Webinar #5 DLM spring window

Feb 6-April 28, 2023

Kansas leads the world in the success of each student.
Spring Window

Essential Elements for ELA and Mathematics

• are selected in the Instruction and Assessment Planner
• are required to be assessed
• involve the same blueprint requirements as were used for the fall window
• contribute to a student’s final, end-of-year Individual Student Score Report

Essential Elements for Science

• are not selected in the Instruction and Assessment Planner
• are required to be assessed
• are all assessed for a student’s grade band; therefore, no need for blueprint options
• contribute to a student’s final, end-of-year Individual Student Score Report
Late enrollments

• If a student transfers from another KS district, everything that was completed in the previous district will transfer. We ask that you enroll the student and continue to work on meeting the blueprint requirements.

• Need not test date – follow the 2022-2023 Kansas Assessment Program Overview
  • Students entering the district after 3/20/23 due not need to be enrolled in the DLM or tested by the new district.
# 2022-2023 Kansas Assessment Program Overview

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Subject</th>
<th>Grades</th>
<th>Estimated Time to Complete</th>
<th>Testing Window</th>
<th>Need Not Test Date</th>
<th>Recently Arrived in U.S. Exemption Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom-based Assessment</td>
<td>HCSS</td>
<td>4, 7, and either 10, 11, or 12</td>
<td>Varies</td>
<td>Submit Scores in KIDS EOYA Collection</td>
<td>4/15/2023</td>
<td>N/A</td>
</tr>
<tr>
<td>General Summative Assessments</td>
<td>Mathematics</td>
<td>3–8, 10</td>
<td>Two sessions, 45–60 mins each</td>
<td>March 20–April 28(^7)</td>
<td>3/20/2023</td>
<td>Recently Arrived student must take math.</td>
</tr>
<tr>
<td></td>
<td>English Language Arts</td>
<td>3–8, 10</td>
<td>Two sessions, 45–60 mins each</td>
<td></td>
<td></td>
<td>Arrived after 3/20/22 exempted from ELA. Must take KELPA.</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>5, 8, 11</td>
<td>Two sessions, 45 mins each</td>
<td></td>
<td></td>
<td>Recently Arrived student must take science.</td>
</tr>
<tr>
<td>Interim Predictive Assessments(^6)</td>
<td>Mathematics</td>
<td>3–7</td>
<td>One session, 45–60 mins</td>
<td>9/19/22 to 9/30/22</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>ELA</td>
<td>3–8, 10</td>
<td></td>
<td>12/5/22 to 12/16/22</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2/30/23 to 3/10/23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dynamic Learning Maps Alternate Assessments(^5)</td>
<td>Mathematics, English Language Arts</td>
<td>Refer to grades for general summative assessments.</td>
<td>Varies</td>
<td>Fall 9/12/22 to 12/16/22</td>
<td>3/10/2023</td>
<td>Follow exemption rules and dates from general summative assessments. KELPA participation not applicable to DLM students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spring 2/6/23 to 4/28/23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dynamic Learning Maps Alternate Assessments(^5)</td>
<td>Science</td>
<td>5, 8, 11</td>
<td>Varies</td>
<td>2/6/23 to 4/28/23</td>
<td>3/10/2023</td>
<td>KELPA participation not applicable to DLM students.</td>
</tr>
</tbody>
</table>

\(^5\) The Dynamic Learning Maps Alternate Assessments are designed to be used in situations where students are unable to complete the standard assessments due to disabilities or other circumstances.

\(^6\) Interim Predictive Assessments are administered to help identify students who may need additional support in specific areas.

\(^7\) The testing window for general summative assessments is from March 20 to April 28, with March 20 being the start date and April 28 being the end date.
Test Security and Ethics Issues
DLM Dashboard (District Users)

Logged in as Cary Rogers, Sign Out

Role: State Assessment Ad…
Organization: Kansas
Assessment Program: DLM

Dashboard: View Short Duration Testing
State: Kansas

8094 tests completed under short duration this school year
As of: Thursday 12/08/2022 12:17 AM CST
Testing Outside Hours

• Exit does not save –
  • Testlet opened outside of school hours – evenings and weekends
    • Teacher viewing testlet ahead of time – this is a security and ethics issue that is addressed in the DLM required training

• Test reset
  • Testlet was left open on the student’s testing device and DLM reset it at 11:05 pm – this is a security and ethics issue

• Other
  • These require the assistance of the DLM service desk to dig deeper into the individual situation

• Submitted
  • Testlet was opened and submitted outside school hours

• Districts need to be monitoring and addressing these test security issues
• KSDE will be monitoring the data.
Tests Completed in Short Time

• DLM research team has determined the amount of time that is not reasonable to complete a DLM testlet
  • ELA – 60 seconds or less
  • Math – 30 seconds or less
  • Science – 30 seconds or less

• This is a testing irregularity that needs to be monitored and addressed by districts.
  • District can request for a testlet to be reset – email crogers@ksde.org the SSID and testlet name
  • KSDE will be monitoring the data – continued patterns of irregularities could result in tests being invalidated
Manage Tests

Instruction and Assessment Planner

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# Student Activity Table

<table>
<thead>
<tr>
<th>State ID: [REDACTED]</th>
<th>First Contact</th>
<th>PNP Profile</th>
<th>Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>View/Create plans</td>
<td>[ ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blueprint requirements met</td>
<td>0 of 4</td>
<td>0 of 4</td>
<td></td>
</tr>
<tr>
<td>Number of plans with instruction in progress</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Testlets assigned and ready to test</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total number of testlets completed</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>MATH</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fall Essential Element Status Report

Spring Window
## Essential Element Status Report: Fall Window

**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)

### Table of Essential Elements

<table>
<thead>
<tr>
<th>Essential Element</th>
<th>Initial Precursor</th>
<th>Distal Precursor</th>
<th>Proximal Precursor</th>
<th>Target</th>
<th>Successor</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.EE.4.NF.1-2</td>
<td>recognize separateness and wholeness</td>
<td>divide a familiar shape into two or more parts</td>
<td>divide a familiar shape into equal parts</td>
<td>identify 1/2 and 1/4 on area models</td>
<td>identify halves and fourths with area models</td>
</tr>
<tr>
<td>M.EE.4.NF.3</td>
<td>recognize separateness and wholeness</td>
<td>divide a familiar shape into two or more parts</td>
<td>explain unit fraction, recognize parts of a whole</td>
<td>recognize whole and one-half on an area model</td>
<td>recognize 1/4, halves and fourths</td>
</tr>
</tbody>
</table>

**Icons:**
- Complete
- Recommended Linkage Level
- Mastery Demonstrated
- Mastery Not Demonstrated
- Results Not Available
Kansas Blueprint/Record Sheet
Planning for the Spring Window

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Kansas Blueprint/Record Sheet

Kansas Essential Elements Blueprint/Selection Record Math and English Language Arts by Grade (PDF)

DLM Familiar Texts
https://dynamiclearningmaps.org/familiar-texts

This page links directly to books used in DLM English Language Arts (ELA) assessments. Find books by selecting Grade and Title. In the Dynamic Learning Maps® (DLM®) alternate assessment, students with the most complex needs are given the opportunity to become familiar with the books they will encounter in the assessment. These familiar texts are used in all Initial Precursor tests and in some other linkage levels for some EEs. Unfamiliar texts are used in some linkage levels for some EEs where access to the text prior to administration is not necessary for the student to demonstrate their understanding. Descriptions of the texts and their features are provided for each Essential Element and linkage level by selecting about grade familiar texts. Educators are encouraged to use this information as a resource for planning instruction.

Exemplar Text Supports
https://www.dlmaps.com/exemplar-text-supports/

This page contains materials that link directly to the grade level content, but are written at a level that is accessible.

Major Claims and Conceptual Areas in English Language Arts (ELA)

**Major Claim:** Students can comprehend text in increasingly complex ways.

**Conceptual Area:**

- **ELA C1.1** Determine critical elements of text.
- **ELA C1.2** Construct understandings of text.
- **ELA C1.3** Integrate ideas and information from text.

**Major Claim:** Students can produce text for a range of purposes and audiences.

**Conceptual Area:**

- **ELA C2.1** Use writing to communicate.
- **ELA C2.2** Integrate ideas and information in writing.

**Major Claim:** Students can communicate for a range of purposes and audiences.

**Conceptual Area:**

- **ELA C3.1** Use language to communicate with others.
- **ELA C3.2** Clarify and contribute in discussion.

**Major Claim:** Students can investigate topics and present information.

**Conceptual Area:**

- **ELA C4.1** Use sources and information.
- **ELA C4.2** Collaborate and present ideas.

2 Special Education and Title Services | Kansas State Department of Education | www.ksde.org
# Record Sheet – grade 3 math

## ESSENTIAL ELEMENTS BLUEPRINT/SELECTION DATA

### GRADE 3

<table>
<thead>
<tr>
<th>Student name:</th>
<th>Year:</th>
</tr>
</thead>
</table>

### Math

Available Essential Elements and minimum expectation for each student's assessment.

1. Students demonstrate increasingly complex understanding of number sense.
   - **CHOSE 1:**
     - 
     - 
     - 
   - **MUST TEST:**
     - 
   - **Conceputal Area:**
     - 
     - 
     - 
   - **Essential Element:**
     - 
     - 
     - 
   - **Description:**
     - 
     - 
     - 

2. Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.
   - **MUST TEST:**
     - 
   - **Conceputal Area:**
     - 
     - 
     - 
   - **Essential Element:**
     - 
     - 
     - 
   - **Description:**
     - 
     - 
     - 

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2 Special Education and Title Services | Kansas State Department of Education | www.ksde.org
## Essential Element by Linkage Level Data

### Grade 3

**Initial Precursor Level Math Skills**

1. Students demonstrate increasingly complex understanding of number sense.

### Essential Elements by Linkage Data

<table>
<thead>
<tr>
<th>Essential Element</th>
<th>Choose 1:</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE.3.NBT.2</td>
<td>Recognize set.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE.3.NBT.2</td>
<td>Recognize separateness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Element</th>
<th>MUST TEST:</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE.3.OA.4</td>
<td>Recognize set.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| EE.3.OA.4 | Recognize separateness.
**Proximal Precursor and Target Math Skills**

1. Students demonstrate increasingly complex understanding of number sense.

<table>
<thead>
<tr>
<th>ESSENTIAL ELEMENT</th>
<th>MUST TEST:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE.3.NBT.2 PP = Recognize multiple tens and something.</td>
<td>Date Date Date Date Date Date Date Date Date Date</td>
</tr>
<tr>
<td>T = Explain place value for ones and tens.</td>
<td>Date Date Date Date Date Date Date Date Date Date</td>
</tr>
<tr>
<td>EE.3.NBT.3 PP = Rote count to 30.</td>
<td>Date Date Date Date Date Date Date Date Date Date</td>
</tr>
<tr>
<td>T = Count to 30.</td>
<td>Date Date Date Date Date Date Date Date Date Date</td>
</tr>
<tr>
<td>T = Skip count by 10s.</td>
<td>Date Date Date Date Date Date Date Date Date Date</td>
</tr>
<tr>
<td>EE.3.NF.1-3 PP = Partition shapes.</td>
<td>Date Date Date Date Date Date Date Date Date Date</td>
</tr>
<tr>
<td>T = Recognize parts of a given whole or a unit.</td>
<td>Date Date Date Date Date Date Date Date Date Date</td>
</tr>
<tr>
<td>T = Explain unit fraction.</td>
<td>Date Date Date Date Date Date Date Date Date Date</td>
</tr>
</tbody>
</table>
Planner vs. Kansas Blueprint/Record Sheet

A comparison using 4th grade math and 10th grade math
# 4th Grade math blueprint – Claim 2

## Instruction and Assessment Planner

Choose two EEIs from Claim 2 in different conceptual areas.

### Claim: MC2 GEOMETRY: Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

**Conceptual Area:** MC2.1 Understand and use geometric properties of two- and three-dimensional shapes

<table>
<thead>
<tr>
<th>Essential Element</th>
<th>Initial Processes</th>
<th>Higher Processes</th>
<th>Principal Processes</th>
<th>Large Processes</th>
<th>Support Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MC2.1.1</td>
<td>Recognize and describe common geometric shapes, e.g., triangle, circle, rectangle, parallelogram, square, and cylinder.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC2.1.2</td>
<td>Describe the attributes of common geometric shapes, e.g., sides, angles, parallel sides, right angles, and congruent elements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC2.1.3</td>
<td>Understand the relationships between angles and sides of two-dimensional shapes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC2.1.4</td>
<td>Identify angles as larger or smaller.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Conceptual Area:** MC2.2 Solve problems involving area, perimeter, and volume

<table>
<thead>
<tr>
<th>Essential Element</th>
<th>Initial Processes</th>
<th>Higher Processes</th>
<th>Principal Processes</th>
<th>Large Processes</th>
<th>Support Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MC2.2.1</td>
<td>Determine the area of a square or rectangle.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC2.2.2</td>
<td>Solve real-world problems involving area, perimeter, and volume.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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## Kansas Blueprint/Record Sheet

Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

**Conceptual Area:** MC2.1 Recognize parallel lines and intersecting lines.

**Essential Element:** MC2.1.1 Recognize parallel and intersecting lines.

**Essential Element:** MC2.1.2 Recognize angles in geometric shapes.

**Essential Element:** MC2.1.3 Identify angles as larger or smaller.

**MUST TEST:**

- Determine the area of a square or rectangle by counting units of measure (unit squares).

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4th Grade Math – Claim 4

Choose two EEs from Claim 4 in different conceptual areas.


Conceptual Area: MC4.1 Use of operations and models to solve problems

4. Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

CONCEPTUAL AREA ESSENTIAL ELEMENT MUST TEST:

<table>
<thead>
<tr>
<th>FALL WINDOW 9/9/2019-12/20/2019</th>
<th>SPRING WINDOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE CHosen</td>
<td>DATE CHosen</td>
</tr>
<tr>
<td>LINKAGE LEVEL</td>
<td>DATE ASSESSED</td>
</tr>
<tr>
<td>DATE CHosen</td>
<td>U</td>
</tr>
</tbody>
</table>

| MC4.1 | 4.OA.1-2 | Demonstrate the connection between repeated addition and multiplication |
| MC4.2 | 4.OA.5    | Use repeated patterns to make predictions |

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## 10th Grade Math - Planner

Choose a minimum of six EE across a minimum of three Claims.

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

Conceptual Area: M.C1.3 Calculate accurately and efficiently using simple arithmetic operations

---

The Essential Elements below are available for instruction for your student. Although they do not count towards blueprint requirements, they may be beneficial for your student's educational goals.

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

Conceptual Area: M.C1.3 Calculate accurately and efficiently using simple arithmetic operations

<table>
<thead>
<tr>
<th>Essential Element</th>
<th>Initial Precursor</th>
<th>Distal Precursor</th>
<th>Proximal Precursor</th>
<th>Target</th>
<th>Successor</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.EE.HS.N.CN.2.a</td>
<td>recognize set, subset, and separateness</td>
<td>combine; Use repeated addition and multiplication</td>
<td>multiply by 1-5 and 10; add within 20</td>
<td>apply properties of addition and ...more</td>
<td>explain properties of multiplication/addition</td>
</tr>
<tr>
<td>M.EE.HS.N.CN.2.b</td>
<td>recognize separateness and objects in a set</td>
<td>recognize unit; know place value, 1 ten = 10 ones</td>
<td>add/subtract decimals with digits in the ...more</td>
<td>solve word problems with rational numbers</td>
<td>solve multi-step word problems</td>
</tr>
</tbody>
</table>

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# High School Math

**Student name:**

**Name:**

## Math

Available Essential Elements and minimum expectation for each student’s assessment.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M.C1.3</strong></td>
<td>S-CP1.5</td>
<td>Identify when events are independent or dependent.</td>
<td>Date Chosen</td>
<td>Linkage Level</td>
</tr>
<tr>
<td><strong>M.C2.1</strong></td>
<td>G-CO.4.5</td>
<td>Given a geometric figure and a rotation, reflection, or translation of that figure, identify the components of the two figures that are congruent.</td>
<td>Date Chosen</td>
<td>Linkage Level</td>
</tr>
<tr>
<td><strong>M.C3.1</strong></td>
<td>N-Q.1.3</td>
<td>Express quantities to the appropriate precision of measurement.</td>
<td>Date Chosen</td>
<td>Linkage Level</td>
</tr>
<tr>
<td><strong>M.C3.2</strong></td>
<td>S-ID.1.2</td>
<td>Given data, construct a simple graph (table, line, pie, bar, or picture) and interpret the data.</td>
<td>Date Chosen</td>
<td>Linkage Level</td>
</tr>
<tr>
<td><strong>M.C3.4</strong></td>
<td>S-ID.4</td>
<td>Calculate the mean of a given data set (limit the number of data points to fewer than five).</td>
<td>Date Chosen</td>
<td>Linkage Level</td>
</tr>
<tr>
<td><strong>M.C4.1</strong></td>
<td>A-CED.1</td>
<td>Create an equation involving one operation with one variable and use it to solve a real-world problem.</td>
<td>Date Chosen</td>
<td>Linkage Level</td>
</tr>
<tr>
<td></td>
<td>A-CED.2.4</td>
<td>Solve one-step inequalities.</td>
<td>Date Chosen</td>
<td>Linkage Level</td>
</tr>
<tr>
<td><strong>M.C4.2</strong></td>
<td>A-REI.10.12</td>
<td>Interpret the meaning of a point on the graph of a line.</td>
<td>Date Chosen</td>
<td>Linkage Level</td>
</tr>
<tr>
<td><strong>M.C4.3</strong></td>
<td>F-BF.1</td>
<td>Select the appropriate graphical representation (first quadrant) given a situation involving constant rate of change.</td>
<td>Date Chosen</td>
<td>Linkage Level</td>
</tr>
</tbody>
</table>
Selecting and Assigning EEs

How to Create Instructional Plans for the DLM Alternate Assessment
This is a resource posted on KSDE and DLM/Kansas page.
Instruction and Assessment Planner

1. Open the blueprint by clicking on the blue arrow for ELA or math.

2. Click on the for the Essential Element and linkage level you want to assign.

3. Select begin instruction. The mini-map can be viewed by clicking on the pdf icon. The EE will now show Instruction in Progress.

4. Instruct the student. When instruction is complete, click on the and select instruction complete assign testlet.

5. To view the testlet information page click on the .
### Selecting and Assigning EEs on KITE

**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 Precursor</th>
<th>Distal Precursor</th>
<th>Proximal Precursor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.EE.RI.4.1</td>
<td>understand object names</td>
<td>identify explicit details in an informational text.</td>
<td></td>
</tr>
<tr>
<td>ELA.EE.RI.4.2</td>
<td>understand object names</td>
<td>identify the main idea of a text when it is explicitly stated.</td>
<td></td>
</tr>
<tr>
<td>ELA.EE.RI.4.3</td>
<td>understand object names</td>
<td>identify an explicit detail that is related to an individual, event or idea in a historical, scientific, or technical text.</td>
<td></td>
</tr>
</tbody>
</table>

**Mini-Map**

- **Begin Instruction**

**Instruction Complete**

- Assign Testlet
- Do Not Assign Testlet

*Initial Precursor:* The student can demonstrate an understanding of object names by correctly identifying an object or person.

*Instruction Details:* Include text for each instruction level (Begin, In Progress, Complete).

*Mini-Map:* Visual representation of the instructional process.

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Monitoring Blueprint Completion

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Monitoring Blueprint Completion

Blueprint not complete

Blueprint complete

<table>
<thead>
<tr>
<th>View/Create plans</th>
<th>ELA</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blueprint requirements met</td>
<td>0 of 4</td>
<td>0 of 4</td>
</tr>
<tr>
<td>Number of plans with instruction in progress</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Testlets assigned and ready to test</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total number of testlets completed</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Submitting Writing Samples
In Educator Portal
Educator Portal Surveys

1. Select the Surveys tab.
2. Select the DLM Writing Sample Upload link in the table.
Step 3 – submitting writing samples

3. The system will open the writing sample upload form.
Step 4 - submitting writing samples

4. Select student

- The system will display all students rostered to the teacher.
Step 5 – submitting writing samples

5. Select the student's completed writing testlet the writing sample goes along with.
   • The system will display the student's completed writing testlet(s).
Writing testlet not completed

NOTE: Teachers will not be able to submit a writing sample for a student if the student has not completed a writing testlet.
6. Select Choose File and select the writing sample file to upload.
7. To upload more than one file, select multiple files.
8. Select the Submit button.
Details
To download, review, or delete writing sample files, select the Details link.
Responses

- Select the response link to download/view the uploaded file.
- Select the trash can icon to delete the uploaded file.
Science – Year end

- 9 science testlets per student (grades 5, 8, and 11)
- The system chooses the EE from the blueprint and selects the linkage level – based on the first contact survey. Teachers can not change the linkage level.
- Linkage levels are adjusted by the system based on the student’s performance on the previous testlet.
- Students will only receive one testlet at a time. You must wait up to 30 minutes for the next testlet to appear.
- Retrieve the Testlet Information Page for testlet in Test Management. Gather needed materials before beginning assessment, including printing the picture-response cards when needed (initial linkage level).
Monitoring progress for science

On Student Portal

On Educator Portal Test Management screen

Testlet Information Page
Field Test Items

Kansas leads the world in the success of each student.
Field Test Testlets

• ELA and Mathematics – after completing the blueprint requirements, the student may receive one field test testlet in each of these subjects.

• Science – after all required science testlets are completed, the student may receive one science field test testlet.

• Testlet Information Pages for field test testlets for all subjects are accessed in the Test Management section.
HGSS Classroom Based Assessment

Required for grades 4, 7, and 11
History/Government Social Studies (HGSS) Classroom Based Assessment

• 2022-2023 School Year: Required Field Test (Grades 4, 7, and HS)

• Scores submitted in EOYA KIDS Collection
  • Fields D77, D78, D79
  • Submit TEST Record

• History, Government and Social Studies Alternate Rubric and Information

• DLM webinar - December 1, 2022, DLM fall test window wrap-up and everything you need to know about the new HGSS classroom-based assessment for 4th, 7th, and High School who take the DLM. Slides (PDF)
Important Reminders
Backup Plans

• Plan for instruction and assessment throughout the window
• Consider unforeseen circumstances
  • Student absences
  • Test administrator absences
  • Longer than expected assessment sessions
  • School cancellations
  • Technology issues
Test Administration

• Allowed
  • Taking breaks
  • Logging into Student Portal for the student, navigating across screens, and entering the student’s chosen responses
  • Using special equipment for positioning
  • Using an interactive whiteboard to project the student’s testlets
  • Human read aloud

• Not Allowed
  • Influencing a student’s responses
  • Hints or hand-over-hand guidance
  • Previewing a student’s testlet ahead of time then teaching the student the answers
  • Removing/reducing the number of response options
  • Adding pictures or communication symbols to response options that are text only
New Report for Test Coordinators

- Test coordinators can now access a data extract showing which students have SC codes entered.

| Restricted Special Circumstance Code | Student test sessions with restricted Special Circumstance code selections. |
Upcoming DLM Webinar

**ALL WEBINARS BEGIN 3:00 P.M. CENTRAL STANDARD TIME**

**Content is subject to change at any time due to current events**

Zoom (Meeting ID: 897 7927 3623 Password: 947213 One tap mobile: +13462487799,,89779273623#,,,,,,0#,,947213# US (Houston))

April 13, 2023 - DLM wrap-up – What needs to be finished by April 28?