More About Initial Precursor Items in the DLM Assessment System
DLM Linkage Levels

- Successor
- Target
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- Initial Precursor
Initial Precursor
Math.7.NS.2.a

Solve multiplication problems with products to 100.
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Solve multiplication problems with products to 100.
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Solve multiplication problems with products to 100.
First Contact Survey
Texts and Engagement
Activities
Choose BEGIN to start.
Educator Directions:

In this testlet you will present the student with objects that are separate and objects that are in sets. It is important that separate objects are clearly separated, and objects in sets are clearly in a group (e.g., stacked, connected, touching, etc.).

Gather seven cups and six erasers. You may substitute other objects if required.

For the first two items, you will use the cups. For the second two items, you will use the erasers.
Educator Directions:

Present the seven cups to the student in a way that captures the student’s attention. For example:

- Draw the student’s attention to the presence of the cups.
- Talk about how cups are used for drinking juice, water, etc.

Once the student has attended to the cups, stack five cups together and leave two cups separated. Indicate to the student that the stacked cups are in a group and the other cups are separate.

On the next screens, you will ask the student some questions about the cups.
Educator Directions:

SHOW: the stacked cups.
SAY: “Here are some cups.”

SHOW: the separate cups.
SAY: “Here are some more cups.”

SHOW: the stacked cups and the separate cups.
SAY: “Show me the group of cups.”
Record student response:

- Indicates the group of stacked cups
- Indicates the separate cups
- Indicates one cup or all of the cups
- Attends to other stimuli
- No response
Educator Directions:

SHOW: the stacked cups.
SAY: “Here are some cups.”

SHOW: the separate cups.
SAY: “Here are some more cups.”

SHOW: the stacked cups and the separate cups.
SAY: “Show me the separate cups.”
Record student response:

- Indicates the separate cups
- Indicates the group of stacked cups
- Indicates one cup or all of the cups
- Attends to other stimuli
- No response
Educator Directions:

Present the six erasers to the student in a way that captures the student’s attention. For example:

- Draw the student’s attention to the presence of the erasers.
- Show how erasers are used.

Once the student has attended to the erasers, stack three erasers in a group and leave three erasers separated. Indicate to the student that the stacked erasers are in a group and the other erasers are separate.

On the next screens, you will ask the student some questions about the erasers.
Educator Directions:

SHOW: the stacked erasers.
SAY: "Here are some erasers."

SHOW: the separate erasers.
SAY: "Here are some more erasers."

SHOW: the stacked erasers and the separate erasers.
SAY: "Show me the separate erasers."
Record student response:

- Indicates the separate erasers
- Indicates the group of stacked erasers
- Indicates one eraser or all of the erasers
- Attends to other stimuli
- No response
Educator Directions:

SHOW: the stacked erasers.
SAY: “Here are some erasers.”

SHOW: the separate erasers.
SAY: “Here are some more erasers.”

SHOW: the stacked erasers and the separate erasers.
SAY: “Show me the group of erasers.”
Record student response:

- Indicates the group of stacked erasers
- Indicates the separate erasers
- Indicates one eraser or all of the erasers
- Attends to other stimuli
- No response
ELA.RI.9-10.8

Determine how specific claims support the argument made in an informational text.
ELA.RI.9-10.8: Determine how specific claims support the argument made in an informational text.
ELA.RI.9-10.8: Determine how specific claims support the argument made in an informational text.

**F-51**
Can choose the best action.  

**ELA-1244**
Can analyze an argument and determine what evidence supports the claim.
Shared Reading
http://dlmpd.com/clds/instructional-resources/

Familiar Texts and Objects
Objects Called out in DLM™

- 1 object that is needed to study
- 1 object that is needed to eat
- 1 object that is needed to play games
- 3 objects that are unrelated to these activities
Choose BEGIN to start.
Gather the objects you have used while reading *Friends Are Great*.

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 girl,” while pointing to the 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.
Friends Are Great
Friends are great.
Friends help each other.
Friends can help each other study for school.
Friends can help each other make something new.
Friends spend time together.
Friends can spend time together eating lunch.
Friends can spend time together playing games.
Friends talk to each other.
Friends can talk about their day.
Friends can talk about their plans.
Friends can make each other feel better when they are sad.
Friends are great.
Make a new friend.
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 choose the best action.
Friends can help each other study for school.
Educator Directions:

SHOW: one object that is used to study.
SHOW: another object that is unrelated to studying.
SAY: “Which do you use to study?”
[You may substitute another activity and object as required.]

- Indicates the needed object
- Indicates the unrelated object
- Indicates both objects
- Attends to other stimuli
- No response
Educator Directions:

SHOW: one object that is used to study.
SHOW: another object that is unrelated to studying.
SAY: "Which do you use to study?"
[You may substitute another activity and object as required.]

- Indicates the needed object
- Indicates the unrelated object
- Indicates both objects
- Attends to other stimuli
- No response
Friends can spend time together eating lunch.
Educator Directions:

SHOW: one object that is needed for eating.
SHOW: another object that is unrelated to eating.
SAY: “Which do you use to eat?”
[You may substitute another activity and object as required.]

Record student response:

- Indicates the needed object
- Indicates the unrelated object
- Indicates both objects
- Attends to other stimuli
- No response
Educator Directions:

SHOW: one object that is needed for eating.
SHOW: another object that is unrelated to eating.
SAY: “Which do you use to eat?”
[You may substitute another activity and object as required.]

Record student response:

- Indicates the needed object
- Indicates the unrelated object
- Indicates both objects
- Attends to other stimuli
- No response
Friends can spend time together playing games.
Educator Directions:

SHOW: one object that is needed to play games.
SHOW: another object that is unrelated to playing games.
SAY: “Which do you use to play games?”
[You may substitute another activity and object as required.]

Record student response:

☐ Indicates the needed object
☐ Indicates the unrelated object
☐ Indicates both objects
☐ Attends to other stimuli
☐ No response
Educator Directions:

SHOW: one object that is needed to play games.
SHOW: another object that is unrelated to playing games.
SAY: "Which do you use to play games?"
[You may substitute another activity and object as required.]

Record student response:

- Indicates the needed object
- Indicates the unrelated object
- Indicates both objects
- Attends to other stimuli
- No response