

**1. Please indicate your current position (choose all that apply).**

#	Answer	Response	%
1	District Test Coordinator	6	6%
2	Qualified Mentor-Trainer	26	25%
3	Special Education Director	6	6%
4	Qualified Assessor / Test Administrator	89	84%
5	Other (Please describe below):	2	2%
<b>Total Responses</b>			<b>106</b>

**2. Current position (Other)**

Value	Statistic	
1	Instructional Support	
55	Special Education Teacher	
1	Assistive Technologist	
1	TVI/COMS	
1	Teacher of the visually impaired	
1	SERT	
2	Special Education Director	
<b>Total Responses</b>		<b>61</b>

**4. How many years have you been teaching overall?**

**Summary**

# Years	Responses
0-5	31
6-15	32
16-25	23
AVERAGE	13.4

**5. How many years have you been teaching students with significant disabilities?**

**Summary**

# Years	Responses
0-5	45
6-15	28
16-25	20
>25	8

<b>Total Responses</b>	<b>104</b>
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**6. Please indicate the college degrees or certificates you have earned. (Check all that apply)**

#	Answer	Response	%
1	Bachelor's	59	56%
2	Master's	75	71%
3	Doctorate	1	1%
4	Other degree	7	7%
<b>Total Responses</b>		<b>106</b>	

**7. Please specify "Other Degree."**

**Text Response**

Endorsement in Educational Leadership	
My Master's is consider "Master's Equivelant"	
Endorsement--Special Ed Mild disabilities	
Educational Leadership certificate	
Graduate Certification in Special Education	
Special Education Endorsement	
Graduate Certificate	
Additional Master's in Education	
2 M.Ed. I in Special Ed, 1 in counseling and guidance	
National Certification in Orientation and Mobility	
Reading Specialist	
BA Elementary Education SPED endorsement	
1 Associates, 2 Bachelors, 2 Masters, and 24 credits toward a Doctorate	
<b>Total Responses</b>	<b>13</b>

**8. Which of the following teaching certifications or licenses do you hold? (Check all that apply)**

#	Answer	Response	%
1	General Education	72	68%
2	Special Education	100	94%
3	Other	21	20%
Total Responses			106

**10. Which of the following subject area endorsements or certifications do you hold? (Check all the apply)**

#	Answer	Response	%
1	English Language Arts	15	27%
2	Mathematics	8	14%
3	Science	9	16%
4	Health/Physical Education	5	9%
5	Fine or Performing Arts	0	0%
6	Social Studies	10	18%
7	Other subject area endorsements	44	79%
Total Responses			56

**12. What grade level(s) of students did you test this year in the Alternate Assessment (ELA, Math, or Science)? (choose all that apply)**

#	Answer	Response	%
1	High School	28	26%
2	Middle School	32	30%
3	Elementary School	54	51%
4	None	11	10%
Total Responses			106

**13. Did you administer any Alaska Alternate Assessments in ELA and Math this year?**

#	Answer	Response	%
1	Yes	90	94%
2	No	6	6%
	Total	96	100%

**14. My primary focus in reading instruction is:**

#	Answer	Response	%
1	Decoding	13	15%
2	Sight word vocabulary	12	13%
3	Basic comprehension	30	34%
4	Functional reading skills (name, signs, etc.)	34	38%
	Total	89	100%

**15. My primary focus in math instruction is:**

#	Answer	Response	%
1	Number recognition and use	20	22%
2	Basic operations (add, subtract, multiply, and divide)	24	27%
3	Applied problems	5	6%
4	Functional math (time, measurement, money, etc.)	40	45%
	Total	89	100%

<b>16. My primary focus in writing instruction is:</b>				
#	Answer		Response	%
1	Forming letters and words		22	25%
2	Forming sentences		27	30%
3	Composing reports or stories		3	3%
4	Functional writing skills (name, using communication device, etc.)		37	42%
Total			89	100%

<b>17. Did you administer any Science Alternate Assessments to a student/students this year?</b>				
#	Answer		Response	%
1	Yes		58	60%
2	No		38	40%

<b>18. Please select the answer that best reflects your opinion. [Student Science Reports]</b>							
#	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses	Mean
1	I know how to access and use the unofficial student reports generated by the DRA Science data entry website for students who participated in science.	1	5	35	17	58	3.17
2	I know how to request the Official Individual Student Reports in Science that will be made available to my district.	5	17	24	12	58	2.74
3	I am confident in my ability to interpret the Official Individual Student Reports in Science for IEP teams and to parents.	2	8	31	17	58	3.09

Statistic	I know how to access and use the unofficial student reports generated by the DRA Science data entry website for students who participated in science.	I know how to request the Official Individual Student Reports in Science that will be made available to my district.	I am confident in my ability to interpret the Official Individual Student Reports in Science for IEP teams and to parents.
Min Value	1.00	1.00	1.00
Max Value	4.00	4.00	4.00
Mean	3.17	2.74	3.09
Variance	0.43	0.79	0.57
Standard Deviation	0.65	0.89	0.76
Total Responses	58.00	58.00	58.00

**19. Did you administer any Science ELOS items to a student/students this year?**

#	Answer	Response	%
1	Yes	21	36%
2	No	37	64%
	Total	58	100%

20. Please select the answer that best reflects your opinion. [Science ELOS]							
#	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses	Mean
1	The Science Early Entry Points (EEPs) to the Science Extended Grade Level Expectations (ExGLEs) are helpful in planning instruction for my lowest-performing students.	2	4	12	2	20	2.70
2	The Science Extended Levels of Support (ELOS) assessments option allows my lowest-performing students to participate in the assessment process when they would not be able to otherwise.	3	1	13	3	20	2.80



Statistic	The Science Early Entry Points (EEPs) to the Science Extended Grade Level Expectations (ExGLEs) are helpful in planning instruction for my lowest-performing students.	The Science Extended Levels of Support (ELOS) assessments option allows my lowest-performing students to participate in the assessment process when they would not be able to otherwise.
Min Value	1.00	1.00
Max Value	4.00	4.00
Mean	2.70	2.80
Variance	0.64	0.80
Standard Deviation	0.80	0.89
Total Responses	20.00	20.00

**21. Please share any suggestions or comments you have related to the Science Alternate Assessment.**

**Text Response**

Thank you for keeping a paper form available for Science rather than computer delivery.

The test is not varied or comprehensive enough. I would recommend having a variety of test questions.

Science testing itself was great. I would like to see partial credit available for questions that require 2 answers or are 2 questions. However, the Science training was too long and still complicated with ELOS. The training should not have included DLM as this was very confusing. Although it was a good idea in theory for DRA to be the place that walked you through the entire AA training, in practice, it did not work out that way and many teachers thought they could pass through those sections, and had to go back and repeat. It was disjointed and confusing to include DLM in the DRA system.

Assessments for the lowest performing students should focus more on functional skills and provide useful data to teachers and parents. Please confer with the parents and teachers who work with these students daily to revise these assessments so they are accessible and provide meaningful data.

I felt giving this test to my student, a child in the lowest 1% was a waste of valuable learning time where I could have been focused on giving him more functional skills that he will use in life more than being able to take a test to determine if he can identify arbitrary iconic pictures of different items.

Keep it the same, very user friendly.

Questions pertaining to gravity, the moon, genetics and other abstract concepts do not make sense for students with significant cognitive disabilities.

It was awkward having it separate.

Making the science portion more relevant to functional skills.

The science assessment should have different levels as well as ELA and math.

The science portion of the test does not accurately assess students with significant cognitive impairments. Nor does the test assess the functional skills that students are working on. Asking students who are in self-contained life skills classes questions about inheriting genetic traits won't provide any useful data to teachers.

This was the easiest and best part of the testing.

Statistic	Value
Total Responses	12

<b>22. Please select the answer that best reflects your opinion.</b>							
<b>[Access/GenEd]</b>							
#	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses	Mean
1	The Alaska Alternate Assessment is accessible to my students.	4	16	56	22	98	2.98
2	I have sufficient access to accommodations and assistive devices when administering the Alaska Alternate Assessment.	3	6	65	24	98	3.12
3	The students I teach are likely to meet the academic standards assessed with the Alaska Alternate Assessment.	16	35	39	7	97	2.38
4	The students I teach are improving in their academic skills.	2	5	66	22	95	3.14
5	I am teaching differently since the Alaska Alternate Assessment was implemented.	21	45	24	5	95	2.14
6	The students I teach need more instruction on functional living skills.	2	13	37	42	94	3.27
7	I am using the	4	24	57	10	95	2.77

2015 ACAA Survey of Consequential Validity

Alaska-DLM Essential Elements during instruction.							
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Statistic	The Alaska Alternate Assessment is accessible to my students.	I have sufficient access to accommodations and assistive devices when administering the Alaska Alternate Assessment.	The students I teach are likely to meet the academic standards assessed with the Alaska Alternate Assessment.	The students I teach are improving in their academic skills.	I am teaching differently since the Alaska Alternate Assessment was implemented.	The students I teach need more instructional living skills.	I am using the Alaska-DLM Essential Elements during instruction.
Min Value	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Max Value	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Mean	2.98	3.12	2.38	3.14	2.14	3.27	2.77
Variance	0.56	0.42	0.72	0.35	0.67	0.61	0.48
Standard Deviation	0.75	0.65	0.85	0.59	0.82	0.78	0.69
Total Responses	98.00	98.00	97.00	95.00	95.00	94.00	95.00

**23. Please select the answer that best reflects your opinion. [System]**

#	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses	Mean
1	Students who participate in the Alaska Alternate Assessment are appropriately identified.	6	7	55	31	99	3.12
2	Stakeholders (e.g., administrators, teachers, parents) use the results from the Alaska Alternate Assessment appropriately.	9	28	50	12	99	2.66
4	Participation in the Alaska Alternate Assessment has increased access to the general education curriculum for students with significant cognitive disabilities.	16	46	29	8	99	2.29
11	Participation in the Alaska Alternate Assessment has increased the development of academic goals and objectives in IEPs for	7	33	46	13	99	2.66

2015 ACAA Survey of Consequential Validity

students with significant cognitive disabilities.						
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Statistic	Students who participate in the Alaska Alternate Assessment are appropriately identified.	Stakeholders (e.g., administrators, teachers, parents) use the results from the Alaska Alternate Assessment appropriately.	Participation in the Alaska Alternate Assessment has increased access to the general education curriculum for students with significant cognitive disabilities.	Participation in the Alaska Alternate Assessment has increased the development of academic goals and objectives in IEPs for students with significant cognitive disabilities.
Min Value	1.00	1.00	1.00	1.00
Max Value	4.00	4.00	4.00	4.00
Mean	3.12	2.66	2.29	2.66
Variance	0.62	0.66	0.70	0.64
Standard Deviation	0.79	0.81	0.84	0.80
Total Responses	99.00	99.00	99.00	99.00

**24. What has gone well in implementing the DLM Alternate Assessments in ELA and Math?**

**Text Response**

Unsure. So much built up frustration and anxiety figuring everything out.
Very little.
There were only two computer glitches during the assessment.
The advance training for test administrators and the opportunities for the students to practice prior to taking the assessment.
testlets did not take too much time.
I believe that the Alternate Assessment allows the teachers to get a better overview of what the students have learned and maintained throughout the year.
My student was engaged most of the time.
Students like using the computer
The Essential Elements have allowed teachers to understand how the standards connect to their students goals and instruction.
I really like the idea of the DLM: Testing students at their appropriate skill level with individualized testlets that give you a better idea of their performance and progress. However, some of the testlets inappropriately addressed skills for this population by not adjusting vocabulary and by not allowing adaptations as PNP intended. With improvements, I think the new DLM system will be a very positive thing for students, teachers and classrooms, and provide better information for IEP's.
The essential elements gave my protegee direction on program development and planning lessons.
Use of Chromebooks
I got good information for program planning for next year.
guide to writing appropriate goals/objectives
Most of our staff put considerable effort into figuring out how to give the tests correctly.
I like the Dynamic Learning Maps and essential elements. I believe that they will help me improve my instruction.
Testlets were short and quick.
The assessments do help me to focus my instruction on more academic skills and raise the expectations for my students.
A student who only recently gained the ability to communicate performed well on tasks none of us expected her to be able to complete.
the independence of the computer
Very little, nearly all my students answered questions based on their preference from the options and not the content of the questions.
The testlets were the correct length as my student had a very short attention span.
They are geared towards my students with cognitive disability.
The students enjoyed the assessment process.
Students are more engaged with the computer assessment
the pictures used were high interest; the math language used was appropriate;

The computer is motivating for my students. I liked response options i when clicking for students who were not able to read or respond (I.e. responded to other stimuli).
The short duration of the test-lets and the ability to flex the schedule to fit student needs.
Using the computer. The number of questions in each test seemed appropriate. Students liked taking the test.
It seems easier than keeping a huge portfolio and keeping everything the kids do. It guided knowledge expectations for students with significant disabilities.
It was simple to administer.
The use of technology to assess students is aligned with the general ed side of things. The students enjoyed working on the computer.
Saved paper.
THIS IS A POORLY WRITTEN TEST. NOTHING ON THIS TEST WAS PURPOSEFUL FOR MY STUDENTS. I WOULD MUCH RATHER HAVE THE OLD ALTERNATE ASSESSMENT THEN THE DLM. A FRUSTRATINGLY WASTE OF MY TIME.
It's easier on the computer and less material prep.
The accessibility of it on the computer.
iPad access has made the assessment more accessible to Life Skills students.
The computer seemed to hold the attention better for some students. The stories from the Tar Heel readers were nice - they were about everyday activities that the students could relate to.
The testlets have good questions that are easy for the students to understand. The student seemed comfortable with the computerized format.
The process was simple. Also, the testing coordinator communicated frequently and effectively with updates about testing.
It's a test that actual shows what the kids are working on and is a better assessment of their skills.
Some students thought that since they had green checkmarks at the end of the test they had all of the answers correct.
Tests were short.
It was a lot to learn, in this the first year, and learning curve was steep. But the actual system of administering the test went more smoothly than I expected.
Computer access
The system for the kids was not bad..
The format and instructions were easy to follow.
students accessing the test.
The new format is less time consuming and more engaging than the old format. The students like the computer format
My student did okay with the computerized assessment. I think it went quite well, the testlets weren't too long for him, which was what I was concerned about.
For one student it worked out fairly well. He is cognitively able enough to complete exam without much assistance of set up.
use of ipad an improvement



The DLM assessments are quick to use and the students are more engaged with the administration of the assessment.
The ELA stories has gone well.
Having the longer testing window. Using visuals and pictorial representations for questions.
The students liked using the computer.
The students are engaged and like taking the test.
Easy to submit tests I like having a long testing window and not so much paperwork
I like the idea of having the testlets adapt to how students performed on the previous test.
Practice testlets were well matched, each testlet was short, most manipulatives that were needed were easy to find
The computer is much better than paper and pencil.
Students like the use of technology and are more willing to work. They like the short sentences and pictures to accompany the stories.
The Kite Client on the iPad worked well for our student. Testlets were short and doable.
I like that my student can touch the screen to give his answers.
Getting staff a familiarity with EE's and DLM
This test is much better than previous tests in that there is alternate means of showing information.
I did not have a student that required Alt. Assmt. this year; however, I attended mandatory training for the Alt. Assmt. The new system came across as overwhelmingly complex.
online testing seems to have gone smoothly for our teachers and students computer systems
I did not have to create/cut a lot of manipulatives to administer the test. The testlets were short.
<b>SIMPLICITY</b>
DLM had people ready and available to help troubleshoot during testing. They were very helpful and were able to immediately identify problems and help solve them.
The student I administered the assessments for had more problems understanding the questions than he had navigating screens with the mouse (but we were able to practice the latter, so that helped.)

Statistic	Value
Total Responses	74

**25. What were the challenges in implementing the DLM Alternate Assessment in ELA and Math?**

**Text Response**

Rather than spending one day testing students, it took 2 to 3 days (took away from instructional time). Difficulty with ELA portion of test with blind student. No choice for "refusal"; "no answer", etc. Lots of frustration with understanding all requirements and where to find such things as PNP, First Contact Survey.

Months and months of confusion, contradiction and "walking back" on decisions that were thought to be firm.

The assessment was too high for the students I work with. Students who are working on object identification, were given Initial Precursor items that gave them written word choices as answers. Materials preparation lists did not cover all the needed items. Some of the TIPs said, "None" on the needed materials and once the testlet was opened, it listed materials

Maybe just having a testlet for non-Alternate Assessment students on my student's list of assessments on Kite. It was a little confusing.

1. KITE was offline and we were unable to access the website via the students' district assigned laptops. The examiner had to use her personal laptop to access the DLM tests. 2. The DLM tests were offline during a portion of the time I had set aside to assess students. The logistics of trying to reschedule those assessments was challenging. 3. There was a lag in the amount of time between the time the words appeared on the screen and when the pictures appeared on the screen.

I have had no difficulty in administering the Alternate Assessment.

Getting my student to read the reading section the second time, didn't like to have to go through it again.

Content that my students may not have access to.

Not having enough support from the DTC and them not being trained in the Alternate Assessment when there was a technology issue. Also, not have access to reports or tickets without permission from the DTC..

I would suggest more face-to-face training and communication about the AA and not rely on the Moodle, emails, webinars, internet sites, etc...especially with it being a new assessment. Not being informed that there was going to be a written portion on the LA test was another concern that at least a couple of us shared. Though pretty straight forward, we should have least received some training in it, so that we could have all been on the same page.

From the district standpoint, we had a lot of challenges with rostering students and getting help from DLM. Long wait times on the phone and emails that were answered up to a week later for issues that needed immediate attention. Their online system, Educator Portal, could also use significant improvements in ease of use. I also do not know why the TIPS couldn't be included in the testlet when it is loaded. Having TIPS at a separate place is not working out, as sometimes it's not there at all. Lastly, the wait time between testlets really slowed down testing. There has got to be a way to refresh testlets at a better rate, preferably automatically. The wait time in between testlets is just not good practice.

Reading and learning the necessary information to adminstrate the tests online.

Although, we were confident with our computer background and that gave us the cutting edge, so to speak, on giving the tests.
Training staff members, having test tickets available for students, materials needed
Technology issues-our internet is so slow that it is taking half a day to load one set of testlets.
This year it was computer issues and confusion from regular ed. and other people testing about the test since the two are so different.
waiting the 30 minutes to get another test
I think the AA is too low for some of my students but the AMP is way too high. If there was more of a middle ground assessment it would be better.
The lag time between testlets was problematic.
The computer-based testing made it too easy for my students to "point and click" without taking the time to think about the questions or problems. I don't believe that the test results will accurately reflect their abilities.
Gathering all the odd items needed for each testlet.
Many of my students are unable to perform the skills / items tested because of current functioning level. The tests are still inappropriate (not correctly leveled for the student) and do not offer a valid picture of student's achievements because they are inaccessible. This is even with the student profile at the beginning of the testing. Some students are correctly tested based on their skill level. The students who are working on the most fundamental skills are not appropriately assessed.
Addressing visual impairments, fine motor impairments, and limited attention spans were challenging. Frankly, these assessments are not relevant to these students, do not provide useful data, waste precious educational time, cause anxiety in students, and are disheartening to parents.
finding time from teaching to administer test
Time: having to check to see what manipulatives were necessary and then finding them or appropriate alternatives. Manipulatives: items that have no meaning or context for the students. The different sets of manipulatives used to ask the same type of question.
As DTC I had little information about the DLM side of the statewide test.
Waiting for the testlets to load was very aggravating. I did maybe 20 minutes total of testing, but it had to be spread out over three different days, interrupting instruction on all three of those days, which was a disruption to my student.
They were too hard for my student with a severe disability.
materials were difficult to find and expensive; levels of the assessment were too high at times for my students and not reflective of their needs which caused them to experience frustration; vocabulary within the stories was completely beyond their level of reading and understanding; the questions were too leading making it easier for students to mark the correct answers on stories that they could barely read or did not understand; some students were able to guess the answers correctly due to being able to read a familiar word in the answer choices when they were not able to read 90% of the story. Therefore, I did not feel that the assessment was always an accurate reflection of what they can do or not do.

Being required to find random objects for the test
the pics and words did not make sense or were awkward; the stories used in the math seemed to focus on the person's name or objects more than the desired concept.
Some of the questions were too far over thier heads so they were guessing responses.
Slow internet connection and slow upload of test-lets.
Some of the items requested to use during a test were not what I would have selected. I felt like more students should qualify for DLM Alternate Assessment than the lowest 1%. Make sure the pictures matched the words or use simple black and white drawings or nothing at all if you want to assess comprehension. Some subjects or topics read were too unfamiliar for my students.
It was the hugest scavenger hunt I had ever seen and sometimes the items I gathered didn't seem relevant to the questions.
Training time.
It was very difficult having to wait for the next test to show up/not knowing when it would show up. It was also EXTREMELY challenging coming up with some of the items needed for the math questions (we had to purchased some materials with school and personal funds because of the number of supplies/specific supplies needed).
I planned the assessment so that each student had two testing sessions (Tues and Thurs) each week for three weeks. Each session was a math and ELA testlet. It allowed the students time on each and myself to prepare for the next testlet. The challenges I faced was facilitating student consistent effort and focus on each testlet.
The ridiculous scavenger hunts to find testing materials. Needing to test over multiple sessions. My students assumed the green checked boxes meant they got them correct which reinforced quick answering.
WHERE TO BEGIN? THE TESTLET TIPS ON PAGE 172 OF THE MANUAL. HAVING TO GO INTO THE TESTLETS TO DETERMINE WHAT THE STUDENT WOULD NEED. GETTING THIS INFORMATION FROM ASD 3/4 OF THE WAY THROUGH THE TEST. STARTING THE TEST SO LATE IN MARCH. THE TINY PICTURES ON THE COMPUTER. THE NONSENSICAL STORIES.
Looking for all the appropriate manipulatives
No
The language used in the testing was not the everyday language I use with my Life Skills II students. The language needs to be something they use each day. We also need to have the option of simplifying the language used during the assessment.
Students who are unable to write had a testlet that included writing. No ELOS level.
Waiting for the next testlet to appear. The list of needed objects didn't always match the test. The writing portion said that spelling mattered at the beginning and then was never looked at. Finding the objects was challenging. The tests seemed to jump all over the place - one math testlet was looking at simple algebraic expressions ( $4 + x = 7$ ) and then the next one jumped down to counting

objects. Many of the tested math skills didn't seem all that functional to real life - asking about coordinates on a graph - which is not in the ULS curriculum.

My student had to wait to retrieve testlets. The former Alternate Assessment allowed a student to complete all sections within an hour or two (even with breaks). Having to wait to retrieve testlets is cumbersome to my home schooling families. They either have to spend the day, or come back to the office several times.

Coming up with all the odd manipulative

A number of testlets were above or below the instructional level of the student.

It takes way too long to load the tests which makes it very challenging to give the assessment and to teach.

Testing was slow, could only do one ELA and then a Math before HAD to take a break. Breaks were 20 minutes before next subtest was able to be accessed.

This became a scheduling issue because students were still trying to attend classes. Although many of the subtest only were a couple of minutes long to physically take, it took days to complete the testing. The list of suggested items for the lower levels was just incredible. I would open the test, see the items, write the item list, close the test, collect the listed items, reopen the test and then give the test. VERY CUMBERSOME. One of the ELA sub tests, about Ava going to the store, changed the name on about the 12th slide, Ava became Ana, and then switched back to Ana. There was no way of knowing when the testing was complete. The pictures on the slides were slow to load. Words would show up, disappear and then reappear with the pictures.

Teacher was out of the room for almost 3 weeks testing due to 100+ tests being given.

The materials lists were very challenging. To assemble the needed items and modify to the student, after each testlet was assigned was frustrating and greatly slowed down the testing process. To assemble ALL the materials in the grade level list was extremely difficult when you couldn't modify to individual needed until you could see the questions and the expectations of a particular testlet on each student.

Materials needed for the assessment such as a scale

1. The teacher management page had lists of tests from my other class, etc. This page is not easy to navigate. 2. I did ALL that training, video's, probably 2 days worth...for this test? Really? This was the WORST special needs test I've ever given, we are going back, not forward!!! OMG, my kids test started off with like "area and perimeter", which we really don't cover much about in his general ed math yet, then it falls back to, "is the box almost full"....Really? My kid needs to be assessed as to what numbers he can count to, what operations he use, THEN put it in a word problem to see if he can do the SAME operations OR NOT...THEN you know if the problem lies with his basic math operations OR READING OR, OR COMPREHENSION....OMG, PLEASE get special ed teachers to help you make the test for next year...we discussed it and all agreed, "they had some computer guys put together the basic program then they put in some data to test the system, and then NO ONE took the test data out and put in good, on level tests"...there is NO WAY a sped teacher ever designed this

test....One big waste of my time that I'll never get back! But, so the wheels of the education bus go, round and round...
Gathering the materials needed for each assessment.
I thought Math questions for 6th grade were very hard considering a student taking the test has significant cognitive disabilities. i.e. algebraic equations.
Only with the hourly refresh. For some reason (probably my fault) I did not understand that new testlets were only accessible 1 per hour.
Once we got through the first testlet, I thought it was very user friendly and quite easily negotiated.
It is really hard to give a writing assessment to a child who can not write.
Getting ALLLLLLL the materials together for testing. Having to wait for the next test lets to arrive for testing.
the time between being assigned tests can be excessive
Occasionally a student would click right to an answer without having it read to him first.
Finding the time to give the tests.
Not having a complete and accurate list of items needed for the assessment. Items needed were not something that was readily available in the classroom. Having the testlets come down so slowly that it took a while to administer the assessment.
Some math questions were about things I have never needed to teach (angles for one). The ELA reading levels and content were way beyond most of my student's abilities. Many of my students read a few CVC words , some sight words, and some environmental words. The stories they read consist of two to four words per page. I did not encounter a single test meeting that criteria (The dog sat. for example, or The cat is black.) Most stories were too long for my students attention spans. When I lowered just one area in the "First Contact" I would get something designed for an ELOS. I tried and tried to find a way to get "simple" easy to read stories, but none existed.
various sights and waiting on tests
Some of the challenges were finding the items needed.
Strange and difficult to find objects to use for some tests. Kids who can't or don't write were still expected to write.
The amount of testing is ridiculous. For 8 students, who take the ELA and Math portions and were given six testlets is almost one hundred tests that I had to give. That is a significant portion of time taken away from teaching to do this test. Also, the test does not appropriately assess students with significant cognitive impairments. The test asked students who are in a self-contained life skills class questions about algebra, rise over run, idioms, area and perimeter. The test has set the students up for failure. These students work on reading their own names, recalling their addresses and phone numbers, counting money and telling time.
A lot of the dialogue and questions were overly wordy and seemed like my students would have a difficult time understanding.
Sometimes repeating the story then asking the questions was confusing for the student.
Instruction stopped completely by the teacher as the Teacher was involved in

proctoring the Alternate Assessment and was not able to instruct the rest of the students enrolled in class. A LOT of instruction time was missed.
We didn't really have any serious challenges. Just trying to prep to have all of the things needed on hand to provide alternate response forms. That is a challenge.
The answers where too close together so it makes it difficult for him to touch the correct answer.
Limited ability to train staff at a depth that they truly understand the DLM and EE's. Significant technical difficulties--system was closed for a week, BVI-appropriate testlets were often not available.
Gathering random supplies. While I agree that they are useful it would be nice to gather based on a list before starting the test.
I did not implement the DLM Alt. Assmt. this year; however, it came across as being way too complex and time consuming.
getting used to a new system
time required for next testlet to load is WAY too long
The length of time it took for the next testlet to appear and not being forewarned about materials needed in order to set baselines for my student prior to taking several of the testlets were challenges.
<b>KEEPING SOME STUDENTS ON TASK TO COMPLETE IT</b>
There were too many tests. We were never sure when the next test would be available. Many of the questions were too difficult for him.

Statistic	Value
Total Responses	81

**26. What would have helped you implement the DLM Alternate Assessment and what suggestions do you have as we move forward?**

**Text Response**

With the students I tested, I would have preferred a paper copy. Less stressful and anxiety provoking for my students.

How about a video to users with pictures of the correct computer screens necessary for input of data?

Having access to TIP's prior to the assessment. Having the TIP's match the assessments. Provide assessment items at the students' levels.

I really didn't have any difficulty implementing the Alternate Assessment.

1. I was never quite certain if I was done testing a student. Test administrators need to be able to pull up a report on a daily basis that indicates the number of testlets completed in each subject area and the number left to complete. 2. A generic list of materials needed for both the ELA and Math tests. This way the test administrator is not running around trying to collect materials between testlets. This really delays the administration of the test. When the test administrator is an itinerant and flying in and out of villages on a tight schedule, every minute counts.

I am glad that we have the Alternate Assessment to evaluate with for our students with significant mental challenges.

Having the second read be optional.

Better resources throughout the school and district to help with instruction in areas that I am not certified in....ie- Science

Training more staff if all areas of the DLM. Having the DTC complete training.

Quit spending money on this test. Get a new test. What are other states using?

The DLM training needs to be more practical. The 7 required modules were mostly theoretical and did not prepare teachers for what they actually needed to do to give the assessment. They were also not organized and required a lot of extra explanation to make sense. They should be completely redone. As a district, we needed to create and provide additional resources and training for those more practical aspects. This was done by a more in-depth training on Essential Elements, as well as webinars that went through the steps of trainings, PNP, FCS, Field Testing, and getting test tickets, TIPS, and logging into KITE. It was a massive amount of work to prepare these extra resources that our vendor did not provide adequately for us. Lastly, please do not require the DLM IEP's Based on Essential Elements training. It was not appropriate for groups of special education teachers, and would have been more appropriate for newcomers to special ed. Please allow districts to provide their own training on IEP's, especially addressing how EE's tie into our curriculum and IEP goal bank.

More time for students to practice taking the DLM practice tests with students. Our students were entered into the computer very late by our District Test Coordinator. The students practice on the fake student usernames/passwords given to us at the October/January A.A. training sessions. Our students did not practice using DLM on the KITE using their own First Contact Surveys.

More hands-on training for mentors, quicker assignment of testlets after the student has completed a testlet



<p>It would be easier if we had access to practice tests and a list of necessary supplies before the testing begins.</p>
<p>I really appreciated the last webinar we had before the test discussing the specifics of the computer program. The Power Point was great. I was able to show this to my Test Coordinator and go through the steps with her.</p>
<p>none</p>
<p>Once a student has taken a testlet then it should ask for my email address and then send me an email about what I need for next assessment--it would save me time (Logging in to find out what you need on an assessment then logging out and gathering the materials then logging in to have the student take the test (x6 testlets, x5 students) seems to be a waste of time. )</p>
<p>A simpler training on the mechanics of how to access and give the tests would have been helpful.</p>
<p>I believe that we were asked to implement the DLM Alternate Assessment without enough training or practice. We field tested after Christmas, and the testing window opened immediately after spring break. Issues were still being addressed as we were testing.</p>
<p>The ELOS was a good way to test the students who are at the most fundamental level of functioning. The information from the ELOS was not available to show growth. The students who need this type of testing need a standardized way of measuring growth so educators can be held accountable and help them to make gains. Right now, there is no way to measure these types of students growth outside of classroom data.</p>
<p>Assess functional skills, provide data that is useful to teachers and parents, allow teachers options besides computer-based delivery, offer options for students who have cortical visual impairments - line drawings are difficult for them to see. The biggest suggestion I have is to speak with parents and teachers of children who have significant cognitive disabilities and ask them what their educational priorities are, then devise assessments that match these priorities.</p>
<p>n/a</p>
<p>Manipulatives: A standard set of manipulatives that are easily obtained within a school setting and not community or home based.</p>
<p>Incorporate training for DTCs specifically on DLM information and procedures.</p>
<p>It would be helpful to have the testlet instructions (what is needed to complete the testlet, materials, etc) ahead of time. Using gum as a manipulative was a poor choice in my opinion as gum is often a reward/treat. I substituted another item for gum, but was surprised it was a choice. The testlets need to be loaded in a more timely manner so testing isn't strung out over many days.</p>
<p>none</p>
<p>I do not want to have to find packs of batteries, etc. I would not include so many leading questions with familiar words in the answers: they did not seem to match the level of the story. For example: The student could barely read the story and did not understand what was read. Then the questions would follow a really easy sentence that was not like the rest of the story and included words from the easy sentence. So, in essence, the student answered a few seemingly random easy questions correctly by guessing/seeing the familiar word, but was unable to read</p>

or understand the majority of the story in the assessment.
Knowing when the next test would load would have saved a lot of time and would have caused less stress for my students
an easier way to access the materials required and presentation of materials instead of logging into student account.
I did not have the prompting level that i had in the testing last year and the year before. I liked being able to prompt and then comment on the level of prompting (hand over hand, touch prompt, etc.)
Having practice test-lets for my student would have been helpful.
I had the most dissatisfaction with the language tests. It seemed like some of the concepts were far beyond the lowest 1%. It is the least effective form of assessment for severely cognitive students. Test questions may have nothing to do with IEP goals so it seems to be arbitrary for some of my students.
Give a list of all possible items we will need. Have less random items to need.
More face to face PD time. We only had one day and as a first year teacher in the district, and the only person in my building administering the alternative assessment, it was a stressful process to learn.
Knowing when the next tests would show up.
I felt supported and fully informed during the process.
See above.
HONESTLY? NOT USING THIS TEST. I WAS NOT USING ANY DLM TEACHING MATERIALS SO TESTING USING DLM DID NOT CORRELATE WITH MY CURRENT TEACHING LESSONS. THE
Making sure we have all the manipulatives that they wanted us to use a head of time
It was fine.
Knowing more about what was needed before assessing, especially the math part as I usually needed to look around for the materials that were needed that day.
Having all the materials necessary to administer the assessments available virtually. It was a hassle to collect everything and would have been better to have assessments designed to be completely administered without supplemental materials. The variety and availability of suggested items could potentially impact student performance.
It was challenging to go from the Kite Client to the other site to look up what materials were needed - find the correct testlet in the and then sometimes they didn't match. It was much easier just to go through the test to see what was needed.
It would be very helpful to have all testlets available at once. OR to have them available within 10-15 minutes, instead of 30-60 minutes.
Manipulative being routine items found in a classroom
I would have liked to see more videos of the test being implemented. I felt confident by the end of the testing window but was unsure how it would go when I began testing.
Either a faster time to load the sub tests, additional sub time, or having someone come in to help assess.

<p>A list of suggested supplies needed before opening the tests. "You are finished" at the end of the testing. Speed up wait time between subtests.</p>
<p>Knowing what how the assessment would be given to students with severe needs.</p>
<p>Greatly improve the requirements of the materials gathering. More time to learn the system (i.e. have this year be an exploration of the system, not a testing year) Too much had changed to go into the testing window feeling confident.</p>
<p>It would have been helpful to have a list of materials, and for the testlets to refresh more quickly.</p>
<p>Look, hire someone like Johnie Newman or Scotty Starr up in the YKSD corp for the summer....They can design a system that REALLY adjusts the kids test to his level! Sorry to be negative, but, I've seen the 'system' change every 3-5 years..new standards, new tests, etc, etc....and nothing changes!!!! Hmmm?</p>
<p>None at this time.</p>
<p>a list of materials needed at the outset.</p>
<p>The testing was handled very well. Taryn Stein was very helpful during the whole process</p>
<p>I liked having what I needed to assemble on the screen before the test began, that was helpful. The photos were great and applicable to Alaska.</p>
<p>More prep time during the school day to prepare for the assessments.</p>
<p>less time between tests</p>
<p>Provide a clear list of items that will be required before the test. Although this is provided to a small extent, the problem lies in not knowing which assessment a student will be taking until we open the testing for that day. So we have a choice of having all possible items at hand or we look at the test before administering it and then gather the items.</p>
<p>Answering "Choose all that apply." did not always work.</p>
<p>A complete and accurate list of needed materials. Materials needed in the questions that can easily be found in the classroom.</p>
<p>I would like an easier way to know what items are needed for a particular test. I would like fewer physical items (pictures, objects, pan scales) items and I'd like to know exactly what concepts the test is looking for so I can substitute (do I really need a "pan" scale or will a "balance scale" do the same thing? What skill is this measuring?)</p>
<p>The writing portion most of my students found difficult. It is not how most are used to writing. In my IR students are working on more functional writing.</p>
<p>Decrease the number of tests. Develop questions that actually address life skills, functional skills, independent living skills.</p>
<p>It would be nice to know how many testlets are remaining. I wasn't able to find that in my manual. Much of the content seemed significantly above my students instructional level - not sure if this my fault because of the way I filled out the PNP.</p>
<p>I felt implementation was smooth.</p>
<p>Text-to-speech option needs to be available. The stories were long and it is TOO long for student to be required to read them twice. These are students who are far below grade level in reading and it takes ages for them to even read a</p>

<p>sentence. It was intended to help with comprehension but they did not connect that they were reading the same story twice, it was just more reading for them. The materials required for the math were outrageous and sometimes after collecting all of the materials that are not used in class or even available at school were collected, they weren't even used, nor did the students know what they were at times. Ex: the food scale.</p>
<p>I really liked the materials that Dillard and Associates had prepared in advance, that we were able to print and download before the test, so that we could be prepared to administer the assessments with alternate responses.....I didn't see anything like that with the DLM alternate assessment.</p>
<p>I think if the talking part of the program worked that might have helped. My student will pick tend to pick the last thing said so I don't know if that would have help so much.</p>
<p>DLM has got to get their technology and staffing up to snuff to support the volume of students and assessors.</p>
<p>TIPS pages that were correct. It was difficult collecting items once you had already had the student ready to take the test.</p>
<p>After logging in having a list of items to gather before starting an individual test. Having more test questions. Sometimes a student will guess 3 in a row correctly without knowing the answer.</p>
<p>Simplify &amp; shorten significantly.</p>
<p>being able to set up a "test student" prior to working with my teachers</p>
<p>better planning in the district to train teachers as assessors this year, to assist in making assessment truly instructionally- embedded</p>
<p>Faster internet and training that included seeing exactly what it would look like when administering the test. I felt we got a lot of information about how the test was developed, but not as much practical information for people on the "front lines" to use.</p>
<p><b>NOT SURE IT MEASURED WHAT STUDENTS KNOW.</b></p>
<p>Having a test student available so mentors can walk through the entire process from beginning to end so we can answer questions would have been very helpful.</p>
<p>I would suggest making the assessments much shorter and making the questions more appropriate for the student's level of functioning.</p>

Statistic	Value
Total Responses	79

**27. Please add any additional comment you'd like to make regarding the 2015 Alaska Alternate Assessment.**

**Text Response**

Took longer, therefore inconvenienced program as well as interfered with instruction for more days.

Made "Healthcare.gov" look like a beaming success.

Some of the questions were difficult to answer on this survey such as, "The Alternate Assessment is accessible to my students." For the students I tested this year, the questions were too difficult, so I do not think that makes it accessible.

I thought the writing portion of the AA test in Language Arts was rather poor in design. Perhaps the students could respond in writing to one of the earlier stories presented in the ELA testlets, next time.

Overall, I liked the DLM online assessment.

**Good Changes.**

My student feels in control of their learning, is willing to get onto the computer to do the work.

How much did the State spend on this testing? How well was it vetted? Obviously good enough. The Math and Language Arts portions seems to be someone's senior project. It reminded me of some of my projects that I had to do in college when I had very little experience, and false confidence. There must be a better assessment! What are other states using? Why reinvent the wheel? I thought most of it was a joke-the questions, the format, the pictures, the text...The time between testlets was horrible! Who could justify that as best practices? My older students even commented on it taking so long and having to come back so many times to take the test. A majority of the concepts and vocabulary were ludicrous, especially in the math section!! For example, recursive rule, ordered pairs, sum of unit fractions, transformation, rotation, reflection and translation, geometric sequence, data distribution, peak, spread, outlier...SERIOUSLY??? How did this even get past the state-are they so out of touch with our population?

The district has had to provide massive amounts of support to teachers in getting through the DLM testing this year. I would strongly advise against making the Instructionally-Embedded testlets next year required. As a district that already has multiple measures of benchmarking and progress monitoring, additional testing is just not needed and should be optional. I also can't imagine how much support will be needed with year-round testing, and it would be a real challenge to provide it. In addition, we shouldn't be taking more time away from instruction for the group of students with the most significant needs--we aren't doing that for general ed, so we shouldn't be mandating it for special ed. Therefore, please consider making the Instructionally-Embedded tests optional for next year.

Provide the administrators of the total amount of testlets the students are taking ahead of time, so they can plan better how much time is needed to complete testing.

My students felt a sense of accomplishment after finishing the test.

The reading and writing tests seemed more focused on the issue of computer

delivery than assessment of student abilities.
It would be helpful if the majority of "kinks" were worked out before the testing window opens. I'm also concerned that the computer-based model will continue to be an issue with my students.
This is a daunting task for an inane assessment.
Teachers and parents of students who have severe cognitive disabilities would welcome assessments that are relevant, accessible, and provide valuable data. The ACAA assessments seem to be created by "stakeholders" who do not directly work with these students and have limited understanding of their needs, learning styles, and educational priorities.
There should be a point where teachers can have students opted out from testing, when they are in the lowest 1%, are working on functional living skills and are in a position that cognitively they are so far below grade level that they are being tested on materials that are light years ahead of their current capabilities. My middle school students are still working on identifying all their numbers, money, telling time, alphabet, basic sight and functional reading and writing skills. Spending so much time on tests that are set to test academics is taking away from our time teaching them to be as independent as possible.
none
7 tests is a bit much. One of my students broke down and said "I can't read" when she was on the 6th test. I felt like the assessment forced her to realize she couldn't do something and yet we continued to push it.
the test samples and testlets were identical in some cases; concerned that we are also teaching to the test rather than the learning the student requires; I am a proponent of high standards but not standardized learning and assessment for students especially ones with intensive needs. There has to be a better way to determine gains that would be to the best interest of students instead of reporting results.
Very few skills my students practice and learn are assessed by the test I gave. There is potential that this could be a good all around assessment tool....but not yet. More tweaking needs to be done.
-
My biggest complaint is that there should be a way to check each student at the very end stating if they have completed all testing or need to do more.
Thank you for the in-depth trainings!
I enjoyed the Alaska Alternate Assessment. Many of the math concepts were difficult for my students. The math vocabulary was difficult and some of the concepts were above their ability. The reading was spot on for the students, but they did not like reading the story twice. It was difficult to understand why some student's tests changed to lower levels while other's stayed the same....despite similar performance and concept understanding/level.
ONCE AGAIN, I SPENT TOO MUCH TIME HAVING TO PREP FOR THIS TEST. GEN ED TEACHERS DO NOT SPEND PREP TIME TO GIVE THEIR STUDENTS TESTS. WHY DO LIFE SKILLS TEACHER HAVE TO SPEND TIME PREPPING TESTS. THIS WAS NOT A USER FRIENDLY TEST AND THE ROLL OUT WAS NOT AT ALL CLEAR.

<p>I think it's easy for students to get lost in so much language with the stories. Maybe ask questions at different times throughout the story instead of waiting until the end. Some students have memory retention challenges.</p>
<p>To know ahead of time what materials that are needed so administer the assessment more appropriately in a timely manner as the students I work have a hard time being patient as well staying focus during the assessment.</p>
<p>At some level, when working with severe cognitive impairments, any form of formal assessment is so limited in it's usefulness, that it is difficult not to question why we do it when it detracts from valuable instructional time and does not accurately reflect student abilities.</p>
<p>At the end of each testlet is the screen which shows which sections were completed with the check boxes. That screen should stop you if you haven't completed all the sections instead of being able to submit it without all the boxes checked. Too easy to accidentally submit a blank testlet. It would be nice to have the test say something like "Congrats - you have finished the math or ELA portion" instead of having to go back to double and triple check - depending on how paranoid you are.</p>
<p>I appreciated the fact that the DLM helpdesk was readily available and the staff not only assisted with many of my questions, they were clear, positive, thorough and kind. I am concerned about implementing the Imbedded Instruction portion of the AA next year with my homeschooling families, but I hope that there will be more answers after all of the reviews are in.</p>
<p>The computer based program was difficult for my extremely impaired student. Trying to pick answers so close together made it very difficult for the student non verbal to choose from</p>
<p>As a Mentor, I found training other staff very challenging and time consuming. Each year we will have a significant number of new staff in positions working with students with significant needs, so there will be a lot of retraining and support. I don't think any Alaskan Mentor is serving in this role because its their actual job, yet this is becoming a huge job. Please make sure Mentors have ongoing training so they can be the best support possible for assessors. IT WOULD MAKE IT MUCH EASIER IF MENTORS HAD A QUICK WAY TO CHECK ON LINE TO SEE WHICH ASSESSORS HAVE COMPLETED TESTING.</p>
<p>Administering the assessment was time consuming. It took away too much instructional time from students.</p>
<p>The new format is great!</p>
<p>The Alaska Alternate Assessment needs to be open to more students then just those who are in the lowest 1% of the district. A student in the 6th grade who takes the AMP at the 6th grade level but cognitively is at a 2nd grade level is set up to fail and their self-esteem is lowered as they struggle to do the test. I don't understand why we punish our students for cognitive issues that are not their fault.</p>
<p>Time intensive - preparing for each individual testlet. Not all students are capable of utilizing an iPad or a computer. Time intensive getting ALLLLL of the materials together for testing.</p>
<p>This year things went very smooth for me. The problem some teachers may have</p>

experienced was that week when testing had to stop due to some technical problem. If a student had numerous students to assess that would have put him/her in a time crunch. The other thing is that it was overly simplified in some ways, yet still required some very academic answers that are not relevant to a student who is needing to learn life skills. However, it is an improvement and things will always get better.

For a first attempt I think it was done well. However, I hope improvements are made so the tests better reflect the abilities of most students with cognitive disabilities and the content they need and are exposed to.

Some parents have expressed interest in opting out of the alternative assessment during IEP meetings. It is my understanding the state of Alaska has made it a requirement regardless of parents wishes. This especially leads to some strange situations where students are homebound with severe medical needs and low cognitive abilities. There is a question then of how much power does the IEP have, does the decision to make all students take the alternative assessment minimize the worth of the IEP? Just a thought that has come up as chatter in our district.

I believe the new testing is going to help in evaluating student progress. I believe once everything is worked out it will be a good tool. My only concern is introducing the testing scores to parents with the targets and how obtainable they are for most of the students.

I liked having the pictures along with the story. It was more visual and my student was able to understand more; however, some of the pictures did not match exactly with the sentence.

I am much more productive in my teaching time working on comprehension and fluency that the time used during the Alternate assessment. I do not feel it is an appropriate use of time, nor do I feel it is necessary to assess a student who has already been assessed at far below to severely below grade level. They are already using the Essential Elements to lead instruction and write IEP goals and objectives. It is a waste of time. Concepts in the stories offered were often far above their comprehension and although the Profile should have helped in leveling the stories to match their ability level, they did not.

I do not believe our student was able to show what he really knows due to the way the assessment was administered. Therefore I do not believe this was a valid representation of what he really knows.

I liked the old ELO's so much better. These assessments did not represent what my student knows. I liked having the answers on paper to cut out and lay out for some reason I felt like my student did better being assessed that way.

We were unable to use a touch screen that was hooked up to the laptop. Our students primarily use the touch screen when completing activities in the classroom.

Several suggestions I have for using the DLM is having items gathered before starting the test. There were times when those items were not readily accessible. Also, there was an instance that I feel test security could be breached when the test asks that we gather actual people to use during testing.

The DLM Alt. Assmt. came across as making a mountain out of a molehill -- way



too complex and time consuming. Please simplify and shorten significantly.

It would be useful in future trainings if we had access to a "test student." One we would be able to set up in the system starting with First Contact Survey through giving several tests so we could show our teachers how to set their students up and how they can accommodate them during testing.

Good planning and good teaching are just that. For those with a good foundation in developing appropriate goals and objectives, I don't believe the DLM will change much in how they develop, plan, and implement their programs for students. I do think that DLM has done a lovely job with their breaking down and connecting skills and concepts. It must have been a massive undertaking. I can see it being useful as a resource.

NOT SURE IT IS WORTH THE \$ WE ARE PAYING FOR USE.

I won't be here next year and I don't think the DTC will be here either, so people will need training.

Statistic	Value
Total Responses	51