



# Fall Test Window Wrap-up



Webinar #4

*Kansas leads the world in the success of each student.*

# 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



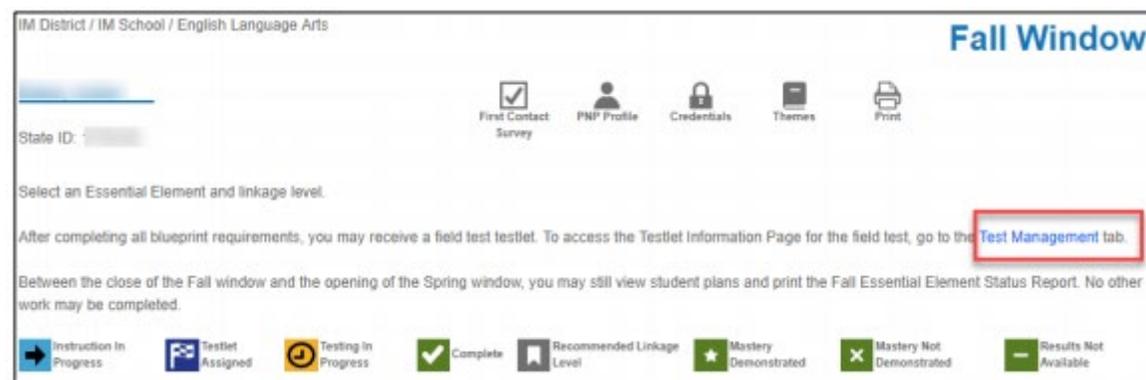
# Field Testing

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	PNP Profile	Credentials
	ELA	MATH	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: [REDACTED]  
 Password: [REDACTED]

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

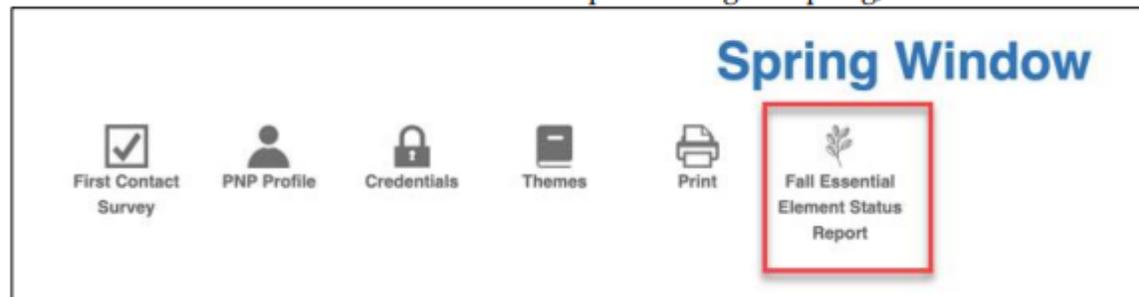
Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	Target *	Successor
<b>ELA.EE.RL.41</b> Use details from the text to recount what the text says.	identify familiar people, objects, places, events	identify character actions	identify character actions	recount events and connect details with events  Testlet Complete 07/23	recount key details of a story
<b>ELA.EE.RL.43</b> 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
<b>ELA.EE.RL.45</b> 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
<b>ELA.EE.RI.41</b> 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:



Asses

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

Sub-menu under REPORTS:

- DATA EXTRACTS** (highlighted)
- ALTERNATE ASSESSMENT
- STATE SPECIFIC FILES
- STUDENT REPORT ARCHIVE

View Users: Select Criteria

STATE:\*  
North Dakota x

DISTR: Select

SCHOOL: Select

Include Inactive Users [Search](#)

[Live Chat](#)

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# DLM Instructionally Embedded Monitoring data extract

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	 csv	<a href="#">New File</a>
<b>DLM Instructionally Embedded Monitoring</b>	Instructionally embedded blueprint coverage per student, subject, and assessment window.	11/13/2023 12:49 PM	 csv	<a href="#">New File</a>
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	 X	<a href="#">New File</a>
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	 csv	<a href="#">New File</a>
Restricted Special Circumstance Code	Student test sessions with restricted Special Circumstance code selections.	07/12/2023 02:45 PM	 csv	<a href="#">New File</a>
TIP Access	Detail on when a Testlet Information Page (TIP) sheet was last accessed.	04/28/2023 01:28 PM	 csv	<a href="#">New File</a>



# 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 % 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

- Home
- SETTINGS ▾
- MANAGE TESTS ▾
- REPORTS ▾
- DASHBOARD
- HELP

- General Reports ▾
- Instructionally Embed
- DATA EXTRACTS
- ALTERNATE ASSESSMENT
- STATE SPECIFIC FILES
- STUDENT REPORT ARCHIVE

### Monitoring Summary

SUMMARY LEVEL:

DISTRICT:

SCHOOL:

## Locate student reports



# Instructionally Embedded Tab

The screenshot shows a navigation bar with the following items: [HOME](#) (house icon), [SETTINGS](#) (dropdown), [MANAGE TESTS](#) (dropdown), [REPORTS](#) (dropdown, highlighted), [DASHBOARD](#), [TRAINING](#), and [HELP](#).

Below the navigation bar, there are three tabs: [General Reports](#) (dropdown), [Instructionally Embedded](#) (dropdown, active), and [End-of-Year](#) (dropdown).

The 'Instructionally Embedded' dropdown menu is open, showing the following options: [Blueprint Coverage](#), [Student Progress](#), [Performance Report](#), and [Class Roster](#).

Below the tabs, there is a section titled 'Monitoring Sum' (partially visible). It includes a 'SUMMARY LEVEL' dropdown menu with 'Select' as the current selection, and a 'SCHOOL:' dropdown menu with 'Select' as the current selection.



# 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.			<span style="color: green;">✔</span>	<span style="color: green;">✔</span>	<span style="color: green;">✔</span>
M.C1.1	M.EE.8.NS.2.a	Express a fraction with a denominator of 100 as a decimal.	<span style="color: blue;">●</span> 12/17 <span style="color: blue;">●</span> 12/17	<span style="color: blue;">●</span> 12/16	<span style="color: blue;">●</span> 12/9 <span style="color: blue;">●</span> 12/9
M.C1.2	M.EE.8.NS.2.b	Compare quantities represented as decimals in real-world examples to hundredths.			<span style="color: blue;">●</span> 12/9 <span style="color: blue;">●</span> 12/9
M.C1.3	M.EE.8.EE.1	Identify the meaning of an exponent (limited to exponents of 2 and 3).	<span style="color: blue;">●</span> 12/9 <span style="color: blue;">●</span> 12/16		
M.C1.4	M.EE.8.NS.1	Subtract fractions with like denominators (halves, thirds, fourths, and tenths) with		<span style="color: blue;">●</span> 12/16	

Conceptual Area	EE	EE Description	Twain, Mark	Lee, Harper	King, Stephen
Choose two EEs in Claim 2 in different conceptual areas.			<span style="color: green;">○</span>	<span style="color: green;">○</span>	<span style="color: green;">○</span>
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.	<span style="color: blue;">●</span> 12/17 <span style="color: blue;">●</span> 12/17	<span style="color: blue;">●</span> 12/14	<span style="color: blue;">●</span> 12/9 <span style="color: blue;">●</span> 12/9
M.C2.1	M.EE.8.G.4	Identify similar shapes with and without rotation.		<span style="color: blue;">●</span> 12/16	<span style="color: blue;">●</span> 12/9 <span style="color: blue;">●</span> 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.	<span style="color: blue;">●</span> 12/17 <span style="color: blue;">●</span> 12/17		
		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.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</u> in <u>Claim 2</u> in <u>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		attempts 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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# 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

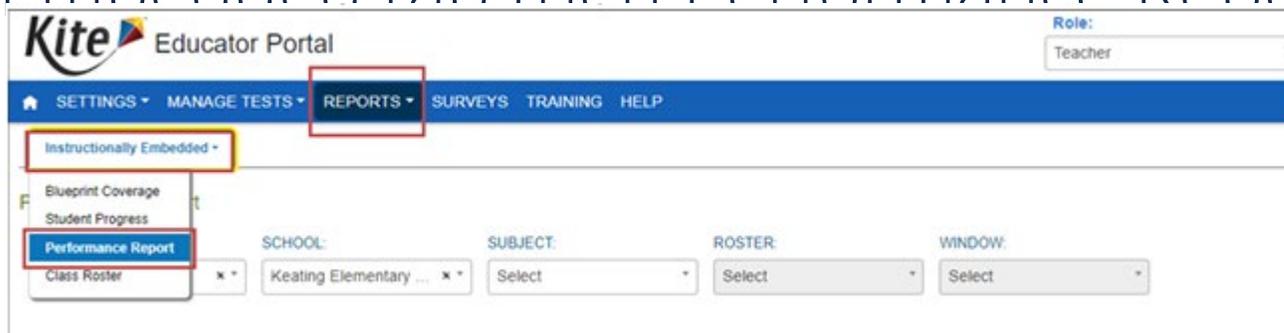


# Fall Performance Report – On-demand

- 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	<b>1</b> BEGINNING	<b>2</b> DEVELOPING	<b>3</b> PROFICIENT	<b>4</b> EXEMPLARY	SCORE
<b>Claim/Thesis/Assertion:</b> 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.	<b>Claim/Thesis/Assertion score:</b>
<b>Evidence:</b> 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.	<b>Evidence score:</b>
<b>Reasoning:</b> 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.	<b>Reasoning score:</b>



# 4<sup>th</sup> 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?



# 7<sup>th</sup> 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?



# 11<sup>th</sup> Grade CBA Exemplar

## US History



**Question:** Is something happening?

**Question:** What is happening?

**Question:** How do you know something is happening?

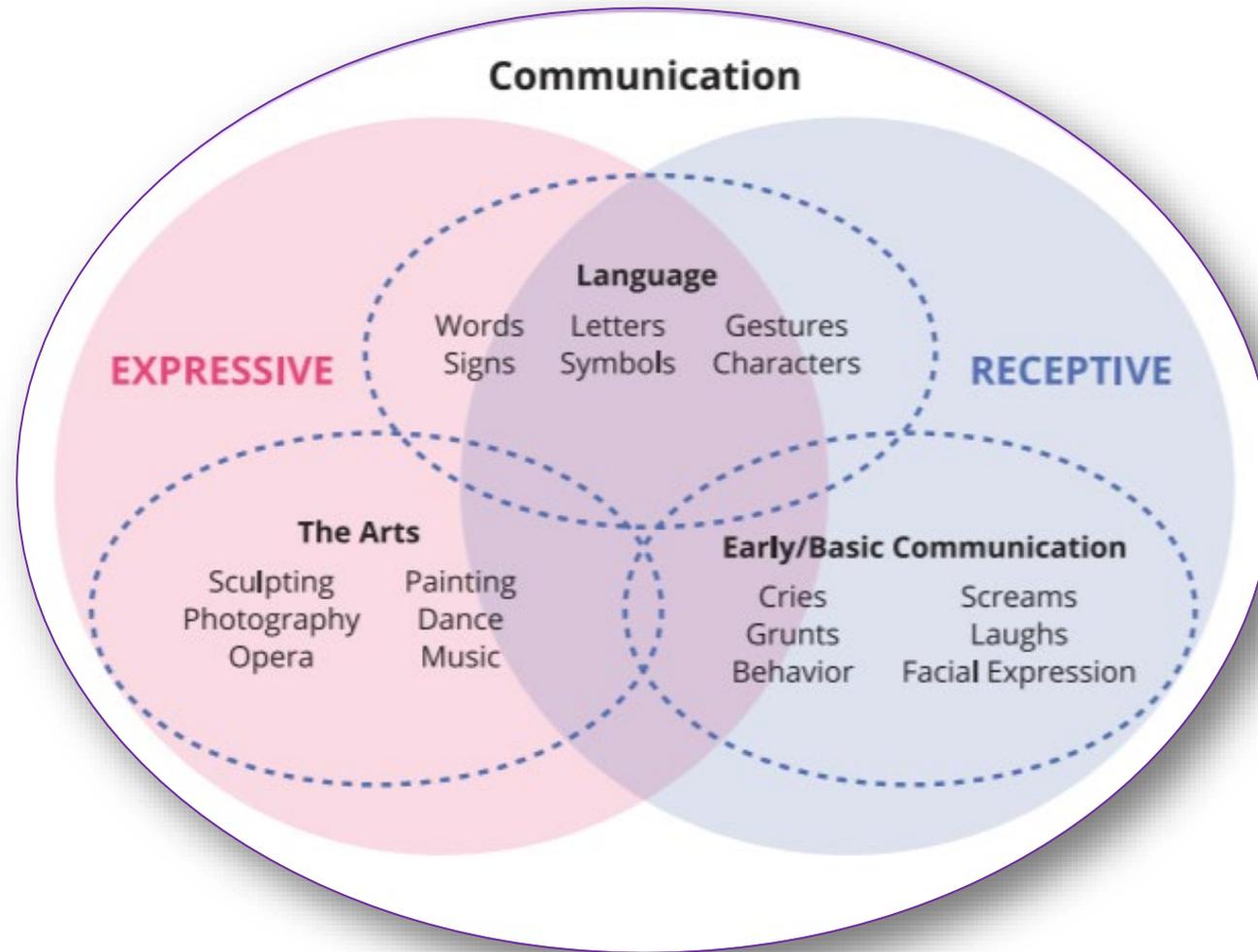


# WIDA Alternate ACCESS ELP ASSESSMENT

Test window: February 3- March 14, 2025



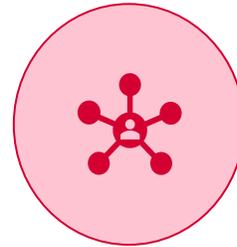
# Communication



# Communication Beliefs



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



**Communication** is possible and identifiable for all students.



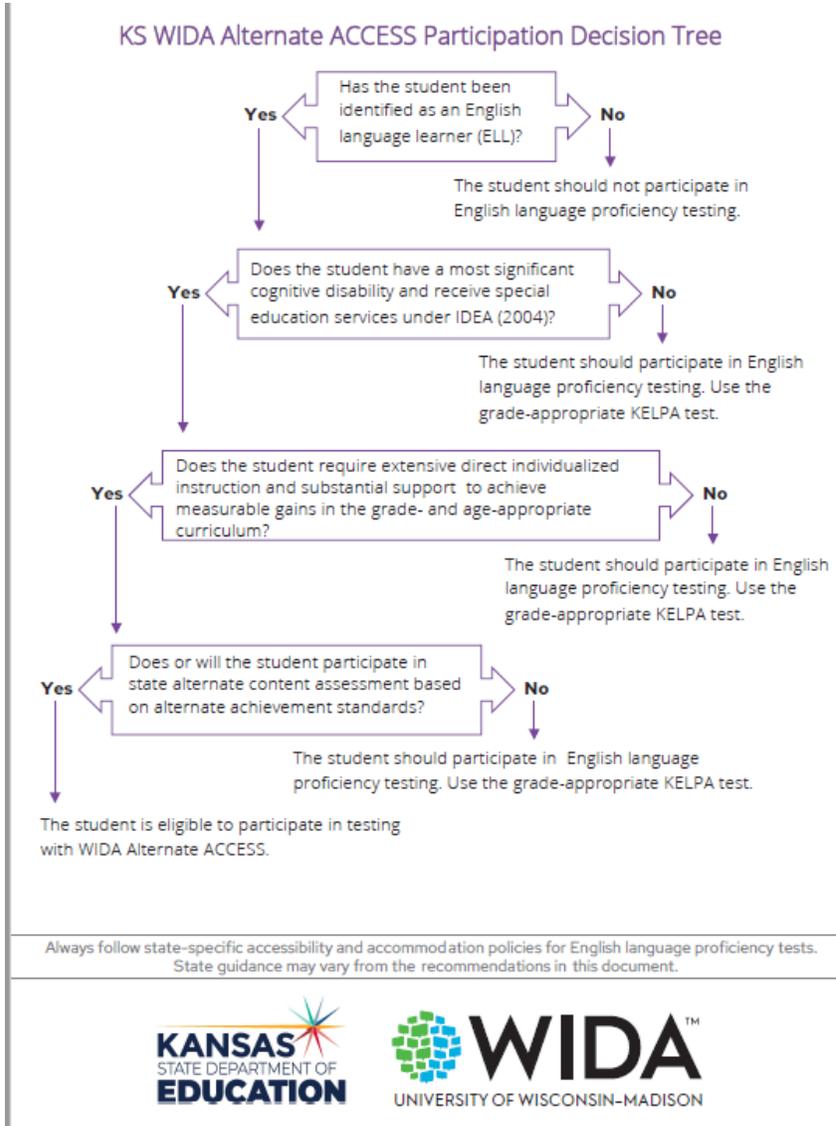
Every step toward improved **communication**, attention, and interaction leads to increased independence.



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 (DLMA)



# 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	<b>Language for Social and Instructional Purposes (ELD-SI)</b> English learners communicate for social and instructional purposes within the school setting.
ELD Standard 2	<b>Language for Language Arts (ELD-LA)</b> English learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
ELD Standard 3	<b>Language for Mathematics (ELD-MA)</b> English learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
ELD Standard 4	<b>Language for Science (ELD-SC)</b> English learners communicate information, ideas and concepts necessary for academic success in the content area of science.
ELD Standard 5	<b>Language for Social Studies (ELD-SS)</b> 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 communication tools, English language learners with the most significant cognitive disabilities will use English to understand and 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 words. A variety of words 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 words. Increasingly novel contexts.
3 Developing	Simple connected statements or questions. A familiar idea with an example.	General content area words. Expanding familiar contexts.
2 Emerging	Simple conveyed expression(s). A single idea in expanding familiar contexts.	General high-frequency words. Routine, shared 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 communication tools, English language learners with the most significant cognitive disabilities will use English to understand and 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 words. A variety of words across content areas.
4 Expanding	Simple connected text. Related familiar ideas across content areas.	General and specific content area words. Increasingly novel contexts.
3 Developing	Simple sentence or sentences. A familiar idea, an example.	General content area words. Expanding familiar contexts.
2 Emerging	Multiple representations or short phrases. A single idea in expanding familiar contexts.	General high-frequency words. Routine, shared 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 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	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 words. 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 content area words. Expanding familiar contexts.
3 Developing	One or more simple statements or questions. Expression of one idea in particular content area.	General content area words. 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.	General high-frequency words. Concrete, immediate contexts.
1 Entering	Intentional communication of an idea.	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 words. 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.



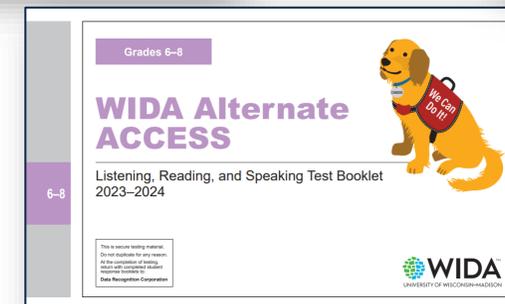
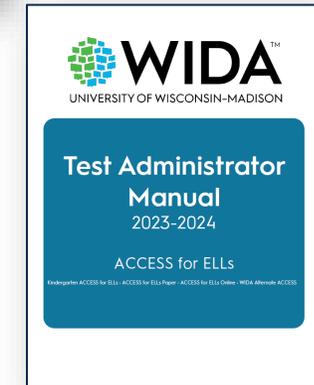
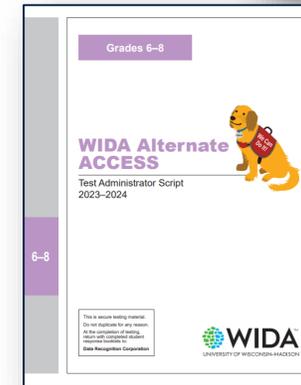
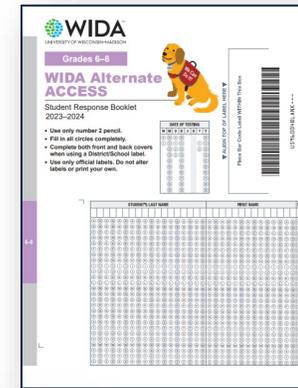
# Test Materials

## Each Student Needs

- Student Response Booklet

## Test Administrators Need

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

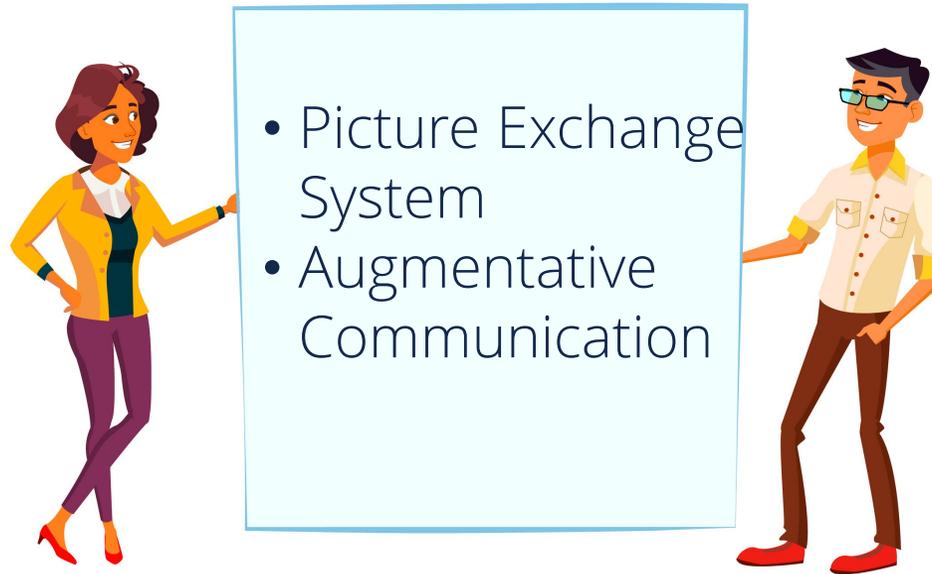


Students are entered into WIDA AMS and Test booklets are ordered by DTCs between 12/13 – 12/31.



# 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



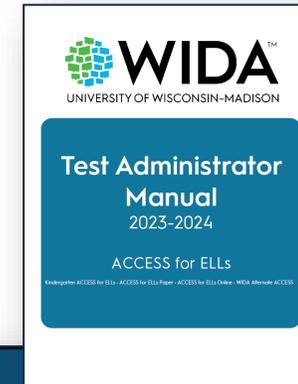
# Stopping Criteria

- 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.

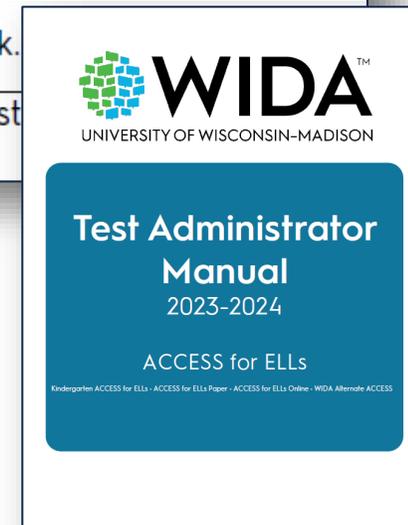


Proficiency Level	Fill in the Meets oval when:
1	The student responds with at least one intentional sound or word.
2	The student responds with at least two chunks of language and phrases related to the task.
3	The student responds with one or more simple statements or questions related to the task.
4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

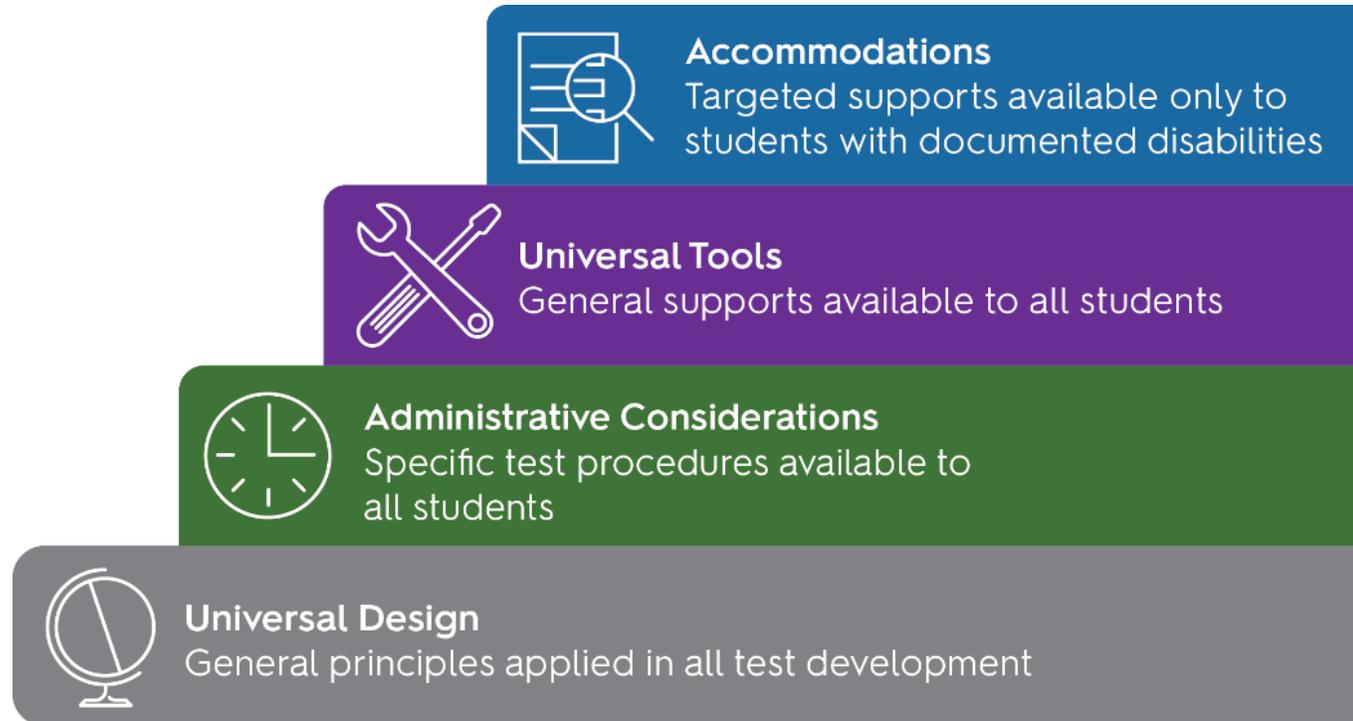


# Scoring Writing

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

**Augmentative and Alternative Communication Devices**



The use of an AAC device on the Alternate ACCESS is a permissible test consideration as it is considered the student's voice. For AAC users, WIDA does not require the device or communication strategy to be listed as an accommodation but WIDA permits their use on the assessment.

**Administration Consideration: Cutting Apart Materials**



- Test administrators may cut apart the Student Test Booklet.
- Test administrators should be careful to maintain the security of all test components by placing them in an envelope after use.
- All test materials should be returned to DRC.

**Manipulatives**



The Alternate ACCESS uses simple graphics in the test items. Test administrators are able to incorporate the use of real objects, if necessary and appropriate for the student.

For example, a listening item using the academic language of math may display a bar graph. Test administrators could replicate the bar graph using base ten blocks.

**Administration Consideration: Slant Board**



The use of a slant board to present test materials to students may be beneficial for some students. The slant board can help to raise the materials up to the students' eye level, particularly helpful for those who may have visual impairments or use an eye gaze system.

**AAC Devices  
Eye Gaze**



Some students use eye gaze to communicate. It may be helpful for test administrators to cut apart the students tested to aid in the use of this communication.

[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.

The image displays several overlapping screenshots of the Individual Characteristics Questionnaire. The visible sections include:

- Writing Ability:** "What is the student's writing ability? The student can use AAC devices. Choose the best description." with options for "In English" and "In Language Other than English".
- Level of Engagement:** "What is the student's level of engagement? Choose the best description." with options for "In English" and "In Language Other than English".
- Receptive Communication:** "What are the student's receptive communication abilities? You may choose more than one that best represents the student." with options for "In English" and "In Language Other than English".
- Reading Ability:** "What is the student's reading ability? Choose the best description." with options for "In English" and "In Language Other than English".
- Mathematical Ability:** "What is the student's mathematical ability? Choose the best description." with options for "In English" and "In Language Other than English".
- Expressive Communication:** "What are the student's expressive communication abilities? You may choose more than one that best describes the student." with options for "In English" and "In Language Other than English".
- Hours per Week:** "How many hours per week does the student spend...?" with a table for "In English" and "In Language Other than English" across categories like "In classrooms where instruction is in English?", "In classrooms where instruction is in a language other than English?", and "In English Language Development instruction?".
- EL Services:** "If the student receives EL services, what kind of services does the student receive?" with a list of service types like Bilingual/dual immersion, Consultative services, Co-teaching, etc.
- Disabilities:** "Individual Characteristics Questionnaire WIDA Alternate ACCESS" section listing various disabilities such as Autism Spectrum Disorder (AS), Deaf-blindness (DB), etc., with checkboxes for "Primary Disability (Choose 1)" and "Secondary Disability (Choose 1 if applicable)".
- Communication Methods:** "In what ways does the student communicate? (Select all that apply)" with a list of methods like Augmentative and alternate communication (AAC) devices, Braille, etc.
- Performance Level:** "What is the student's most recent performance on the state's annual assessment?" with a table for "Emerging", "Nearing Target", "At or Exceeds Target", and "N/A" for subjects like English Language Arts, Mathematics, and Science.



# 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"><li>• <a href="#">Preparing the WIDA Alternate ACCESS.</a></li><li>• 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, <a href="mailto:cpelfrey@ksde.org">cpelfrey@ksde.org</a>.</li><li>• 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.</li><li>• Test Administrators are required to pass the certification quiz annually.</li><li>• 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, <a href="mailto:cpelfrey@ksde.org">cpelfrey@ksde.org</a>.</li></ul>	
Manuals, Guides and Test Materials	+
Resources	+



# Manuals, Guides and Test Materials

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



# Resources

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



# Sign up for DLM test updates

## Subscribe to KAA listserv

### [DLM test updates](#)

Enter first name, last name, and email into form, then submit.

To sign up for KAA listserv, send this information:

Subject line: KAA Listserv

Body of message: Email address, First Name, Last Name, USD Number, USD Name

Send to this address: [cary.rogers@ksde.gov](mailto:cary.rogers@ksde.gov)



# Future DLM Webinars

## Join Zoom Meeting

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

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

\*\*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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