where it might not be appropriate to invalidate a student's test result. For example, the NYSAA test window is open, and a student was tested at an incorrect grade level. The district can amend the student's grade level in EP and test the student at the correct grade level while the test window is open. In these circumstances, OSA will work with district administrators

to provide further guidance. If such circumstances occur, the administrator should notify OSA immediately for further assistance.

After Testing

Reporting of NYSAA Results

There are two versions of NYSAA Score Reports available: a NYSED version and a DLM version.

The **NYSED score reports** are available through NYSED's L2RPT system in the SIRS-502 Score Report – NYSAA. These are available in September. The District Data Coordinator at each district will have information on how to access this system. The NYSED score report is intended to be shared with parents.

The **DLM Individual Score Reports** are available in EP in August of each school year. Please refer to the Educator Portal User Guide for specific instructions for accessing the reports.

DLM Individual Student Score Reports consist of two parts: a Performance Profile, which summarizes skill mastery for related content (e.g., a specific conceptual area or domain) and for the subject overall, and a Learning Profile, which describes the skills, as they relate to each EE, that were included in the assessment and how the student's mastery of these skills compares to alternate achievement grade-level expectations. A student-specific score report is available for each subject on which a student was assessed.

DLM Individual Student Score Reports will be available for students who participated in one or more testlets of the NYSAA in ELA, mathematics, and/or science. These are for teacher use ONLY.

DLM Performance Profile

The Performance Profile provides a report of the student's overall performance in a subject. Please note that there is no exact correlation between mastering a particular linkage level on a specific EE and the overall performance level in the subject.

- Reports include only valid student records as determined by State-level review of results. If a student record was invalidated during the State's two-week review window, the student will not have an Individual Student Score Report.

DLM Learning Profile

A Student Learning Profile Report describes the student's mastery of certain skill levels for each assessed EE. For every EE in ELA and mathematics, there are skills at five linkage levels: Initial Precursor, Distal Precursor, Proximal Precursor, Target, and Successor. For every EE in science, there are skills at three linkage levels: Initial, Precursor, and Target. These levels are shown in columns on the Learning Profile. The Target level represents the grade-level expectation for students with the most significant cognitive disabilities. Each student is assessed on one linkage level for all EEs on the

blueprint, except for Writing. Students are typically not assessed at every linkage level and may not be assessed on every EE.

A Student Learning Profile Report provides one piece of evidence to help inform instruction of NYSAA students and helps to build a bridge between the alternate achievement standards, the State assessment, and teaching.

DLM Class- and School-Level Results

The Class Results Report provides a summary of results for all students who were rostered to the teacher. The report lists individual students, the number of EEs tested, number of skills mastered, and their final achievement level. Each school receives Class Results Reports for every teacher with students enrolled in the DLM alternate assessment. The students are arranged alphabetically by grade level. All subjects assessed are included on the report.

The School Results Report contains the same information as the Class Results Report along with the teacher for each student added in an additional column. Records for the entire school are organized by grade and then by teacher and student in alphabetical order.

DLM District- and State-Level Results

The District Results Report provides one table of results. Each row shows the number of students assessed at that grade and subject and the number of students who achieved at each performance level. The last column indicates the percent of students at the target or advanced levels. The State Results Report has the same formatting and provides the same type of information for all student records in the State.

How Reports Are Distributed

NYSED NYSAA Score Reports are available to the student's CSE-responsible school through the Statewide Level 2 Reports (L2RPT in the Student Information Repository System (SIRS)). L2RPT reports are generated in a Cognos reporting environment independently hosted by each RIC/Big 5 Level 1 data center (or other hosting site) on its own servers. For help with accessing L2RPT, refer to Information and Reporting Services (IRS).

DLM NYSAA Individual Student Score Reports (ISRs) are available through the EP platform. The reports will only contain information pertaining to the testlets that the student completed. The Performance Profile would indicate that the student has a zero on performance or no levels mastered for EEs that were not assessed, and the Learning Profile would indicate that a student was not assessed on those EEs.

An EP user with the role of District Superintendent, DTC, BTC or Teacher will have access to Individual Student Score Reports (Learning and Performance Profile Reports) for

students who were assessed the previous spring. To access the reports, the authorized user logs into EP.

EP users with the role of District Superintendent, DTC, or BTC will select Alternate Assessment from the Reports dropdown menu. Next, the authorized user selects the End-of-Year tab and Student (Individual) or Students (Bundled). EP users with the role of Teacher will have access to Student Learning Profile Reports for students who are rostered to them for the current school year's assessment. Teachers will have access to the reports by logging into the EP platform and selecting the Student Report Archive from the Reports tab dropdown.

Questions regarding the Individual Student Score Reports may be directed to OSA.

Data Extracts

The deadline to save 2024-25 Data Extracts in EP is by **July 25, 2025**. After that, the system clears out in preparation for next year.

If you want or need to save the test reports, please refer to the Assessment Coordinator Manual for types of extracts you can access and the Educator Portal User Guide for explanations of each report.

To access the Data Extracts: Log in to EP and select the REPORTS tab. Then, select DATA EXTRACTS from the drop-down menu. A list of available extracts will display. The list will vary depending on the user's role. The amount of data in the extracts will also vary depending on the user's role. Select the New File button in the Action column to the right of the desired extract's name to access the extract. If the extract has been accessed previously, a pop-up message will explain that the previous extract will be deleted. To proceed with the request, select the Yes button. Once generated, which may take a few minutes depending on the amount of data involved, the extract will appear as a downloadable CSV file in the File column. CSV files are like Microsoft Excel spreadsheets and can be filtered and sorted as desired.

Downloaded extracts must be securely saved or deleted since they contain private information. Follow State and district test security policies and procedures.

Appendices

A. Birthdate Ranges for Students with Disabilities Participating in the 2024-25 New York State Alternate Assessment (NYSAA)

Students with disabilities participating in the New York State Alternate Assessment (NYSAA) are assessed according to chronological ages aligned with grade levels. The chart below provides information on the age ranges for students with disabilities participating in the 2024-25 NYSAA. Students should be tested based on their birthdate in the content areas indicated for each grade level.

Please contact OSA if you have any questions regarding the birthdate ranges for students participating in the NYSAA.

Birthdate	NYSAA Grade and Component	Reaches this Age Between September 1, 2024 and August 31, 2025
September 1, 2015–August 31, 2016	Grade 3 ELA and Math	9
September 1, 2014–August 31, 2015	Grade 4 ELA and Math	10
September 1, 2013–August 31, 2014	Grade 5 ELA, Math, and Science*	11
September 1, 2012–August 31, 2013	Grade 6 ELA and Math	12
September 1, 2011–August 31, 2012	Grade 7 ELA and Math	13
September 1, 2010–August 31, 2011	Grade 8 ELA, Math, and Science	14
September 1, 2006–August 31, 2007	Secondary-Level ELA, Math, and Science**	18

* NYSAA-eligible students who do not meet the age criteria above for the secondary level and will be exiting school before they reach their eighteenth birthday must take the secondary-level NYSAA before they leave school (i.e., when they are 17 years old).

Reminder: All NYSAA-eligible students noted in the secondary-level age range above are assigned to the Grade 9 cohort in Educator Portal, regardless of the actual grade that the student is enrolled in at school. The grade must be 9 in the Educator Portal system.

B. NYS Student Identification System (NYSSIS ID)

What is a NYSSIS ID?
NYSSIS (NYS Student Identification System) provides **unique statewide identification numbers to all students** participating in the NYS PreK - 12 Student Information Repository System (SIRS), also called the statewide (Level 2) student data warehouse (https://www.p12.nysed.gov/irs/sirs/). The SIRS provides a single source of standardized individual student records for analysis at the local, regional, and State levels to improve student performance and to meet State and federal reporting and accountability requirements. NYSSIS IDs are a unique 10-digit number assigned to each NY student and used to provide continuity for a student's records (including State testing) over their time in the NY.

How do I access the NYSSIS ID?
You need an account created and entitled to the NYSSIS application through the SEDDAS application located in the NYSED application business portal (https://portal.nysed.gov). In a nonpublic or charter school, the principal must entitle access; in a public school, contact the district superintendent; for BOCES, the BOCES superintendent at the main location entitles access; and for BOCES RIC, contact your director.

What if I am new or there are changes in my district/school?
A nightly automated process runs to create accounts and entitle/un-entitle accounts to the NYSSIS web application for the CEO position of a public district, BOCES district, charter school, non-public school and BOCES RIC **based on the existing data submitted to SEDREF (https://www.oms.nysed.gov/sedref/) from your institutional school building location or district building location**. This process handles a staff change in the CEO position of an institutional location. All account entitlements of the previous CEO will be transferred to the new CEO of the same institutional location.

What if I cannot locate the NYSSIS ID?
Contact the Office of State Assessment at EMSCASSESSINFO@nysed.gov or Computer-based Testing at CBTSupport@nysed.gov for more assistance in obtaining the NYSSIS ID for a student.

Moreover, the LEA (school/district) may need to work with their contracted Level 1 data center to submit their student data to get a NYSSIS ID if the student record(s) have not been submitted to the NYSSIS system yet. (Turnaround time can be less than an hour).

C. Assessment Coordinator Checklist

Task	Completed
Step 1: Read and become familiar with the NYSAA SAM, the DLM Assessment Coordinator Manual, Test Administrator Manual, and Accessibility Manual.	
Step 2: Work with your Technology Team to make sure your district can receive emails from kite-support@ku.edu.	
Step 3: Obtain a DTC account in Kite Educator Portal or designate account for District/Building Test Coordinator (DTC/BTC). To request a DTC account, please email the Office of State Assessment (OSA) or CBT Support.	
Step 4: Complete the Security Agreement in Kite Educator Portal.	
Step 5: Sign up for Test Updates.	
Step 6: Review users listed in Educator Portal. Add new users as needed and deactivate users no longer in the school or district.	
Step 7: Ensure educators have completed the Security Agreement. **Run Report: Security Agreement Completion**.	
Step 8: Ensure all teachers administering the NYSAA have completed the DLM Required Test Administration Training. **Run Report: Training Status Extract** to monitor required training completion.	
Step 9: Work with the Technology Coordinator to make sure that Kite Student Portal has been installed or updated on all devices used for testing prior to testing.	
Step 10: Identify NYSAA-eligible students to be assessed. ○ Plans for uploading or activating students with the aid of SED or completing the task as the DTC. ○ Make sure all students have NYSSIS IDs.	
Step 11: Create Rosters to connect students to a teacher in each tested subject area.	
Step 12: Accessibility and Accommodations ○ Ensure the Personal Needs and Preferences (PNP) Profile and First Contact survey (FCS) have been completed for each student. **Run Reports: PNP Settings and First Contact Survey File extracts.** ○ Request Braille materials, if needed and indicated in PNP, by contacting the OSA by February 7, 2025. ○ Make arrangement for a Language Translator if needed ○ Make sure the students are set to receive the appropriate Accommodations and Accessibility features as documented in their IEP.	

Step 13: Data Clean-up. Verify all student and teacher information is correct prior to the start of the Testing Window.	
Step 14: Plan for Test Administration. Secure locations for testing, plan for additional staffing, or for staff changes.	
Step 15: Testing Window Opens ○ Monitor and support test administration. ○ Confirm all eligible students have been tested prior to the end of testing. Run the DLM Test Administration Monitoring Extract to ensure all eligible students have completed testing.	
Step 16: Enter the appropriate Special Circumstance Code for students not tested prior to the end of the test administration period.	

For assistance with NYSAA policy, testing accommodations, EP accounts, student IDs, test administration, or test security questions, please contact the Office of State Assessment (OSA) at 518-474-5902 or via email.

For technical support for the Kite Educator or Student Portal platforms, please contact DLM at 1-855-277-9751 or via DLM-support@ku.edu.

D. Educator Checklist

Task	Completed
Step 1: Read and become familiar with the NYSAA SAM, DLM Test Administration Manual (TAM), Accessibility Manual, and Educator Portal User Guide.	
Step 2: Test administrators must have an account set up in Kite Educator Portal, If you do not have an account in Educator Portal, please contact your DTC.	
Step 3: Complete the Security Agreement in Educator Portal.	
Step 4: Complete the DLM Required Test Administrator Training in Educator Portal via the Training tab. NOTE: All training requirements must be completed before the test administrator will have access to a student's Kite Student Portal log-in information.	
Step 5: Complete Personal Needs and Preferences (PNP) Profile and First Contact Survey (FCS) in Educator Portal. NOTE: The information from the FCS generates the student's first testlet's adaptive linkage level.	
Step 6: Kite Suite: Kite Student Portal is used for assessing students and the most current version must be downloaded on student testing devices.	
Step 7: Test administrator preparations ○ Sign up for Test Updates. ○ Verify that the student information in Educator Portal is correct. ○ Share the NYSAA Parent Brochure with Parents. ○ Review the student's IEP and Testing accommodations. ○ Plan for the need for additional resources- Translator, Braille, additional staff, separate location, etc. ○ Refer to Retrieve Testlet Information Page and Gather Materials section of the TAM.	
Step 9: Test administration period March 10—June 06, 2025 ○ Notify the DTC or BTC if any Special Circumstance Codes need to be entered prior to the close of the Testing Window.	

If you need assistance, please contact your DTC/BTC.

E. Technology Coordinator Checklist

Task	Completed
Step 1: Become familiar with your roles and responsibilities for the DLM assessment by reading the Technology Specifications Manual.	
Step 2: Evaluate the technology requirements for the DLM assessment.	
Step 3: Analyze network(s) and devices at testing sites.	
Step 4: Advise Assessment Coordinator/District Leadership on any technical issues or concerns.	
Step 5: Oversee any necessary infrastructure and/or network preparation as well as device preparation based on technical requirements.	
Step 6: Ensure all student testing devices have the current version of Kite Student Portal installed.	

F. Special Circumstance Codes

For directions on how to enter special circumstance codes, refer to the Special Circumstance Codes Directions.

NYSAA Not-Tested Category	NYSAA Not-Tested Description	DLM Special Circumstance Code in Kite Educator Portal
Absent	The student was in attendance for fewer than 30 school days as a NYSAA-eligible student between March 10-June 6, 2025 (ELA, mathematics, and science) and it was determined that there was not enough time to assess the student.	Chronic Absences (13813)
Arrived After Cutoff Date for Test Administration	The student arrived in the district too late for the district to enter the student into the Kite Educator Portal and complete the assessment. The cutoff date is generally three weeks prior to the closing of the test window.	Other (09999)
Medically Excused	The student was too incapacitated to be tested because of an illness or injury resulting from a significant medical emergency, as documented by a medical practitioner. The medically excused option is reviewed by a school district administrator on an individual student basis. Students taking the NYSAA are not considered medically excused from testing because of their disability.	Medical Waiver (03454)
Took Another Assessment to Fulfill Testing Requirement	The student took another approved assessment (i.e., a New York State general assessment, (or approved alternative) or Regents Examination (or approved alternative)) to fulfill the testing requirement in a particular content area.	Other Reason for Non-Participation (13831)

Parent Refusal	The student was not administered the NYSAA based on a parent refusal of the NYSAA assessment. This does NOT include students who were unable to engage in the assessment at the time of the testing for whom a valid score of zero is appropriate.	Parent Refusal (13820)
Misadministration/ Reporting Irregularities	The building principal is responsible for all aspects of the school's test administration and must report testing irregularities and misconduct by students and staff—in writing, on school letterhead, and signed by the principal—to OSA via fax to 518-474-1989 or by email to emscassessinfo@nysed.gov. Examples of misadministration include, but are not limited to: • All test administrator infractions regarding the violation of the Kite Security Agreement, including reproducing the assessment or sharing login credentials. • All instances of the test being accessed by the test administrator or the student outside of school hours. • The school's failure to provide the testing accommodations required by the student's IEP/504 Plan may result in the invalidation of the student's test score. For more information, refer to the Test Security Unit's website at https://www.nysed.gov/educator-integrity/report-educator-test-fraud	State Use 1 (10001)
	DO NOT USE	State Use 2 (10002)

Note: In some situations, it may be more appropriate to exit or transfer a student rather than enter Special Circumstance Codes. If a student moves to a new district or school, the sending school can exit the student from EP or contact the NYSED to transfer the student to the new district. For a full list of possible exit reasons, please visit theDLM Data Management Manual.

G. Exit Circumstance Codes

DLM Exit Code in Kite Educator Portal	Exit Code Description	NYSAA Clarification
1	Student transferred to a public school in the same district.	Contact NYSED to transfer student between schools.
2	Student transferred to a public school in a different district.	Contact NYSED to transfer student to different district if testing has begun in order to transfer completed testlets.
3	Student transferred to a public school in a different state.	
4	Student transferred to an accredited private school.	Ex: Special Acts, 853s, 4201s, State-operated, and NYS-approved out-of-State schools
5	Student transferred to a nonaccredited private school.	Ex: Independent/secular, religious
6	Student transferred to home schooling.	Section 100.10(h) Regulations of the Commissioner of Education
10	Student death.	
13	Student reached maximum age for services.	Section 200.5(a)(5)(iii) of the Regulations of the Commissioner of Education
14	Student discontinued schooling.	Ex: Dropped out
16	Student moved within the US and is not known to be in school.	This is different from code 3, in which the student was known to transfer.
17	Unknown educational services provided to student.	
18	Student data claimed in error/never attended.	Ex: Student is not eligible, based on birthdate chart, but was mistakenly enrolled.
30	Student no longer meets eligibility for alternate assessment.	Ex: A CSE meeting was held, and the student's graduation program has changed.
98	Unresolved exit for student.	

H. Quick DLM Reference and Resource Guide

A quick reference and resource guide to direct educators and test administrators to frequently accessed DLM test administration information. NOTE: *Facilitators who do not have an Educator Portal account must access the DLM Required Test Administrator Training via https://training.dynamiclearningmaps.org/login/index.php.

DLM website dynamiclearningmaps.org (Select your state under the For States tab)	Kite® Educator Portal educator.kiteaai.org	DLM® Required Test Administrator Training educator.kiteaai.org	Kite® Student Portal application
Manuals (e.g., Test Administration Manual, Accessibility Manual)	DLM security agreement	*Facilitator Guide for Required Test Administrator Training	Tech personnel download the app to student testing devices
Blueprints, Essential Elements, linkage levels	Student rosters	Guide to DLM Required Test Administrator Training	Login using students' usernames and passwords
Guides (e.g., Educator Portal User Guide, Guide to DLM Required Test Administrator Training, Guide to Practice Activities and Released Testlets)	PNP profile and First Contact survey	Test Administrator Training modules	Students' testlets
Link to Professional Development modules at dlmpd.com	Testlet Information Pages (TIPs)	Test Administrator module post-tests	Practice testlets using demo student profiles from the Guide to Practice Activities and Released Testlets (demo.sue29, etc.)
Other DLM resources and state-specific resources	Retrieval of students' usernames and passwords	Test Administrator Training completion certificate	

I. Continuing Teacher and Leader Education (CTLE)

A registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is required to successfully complete 100 clock hours of acceptable CTLE during every five-year registration period if they practice in a NYS Public or Non-public School, Special Act District, or BOCES.

Acceptable CTLE must be taken from a sponsor approved by the New York State Education Department.

Acceptable CTLE shall be study in the pedagogy or content area of any certificate title held by the individual.

The 2024 annual fall NYSED-sponsored DLM NYSAA facilitated training and the 2024-25 DLM Test Administrator Training self-directed trainings are available for CTLE credit. **All requests for CTLE for the DLM Trainings must be submitted within the school year the training was taken.**

To receive credit, please email emscassessinfo@nysed.gov, and provide the following:

- ✓ your name as it appears on your New York State teaching certification,
- ✓ your email, school, and location,
- ✓ name and type of training,
- ✓ date, and
- ✓ copy of training completion certificate.

Any questions, email emscassessinfo@nysed.gov or call 518-474-5902.

J. Writing Testlets

There are two types of writing testlets:

- **Emergent writing** testlets are used for students who do not yet have or are working on early symbolic understanding.
- **Conventional writing** testlets are used for students who have symbolic understanding and can use writing tools to communicate.

To read more about writing testlets, visit Instructional Resources.

The DLM system uses information from the First Contact Survey about the student to determine which type of writing testlet the student should receive.

The DLM alternate assessment writing testlets are designed to measure student ability for between two and six Essential Elements. The Initial and Distal Precursor levels are combined in an Emergent writing testlet. The Proximal Precursor, Target, and Successor levels are combined in a Conventional writing testlet. Emergent and Conventional writing testlets are available for every grade.

In both types of writing testlets, students use the orthography-based tools that they use for writing in everyday instruction. Many students taking DLM alternate assessments will need the support of a test administrator to assist them in accessing a writing tool. The tools must offer students access to all 26 letters of the alphabet. The following writing tools are always allowable for use in writing testlets:

- pens or pencils
- white boards
- traditional keyboards using word processing software
- adapted keyboards that include all 26 letters of the alphabet
- tablet computer keyboards using word processing software
- any keyboard using word-prediction software
- alternate pencils, including alphabet flip charts, talking word processors, eye gaze displays of letters, and letter-by-letter dictation of any sort
- a test administrator acting as a scribe, provided that the student is dictating letters to construct words.

The DLM writing testlets assess a student's ability to communicate using writing and the precursor skills that lead to writing. Because these skills focus on understanding letters, words, and the expression of ideas through words, picture or word selection is not an appropriate method of composing text for the DLM alternate assessment writing testlets. When the testlet response options refer to "writing" or "the student wrote," this can include any method the student uses for writing.

During the use of both types of writing testlets, the test administrator and the student participate in an engagement activity related to choosing a topic on which to write. In Emergent writing testlets, students often choose from a list of topics that they have been exposed to during instruction. Students taking Conventional writing testlets also write about familiar topics. The system does not pre-select topics for writing assessments. If able, the student should independently select a subject on which to write. The subject should focus on an informational topic that is relevant to instruction and familiar to the student.

With writing testlets, the test administrator delivers a structured writing activity to the student. The test administrator follows a series of onscreen instructions that guide the activity. The activity assesses the student's abilities to use writing to communicate about information at an appropriate level given the student's symbolic understanding.

> Educator Directions:
>
> Say: "You are going to write about a person, place, or object today. What would you like to write about?"
>
> Give the student time to make a choice about a topic used in shared reading and during instruction. If the student is unable to select a topic, select a topic for the student to write about. When the student is ready to begin, select "NEXT."

The test administrator is given prompts to ask the student to engage in writing tasks. The test administrator answers questions in Student Portal to evaluate the student's response after each prompt.

> After the student has finished writing, choose the highest level that describes your evaluation of the final product. Spelling is not evaluated in this item.
>
> - Wrote facts, details, or other information related to the topic
> - Communicated about facts, details, or other information related to the topic, but did not write
> - Wrote at least one word related to the topic
> - Wrote a word or words that were not related to the topic
> - Wrote letters
> - Wrote marks or selected symbols other than letters
> - Did not communicate or write about the topic

The student's writing product must be kept on file at their district for a period of one year following test administration, then securely destructed.

Additional modules associated with emergent and conventional writing are located on the DLM Professional Development site.

Teachers can submit a student writing samples directly into EP, which allows for secure uploading of a student writing sample that can be directly linked to each student. Samples are used for validity evidence and research purposes only. Note: uploading a writing sample does not impact scoring. Schools can reference the Submitting Student Writing Samples in Education Portal directions on the DLM NY page.

K. Frequently Asked Questions and Answers (FAQ)

1. Why Don't I See Testlets?

There are several tasks that must be completed in order to administer testlets to students. When test administrators (teachers or others who are testing students) report that they are not able to administer testlets, please check to be sure that all tasks below have been completed:

- The Security Agreement in EP has been read, agreed to, and signed. The First Contact Survey has been completed and submitted.
- Test administrators have the role of Teacher in EP. Test administrators need to have the educator identifier field associated with their EP account populated with either their TEACH identification number or their email.
- The Required Test Administrator training has been completed and all quizzes have been passed with a score of 80% or higher. Reminder: once you complete and pass the quizzes, you must go back to the landing page and accept the certificate, or the course is not recognized as complete. Students are rostered to the test administrator in either ELA, math, or science, or all subjects if applicable. If a student is rostered to a course instead of the content area, they will not be assigned testlets. One roster per subject.
- Reminder: if you are using the Instructionally Embedded (IE) assessments, you will not see anything under Test Management like you do in the spring. IE is located in the Instruction and Assessment Planner. Refer to the Educator Portal User Guide for more information.

2. What grade should be used for high school students taking a NYSAA?

All NYSAA-eligible students noted in the secondary-level age range in the Birthdate Range memo are assigned to the Grade 9 cohort in EP, regardless of the actual grade that the student is enrolled in at school, including ungraded.

3. Is there a list available of users, students and rosters who have already been loaded into the EP System?

District and Building Test Coordinators can export reports out of the EP system for all user, enrollment and roster data that has been submitted to date. Refer to the Educator Portal User Guide for more information.

Here is how to extract the reports:

Users

- Once logged into EP, go to the blue REPORTS tab, and then select DATA EXTRACTS.
- Select NEW FILE in the 'Action' column for the 'Users' Extract. In the pop-ups, select your district (if not already populated) and leave the school field blank for a list of all district users. Select a school for a school-specific report.
- Click on "OK".
- Once the report is generated, a date stamp will replace “in queue” in the 'File' column. You will then be able to click the CSV link to download it.

Enrollment (students)

- Once logged into EP, go to the blue REPORTS tab, and then select DATA EXTRACTS.
- Select “New File” for the 'Current Enrollment' Extract. In the pop-ups, select your district (if not already populated) and leave the school field blank for a list of all district enrollment. Select a school for a school-specific report.
- Click on "OK".
- Once the report is generated, a date stamp will replace “in queue” in the 'File' column. You will then be able to click the CSV link to download it.

Rosters

- Once logged into EP, go to the blue REPORTS tab, and then select DATA EXTRACTS.
- Select “New File” for the 'Roster' Extract. In the pop-ups, select your district (if not already populated) and leave the school field blank for a list of all district rosters. Select a school for a school-specific report.
- Click on "OK".
- Once the report is generated, a date stamp will replace “in queue” in the 'File' column. You will then be able to click the CSV link to download it.

4. How do I obtain a TEACH ID?

- In EP, the Educator Identifier for public school/charter/BOCES teachers is the New York State TEACH ID. This is a required field.
- If a TEACH ID is unknown, please enter the teacher’s email in this field as this is a required field.
- You can also visit the TEACH website to obtain an educator ID.
- Access TEACH Accounts and IDs for more information.

5. **How are student usernames and passwords set and what if a student cannot type them?**

   - Students must have a username and password to access Student Portal and take the NYSAA.
   - The username and password are assigned to the student from within EP.
   - They are not created by the student or the teacher.
   - Educators can view student usernames and passwords in EP under MANAGE TESTS. Select TEST MANAGEMENT, then select SEARCH. Under 'Test Ticket,' select the PDF icon to access the student's username and password, The Test Ticket can be printed, but is a secure document and must be securely destructed.
   - Teachers can log in for students if the student is unable to do it themself.
   - The student's username and password must be kept secure by the test administrator.

6. **Who must take the Required Test Administrator Training?**

   All teachers who plan to administer the NYSAA must take the Required Test Administrator Training every year they administer the NYSAA. Teachers who took the training last year are considered Returning Teachers in the system. Teachers new to NYSAA testing and teachers who skipped a year administering the NYSAA are considered NEW teachers in the system.

7. **What if I do not see a student when rostering?**

   If the DTC does not see students after NYSED does the November upload, then the DTC will have to manually enroll the student. See the Data Management Manual.

8. **Why does the student have a different grade level than the grade level indicated in the Birthdate Chart?**

   Many NYSAA students are ungraded; therefore, the student should be tested at the grade level indicated in the Birthdate Chart that is aligned to their date of birth.

9. **Are NYSAA students eligible for the Skills & Achievement Commencement Credential?**

   Students in New York State who are assessed using the New York State Alternate Assessment (NYSAA) may exit high school with the Skills & Achievement Commencement Credential (SACC). If you have questions about the SACC, please contact the Office of Special Education at 518-473-2878 or email

specialed@nysed.gov or contact the Office of Standards and Instruction at 518-474-5922 or email emscurric@nysed.gov.

10. Can a student receive a Skills & Achievement Credential without completing the NYSAA?

In May 2020, NYSED issued updated guidance regarding the award of the SACC in Regents Examination and Graduation Requirements Questions Related to COVID-19 Closure that due to the cancellation of the NYSAA for the 2019-20 school year, a student with a severe cognitive disability who was scheduled to take or was in the process of taking the secondary-level NYSAA during the 2019-20 school year, and is exiting from high school in June or August 2020, may be awarded the Skills and Achievement Commencement Credential as long as the student meets all other eligibility requirements (see Question 45). While this guidance was specific to the 2019-2020 school year, previous guidance to the field has been that **students recommended by the CSE for NYSAA who opt out of a NYSAA exam remain eligible for the Skills and Achievement Commencement Credential if all the other requirements have been met.**

Whether an individual student meets the criteria must be determined on an individual basis. If school districts or local CSEs have questions regarding the Skills and Achievement Commencement Credential, they are encouraged to contact the Office of Special Education directly by emailing speced@nysed.gov or calling 518-473-2878.

11. How do I find out if a high school student previously took the secondary NYSAA?

If you have questions about obtaining a student's previous NYSAA exam score, please contact datasupport@nysed.gov and provide ONLY the student's NYSSIS ID number with your inquiry.

12. Are students permitted to use scratch paper?

Yes, schools should prepare to provide scratch paper to their students for use when taking the NYSAA. For each test session, the teacher should provide scratch paper to each student testing. Students should have access to one sheet of lined or plain paper and one sheet of graph paper. Students should also be advised that any work done on this scratch paper will not be scored. Only answers entered into the test system will be scored. The scratch paper distributed to students testing must be collected at the end of the test session, whether used or unused, and securely destructed. For further information on testing accommodations, please refer to the Accessibility Manual, the memo Accessibility Supports for Students with Severe Cognitive Disabilities Tested on the NYSAA in ELA, Mathematics, and Science, and the Testing Accommodations for Students with Disabilities Guide.

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New York State

Alternate Assessment

School Administrator's

Manual