More About Initial Precursor Items in the DLM Assessment System

DLM Linkage Levels

- Successor
- Target
- Proximal Precursor
- Distal Precursor
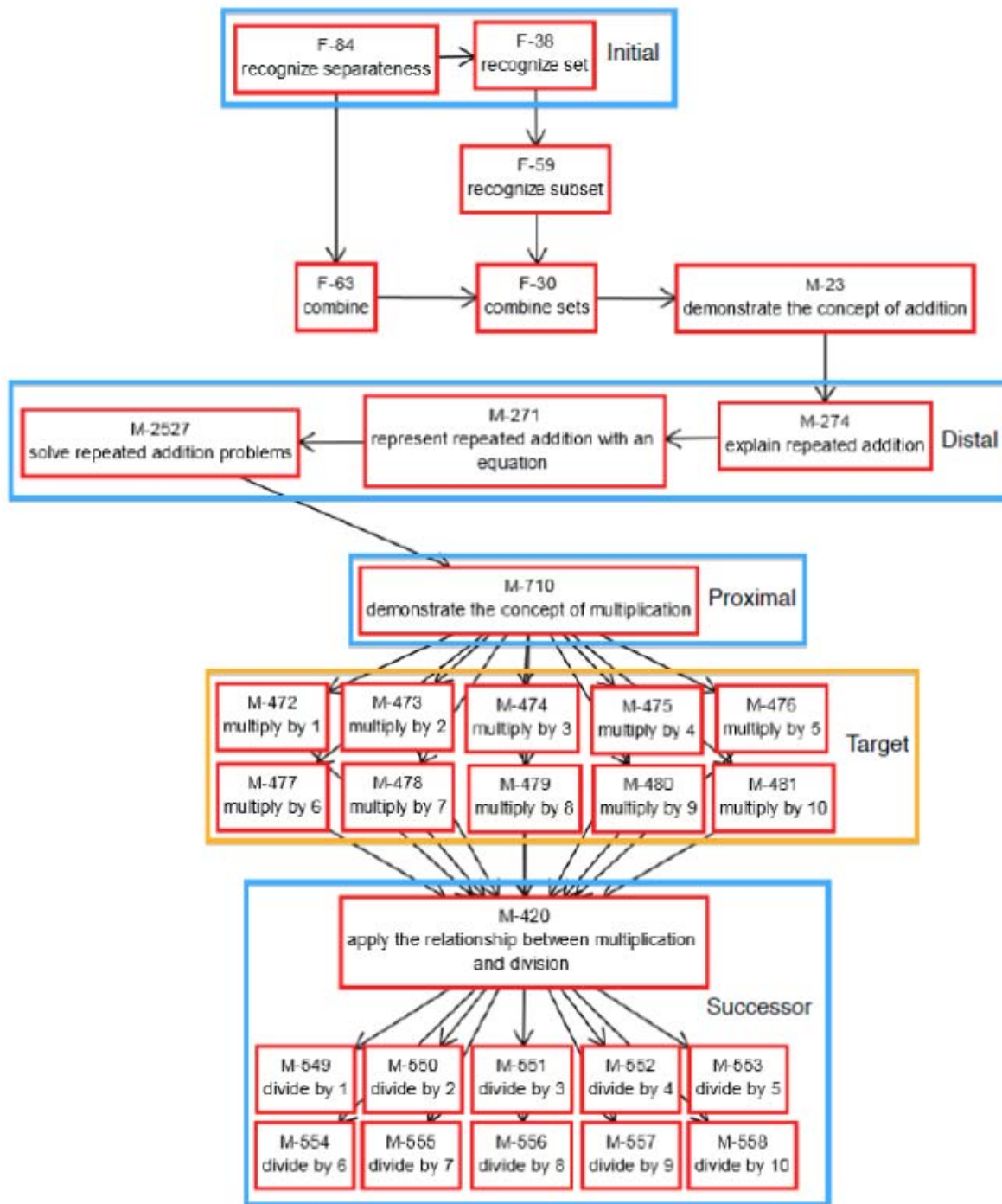- Initial Precursor
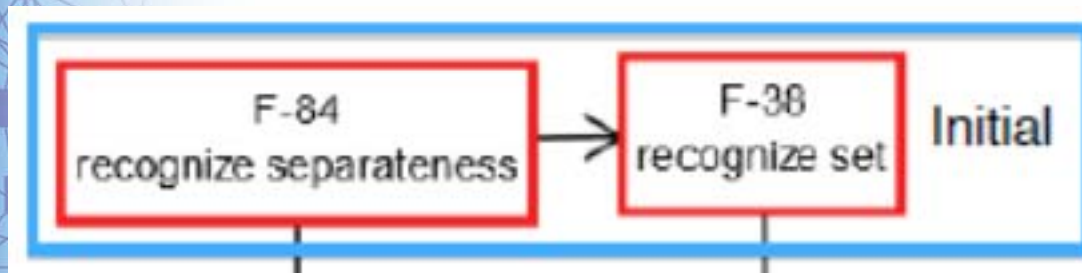
Initial Precursor

Math.7.NS.2.a

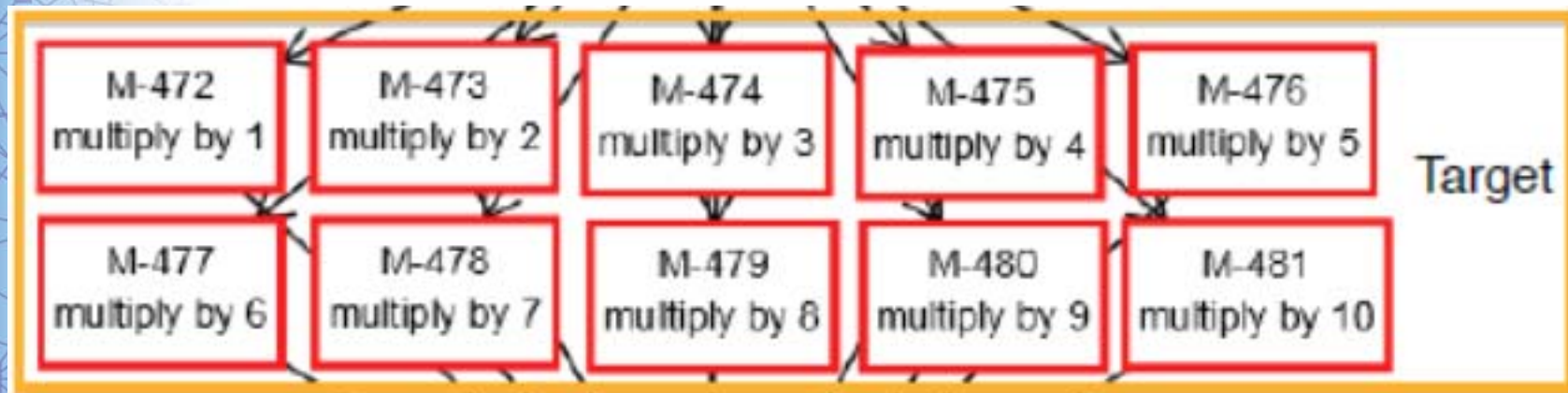Solve multiplication problems with products to 100.

Math.7.NS.2.a: Solve multiplication problems with products to 100.

Math.7.NS.2.a: Solve multiplication problems with products to 100.

First Contact Survey

Texts and Engagement Actitivities

Math 7.NS.2.a IP

Choose BEGIN to start.

⬅ GO BACK

BEGIN ➡

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.

BACK ⬅

EXIT
DOES
NOT
SAVE

NEXT ➡

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.

EXIT
DOES
NOT
SAVE

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

BACK ⊜

EXIT
DOES
NOT
SAVE

NEXT ⊜

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.**"

BACK ⬅

EXIT
DOES
NOT
SAVE

NEXT ➡

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

BACK ⬅

EXIT
DOES
NOT
SAVE

NEXT ➡

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.**"

BACK ⟵

EXIT
DOES
NOT
SAVE

NEXT ⟶

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.
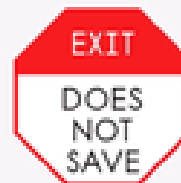SAY: "**Show me the group of erasers.**"

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
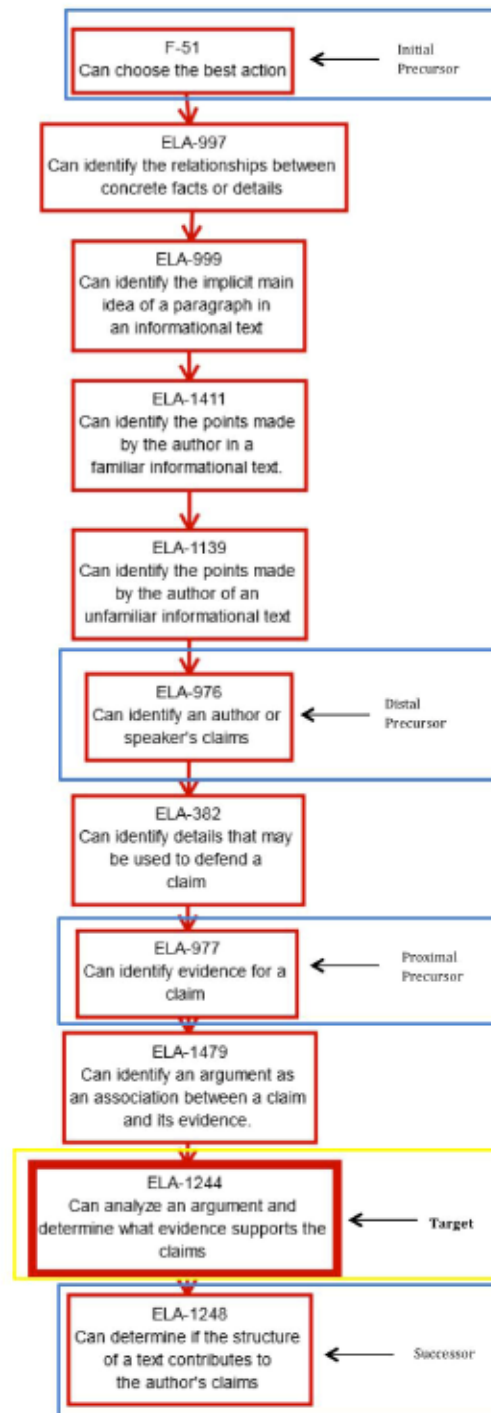- ☐ No response

BACK ⊙

EXIT
DOES
NOT
SAVE

NEXT ⊙

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.

← Initial Precursor

ELA-1244
Can analyze an argument and determine what evidence supports the claim.

← Target

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

DYNAMIC LEARNING MAPS

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

DYNAMIC
LEARNING MAPS

ELA.RI.9-10.8.IP

Choose BEGIN to start.

GO BACK

BEGIN

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.

BACK ⬅

EXIT
DOES
NOT
SAVE

NEXT ➡

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.

EXIT
DOES
NOT
SAVE

Friends can talk about their day.

EXIT
DOES
NOT
SAVE

Friends can talk about their plans.

Friends can make each other feel better when they are sad.

Friends are great.

EXIT
DOES
NOT
SAVE

Make a new friend.

BACK ⇐

EXIT
DOES
NOT
SAVE

NEXT ⇒

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

BACK ⬅

EXIT
DOES
NOT
SAVE

NEXT ➡

Friends can spend time together eating lunch.

EXIT
DOES
NOT
SAVE

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