Fall Test Window Wrap-up

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Webinar #4

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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

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Field Testing

Fall and Spring test windows

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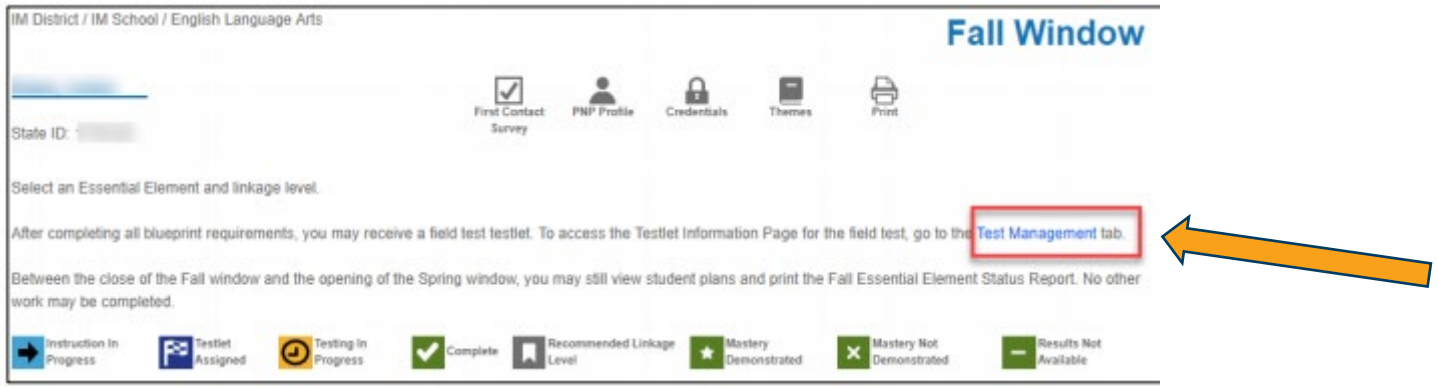
Field Test Testlets

- 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

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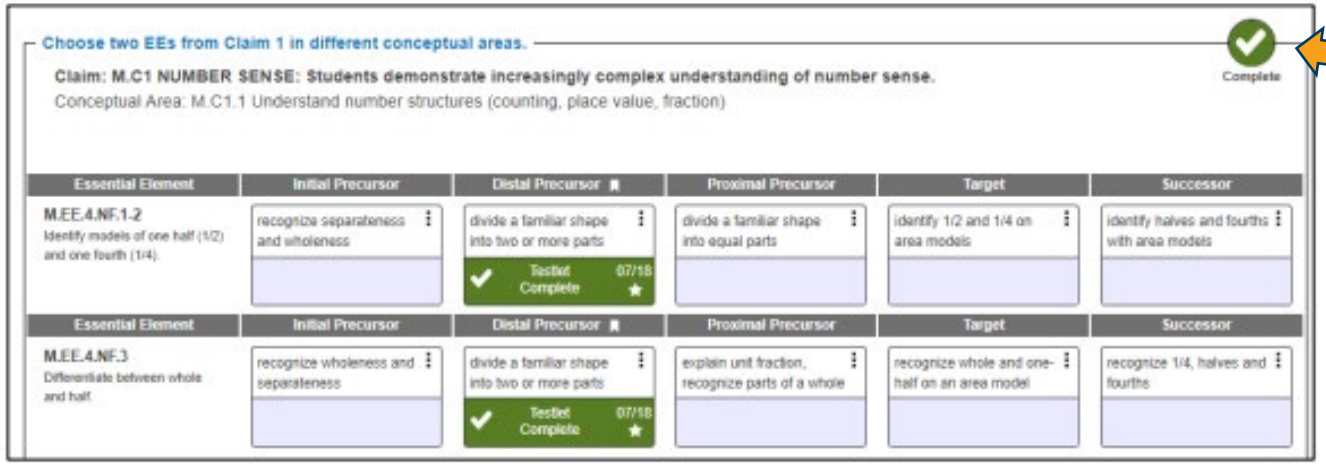
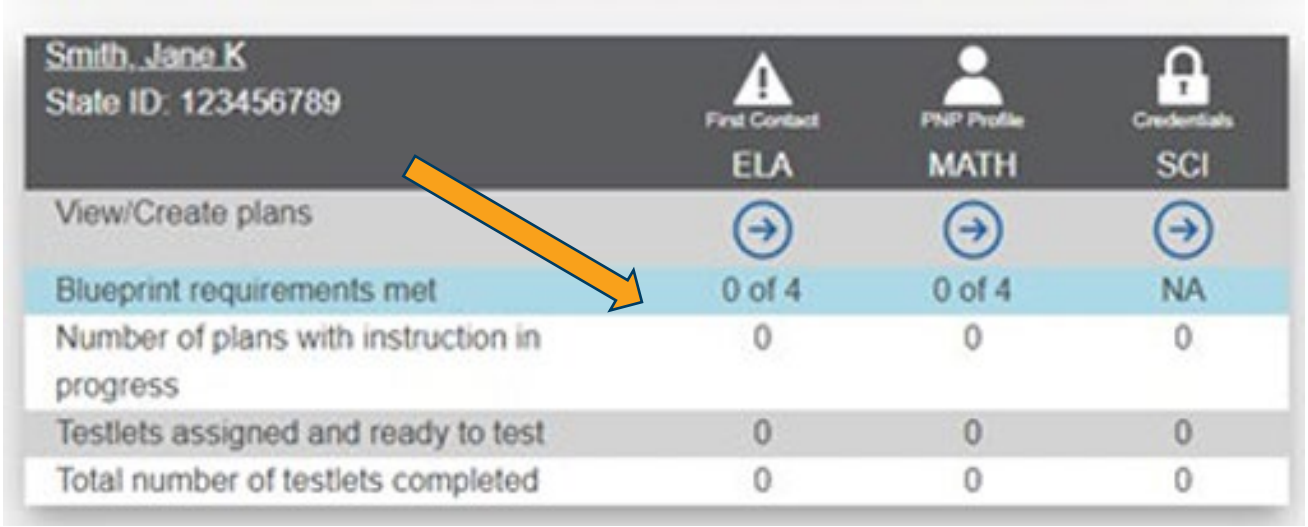
Why Is Blueprint Coverage Important?

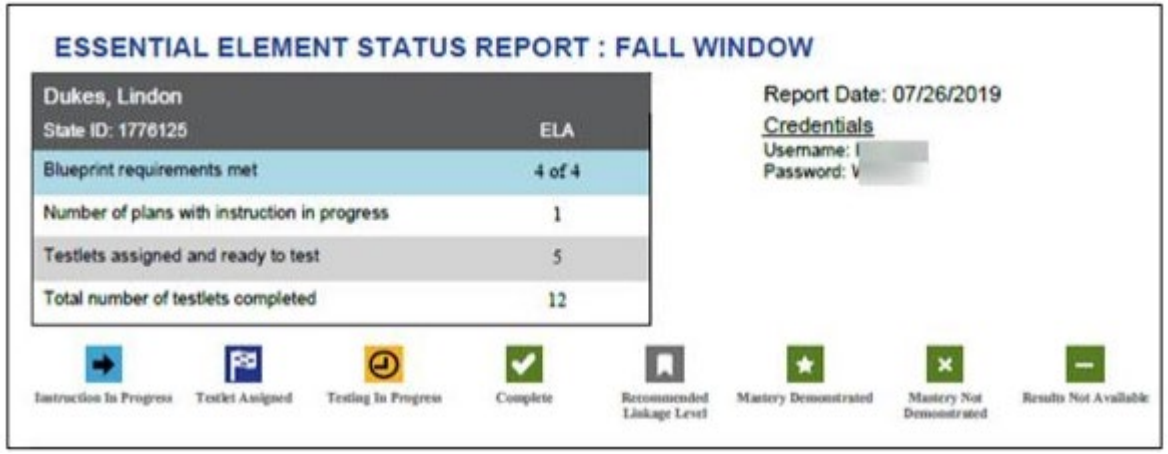
The blueprint coverage criteria were set to ensure students receive instruction and are assessed on a variety of skills so that assessment results can better display what students know and can do.

Status of Blueprint Requirement





Essential Elements Status Report



ESSENTIAL ELEMENT STATUS REPORT : FALL WINDOW

Dukes, Lindon State ID: 1776125	ELA
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

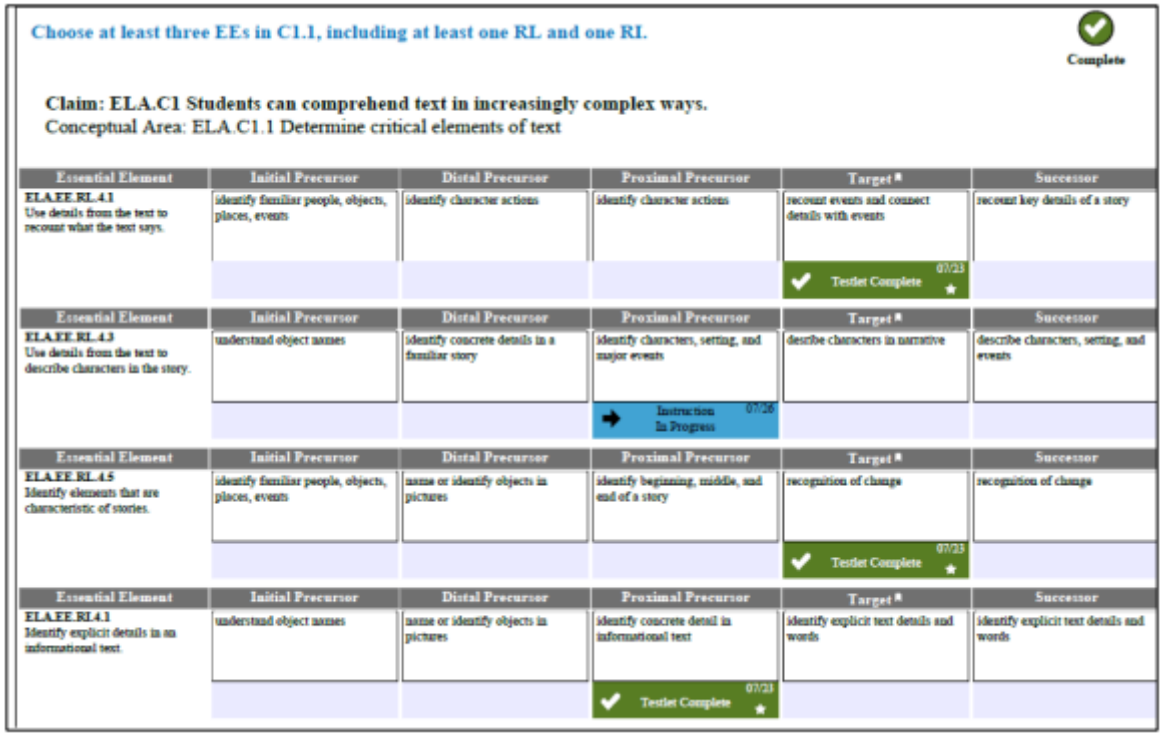
Report Date: 07/26/2019

Credentials

Username:

Password:

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. — Complete

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 Testlet Complete 07/23	recount key details of a story
Essential Element	**Initial Precursor**	**Distal Precursor**	**Proximal Precursor**	**Target**	**Successor**
ELA.EE.RL.4.3 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 Instruction In Progress 07/26	describe characters in narrative	describe characters, setting, and events
Essential Element	**Initial Precursor**	**Distal Precursor**	**Proximal Precursor**	**Target**	**Successor**
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 Testlet Complete 07/23	recognition of change
Essential Element	**Initial Precursor**	**Distal Precursor**	**Proximal Precursor**	**Target**	**Successor**
ELA.EE.RI.4.1 Identify explicit details in an informational text.	understand object names	name or identify objects in pictures	identify concrete detail in informational text Testlet Complete 07/23	identify explicit text details and words	identify explicit text details and words

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

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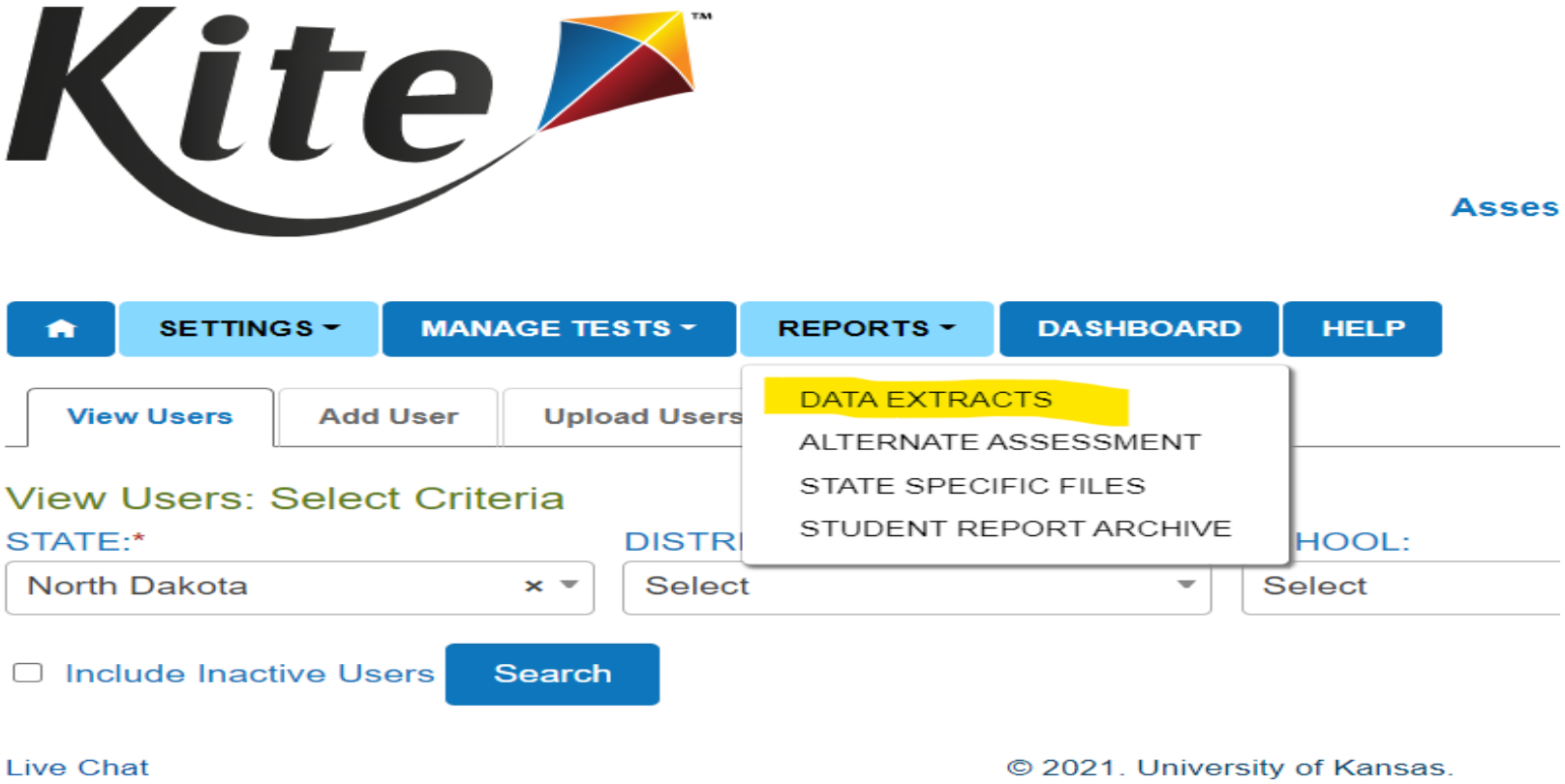
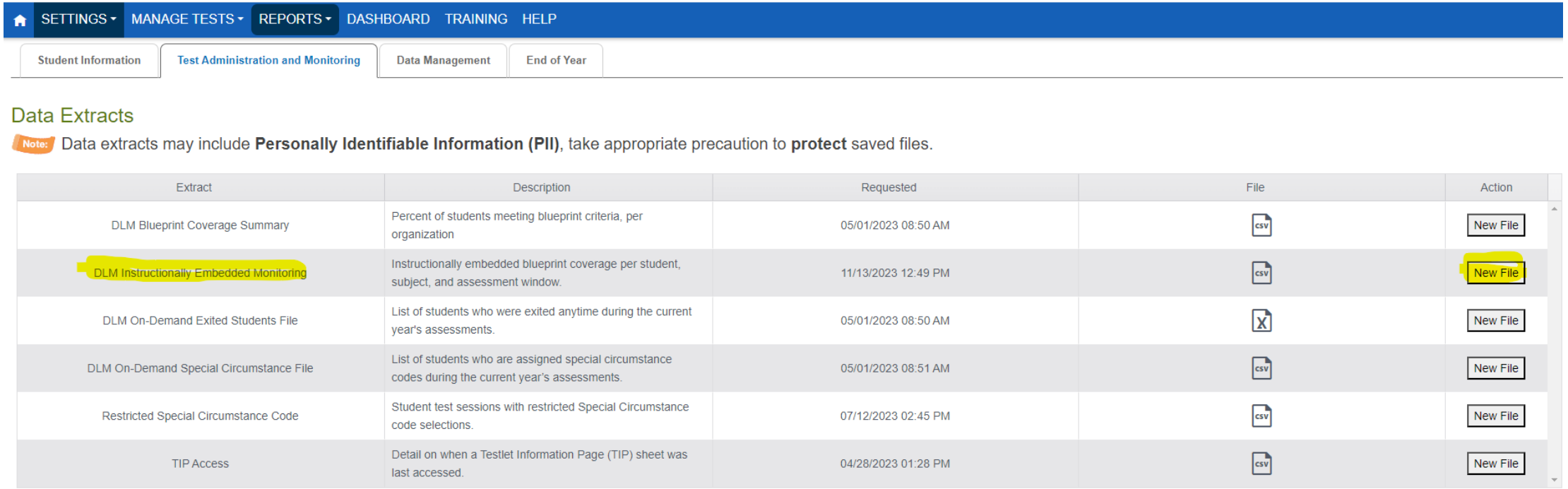
Where to find reports:



DLM Instructionally Embedded Monitoring data extract

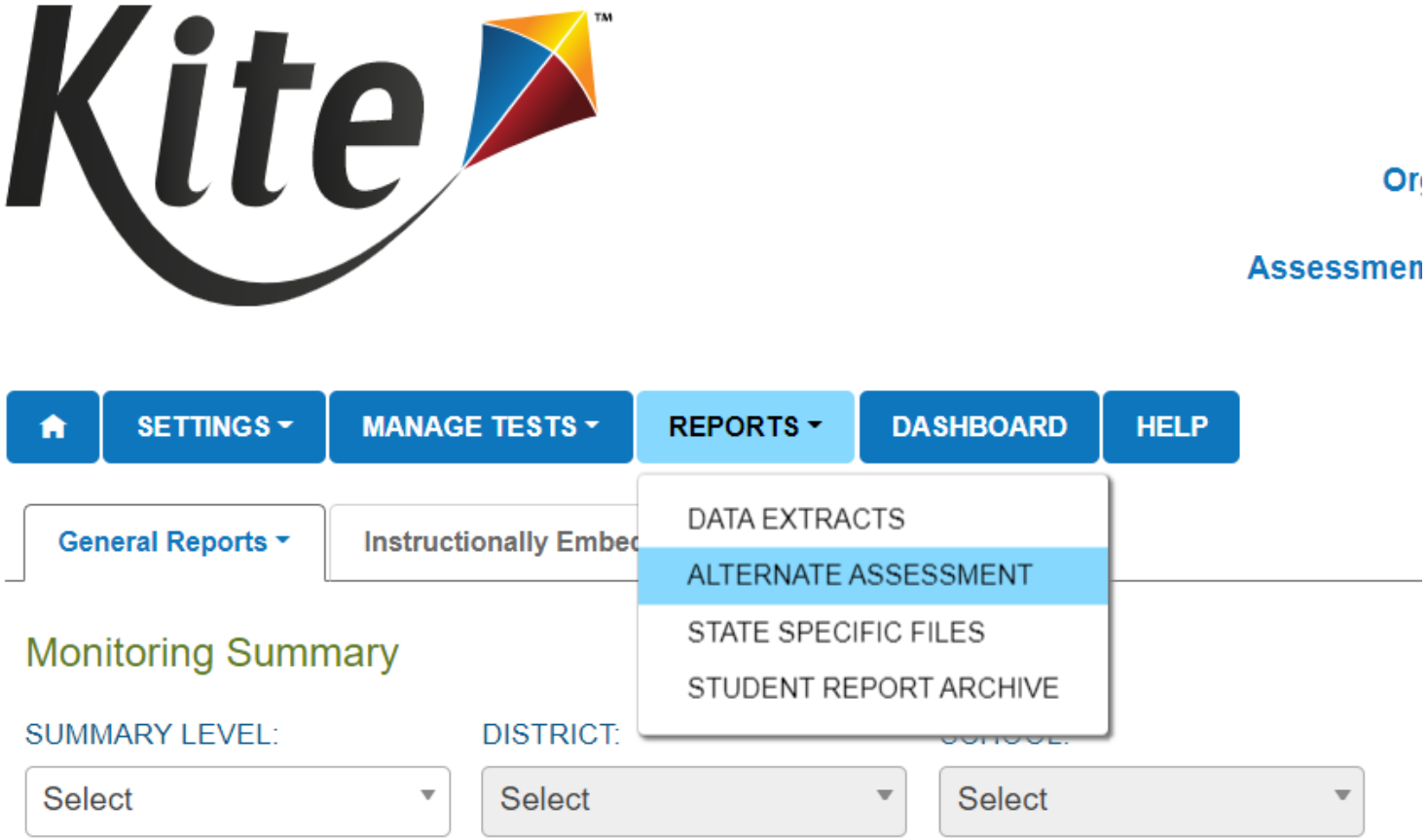


Data Extract – DLM Instructionally Embedded Monitoring

State	District	School ID	School Na	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

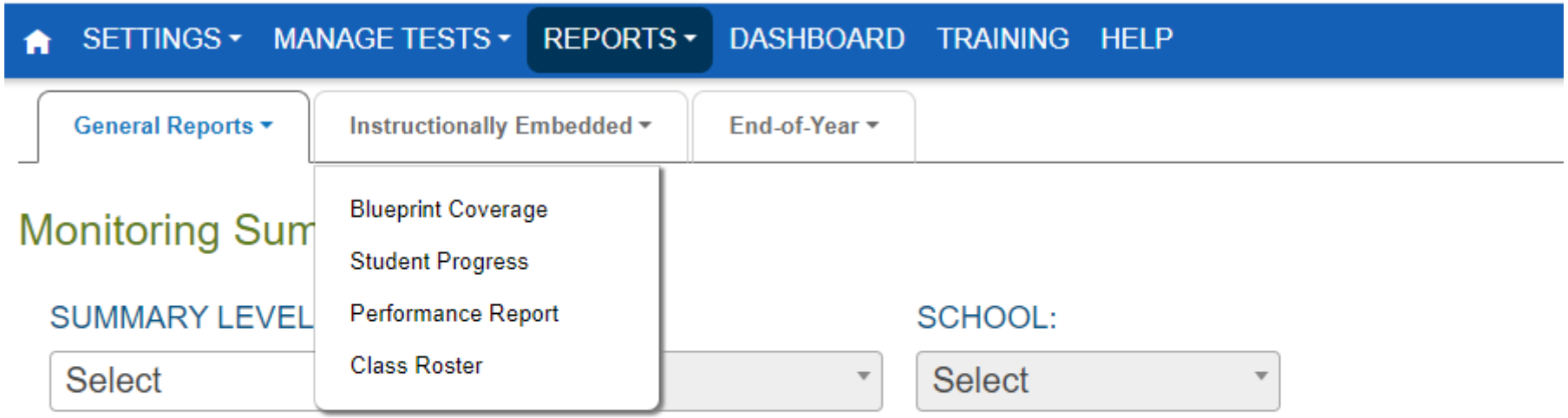
Additional Reports

DLM Score Report videos for Instructionally Embedded Model States
collection of videos detailing DLM score report content and use

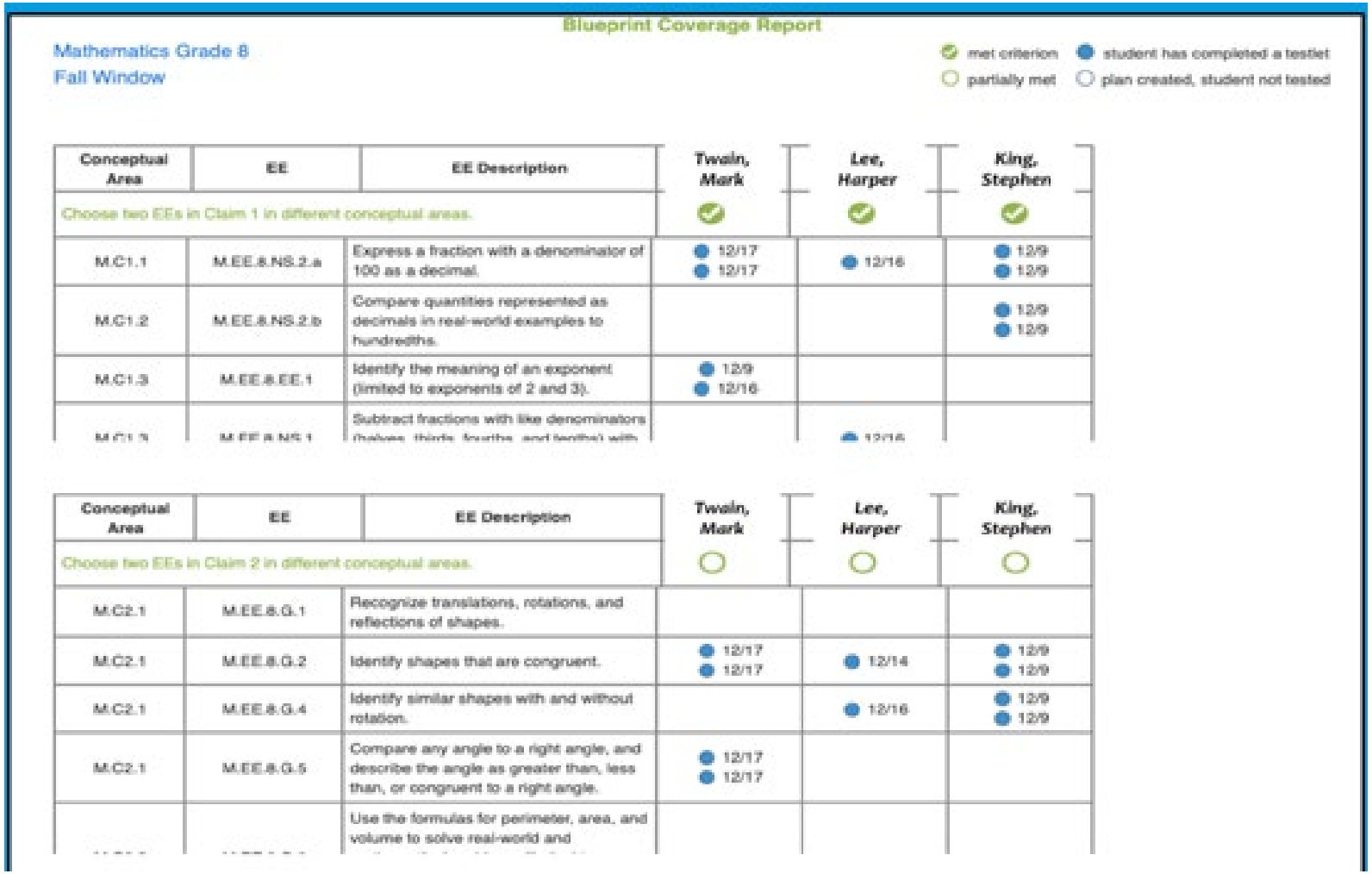


Locate student reports

Instructionally Embedded Tab



Blueprint Coverage Report



Blueprint Coverage Report

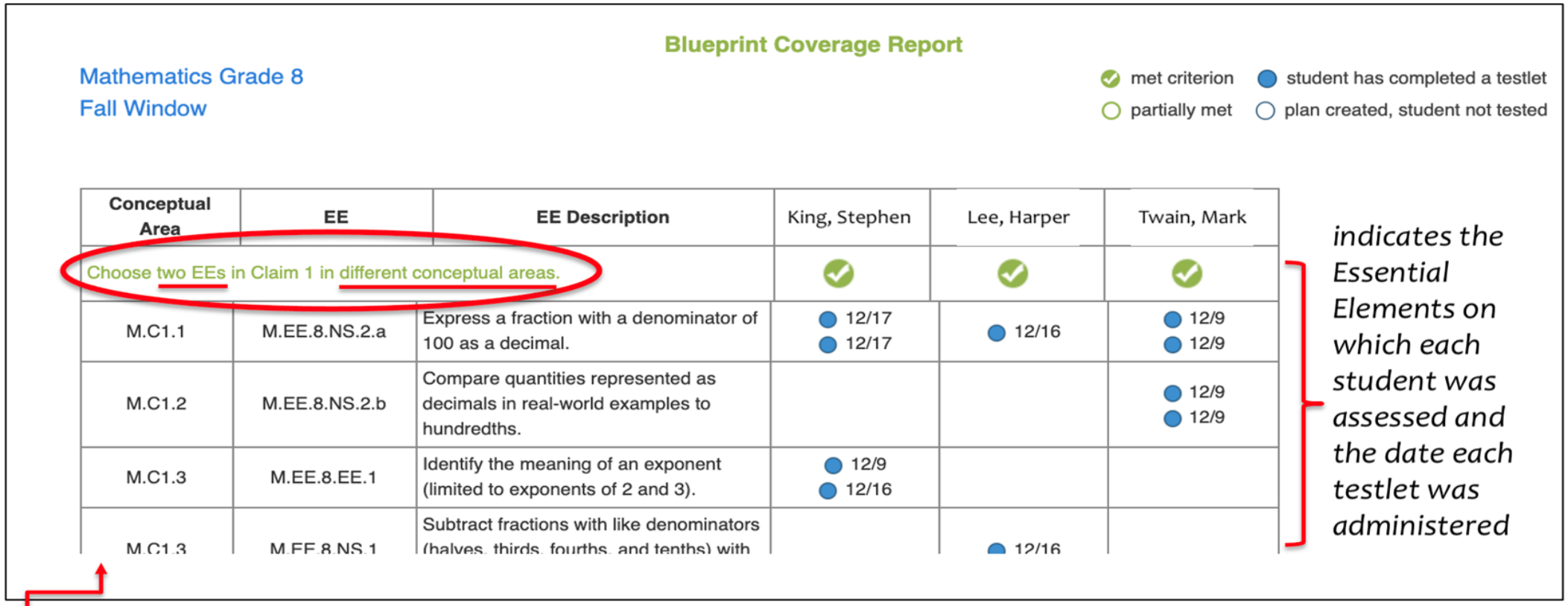
Mathematics Grade 8
Fall Window

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.C1.5	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		
M.C2.1		Use the formulas for perimeter, area, and volume to solve real-world and			

Element #1



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	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.EE.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 two EEs in Claim 2 in different conceptual areas.			○	○	○
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

DYNAMIC LEARNING MAPS

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

Page 1 of 2

Considerations

Claim: Students can comprehend text in increasingly complex ways.
Conceptual Area: Determine Critical Elements of Text

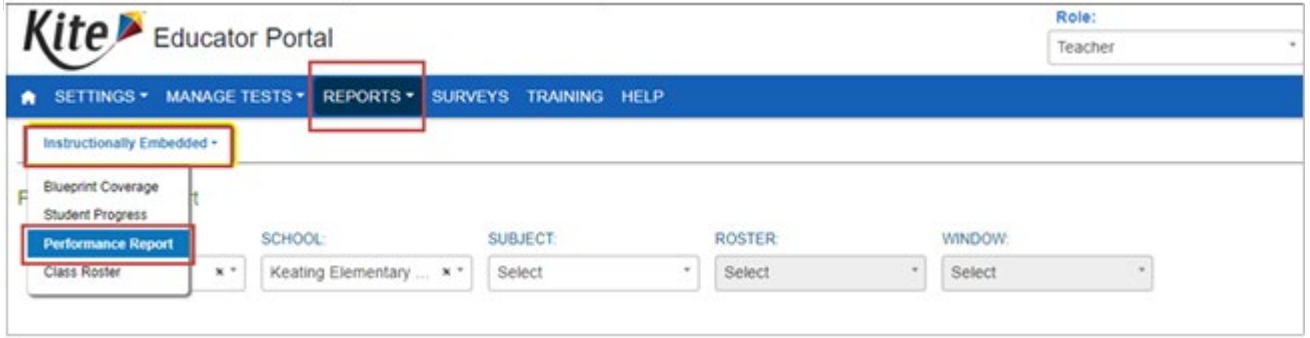
Grade Level Expectation	Level 1	Level 2	Level 3	Level 4	Level 5
ELA.EE.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text.	Attend to object characteristics Attempted: 12/07	Identify familiar people, objects, places, or events Mastered: 12/10	Identify concrete details 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.

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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

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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

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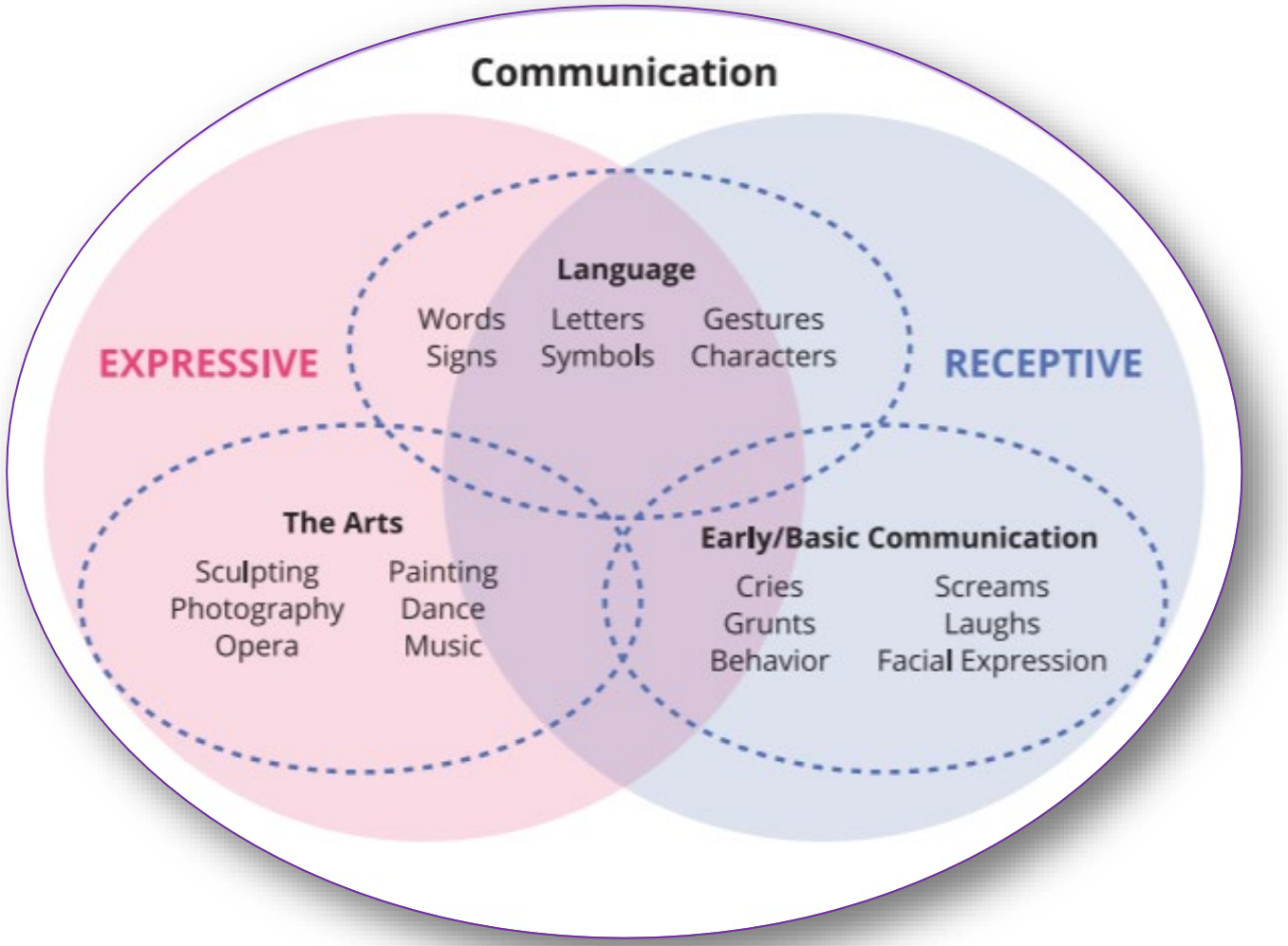
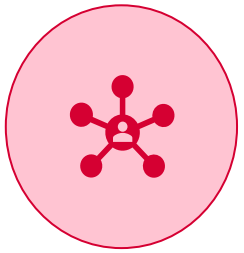
Communication



Communication Beliefs

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

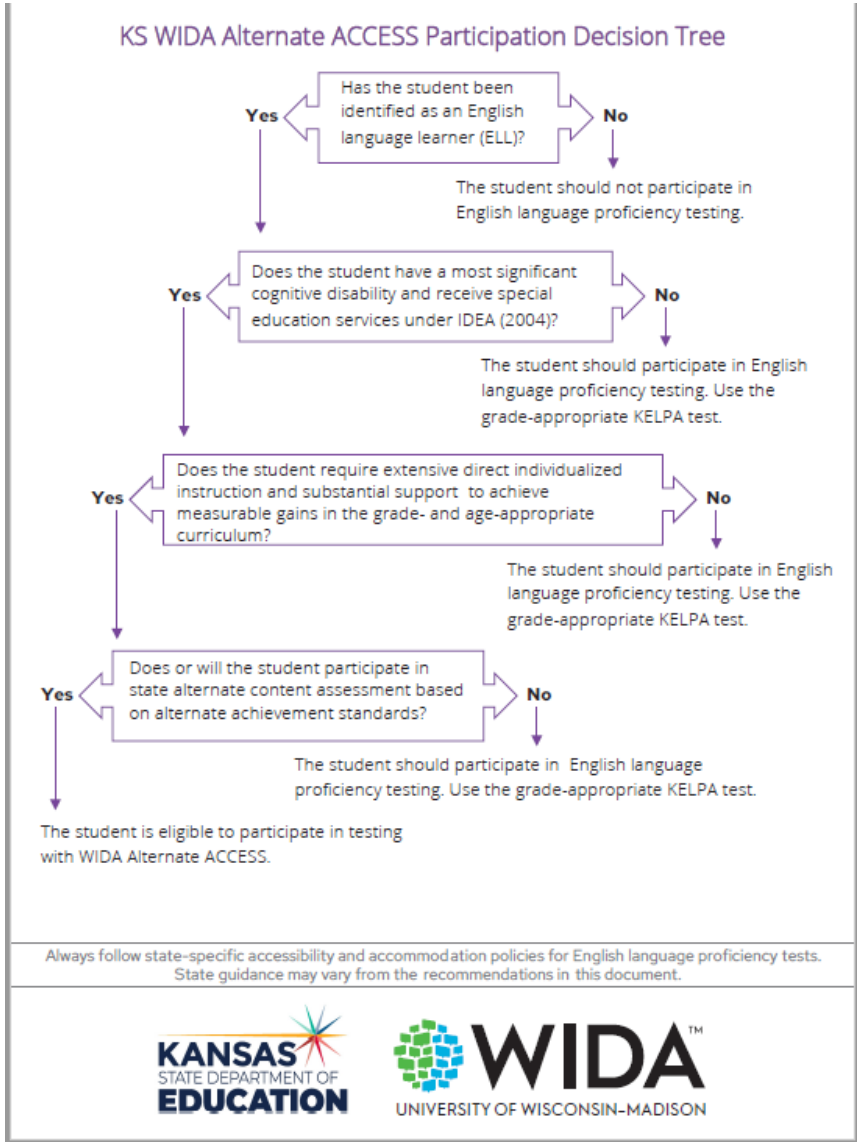


Communication is possible and identifiable for all students.

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

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Development in Language Domains

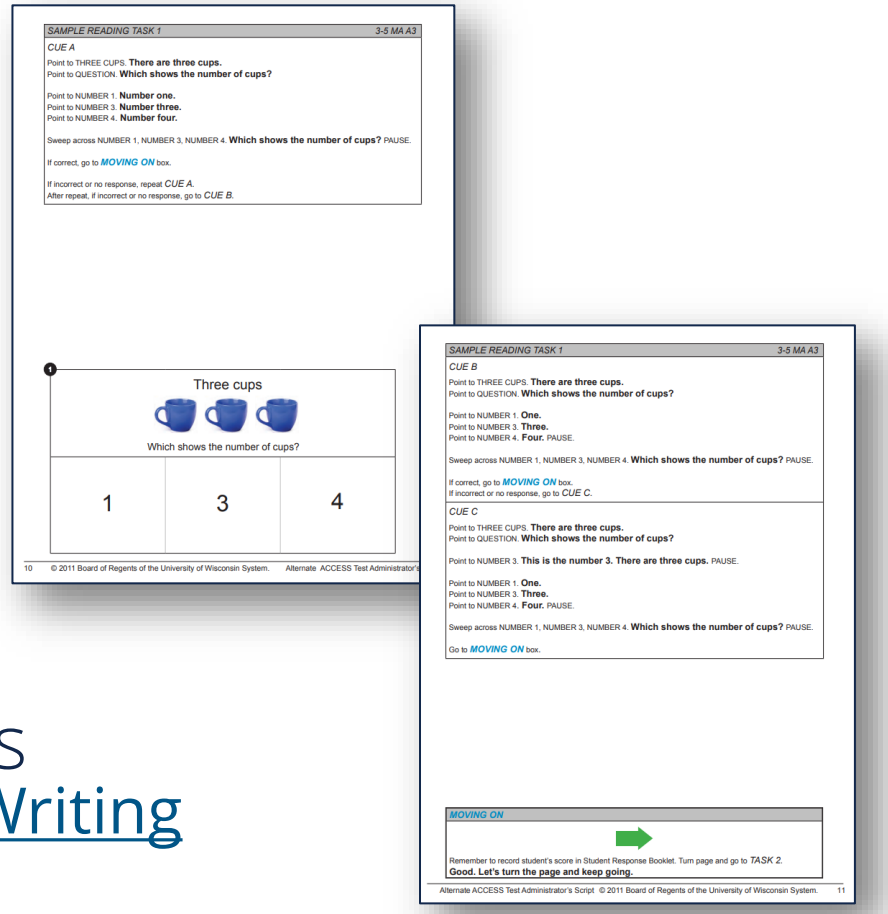
Assessing students' language abilities in English includes:

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

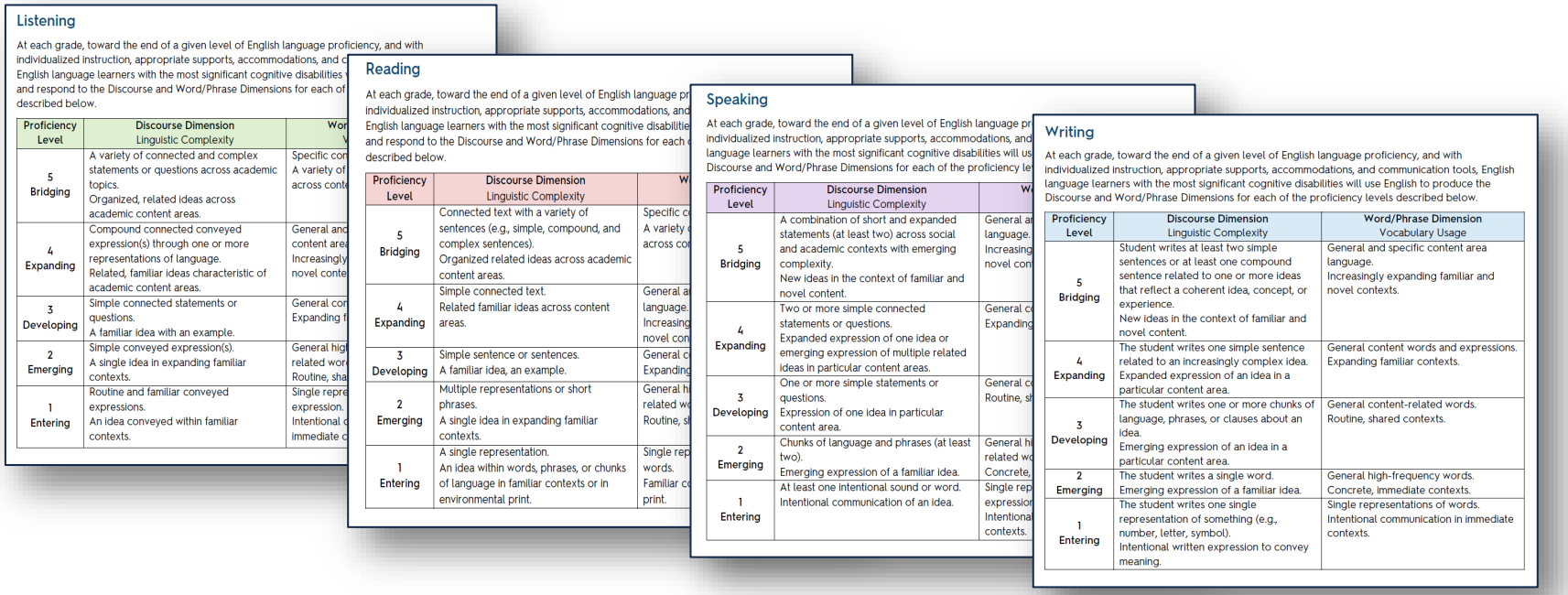


[Listening, Reading, Speaking, and Writing Sample Items](#) (PDF)

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 c
English language learners with the most significant cognitive disabilities
and respond to the Discourse and Word/Phrase Dimensions for each of
described below.

Proficiency Level	Discourse Dimension Linguistic Complexity	Wor
5 Bridging	A variety of connected and complex statements or questions across academic topics. Organized, related ideas across academic content areas.	Specific con A variety of across conte
4 Expanding	Compound connected conveyed expression(s) through one or more representations of language. Related, familiar ideas characteristic of academic content areas.	General and content area Increasingly novel conte
3 Developing	Simple connected statements or questions. A familiar idea with an example.	General con Expanding f
2 Emerging	Simple conveyed expression(s). A single idea in expanding familiar contexts.	General high related wor Routine, sha
1 Entering	Routine and familiar conveyed expressions. An idea conveyed within familiar contexts.	Single repre expression. Intentional c immediate c

Reading

At each grade, toward the end of a given level of English language pr
individualized instruction, appropriate supports, accommodations, and
English language learners with the most significant cognitive disabilitie
and respond to the Discourse and Word/Phrase Dimensions for each
described below.

Proficiency Level	Discourse Dimension Linguistic Complexity	W
5 Bridging	Connected text with a variety of sentences (e.g., simple, compound, and complex sentences). Organized related ideas across academic content areas.	Specific c A variety across co
4 Expanding	Simple connected text. Related familiar ideas across content areas.	General a language. Increasing novel con
3 Developing	Simple sentence or sentences. A familiar idea, an example.	General c Expanding
2 Emerging	Multiple representations or short phrases. A single idea in expanding familiar contexts.	General h related w Routine, s
1 Entering	A single representation. An idea within words, phrases, or chunks of language in familiar contexts or in environmental print.	Single rep words. Familiar c print.

Speaking

At each grade, toward the end of a given level of English language pr
individualized instruction, appropriate supports, accommodations, and
language learners with the most significant cognitive disabilities will us
Discourse and Word/Phrase Dimensions for each of the proficiency le

Proficiency Level	Discourse Dimension Linguistic Complexity	W
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 a language. Increasing novel con
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 c Expanding
3 Developing	One or more simple statements or questions. Expression of one idea in particular content area.	General c Routine, s
2 Emerging	Chunks of language and phrases (at least two). Emerging expression of a familiar idea.	General hi related w Concrete,
1 Entering	At least one intentional sound or word. Intentional communication of an idea.	Single rep expressio Intentiona 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 language. 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.

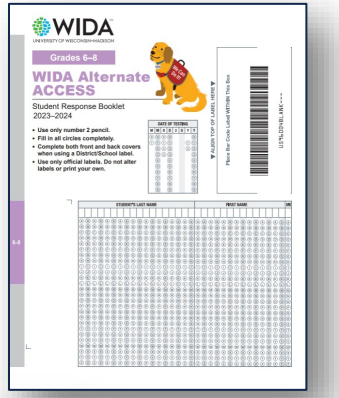
Test Materials

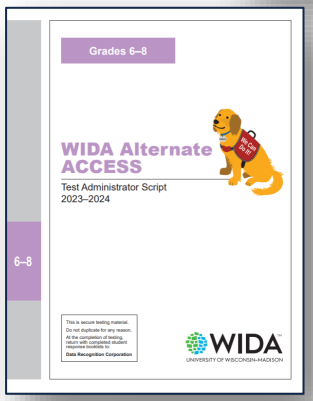
Each Student Needs

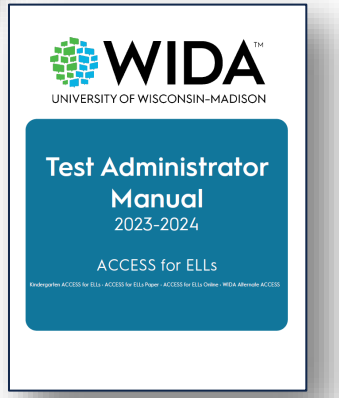
- Student Response Booklet

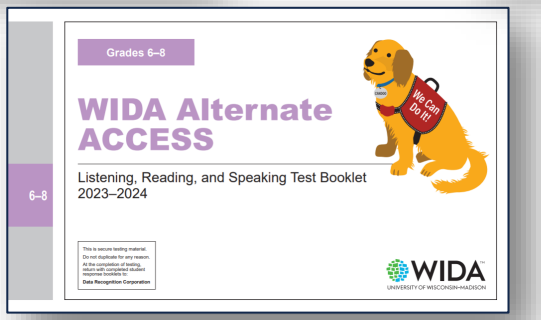
Test Administrators Need

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





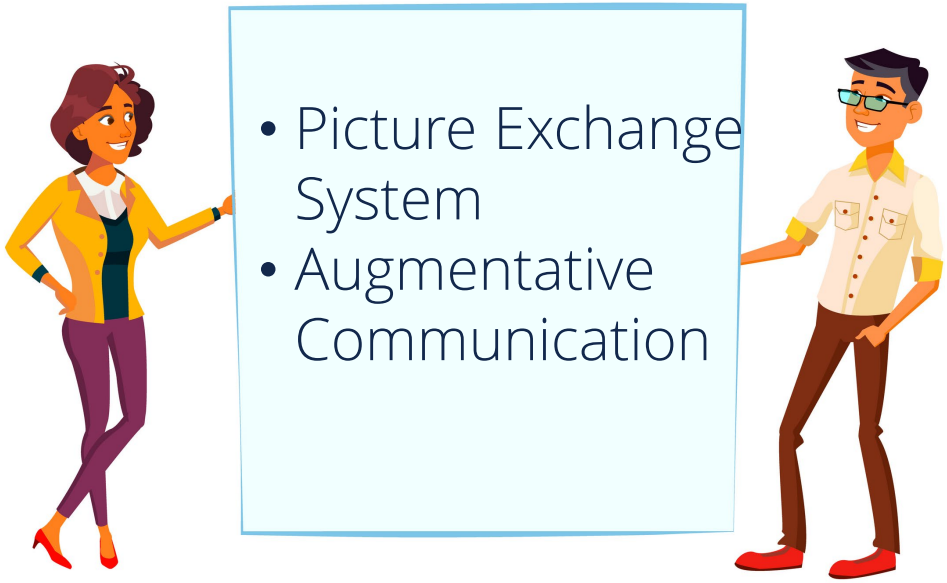




Students are entered into WIDA AMS and Test booklets are ordered by DTCs between 12/13 – 12/31.

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

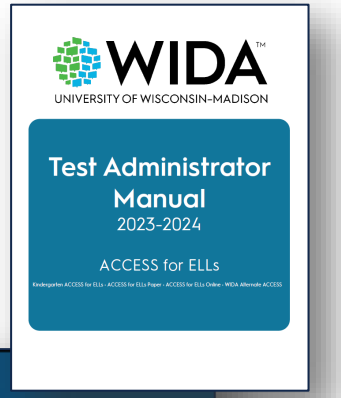
Domain	Proficiency Levels	Tasks	Timing
Listening	1-5	10	30 minutes
Reading	1-5	10	30 minutes
Speaking	1-5	8	30 minutes
Writing	1-5	8	30 minutes

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

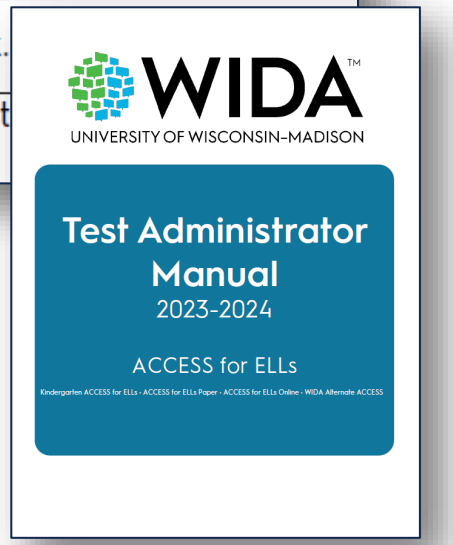
An expanded version of the Expect Box can be found in the Test Administrator Manual.



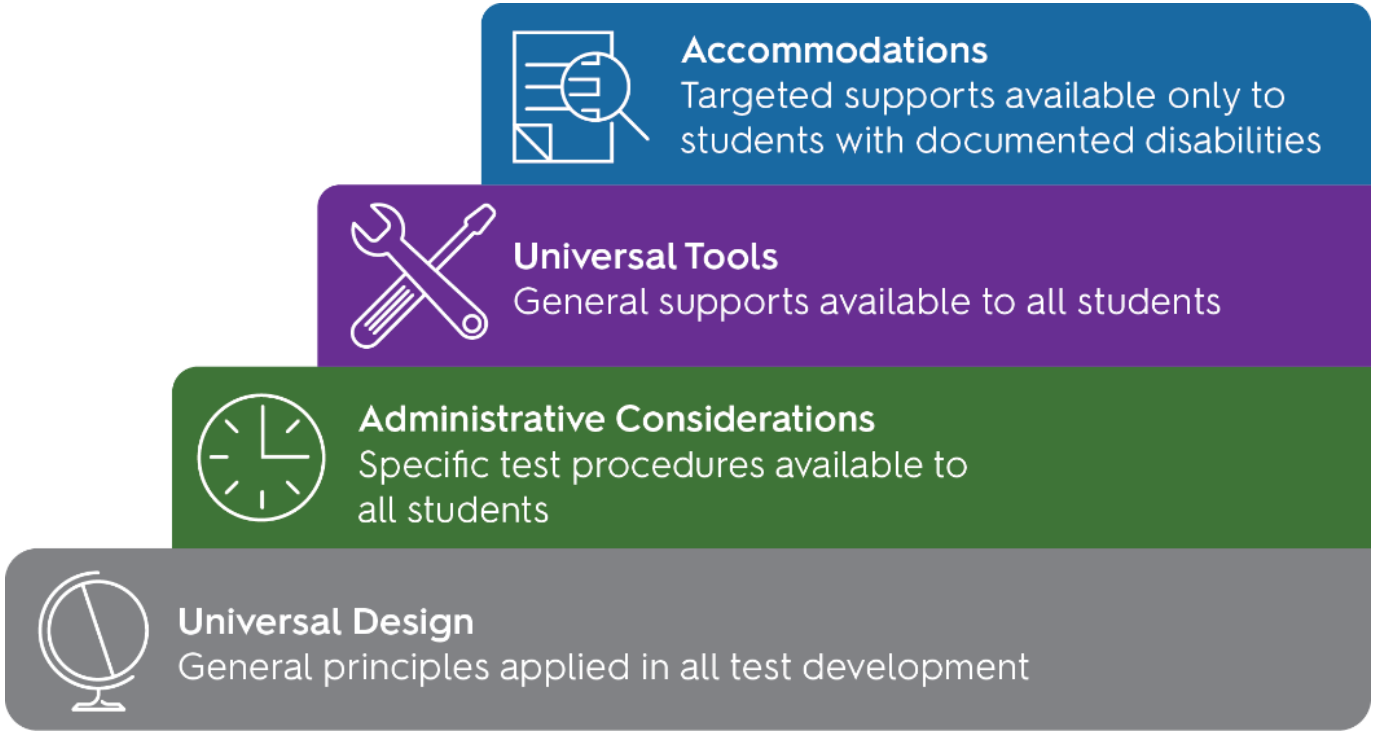
Proficiency Level	Fill in the Meets oval when:
1	The student responds with at least one intentional sound or word.
2	The student responds with at least two chunks of language and phrases related to the task.
3	The student responds with one or more simple statements or questions related to the task.
4	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)

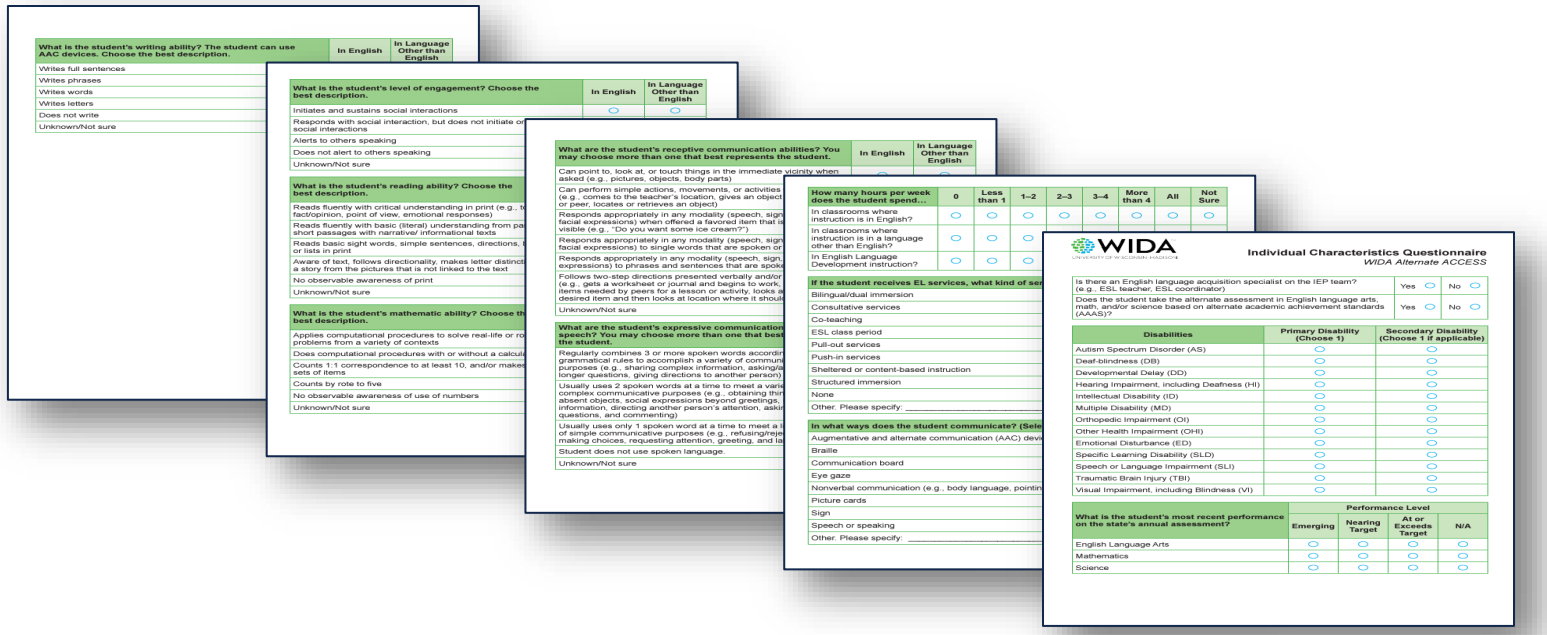
Training Resources

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.



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 −

- 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 −

- 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 −

- WIDA Alt Access Q&A (Vimeo) / Slides (PDF)
- What is WIDA Alternate Access? (external link) *Available in multiple languages*
- 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

Cary Rogers
Education Program Consultant
Special Education and Tile Services
(785) 296-0916
cary.rogers@ksde.gov

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