

# Important Updates Regarding DLM's KITE Educator Portal and Individual Student Score Reports

## 1. Editing student data

Only educators with the role of District Test Coordinator (DTC) can edit student data. However, reports were received that these edits could not be done by DTCs.

**A release is scheduled for 11/6/2015 in the Educator Portal system that should correct this defect.** If any district continues to report having this problem, please contact the DLM Service Desk at 855-277-9751.

## 2. Double Rosters

Double rosters have been reported in the following scenario: The Data Steward, while uploading a roster using the Roster File Template, receives an error message that the upload did not go through. The Data Steward re-uploads the roster, only to find that now they see double rosters in Educator Portal.

In light of this information, the optimal solution is to ask any districts with double rosters to call the DLM Service Desk. The DLM Service Desk can remove the duplicates for the district. Using the DLM Service Desk to remove the duplicate rosters will help the developers determine the root cause for the error message.

For districts that have not yet uploaded rosters, Data Stewards can do the following:

1. Upload the Roster File Template. If an error message is received indicating that the file did not upload, do NOT attempt to upload the roster again.
2. Go to "View Rosters" to check to see if the roster was actually uploaded. The roster actually may have uploaded perfectly despite the error message.
3. If the roster was not uploaded because of actual errors in the file, correct any errors, and upload the roster again.
4. Repeat step #2 again to check if the upload went through before attempting any additional uploads.
5. Contact the DLM Service Desk if errors continue with the roster file upload for help analyzing the possible problems.

**NOTE:** Manually uploading rosters does not produce double rosters. For smaller districts, this may be a valid solution until a root cause for the erroneous error message is found. Any districts with double rosters should call the DLM Service Desk at 855-277-9751.

## 3. Individual Student Score Reports – Number of EEs tested

As part of an individual student score report, each student is provided a Performance Profile and a Learning Profile. DLM recently notified states that some students in grades 3, 5, 6, 8, 9, 10, and 11 who participated in both the field test *and* the spring English language arts assessment, may see discrepancies in the number of Essential Elements reported in the introductory text on the Learning Profile. This difference DOES NOT impact students' performance level results in any way. Students' performance level results are based only on

Essential Elements available for operational testing. The problem does NOT exist in any mathematics reports.

The screen shot below, shows an example of the introductory text contained in a sample student’s grade 11 English Language Arts Learning Profile:

**Individual Student Year-End Report**  
Learning Profile

**NAME:**  
**SUBJECT:** English Language Arts  
**REPORT DATE:** 09-18-2015

**SCHOOL:**  
**DISTRICT:**  
**STATE:**

  
**YEAR:** 2014-15  
**GRADE:** 11  
**STATE ID:**

performance in 11<sup>th</sup> grade English Language Arts Essential Elements is summarized below. This information is based on all of the DLM tests taken during Spring 2015. was assessed on 17 out of 19 Essential Elements expected in 11<sup>th</sup> grade. was assessed on 4 out of 4 Conceptual Areas expected in 11<sup>th</sup> grade.

In order to master an Essential Element, a student must master a series of skills leading up to the specific skill identified in the Essential Element. This table describes what skills your child demonstrated in the assessment and how those skills compare to grade level expectations.

Green shading shows levels mastered this year. Blue shading shows Essential Elements with no evidence of mastery. No shading indicates the Essential Element was not assessed this year.

Area	Essential Element	Level				
		1	2	3	4 (Target)	5
ELA.C.1.2	ELA.RL.11-12.1	Identify concrete details in a familiar story	Identify details that answer explicit questions	Determine a narrative's explicit meaning	Analyze and cite evidence for the explicit and implicit meaning of a story	Cite strong textual evidence

Note that in the sample Learning Profile above, the red box indicates that the student was assessed on 17 out of 19 Essential Elements. The second number (19 in this example from grade 11) mistakenly represents the total number of Essential Elements a student in grade 11 may have seen based on their participation in both the field testing *and* the spring summative assessment during the 2014-15 year. This may lead some to think that the student was partially tested.

The table that follows this introductory text in the sample above, however, includes shading to represent the student’s performance on *only* the 17 Essential Elements that were included in the grade 11 blueprint and that count for summative purposes. There are 17 rows in the table, one for each Essential Element that was included in spring operational testing.

To summarize, this mistake in the number of Essential Elements available for operational testing (e.g. 17) as compared to the total number of Essential Elements available for field testing and instructionally embedded testing (e.g. 19) is present for grades 3, 5, 6, 8, 9, 10, and 11 in English Language Arts. The only place the larger number appears is in the introductory text for the Learning Profile. This difference DOES NOT impact students’ performance level results in any way. Students’ performance level results are based only on Essential Elements available for operational testing. The problem does NOT exist in any mathematics reports.

Please contact the DLM Service Desk at 855-277-9751 should you have any questions.