



Fall Test Window Wrap-up

Agenda

- 3:00-3:20 DLM fall test window – What needs to be done by Dec 20th
- 3:20-3:30 HGSS classroom-based assessment
- 3:30-3:45 WIDA Alternate ACCESS ELP ASSESSMENT
- 3:45-4:00 Questions



DLM fall wrap-up



Fall test window closes December 20th

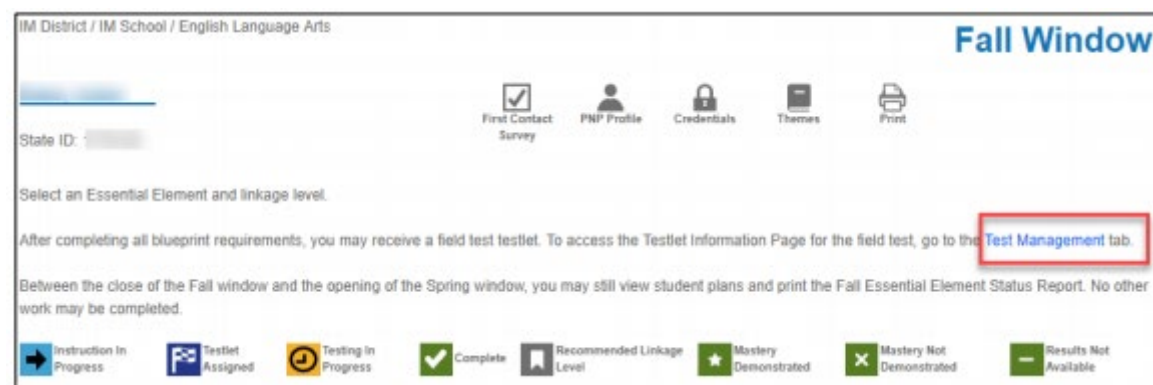
Field Testing

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). The TIP for the field test testlets will be in the Test Management section of Educator Portal. (i.e., **FT FALL** Math F-BF.2 T 456)
- In the fall window for science, covering the blueprint is not a requirement. Therefore, a field test testlet may be delivered at any time for any Essential Element selected by the test administrator. The TIP will be in the Test Management section of Educator Portal. (i.e., FALL SCI EL.ESS2-1 P **R**-789)
- The linkage level may be one above, one below, or the same as the linkage level that the test administrator selected for the Essential Element.



Instruction and Assessment Planner



Why Is Blueprint Coverage Important?

The blueprint coverage criteria were set to ensure students receive instruction and are assessed on a variety of skills so that assessment results can better display what students know and can do.



Status of Blueprint Requirement

Choose two EEs from Claim 1 in different conceptual areas.

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)

Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
M.EE.4.NF.1-2 Identify models of one half (1/2) and one fourth (1/4).	recognize separateness and wholeness	divide a familiar shape into two or more parts ✓ Testlet Complete 07/18 ★	divide a familiar shape into equal parts	identify 1/2 and 1/4 on area models	identify halves and fourths with area models
M.EE.4.NF.3 Differentiate between whole and half	recognize wholeness and separateness	divide a familiar shape into two or more parts ✓ Testlet Complete 07/18 ★	explain unit fraction, recognize parts of a whole	recognize whole and one-half on an area model	recognize 1/4, halves and fourths



Complete

Smith, Jane K State ID: 123456789	First Contact ELA	PNP Profile MATH	Credentials SCI
View/Create plans	→	→	→
Blueprint requirements met	0 of 4	0 of 4	NA
Number of plans with instruction in progress	0	0	0
Testlets assigned and ready to test	0	0	0
Total number of testlets completed	0	0	0



Essential Elements Status Report

ESSENTIAL ELEMENT STATUS REPORT : FALL WINDOW

Dukes, Lindon	ELA
State ID: 1776125	
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

Report Date: 07/26/2019

[Credentials](#)

Username: I

Password: V

 Instruction In Progress
  Testlet Assigned
  Testing In Progress
  Complete
  Recommended Linkage Level
  Mastery Demonstrated
  Mastery Not Demonstrated
  Results Not Available

Choose at least three EEs in C1.1, including at least one RL and one RI.



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

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

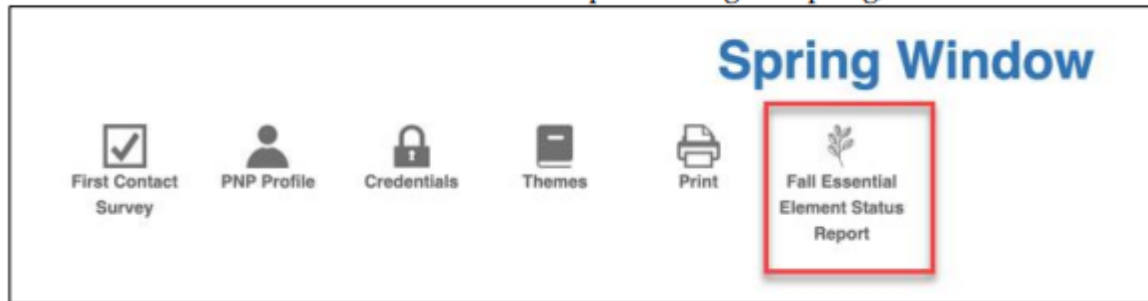
Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	Target *	Successor
ELA.EE.RL.4.1 Use details from the text to recount what the text says.	identify familiar people, objects, places, events	identify character actions	identify character actions	recount events and connect details with events	recount key details of a story
				✓ Testlet Complete 07/23 ★	
ELA.EE.RL.4.2 Use details from the text to describe characters in the story.	understand object names	identify concrete details in a familiar story	identify characters, setting, and major events	describe characters in narrative	describe characters, setting, and events
			➡ Instruction In Progress 07/26		
ELA.EE.RL.4.5 Identify elements that are characteristic of stories.	identify familiar people, objects, places, events	name or identify objects in pictures	identify beginning, middle, and end of a story	recognition of change	recognition of change
				✓ Testlet Complete 07/23 ★	
ELA.EE.RL.4.1 Identify explicit details in an informational text.	understand object names	name or identify objects in pictures	identify concrete detail in informational text	identify explicit text details and words	identify explicit text details and words
			✓ Testlet Complete 07/23 ★		



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.



Data Extract



Where to find reports:



Asses

Navigation bar: [Home](#) [SETTINGS](#) [MANAGE TESTS](#) [REPORTS](#) [DASHBOARD](#) [HELP](#)

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- DATA EXTRACTS
- ALTERNATE ASSESSMENT
- STATE SPECIFIC FILES
- STUDENT REPORT ARCHIVE









DLM Instructionally Embedded Monitoring data extract

[Home](#) [SETTINGS](#) [MANAGE TESTS](#) [REPORTS](#) [DASHBOARD](#) [TRAINING](#) [HELP](#)

[Student Information](#) [Test Administration and Monitoring](#) [Data Management](#) [End of Year](#)

Data Extracts

Note: Data extracts may include **Personally Identifiable Information (PII)**, take appropriate precaution to **protect** saved files.

Extract	Description	Requested	File	Action
DLM Blueprint Coverage Summary	Percent of students meeting blueprint criteria, per organization	05/01/2023 08:50 AM		New File
DLM Instructionally Embedded Monitoring	Instructionally embedded blueprint coverage per student, subject, and assessment window.	11/13/2023 12:49 PM		New File
DLM On-Demand Exited Students File	List of students who were exited anytime during the current year's assessments.	05/01/2023 08:50 AM		New File
DLM On-Demand Special Circumstance File	List of students who are assigned special circumstance codes during the current year's assessments.	05/01/2023 08:51 AM		New File
Restricted Special Circumstance Code	Student test sessions with restricted Special Circumstance code selections.	07/12/2023 02:45 PM		New File
TIP Access	Detail on when a Testlet Information Page (TIP) sheet was last accessed.	04/28/2023 01:28 PM		New File



Data Extract – DLM Instructionally Embedded Monitoring

State	District	School ID	School Name	Grade	Student Last Name	Student First Name	Student State ID	Window	ELA Educator Last Name	Blueprint Requirement ELA % Met	Total Number of ELA Testlets Taken	ELA Blueprint Requirement 1	ELA Blueprint Requirement 2	ELA Blueprint Requirement 3	ELA Blueprint Requirement 4	Math Educator Last Name	Blueprint Requirement Math % Met	Total Number of Math Testlets Taken	Math Blueprint Requirement 1	Math Blueprint Requirement 2	Math Blueprint Requirement 3	Math Blueprint Requirement 4	Science Educator Last Name	Science Testlets Completed
Kansas				6				Fall Window		50	4	Met	Not Met	Not Met	Met		25	3	Not Met	Not Met	Not Met	Met	NA	NA
Kansas				8				Fall Window		100	7	Met	Met	Met	Met		100	7	Met	Met	Met	Met		0
Kansas				8				Fall Window		100	7	Met	Met	Met	Met		100	7	Met	Met	Met	Met		0



Additional Reports



[DLM Score Report videos for Instructionally Embedded Model States](#)
collection of videos detailing DLM score report content and use



Or
Assessmen

Navigation bar: [Home](#) | [SETTINGS](#) | [MANAGE TESTS](#) | [REPORTS](#) | [DASHBOARD](#) | [HELP](#)

Sub-navigation: [General Reports](#) | [Instructionally Embedded](#)

Monitoring Summary

SUMMARY LEVEL: DISTRICT: SCHOOL:

REPORTS dropdown menu:

- DATA EXTRACTS
- ALTERNATE ASSESSMENT
- STATE SPECIFIC FILES
- STUDENT REPORT ARCHIVE

Locate student reports



Instructionally Embedded Tab

Navigation bar: [Home](#) [SETTINGS ▾](#) [MANAGE TESTS ▾](#) **[REPORTS ▾](#)** [DASHBOARD](#) [TRAINING](#) [HELP](#)

Report filters: [General Reports ▾](#) **[Instructionally Embedded ▾](#)** [End-of-Year ▾](#)

Monitoring Summary

SUMMARY LEVEL:

[Blueprint Coverage](#)
[Student Progress](#)
[Performance Report](#)
[Class Roster](#)

SCHOOL:



Blueprint Coverage Report

Blueprint Coverage Report					
Mathematics Grade 8 Fall Window			✓ met criterion ● student has completed a testlet ○ partially met ○ plan created, student not tested		
Conceptual Area	EE	EE Description	Twain, Mark	Lee, Harper	King, Stephen
Choose two EEs in Claim 1 in different conceptual areas.			✓	✓	✓
M.C1.1	M.EE.8.NS.2.a	Express a fraction with a denominator of 100 as a decimal.	● 12/17 ● 12/17	● 12/16	● 12/9 ● 12/9
M.C1.2	M.EE.8.NS.2.b	Compare quantities represented as decimals in real-world examples to hundredths.			● 12/9 ● 12/9
M.C1.3	M.EE.8.EE.1	Identify the meaning of an exponent (limited to exponents of 2 and 3).	● 12/9 ● 12/16		
M.C1.4	M.EE.8.NS.1	Subtract fractions with like denominators (halves, thirds, fourths, and tenths) with		● 12/16	
Conceptual Area	EE	EE Description	Twain, Mark	Lee, Harper	King, Stephen
Choose two EEs in Claim 2 in different conceptual areas.			○	○	○
M.C2.1	M.EE.8.G.1	Recognize translations, rotations, and reflections of shapes.			
M.C2.1	M.EE.8.G.2	Identify shapes that are congruent.	● 12/17 ● 12/17	● 12/14	● 12/9 ● 12/9
M.C2.1	M.EE.8.G.4	Identify similar shapes with and without rotation.		● 12/16	● 12/9 ● 12/9
M.C2.1	M.EE.8.G.5	Compare any angle to a right angle, and describe the angle as greater than, less than, or congruent to a right angle.	● 12/17 ● 12/17		
		Use the formulas for perimeter, area, and volume to solve real-world and			



Element #1

Mathematics Grade 8
Fall Window

Blueprint Coverage Report

✓ met criterion

○ partially met

● student has completed a testlet

○ plan created, student not tested

Conceptual Area	EE	EE Description	King, Stephen	Lee, Harper	Twain, Mark
Choose two EEs in Claim 1 in different conceptual areas.			✓	✓	✓
M.C1.1	M.EE.8.NS.2.a	Express a fraction with a denominator of 100 as a decimal.	● 12/17 ● 12/17	● 12/16	● 12/9 ● 12/9
M.C1.2	M.EE.8.NS.2.b	Compare quantities represented as decimals in real-world examples to hundredths.			● 12/9 ● 12/9
M.C1.3	M.EE.8.EE.1	Identify the meaning of an exponent (limited to exponents of 2 and 3).	● 12/9 ● 12/16		
M.C1.3	M.FF.8.NS.1	Subtract fractions with like denominators (halves, thirds, fourths, and tenths) with		● 12/16	

indicates the Essential Elements on which each student was assessed and the date each testlet was administered

Sometimes scrolling is required to view the entire set of Essential Elements.



Element #2

Conceptual Area	EE	EE Description	King, Stephen	Lee, Harper	Twain, Mark
Choose <u>two EEs in Claim 2 in different conceptual areas.</u>			○	○	○
M.C2.1	M.EE.8.G.2	Identify shapes that are congruent.	● 12/17 ● 12/17	● 12/14	● 12/9 ● 12/9
M.C2.1	M.EE.8.G.4	Identify similar shapes with and without rotation.		● 12/16	● 12/9 ● 12/9
M.C2.1	M.EE.8.G.5	Compare any angle to a right angle, and describe the angle as greater than, less than, or congruent to a right angle.	● 12/17 ● 12/17		
M.C2.2	M.EE.8.G.9	Use the formulas for perimeter, area, and volume to solve real-world and mathematical problems (limited to perimeter and area of rectangles and volume of rectangular prisms).			

For this requirement to be satisfied, the student must be assessed on one of the Essential Elements for conceptual area 2.1 and then the sole Essential Element for conceptual area 2.2.



Elements #3 & 4

Conceptual Area	EE	EE Description	King, Stephen	Lee, Harper	Twain, Mark
All students are assessed on the EE from C3.2.			✓	✓	✓
M.C3.2	M.EE.8.SP.4	Construct a graph or table from given categorical data, and compare data categorized in the graph or table.	● 12/17 ● 12/17	● 12/16	● 12/9 ● 12/9

Conceptual Area	EE	EE Description	King, Stephen	Lee, Harper	Twain, Mark
Choose two EEs from Claim 4.			✓	✓	✓
M.C4.1	M.EE.8.EE.7	Solve simple algebraic equations with one variable using addition and subtraction.	● 12/17 ● 12/17		
M.C4.2	M.EE.8.EE.2	Identify a geometric sequence of whole numbers with a whole number common ratio.			● 12/9 ● 12/9
M.C4.2	M.EE.8.F.1-3	Given a function table containing at least 2 complete ordered pairs, identify a missing number that completes another ordered pair (limited to linear functions).	● 12/9 ● 12/17	● 12/14	



Looking closer

Choose two EEs in C1.2 (L, RL or RI)-EEs must be from different strands, i.e. RL and L, not RL and RL.			
ELA.C1.2	ELA.EE.L.3.5.a	Determine the literal meaning of words and phrases in context.	
ELA.C1.2	ELA.EE.L.3.5.c	Identify words that describe personal emotional states.	
ELA.C1.2	ELA.EE.RI.3.4	Determine words and phrases that complete literal sentences in a text.	
ELA.C1.2	ELA.EE.RI.3.8	Identify two related points the author makes in an informational text.	
ELA.C1.2	ELA.EE.RL.3.4	Determine words and phrases that complete literal sentences in a text.	



Student Progress Reports

are similar to end-of-year score reports

indicate which Essential Elements were assessed

provide the date each testlet was administered

indicate whether or not the student mastered the assessed skills



Student Progress report (3)

Individual Student Progress Report



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 c 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 writing for a range of purposes and audiences.
Conceptual Area: ELA.C2.1 Use writing to communicate

Grade Level Expectation	Level 1	Level 2	Level 3	Level 4 @	Level 5
ELA.EE.EW.3.DP Emergent Writing		attends to stimuli and chooses between two objects Assessed: 12/01			

Claim: ELA.C1 Students can comprehend text in increasingly complex ways.
Conceptual Area: ELA.C1.2 Construct understandings of text

Grade Level Expectation	Level 1	Level 2	Level 3	Level 4 @	Level 5
ELA.EE.L.3.5.c Identify words that describe personal emotional states.	identify feeling states in self	understand common feeling words	understand and identify feeling words Attempted: 11/17	identify feeling words for personal state	describe internal and external character traits
ELA.EE.RI.3.8 Identify two related points the author makes in an informational text.	notice what is new	determine similar or different Mastered: 11/30	identify relationships between concrete details	identify related points in an informational text	identify reasons that support points


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
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Page 1 of 2



Considerations

Claim: Students can comprehend text in increasingly complex ways. Conceptual Area: Determine Critical Elements of Text					
Grade Level Expectation	Level 1	Level 2	Level 3	Level 4 	Level 5
ELA.EE.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text.	Attend to object characteristics Attempted: 12/07	Identify familiar people, objects, places, or events Mastered: 12/10	Identify concrete details in an informational text	Understand simple questions about concrete details	Identify words related to explicit information

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

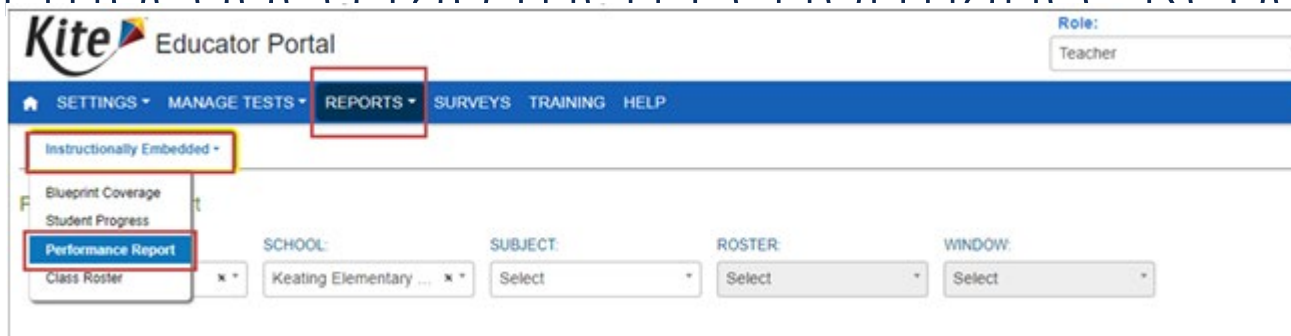


Fall Performance Report – On-demand

- Can be accessed through Instruction and Assessment Planner – go into the specific blueprint first.



- Through reports – Alternate Assessment – Instructionally Embedded tab then Performance Report.



Instruction

- It is alright to assign instruction on an EE for a student and teach the skill and see where the student is at. You can assign testing or select a new EE that is more appropriate. That is why the testing window is so long, to allow time for instruction and possible change.



Best practice for teachers

Review the blueprint coverage criteria.

Use the Instruction and Assessment Planner to make one or more selections based on blueprint criteria.

Provide instruction.

Return to the Instruction and Assessment Planner to assign one or more testlets.

Approach scheduling thoughtfully and try to prevent fatiguing the student.

Use the Student Progress report to determine next steps for the student.



Special Circumstance Codes



These are entered by the test coordinator.

Special Circumstance (SC) Codes

- Do not enter any SC codes for the fall test window. SC codes will only need to be entered in the spring test window.
- A SC code will only be entered in the spring test window if the student has not completed *any* testing.
- Any testing a student does after an SC code is entered will be invalidated.
- District and building test coordinators can now change or remove an SC code after the code is entered.



HGSS Classroom Based Assessment



Grades 4, 7, and HS - required

History/Government Social Studies (HGSS) Classroom Based Assessment

- *2024-2025 School Year: **Required State Assessment** (Grades 4, 7, and HS).*
- Scores submitted in EOYA KIDS Collection
 - Fields D78, D79, D80
 - Submit EOYA Record



History/Government Social Studies (HGSS) Classroom Based Assessment & DLM

- KSDE has created an alternate rubric for students with a most significant cognitive disability who take the DLM. This rubric should only be used for students enrolled in the DLM.
- The HGSS is a classroom-based assessment so it will not be completed on the computer.
- Teachers should continue providing instruction in the area of HGSS so that students will be ready to complete the classroom based HGSS in the spring.



HGSS Standards

- Mission Statement: The Kansas Standards for History, Government, and Social Studies prepare students to be informed, thoughtful, engaged citizens as they enrich their communities, state, nation, world, and themselves.

Kansas History Government and Social Studies Standards:

- 1) Choices have Consequences
- 2) Individuals have Rights and Responsibilities
- 3) Societies are shaped by Identities, Beliefs, and Practices of Individuals and Groups
- 4) Societies Experience Continuity and Change Over Time
- 5) Relationships among People, Places, Ideas, and Environments are Dynamic



Alternate Rubric

CRITERIA	1 BEGINNING	2 DEVELOPING	3 PROFICIENT	4 EXEMPLARY	SCORE
Claim/Thesis/Assertion: A statement that answers the compelling question.	I show no response.	I respond without assertion.	I can respond with assertion.	I can respond with clear assertion.	Claim/Thesis/Assertion score:
Evidence: The details from the sources that support the claim and prove it to be true.	I show no response.	I cannot clearly identify evidence.	I can identify evidence.	I can identify multiple pieces of evidence.	Evidence score:
Reasoning: The explanation of the evidence and how it proves the claim to be true.	I show no response.	My response is unclear.	I can respond with purpose.	I can respond with clear purpose.	Reasoning score:



4th Grade CBA Exemplar

Symbols of Kansas



Question: Is there an animal?

Question: How do you know it is an animal?

Question: What kind of animal is it? How do you know?



7th Grade CBA Exemplar

Kansas History/Government



Question: Is there a building?

Question: How do you know it is a building?

Question: What kind of building is it? How do you know?



11th Grade CBA Exemplar

US History



Question: Is something happening?

Question: What is happening?

Question: How do you know something is happening?

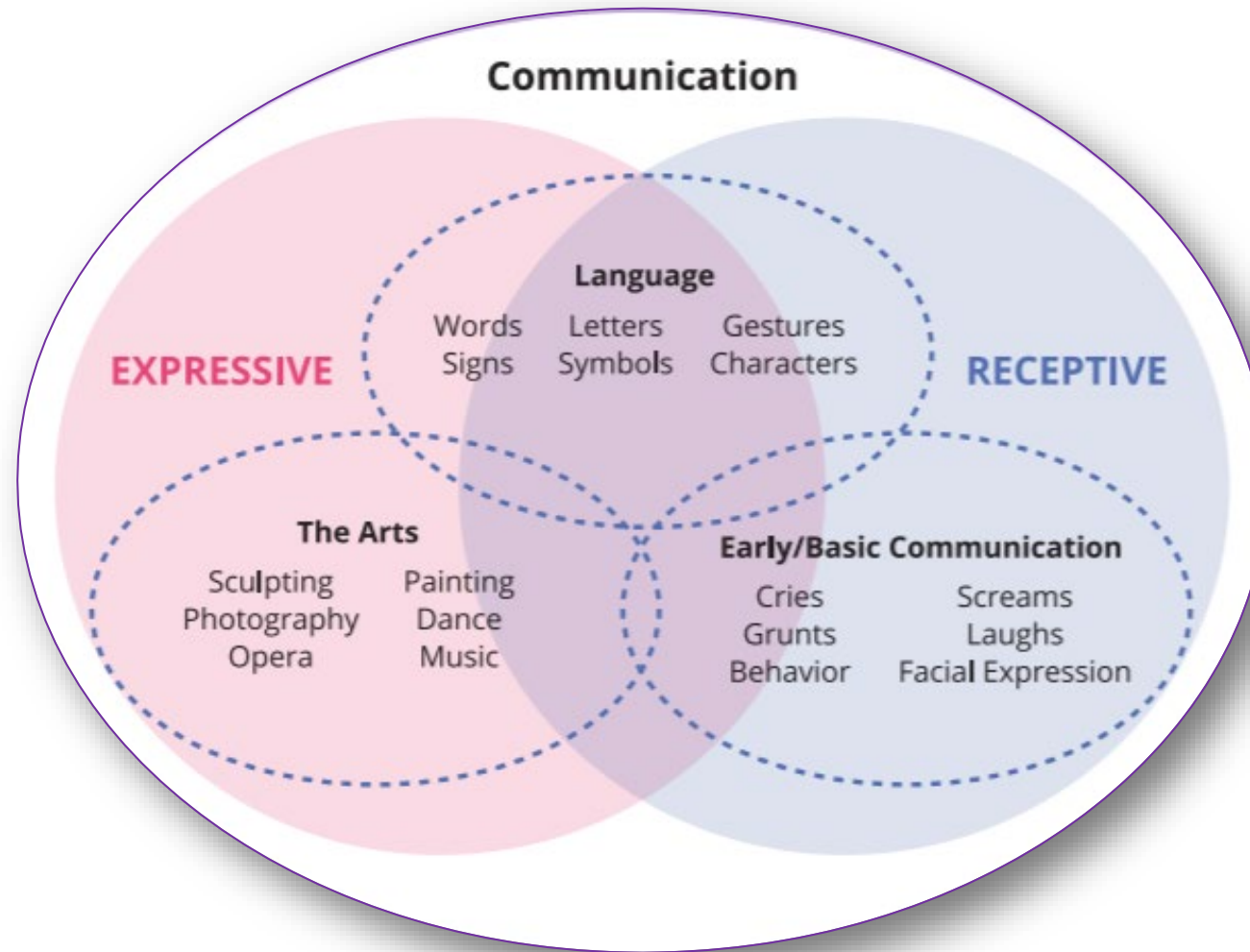


WIDA Alternate ACCESS ELP ASSESSMENT

Test window: February 3- March 14, 2025



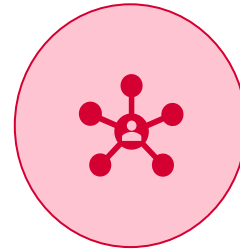
Communication



Communication Beliefs



All individuals and all behaviors (including gestures, cries, noises) **communicate**.



Communication is possible and identifiable for all students.



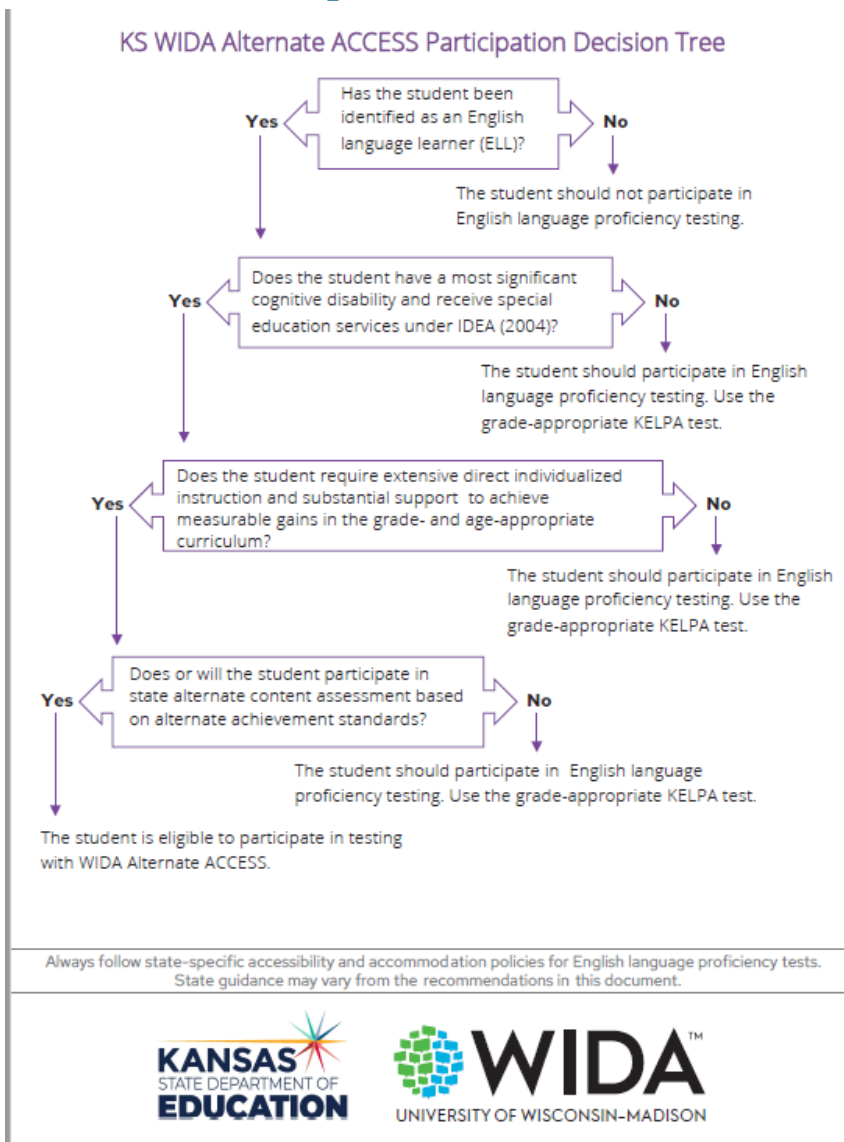
Every step toward improved **communication**, attention, and interaction leads to increased independence.



No more fundamental outcome of education exists than the *right* and the *ability* to **communicate**.



Participation Decision Tree



Rubric for Determining Student Eligibility for the Kansas Alternate Assessment (DLM)



WIDA Alternate ACCESS Assessment



Development in Language Domains

Assessing students' language abilities in English includes:



Listening

Measures comprehension skills that involves oral receptive language



Reading

Measures comprehension skills that involves written receptive language



Writing

Measures comprehension skills that involves written expressive language



Speaking

Measures comprehension skills that involves oral expressive language



Anchored in WIDA ELD Standards

ELD Standard 1	Language for Social and Instructional Purposes (ELD-SI) English learners communicate for social and instructional purposes within the school setting.
ELD Standard 2	Language for Language Arts (ELD-LA) English learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
ELD Standard 3	Language for Mathematics (ELD-MA) English learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
ELD Standard 4	Language for Science (ELD-SC) English learners communicate information, ideas and concepts necessary for academic success in the content area of science.
ELD Standard 5	Language for Social Studies (ELD-SS) English learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.



Unique Features of this Test

- Simplified Language
- Repetition of Questions
- Increased Graphic Support
- Larger Testing Materials and Graphics

Listening, Reading, Speaking, and Writing
Sample Items (PDF)

SAMPLE READING TASK 1 3-5 MA A3

CUE A
Point to THREE CUPS. There are three cups.
Point to QUESTION. Which shows the number of cups?

Point to NUMBER 1. Number one.
Point to NUMBER 3. Number three.
Point to NUMBER 4. Number four.

Sweep across NUMBER 1, NUMBER 3, NUMBER 4. Which shows the number of cups? PAUSE.

If correct, go to MOVING ON box.
If incorrect or no response, repeat CUE A.
After repeat, if incorrect or no response, go to CUE B.

Three cups

Which shows the number of cups?

1 3 4

10 © 2011 Board of Regents of the University of Wisconsin System. Alternate ACCESS Test Administrator's Script

SAMPLE READING TASK 1 3-5 MA A3

CUE B
Point to THREE CUPS. There are three cups.
Point to QUESTION. Which shows the number of cups?

Point to NUMBER 1. One.
Point to NUMBER 3. Three.
Point to NUMBER 4. Four. PAUSE.

Sweep across NUMBER 1, NUMBER 3, NUMBER 4. Which shows the number of cups? PAUSE.

If correct, go to MOVING ON box.
If incorrect or no response, go to CUE C.

CUE C
Point to THREE CUPS. There are three cups.
Point to QUESTION. Which shows the number of cups?

Point to NUMBER 3. This is the number 3. There are three cups. PAUSE.

Point to NUMBER 1. One.
Point to NUMBER 3. Three.
Point to NUMBER 4. Four. PAUSE.

Sweep across NUMBER 1, NUMBER 3, NUMBER 4. Which shows the number of cups? PAUSE.

Go to MOVING ON box.

MOVING ON

Remember to record student's score in Student Response Booklet. Turn page and go to TASK 2.
Good. Let's turn the page and keep going.

Alternate ACCESS Test Administrator's Script © 2011 Board of Regents of the University of Wisconsin System. 11



Alternate Proficiency Levels Descriptors (PLDs)

Describe ways multilingual learners with significant cognitive disabilities might develop across six levels of English proficiency in each domain.

WIDA Alternate Can Do Descriptors – NEW!!

Listening		
At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and English language learners with the most significant cognitive disabilities will respond to the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.		
Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
5 Bridging	A variety of connected and complex statements or questions across academic topics. Organized, related ideas across academic content areas.	Specific content area vocabulary across content areas.
4 Expanding	Compound connected conveyed expression(s) through one or more representations of language. Related, familiar ideas characteristic of academic content areas.	General and specific content area vocabulary. Increasingly novel contexts.
3 Developing	Simple connected statements or questions. A familiar idea with an example.	General content area vocabulary. Expanding familiar contexts.
2 Emerging	Simple conveyed expression(s). A single idea in expanding familiar contexts.	General high-frequency words. Concrete, immediate contexts.
1 Entering	Routine and familiar conveyed expressions. An idea conveyed within familiar contexts.	Single representations of words. Intentional communication in immediate contexts.

Reading		
At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and English language learners with the most significant cognitive disabilities will respond to the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.		
Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
5 Bridging	Connected text with a variety of sentences (e.g., simple, compound, and complex sentences). Organized related ideas across academic content areas.	Specific content area vocabulary across content areas.
4 Expanding	Simple connected text. Related familiar ideas across content areas.	General and specific content area vocabulary. Increasingly novel contexts.
3 Developing	Simple sentence or sentences. A familiar idea, an example.	General content area vocabulary. Expanding familiar contexts.
2 Emerging	Multiple representations or short phrases. A single idea in expanding familiar contexts.	General high-frequency words. Concrete, immediate contexts.
1 Entering	A single representation. An idea within words, phrases, or chunks of language in familiar contexts or in environmental print.	Single representations of words. Intentional communication in immediate contexts.

Speaking		
At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and English language learners with the most significant cognitive disabilities will use English to produce the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.		
Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
5 Bridging	A combination of short and expanded statements (at least two) across social and academic contexts with emerging complexity. New ideas in the context of familiar and novel content.	General and specific content area vocabulary. Increasingly novel contexts.
4 Expanding	Two or more simple connected statements or questions. Expanded expression of one idea or emerging expression of multiple related ideas in particular content areas.	General and specific content area vocabulary. Expanding familiar contexts.
3 Developing	One or more simple statements or questions. Expression of one idea in particular content area.	General content area vocabulary. Routine, shared contexts.
2 Emerging	Chunks of language and phrases (at least two). Emerging expression of a familiar idea. At least one intentional sound or word. Intentional communication of an idea.	General high-frequency words. Concrete, immediate contexts.
1 Entering	Single representations of words. Intentional communication in immediate contexts.	Single representations of words. Intentional communication in immediate contexts.

Writing		
At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to produce the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.		
Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
5 Bridging	Student writes at least two simple sentences or at least one compound sentence related to one or more ideas that reflect a coherent idea, concept, or experience. New ideas in the context of familiar and novel content.	General and specific content area vocabulary. Increasingly expanding familiar and novel contexts.
4 Expanding	The student writes one simple sentence related to an increasingly complex idea. Expanded expression of an idea in a particular content area.	General content words and expressions. Expanding familiar contexts.
3 Developing	The student writes one or more chunks of language, phrases, or clauses about an idea. Emerging expression of an idea in a particular content area.	General content-related words. Routine, shared contexts.
2 Emerging	The student writes a single word. Emerging expression of a familiar idea.	General high-frequency words. Concrete, immediate contexts.
1 Entering	The student writes one single representation of something (e.g., number, letter, symbol). Intentional written expression to convey meaning.	Single representations of words. Intentional communication in immediate contexts.



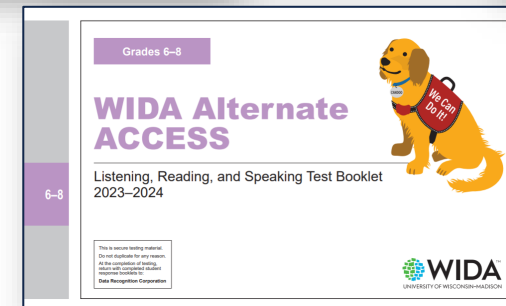
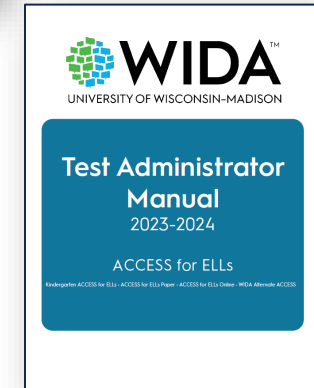
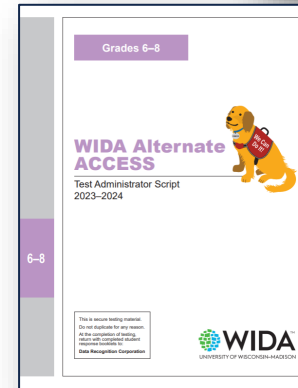
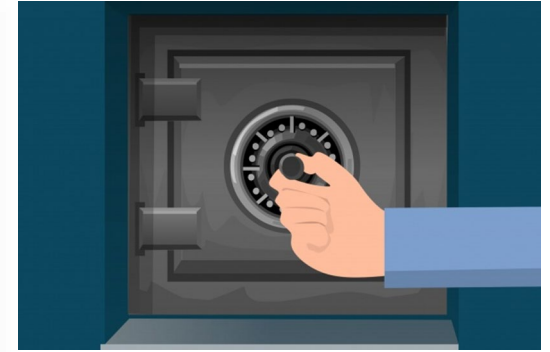
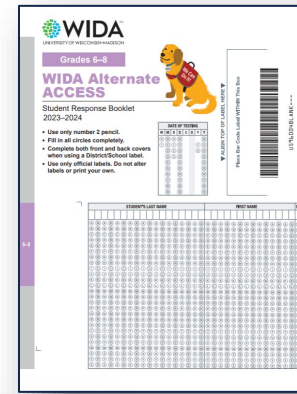
Test Materials

Each Student Needs

- Student Response Booklet

Test Administrators Need

- Test Administrator Script
- Test Administrator Manual
- Student Test Booklet

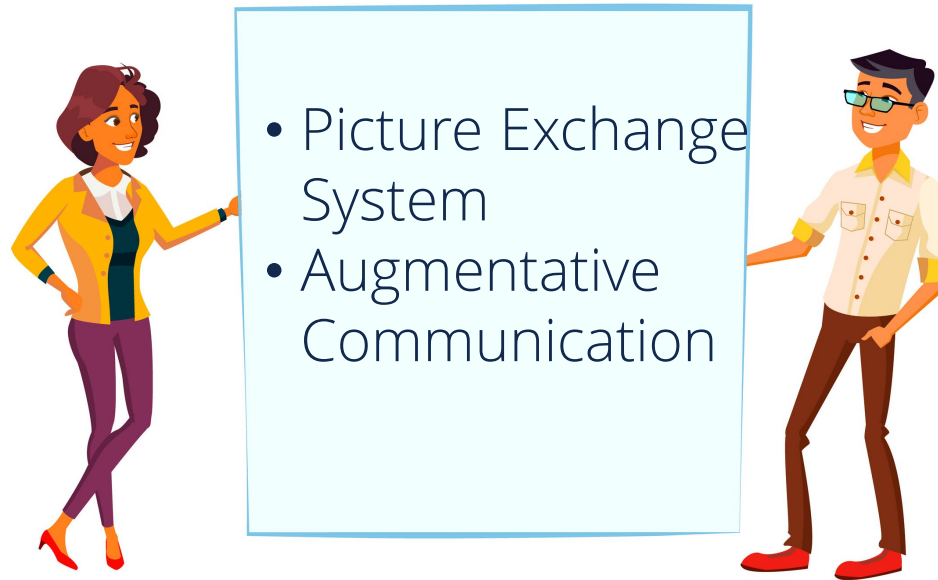


Students are entered into WIDA AMS and Test booklets are ordered by DTCs between 12/13 – 12/31.



Test Design

- Has four grade-level clusters.
 - K-2
 - 3-5
 - 6-8
 - 9-12
- Allows for a variety of communication approaches.



Administration Considerations

- Order of Administration (recommended)
 - Listening
 - Reading
 - Speaking
 - Writing
- Test format
 - Selected response: listening and reading
 - Constructed response: speaking and writing
- All sections are hand-scored by test administrator



Test Task and Timing

Domain	Proficiency Levels	Tasks	Timing
Listening	1-5	10	30 minutes
Reading	1-5	10	30 minutes
Speaking	1-5	8	30 minutes
Writing	1-5	8	30 minutes



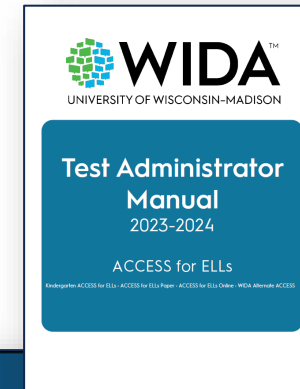
Stopping Criteria

- WIDA Alternate ACCESS is a semi-adaptive test, meaning that a stopping criteria is applied when a student is unable to complete 3 tasks or items in a row.



Scoring Speaking

An expanded version of the Expect Box can be found in the Test Administrator Manual.



Proficiency Level	Fill in the Meets oval when:
1	The student responds with at least one intentional sound or word.
2	The student responds with at least two chunks of language and phrases related to the task.
3	The student responds with one or more simple statements or questions related to the task.
4	The student responds with two or more simple connected statements or questions related to the task.
5	The student responds with a combination of short and expanded statements (at least two) with emerging complexity. The statements include new ideas in both familiar and novel contexts.

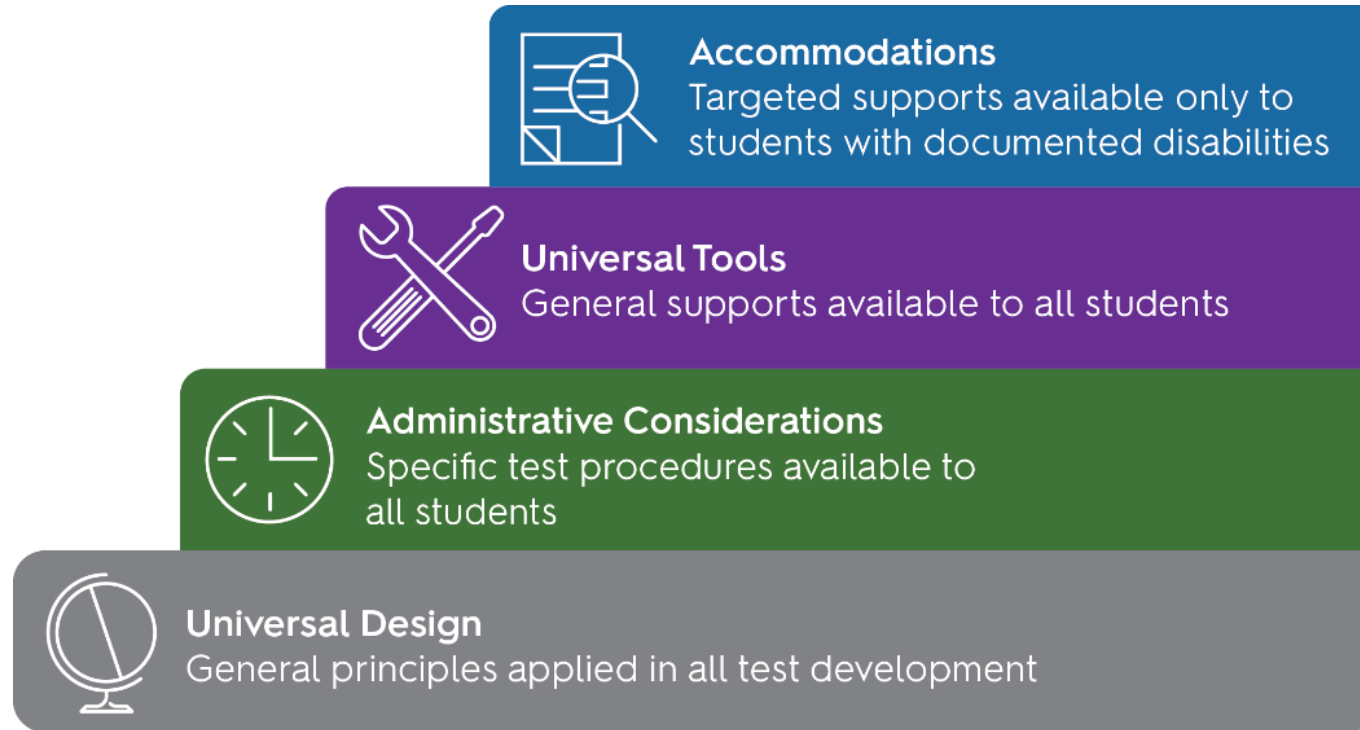


Scoring Writing

Proficiency Level	Fill in the Meets oval when
1	The student writes a single representation of something, (e.g., a number, letter, or symbol) to convey meaning related to the task.
2	The student writes a single word related to the task.
3	The student writes one or more chunks of language, phrases or clauses related to the task.
4	The student writes one simple sentence related to the task.
5	The student writes at least two simple sentences or at least sentence with detail related to the task.



WIDA Accessibility and Accommodations Framework



[Accommodations Checklist \(PDF\)](#)

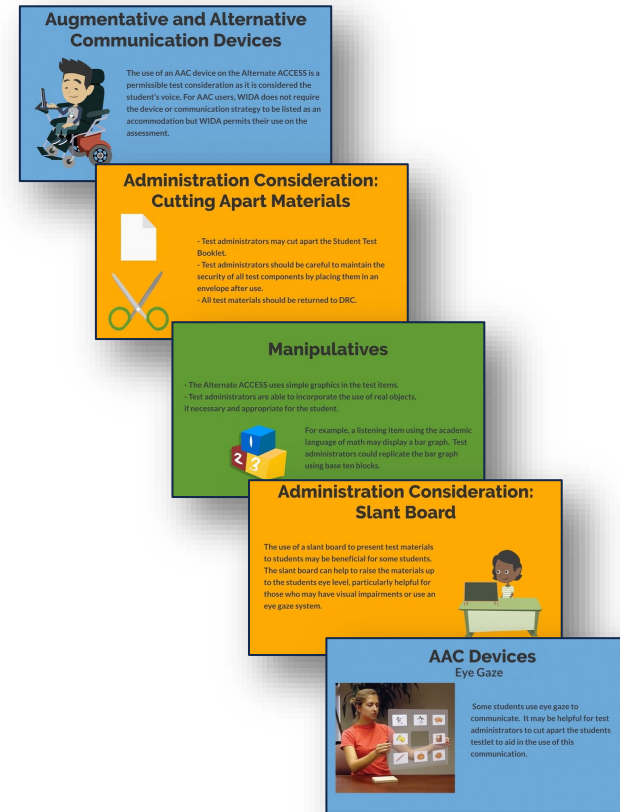
[WIDA Kansas Accessibility & Accommodations Manual \(PDF\)](#)



Training Resources

WIDA Alternate ACCESS Training Course Accommodations

[Preparing the WIDA Alternate ACCESS.
Test Administrator Essentials \(PDF\)](#)



Individual Characteristics Questionnaire

- Download before testing and work with educators to document the individual student's characteristics.
- Student Disabilities Information.
- Test Administration Information.
- This information is reported on the Individual Student Report to aid in reclassification decisions.

<p>What is the student's writing ability? The student can use AAC devices. Choose the best description.</p> <p>Writes full sentences</p> <p>Writes phrases</p> <p>Writes words</p> <p>Writes letters</p> <p>Does not write</p> <p>Unknown/Not sure</p>	<p>In English</p> <p>In Language Other than English</p>
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<p>What is the student's level of engagement? Choose the best description.</p> <p>Initiates and sustains social interactions</p> <p>Responds with social interaction, but does not initiate or social interactions</p> <p>Alerts to others speaking</p> <p>Does not alert to others speaking</p> <p>Unknown/Not sure</p>	<p>In English</p> <p>In Language Other than English</p>
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<p>What is the student's reading ability? Choose the best description.</p> <p>Reads fluently with critical understanding in print (e.g., in facsimile, point of view, emotional responses)</p> <p>Reads fluently with basic (literal) understanding from passages with narrative/informational texts</p> <p>Reads basic sight words, simple sentences, directions, or lists in print</p> <p>Aware of text; follows directionality; makes letter/diagram a story from the pictures that is not linked to the text</p> <p>No observable awareness of print</p> <p>Unknown/Not sure</p>	<p>In English</p> <p>In Language Other than English</p>
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<p>What is the student's mathematics ability? Choose the best description.</p> <p>Applies computational procedures to solve real-life or no problems from a variety of contexts</p> <p>Does computational procedures with or without a calculator</p> <p>Counts 1:1 correspondence to at least 10, and/or makes sets of items</p> <p>Counts by rote to five</p> <p>No observable awareness of use of numbers</p> <p>Unknown/Not sure</p>	<p>In English</p> <p>In Language Other than English</p>
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<p>What are the student's receptive communication abilities? You may choose more than one that best represents the student.</p> <p>Can point to, look at, or touch things in the immediate vicinity when asked (e.g., pictures, objects, body parts)</p> <p>Can perform simple actions, movements, or activities (e.g., come to the teacher's location, gives an object or peer, locates or retrieves an object)</p> <p>Responds appropriately in any modality (speech, sign, facial expressions) when offered a favored item that is relevant (e.g., "Do you want more cream?")</p> <p>Responds appropriately in any modality (speech, sign, facial expressions) to single words that are spoken or</p> <p>Responds appropriately in any modality (speech, sign, expressions) to phrases and sentences that are spoken</p> <p>Follows two-step directions presented verbally and/or (e.g., gets a worksheet or journal and begins to work. Items needed by peers for a lesson or activity, takes a desired item and then looks at location where it should be)</p>	<p>In English</p> <p>In Language Other than English</p>
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<p>What are the student's expressive communication abilities? You may choose more than one that best represents the student.</p> <p>Regularly combines 3 or more spoken words that accomplish grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/longer questions, giving directions to another person)</p> <p>Usually uses 2 spoken words at a time to meet a variety of complex communicative purposes (e.g., sharing the absent objects, social expressions beyond greetings/information, directing another person's attention, asking questions, and commenting)</p> <p>Usually uses only 1 spoken word at a time to meet all of simple communicative purposes (e.g., refusing/needs making choices, requesting attention, greeting, and is Student does not use spoken language.</p> <p>Unknown/Not sure</p>	<p>In English</p> <p>In Language Other than English</p>
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<p>How many hours per week does the student spend... in classrooms where instruction is in English?</p> <p>0</p> <p>Less than 1</p> <p>1-2</p> <p>2-3</p> <p>3-4</p> <p>More than 4</p> <p>All</p> <p>Not Sure</p>	<p>How many hours per week does the student spend... in classrooms where instruction is in a language other than English?</p> <p>0</p> <p>Less than 1</p> <p>1-2</p> <p>2-3</p> <p>3-4</p> <p>More than 4</p> <p>All</p> <p>Not Sure</p>
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<p>If the student receives EL services, what kind of service does the student receive?</p> <p>Bilingual/bicultural immersion</p> <p>Consultative services</p> <p>Co-teaching</p> <p>ESL class period</p> <p>Full-out services</p> <p>Push-in services</p> <p>Sheltered or content-based instruction</p> <p>Structured immersion</p> <p>None</p> <p>Other: Please specify.</p>	<p>What are the student's social communication abilities? (Briefly describe augmentative and alternate communication (AAC) devices used.)</p> <p>Braille</p> <p>Communication board</p> <p>Eye gaze</p> <p>Nonverbal communication (e.g., body language, pointing)</p> <p>Picture cards</p> <p>Sign</p> <p>Speech or speaking</p> <p>Other: Please specify.</p>
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<p>WIDA</p> <p>Individual Characteristics Questionnaire</p> <p>WIDA Alternate ACCESS</p> <p>Is there an English language acquisition specialist on the IEP team? (e.g., ESL teacher, ESL coordinator)?</p> <p>Does the student take the alternate assessment in English language arts, math, and/or science based on alternate academic achievement standards (AAAS)?</p> <p>Disabilities</p> <p>Primary Disability (Choose 1)</p> <p>Secondary Disability (Choose 1 if applicable)</p> <p>Autism Spectrum Disorder (ASD)</p> <p>Deaf-blindness (DB)</p> <p>Developmental Delay (DD)</p> <p>Hearing Impairment, including Deafness (HI)</p> <p>Intellectual Disability (ID)</p> <p>Multiple Disability (MD)</p> <p>Orthopedic Impairment (OI)</p> <p>Other Health Impairment (OHI)</p> <p>Emotional Disturbance (ED)</p> <p>Specific Learning Disability (SLD)</p> <p>Speech or Language Impairment (SLI)</p> <p>Traumatic Brain Injury (TBI)</p> <p>Visual Impairment, including Blindness (VI)</p> <p>What is the student's most recent performance on the state's annual assessment?</p> <p>Emerging</p> <p>Nearing Target</p> <p>At or Exceeds Target</p> <p>N/A</p> <p>English Language Arts</p> <p>Mathematics</p> <p>Science</p>



WIDA KS State Page

Assessments

WIDA Alternate ACCESS is given to identified MLs with the most significant cognitive disabilities during the annual testing window.

[Alternate ACCESS score report resources.](#)

Testing Dates

12/13/24 - 12/31/24	Test Materials Ordering via WIDA AMS – LEAs
12/13/24 - 12/31/24	LEAs Load Pre-ID/Student Import File into WIDA AMS
1/29/25 - 1/30/25	Districts Receive Test Materials
2/3/25 - 3/14/25	Test Window
1/29/25 - 3/7/25	Additional Test Material Ordering Window in WIDA AMS
3/26/25	Deadline for Shipping Completed Test Materials to DRC - Postmark date
4/28/25 - 5/2/25	Pre-Reporting Data Validation – LEAs in WIDA AMS
5/20/25	Alternate ACCESS Data Available to SEA - Posted in WIDA AMS
5/20/25	Districts Receive Reports and Data - Posted in WIDA AMS
6/10/25 - 6/11/25	Printed Reports Received in Districts





State Testing Requirements

Requirements and Resources

See below for state-specific information and resources related to ML assessment, including your state's WIDA Alternate ACCESS Checklist, where you can find each step in the Alternate ACCESS testing process from beginning to end.

[WIDA Alternate ACCESS Checklist](#) 

State Testing Requirements

- LEAs are required to administer an approved screening assessment to students who enroll in the first month of school within 30 calendar days of enrollment. For students who enroll later, a screening assessment must be administered within 10 school days of enrollment.
- All ELs with the most significant cognitive disability must be tested annually using the Alternate ACCESS assessment. When students earn an Overall Composite Score of 4 or higher they are considered proficient in English. Students are then reclassified to either transitional for one year and /or monitored status for 2 years. Students are not required to take the WIDA Alternate ACCESS assessment once they are reclassified. The LEA may use appropriate data, evaluation, and team-based problem solving to consider reclassifying the student as EL if, while in monitoring status, students demonstrate consistent and continued need for increased language support services.
- WIDA Alternate ACCESS is a paper-based assessment for all grades, Kindergarten through Grade 12.
- To be certified to administer and score the WIDA Alternate ACCESS assessment, test administrators must annually complete the WIDA Alternate ACCESS: Administration and Scoring training course.
- [KS Participation Decision Tree](#)  (PDF)
- After using the KS Participation Decision Tree teams should refer to the [Rubric for Determining Student Eligibility for the Kansas Alternate Assessment \(DLM\)](#)  for students in grades K-2 who are not already participating in the Alternate State Assessment (DLM).







Test Preparation and Training

State Testing Requirements	+
Test Preparation and Training	—
<ul style="list-style-type: none">• Preparing the WIDA Alternate ACCESS.• The WIDA Alternate ACCESS: Administration and Scoring training course is located in the WIDA Secure Portal. If you do not have a WIDA Secure Portal account, please contact your District Test Coordinator (DTC). If your DTC does not have an account, contact Chelsea Pelfrey, cpelfrey@ksde.org.• To be certified to administer WIDA Alternate ACCESS, Test Administrators must complete the WIDA Alternate ACCESS: Administration and Scoring training course and pass the certification quiz with an 80% or higher.• Test Administrators are required to pass the certification quiz annually.• Student and test management, testing software, and materials ordering tasks are completed in the DRC INSIGHT/WIDA Assessment Management System (AMS). If you do not have a WIDA AMS account, contact Chelsea Pelfrey, cpelfrey@ksde.org.	
Manuals, Guides and Test Materials	+
Resources	+





Manuals, Guides and Test Materials

State Testing Requirements	+
Test Preparation and Training	+
Manuals, Guides and Test Materials	—
<ul style="list-style-type: none">• Kansas WIDA Alternate ACCESS Test Administrator Manual*• Kansas WIDA Alternate ACCESS Test Coordinator Manual*• Kansas Accessibility and Accommodations Manual*• WIDA Alternate Proficiency Level Descriptors  (PDF)• WIDA Alternate Can Do Descriptors  (PDF)• Individual Characteristics Questionnaire  (PDF)• Accommodations Checklist  (PDF)• Listening, Reading, Speaking, and Writing Sample Items (external link)	
*WIDA Secure Portal account required	
Resources	+



Resources

State Testing Requirements	+
Test Preparation and Training	+
Manuals, Guides and Test Materials	+
Resources <ul style="list-style-type: none">• WIDA Alt Access Q&A (Vimeo) / Slides  (PDF)• What is WIDA Alternate Access? (external link) <i>Available in multiple languages</i>• Test Administrator Essentials  (PDF)	-



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

- February 6, 2025: DLM spring window
- April 10, 2025: DLM wrap-up – What needs to be finished by April 25?



Content Information



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