Dynamic Learning Maps Alternate Assessment System
Testlet Overview
English Language Arts
Reading Example
Grades 4 and 5
EE.RI.4.8 Identify one or more reasons supporting a specific point in an informational text.
EE.RI.5.8 Identify the relationship between a specific point and supporting reasons in an informational text.
DLM English Language Arts Claim 1

Comprehending text in increasingly complex ways.
CA1.2. Constructing understandings of text
DLM Linkage Nodes

- Successor Node(s)
- Target Node(s)
- Proximal Precursor Node(s)
- Distal Precursor Node(s)
- Initial Precursor Node(s)
Linkage Nodes from the DLM Learning Map

- Successor Node(s)
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- Initial Precursor Node(s)
Linkage Nodes from the DLM Learning Map

• Target
  – Can identify the reasons the support points made in an information text

• Initial Precursor
  – Recognize different.
EE.RI.5.8 - Identify the relationship between a specific point and supporting reasons in an informational text.
EE.RI.5.8 - Identify the relationship between a specific point and supporting reasons in an informational text.

Initial Precursor

F-2

Recognize some
EE.RI.5.8 - Identify the relationship between a specific point and supporting reasons in an informational text.

Distal Precursor

ELA-997

Can identify the relationships between concrete facts or details.
EE.RI.5.8 - Identify the relationship between a specific

ELA-1139
Can identify the points made by the author of an unfamiliar informational text.

Proximal Precursor

ELA-1409
Can identify two related points made in an informational text.
EE.RI.5.8 - Identify the relationship between a specific point and supporting reasons in an informational text.

Target

ELA-1412
Can identify the relationship between specific points and the reasons supporting them in an informational text.
Successor

ELA-1111
Can identify examples supporting the points, reasoning, and details made by the author of an informational text.
EE.RI.5.8 - Identify the relationship between a specific point and supporting reasons in an informational text.
Choose BEGIN to start.
Gather any objects you have used while reading *Trains*. Make sure you have two familiar, identical objects and three new or different objects.

Read the text with the student. Maximize your interaction with the student by using the objects you have gathered and pointing to objects in pictures while you read. Lead with comments, such as “Look at the train,” while pointing to a picture. Make sounds and perform actions when appropriate. After you read the text, you will read the text a second time and answer some questions using the objects.
Trains
Trains move people and things.
Trains run on tracks.
Trains have wheels. The wheels roll on the tracks.
The engineer drives the train. He wears a hat.
Trains have engines at the front. The engines pull the train cars.
Old trains had steam engines.
Now most trains have diesel engines.
Some trains carry things in freight cars.
Some trains carry people in passenger cars.
Trains cross bridges.
Trains go through tunnels.
Trains move people and things.
This is the end of the text. Now, read the text again and answer some questions. Because this testlet addresses foundational skills, the questions focus on the student’s ability to recognize what is different.
Trains
Trains move people and things.
Trains run on tracks.
Educator Directions:

SHOW: one of the familiar, identical objects. Then give the student a moment to explore the object. SHOW: the other familiar, identical object. Then give the student a moment to explore the object. SHOW: a new or different object.

Record student response:

☐ Attends longer to the new or different object
☐ Attends equally to all of the objects
☐ Attends only to familiar objects
☐ Attends to other stimuli
☐ No response
Trains have wheels. The wheels roll on the tracks.
The engineer drives the train. He wears a hat.
Trains have engines at the front. The engines pull the train cars.
Old trains had steam engines.
Educator Directions:

SHOW: one of the familiar, identical objects. Then give the student a moment to explore the object. SHOW: the other familiar, identical object. Then give the student a moment to explore the object. SHOW: a new or different object that was not used in the previous item.

Record student response:

- [ ] Attends longer to the new or different object
- [ ] Attends equally to all of the objects
- [ ] Attends only to familiar objects
- [ ] Attends to other stimuli
- [ ] No response
Now most trains have diesel engines.
Some trains carry things in freight cars.
Some trains carry people in passenger cars.
Trains cross bridges.
Trains go through tunnels.
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SHOW: one of the familiar, identical objects. Then give the student a moment to explore the object. SHOW: the other familiar, identical object. Then give the student a moment to explore the object. SHOW: a new or different object that was not used in the previous items.

Record student response:

☐ Attends longer to the new or different object
☐ Attends equally to all of the objects
☐ Attends only to familiar objects
☐ Attends to other stimuli
☐ No response
Trains move people and things.
Are you done?

Red boxes □ mean you are not done. Ask your teacher for help.

Green checks ✔ mean you are done. You can choose END.

1 2 3

✔ Answered □ Not answered

GO BACK

END
Choose BEGIN to start.
Read the text. Think about the details in the text while you read it. After you read the text, you will read the text again and answer some questions.
The Importance of Water
Water is everywhere.
You can see water in many places.
There are waterfalls.
There are rivers.
There are lakes.
There are oceans.
Water freezes into ice. Icebergs are frozen water.
Water is also an important resource.
A resource is something that is used by many people and animals.
People can play in water.
People can feel water when it rains.
Many things need water to survive.
Trees need water to grow.
Fish live in water.
Animals drink water.
All animals need water. Animals need water to live.
People need water too.
People need to drink water every day.
Water is an important resource.
This is the end of the text. Now, read the text again and answer some questions.
The Importance of Water
Water is everywhere.
You can see water in many places.
There are waterfalls.
There are rivers.
There are lakes.
There are oceans.
Water freezes into ice. Icebergs are frozen water.
Water is also an important resource.
A resource is something that is used by many people and animals.
People can play in water.
People can feel water when it rains.
Many things need water to survive.
Trees need water to grow.
Why do trees need water?

to grow

to move

to stretch
Fish live in water.
Animals drink water.
All animals need water. Animals need water to live.
Why do animals need water?

to live
to smell
to touch
People need water too.
People need to drink water every day.
What do people need to do every day?

- drink water
- feel water
- hear water
Water is an important resource.
Why is water an important resource?

People and animals need water to live.
People and animals need water to look at.
People and animals need water to touch.
Are you done?

Red boxes ☐ mean you are not done. Ask your teacher for help.

Green checks ☑ mean you are done. You can choose end.

Answered ☑ Not answered
State DLM Webpage

1. Go to dynamiclearningmaps.org
2. Select “Operational Testing” from the assessment menu
3. Choose your state