DLM Fall Test Window Wrap-up
What Should I have finished by Dec. 20?

Webinar #4

Kansas leads the world in the success of each student.
Field Testing

Fall and Spring test windows
Field Test Testlets

- ELA and Mathematics – after completing the blueprint requirements, the student may receive one field test testlet in each of those subjects (both fall and spring test windows).
- Science – no field test testlets during the fall test window.
- Testlet Information Pages for field test testlets for all subjects are accessed in the Test Management section.
Instruction and Assessment Planner

Kansas leads the world in the success of each student.
## Status of Blueprint Requirement

**Claim: M.C1 NUMBER SENSE:** Students demonstrate increasingly complex understanding of number sense.

**Conceptual Area:** M.C1.1 Understand number structures (counting, place value, fraction)

### M.EE-AN1.2
- **Identify models of one half (1/2) and one fourth (1/4).**
- **Initial Precursor:** Recognize separateness and wholeness.
- **Distal Precursor:** Divide a bimodal shape into two or more parts.
- **Proximal Precursor:** Divide a bimodal shape into equal parts.
- **Target:** Identify 1/2 and 1/4 on area models.
- **Successor:** Identity halves and fourths with area models.

### M.EE-ANF3
- **Distinguish between odds and evens.**
- **Initial Precursor:** Recognize separateness and wholeness.
- **Distal Precursor:** Divide a familiar shape into two or more parts.
- **Proximal Precursor:** Explain unit fraction, recognize parts of a whole.
- **Target:** Recognize whole and one-half on an area model.
- **Successor:** Recognize 1/4, halves, and fourths.

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**Dukes, Lindon**
- **State ID:** 1776125

<table>
<thead>
<tr>
<th>Essential Elements complete that count towards meeting blueprint requirements</th>
<th>0 of 7</th>
<th>3 of 8</th>
<th>NA</th>
</tr>
</thead>
</table>

- **View/Create plans**
  - **Number of plans with instruction in progress:** 2
  - **Tests assigned and ready to test:** 0
  - **Total number of tests completed:** 0
Essential Elements Status Report in the Instruction and Assessment Planner

To access the fall Essential Element Status Report during the spring, click the leaf icon.
**ESSENTIAL ELEMENT STATUS REPORT : FALL WINDOW**

**Duke’s, Linccon**  
**State ID:** 1778125  
**Blueprint requirements met:** 4 of 4  
**Number of plans with instruction in progress:** 1  
**Testlets assigned and ready to test:** 5  
**Total number of testlets completed:** 12

**Choose at least three EEs in CL.1, including at least one RL and one RL**

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### Claim: ELA.C1
Students can comprehend text in increasingly complex ways.

#### Conceptual Area: ELA.C1.1 Determine critical elements of text

<table>
<thead>
<tr>
<th>Essential Element</th>
<th>Initial Processor</th>
<th>Detailed Processor</th>
<th>Proximal Processor</th>
<th>Target</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA.C1.1</strong></td>
<td>Use details from the text to answer what the test asks.</td>
<td>Identify character actions, plan, events.</td>
<td>Identify character actions, plan, events.</td>
<td>Yes</td>
<td>Teacher Complete</td>
</tr>
<tr>
<td><strong>ELA.C1.2</strong></td>
<td>Use details from the text to describe character in the story.</td>
<td>Identify character actions, plan, events.</td>
<td>Identify character actions, plan, events.</td>
<td>Yes</td>
<td>Teacher Complete</td>
</tr>
<tr>
<td><strong>ELA.C1.3</strong></td>
<td>Identify explicit details in an informational text.</td>
<td>Identify explicit details in an informational text.</td>
<td>Identify explicit details in an informational text.</td>
<td>Yes</td>
<td>Teacher Complete</td>
</tr>
</tbody>
</table>

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**Report Date:** 07/29/2019

**Credentials**  
**Username:** [Obfuscated]  
**Password:** [Obfuscated]
Additional Reports
## Mathematics Grade 3

<table>
<thead>
<tr>
<th>Conceptual Area</th>
<th>EE</th>
<th>EE Description</th>
<th>Met Criterion</th>
<th>Partially Met</th>
<th>Plan Created, Student Not Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.C1.1</td>
<td>M.EE.3.NBT.1</td>
<td>Demonstrate understanding of place value to tens.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.C1.1</td>
<td>M.EE.3.NBT.2</td>
<td>Count by tens using models such as objects, base ten blocks, or money.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.C1.1</td>
<td>M.EE.3.NF.1-3</td>
<td>Differentiate a fractional part from a whole.</td>
<td></td>
<td>11/13</td>
<td></td>
</tr>
<tr>
<td>M.C1.3</td>
<td>M.EE.3.OA.4</td>
<td>Solve addition and subtraction problems when result is unknown, limited to operands and results within 20.</td>
<td></td>
<td>11/13</td>
<td></td>
</tr>
</tbody>
</table>

**Dynamic Learning Maps**

- Met criterion: student has completed a testlet
- Partially met: plan created, student not tested
# Student Progress Report

**Individual Student Progress Report**

**Name: [Name]**
**Subject: English Language Arts**
**Report Date: July 06, 2018**

**School:**
**District:**
**State:** Kansas
**Year:** 2018
**Grade:** Grade 3

Current performance in Grade 3 English Language Arts Essential Elements is summarized below. This information is based on all of the Dynamic Learning Maps tests taken between the beginning of the school year and July 06, 2018. The target level is the grade level expectation for students to have proficient understanding of and ability to apply the Essential Element.

This report provides student results so far for this school year. These results do not guarantee the student’s overall performance at the end of the year. This report does not show progress on all instructional goals may be taught other academic concepts that have not yet been tested. This report does not show progress on IEP goals.

### Claim: ELA.C2 Students can produce written work for a range of purposes and audiences.

**Conceptual Area: ELA.C2.1 Use writing to communicate**

<table>
<thead>
<tr>
<th>Grade Level Expectation</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.EE.5.W.3.DP Emergent Writing</td>
<td>attends to stimuli and chooses among objects Assessed: 12/01</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Claim: ELA.C1 Students can comprehend text in increasingly complex ways.

**Conceptual Area: ELA.C1.2 Construct understandings of text**

<table>
<thead>
<tr>
<th>Grade Level Expectation</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.EE.1.35.c Identify words that describe personal emotional states.</td>
<td>understand common feeling words Attempted: 11/17</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ELA.EE.9.R.3.8 Identify two related points the author makes in an informational text.</td>
<td>notice what is new Attempted: 11/30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Claim: ELA.C1 Students can comprehend text in increasingly complex ways.

**Conceptual Area: ELA.C1.1 Determine critical elements of text**

- Target
- Mastered
- Attempted
- Assessed, results not available
- Planned

Page 1 of 2
# Class Roster Report

<table>
<thead>
<tr>
<th>Essential Element</th>
<th>Recently Assessed</th>
<th>Current Instructional Goals</th>
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</thead>
<tbody>
<tr>
<td><strong>Grade 7</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.08.T.3.3:1.1 Identify a numerical sequence of whole numbers with a whole number common difference.</td>
<td>Procedural Prequisite</td>
<td>Recognize increasing or decreasing arithmetic.</td>
</tr>
<tr>
<td>M.08.T.5.1.4 Determine the perimeter of a rectangle by solving the equation of the sides.</td>
<td>Procedural Prequisite</td>
<td>Recognize length and perimeter.</td>
</tr>
<tr>
<td>M.08.T.5.1.5 Recognize angles that are acute, obtuse, and right.</td>
<td>Procedural Prequisite</td>
<td>Recognize acute, obtuse, and right angles.</td>
</tr>
<tr>
<td>M.08.T.6.1 Add fractions with like denominators (like, unlike, doubles, and fractions with like denominators).</td>
<td>Procedural Prequisite</td>
<td>Add and subtract fractions, recognize fractions.</td>
</tr>
<tr>
<td>M.08.T.6.2 Compare quantities represented as decimals in real-world examples to tens.</td>
<td>Procedural Prequisite</td>
<td>Represent decimal to tens as a fraction.</td>
</tr>
<tr>
<td>M.08.T.6.3 Use a rate to model or describe a relationship.</td>
<td>Procedural Prequisite</td>
<td>Recognize rate, recognize many to 1.</td>
</tr>
<tr>
<td>M.08.T.6.4.1 Describe the probability of an event occurring as possible or impossible.</td>
<td>Procedural Prequisite</td>
<td>Recognize outcomes of an event.</td>
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</tbody>
</table>
Data Extract

Kansas leads the world in the success of each student.
<table>
<thead>
<tr>
<th>State</th>
<th>District</th>
<th>School ID</th>
<th>School Name</th>
<th>Student Last Name</th>
<th>Student First Name</th>
<th>Student State ID</th>
<th>Window</th>
<th>ELA Educator Last Name</th>
<th>Blueprint Requirement ELA % Met</th>
<th>Total Number of ELA Testlets Taken</th>
<th>ELA Blueprint Requirement 1</th>
<th>ELA Blueprint Requirement 2</th>
<th>ELA Blueprint Requirement 3</th>
<th>ELA Blueprint Requirement 4</th>
<th>Math Educator Last Name</th>
<th>Blueprint Requirement Math % Met</th>
<th>Total Number of Math Testlets Taken</th>
<th>Math Blueprint Requirement 1</th>
<th>Math Blueprint Requirement 2</th>
<th>Math Blueprint Requirement 3</th>
<th>Math Blueprint Requirement 4</th>
<th>Science Educator Last Name</th>
<th>Science Testlets Completed</th>
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<tr>
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</table>
Individual Education Programs Linked to the DLM Essential Elements

https://unc.az1.qualtrics.com/jfe/form/SV_ctPfcTWxR30Lwxv
Upcoming webinars

• February 13, 2020  DLM spring window

• April 30, 2020  DLM wrap-up – What needs to be finished by May 15?
Sign up for DLM test updates
Subscribe to KAA listserv

https://jfe.qualtrics.com/form/SV_6Qcq2o2oGgPCO3P
Enter first name, last name, and email into form, then submit.

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Body of message: Email address, First Name, Last Name, USD Number, USD Name, Work Phone Number
Send to this address: crogers@ksde.org
Cary Rogers  
Education Program Consultant  
Special Education and Tile Services Team  
(785) 296-0916  
crogers@ksde.org