

Dynamic Learning Maps Accessibility Features/Accommodations Form Instructions

Dynamic Learning Maps Accessibility Features/Accommodations instructions is provided to assist in identifying and documenting the accessibility features and/or accommodations for students determined eligible to take the Dynamic Learning Map (DLM) assessment. DLM is guided by the core beliefs that all students should have access to challenging, grade-level content and that educators will observe professional protocols in providing instruction and administering assessments based on this challenging content.

Accessibility features and accommodations should be chosen on the basis of the individual student's needs, not on the basis of the disability category, grade level, or instructional setting. Accessibility features and accommodations identified for students taking the DLM are provided to ensure that the assessment will provide an accurate picture of what the student knows. It is important that as part of the IEP process, the team discusses with the parent the accessibility features and accommodations that their child will have available to them to complete the assessment.

The DLM Personal Needs Profile Form will help to guide IEP teams in identifying and documenting the appropriate accessibility features and/or accommodations for students taking the DLM. Accessibility features and accommodations must be listed under each applicable test on the IEP. If the IEP team identifies accessibility features and/or accommodations to use, the Dynamic Learning Map Accessibility Features/Accommodations Form must be attached to the IEP.

Accessibility Features

There are two categories of accessibility features with multiple aspects. If one or more aspect of an accessibility feature is identified as appropriate, the team should record the accessibility feature on the DLM Accessibility Features/Accommodations Form and attach the form to the IEP.

As an example, the IEP team may identify that a student who is eligible for the DLM requires magnification of the screen during testing. For this reason, magnification should be marked if it is for ELA and/or math. It is necessary to indicate if magnification will be used, but it is not necessary to identify the level of magnification. During actual testing, the level of magnification may be adjusted between “testlets” to find the most appropriate level for the student and so should not be restricted on the IEP. The option is available for districts to use the DLM system prior to the assessment administration to familiarize students with the accessibility features and/or accommodations that are available.

Accommodations

Category three lists out specific accommodations (human read aloud, signed interpretation of text, language translation of test for math only, test administrator enters response for student, and partner-assisted scanning) that are defined by the DLM. Should any of these be identified by the IEP team as appropriate, they should be checked on the DLM Accessibility Features/Accommodations Form. Should the student require other “team-defined” accommodations not listed here but regularly used in classroom assessments, they should be listed specifically under the “team defined” box. The “team defined” accommodation should be an accommodation that does not negate the purpose of the assessment and should be familiar to the student.

As an example, the IEP team may identify that a student who is eligible for the DLM requires a signed interpretation of the text using American Sign Language and requires the use of a stress ball. “Signed Interpretation of Text” and “Stress Ball” should be documented on the form.

DLM Accessibility Features / Accommodations Form

Accessibility Features			Yes	No
Category 1: Support provided within KITE via the PNP Profile	<i>Magnification</i>	Allows screen magnification during testing. The magnification options are 2x, 3x, 4x, 5x.	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Overlay Color</i>	The overlay color is the background color of the test; the default color is white. During testing there are other alternate colors options: blue, green, pink, gray, and yellow. The font will remain black.	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Invert Color Choice</i>	The invert color will cause the test background to appear black with white/gray lettering. Use with “contrast color” to change the display to a different color scheme.	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Color Contrast</i>	The contrast color section provides several background and lettering color schemes: white background with green font, white background with red font, black background with gray font, black background with yellow font.	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Synthetic Spoken Audio(read aloud with highlighting)</i> <ul style="list-style-type: none"> • <i>Text only</i> • <i>Text and Graphics</i> • <i>NonVisual</i> 	Text Only Provides audio for the text and not for images	<input type="checkbox"/>	<input type="checkbox"/>
		Text and Graphics Provides audio for the text and an audio description of the images	<input type="checkbox"/>	<input type="checkbox"/>
NonVisual Provides audio for the text, an audio description of the images, and an audio description of the layout		<input type="checkbox"/>	<input type="checkbox"/>	
Category 2: Support Requires Additional Tools/Materials	<i>Uncontracted Braille</i>	Uncontracted (only available option)	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Single Switch System</i>	Is activated using a switch set up to simulate the “Enter” key on the keyboard. On the PNP, educators can set scan speed, indicate whether scanning should begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Two-Switch System</i>	Does not require activation in the PNP. Is used to emulate the tab key to move between choices, and the Enter key to select the choice when highlighted.	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Individualized Manipulatives</i>	Manipulatives that is familiar to the students to use while testing (i.e. unit cubes, interlocking blocks, counters, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Calculator</i>	Permitted to use on math testlets unless it interferes with the construct of the testlet. The Test Information Page (TIP) for each math testlet will specify whether or not a calculator is permitted.	<input type="checkbox"/>	<input type="checkbox"/>

DLM Accessibility Features / Accommodations Form (Continued)

Accommodations			Yes	No
Category 3: Support provided by the Test Administrator Outside the DLM System.	Human Read Aloud	If the student does not respond well to the synthetic voice, the test administrator may read the assessment to the student.	<input type="checkbox"/>	<input type="checkbox"/>
	Signed interpretation of text	Signing is not provided via the computer. For students who sign, test administrators may sign the content to the student using American Sign Language (ASL), Exact English, or a personalized sign system.	<input type="checkbox"/>	<input type="checkbox"/>
	Language Translation of Text (Math only)	Test administrators may translate the text for students who are English Language learners or respond best to a language other than English on the math assessment only.	<input type="checkbox"/>	<input type="checkbox"/>
	Test administrator enters responses for student	If a student is unable to independently and accurately record his/her own responses into the system, the student may indicate the selected responses through normal response types and/or forms of communication such as eye gaze and the test administrator will keys in the student's response.	<input type="checkbox"/>	<input type="checkbox"/>
	Partner-Assisted Scanning	A strategy in which test administrators assist students with scanning, or going through, students' answer choices. Test administrators read and/or point to each answer choice and the students indicate when their desired choice is presented.	<input type="checkbox"/>	<input type="checkbox"/>
	Team-defined	Any accommodations that are not addressed may be implemented IF the accommodation does not negate the purpose of the assessment. Any accommodation used during testing should be familiar to the student through previous use in the student's instructional program. List the team defined accommodations below:	<input type="checkbox"/>	<input type="checkbox"/>