



Slide 1. The following presentation includes demonstrations of two released testlets for English language arts.

Slide 2. Both demonstrated testlets assess the grade 5 reading literature Essential Element ELA.EE.RL.5.9, which states, “Compare stories, myths, or texts with similar topics or themes.” However, each testlet will assess a different linkage level for this Essential Element.

This Essential Element is within Major Claim 1, which states, “Students can comprehend text in increasingly complex ways,” and conceptual area ELA.C1.3, which states, “Integrate ideas and information from text.”

Slide 3. Every Essential Element for ELA includes five linkage levels. The linkage levels help make the academic content accessible to the wide range of students who participate in the assessment. From least to most complex, the linkage levels are Initial Precursor, Distal Precursor, Proximal Precursor, Target, and Successor. However, a single ELA testlet for reading assesses only one linkage level.

Slide 4. The first demonstrated testlet assesses the Essential Element at the Distal Precursor linkage level, which states, “Can understand adjectives in others’ speech.” The items in the testlet assess that skill only.

The table shown on this screen can be found in the mini-maps PDF for ELA.EE.RL.5.9 via the link to the Currently Tested Essential Elements on the Educator Resource Page for ELA on the DLM website.

Slide 5. As a reminder, before attempting to administer a testlet with a student in Kite<sup>®</sup> Student Portal, the testlet’s corresponding Testlet Information Page, commonly referred to as a TIP, should be accessed in Kite Educator Portal because Testlet Information Pages provide important preparatory information.

The Testlet Information Page for the following released testlet indicates the testlet will assess RL.5.9 at the Distal Precursor linkage level, will be teacher-administered, and will have three items.

The materials needed to administer this testlet include three pairs of similar, but not identical, objects that are the same except for one property, such as color, size, shape, or texture. For item 1, two similar, but not identical, objects and one different object will be needed. For item 2, two similar, but not identical, objects and one different object not used in the previous item will be needed. For item 3,

two similar, but not identical, objects and one different object not used in the previous items will be needed. The materials will be used for the student to identify an object with a selected property from a group of objects.

This Testlet Information Page does not have any suggestions for substitute materials since the materials needed are not specific. The test administrator may choose any materials that can be used as described in the Materials Needed section.

The Testlet Information Page also states that the testlet will use the familiar text *Grandfather Helps His Neighbors*, which is a literary text based on the source book *Heidi*. As a reminder, familiar texts are provided by grade under the Familiar Texts heading on the Educator Resource Page for English Language Arts of the DLM website and are intended to be used in instruction so that if a student encounters a testlet that uses a familiar text, the text will, indeed, be familiar to the student..

This Testlet Information Page does not include any other information about accessibility supports NOT allowed or any comments.

Slide 6. However, alternate text for testlet images are provided on subsequent pages of the Testlet Information Page for students who receive the human read aloud support and require verbal descriptions of the images in addition to the text. Directions for the test administrator are provided. An example of alternate text for a testlet image is shown on this slide. The test administrator would read the text on the screen, which in this case is the title, “Grandfather Helps His Neighbors,” then describe the picture by saying, “a carpenter’s workshop,” exactly as written. Although not shown here, alternate text is provided for all other images in the testlet as well.

Slide 7. Having considered the Testlet Information Page for this released testlet, the testlet will now be demonstrated.

For the purpose of this demonstration, each screen will be read as it appears. Remember, since this testlet is teacher-administered, the educator directions and items are written for the test administrator.

The testlet will be shown without any accessibility supports. Only correct response options will be chosen.

Slide 8. Keep in mind, the text used for ELA testlets is presented twice. The first time, the text is presented as an engagement activity to set a context for the items

in the testlet, activate the student's prior knowledge, and engage the student. Then during the second presentation of the text, items are presented throughout or at the end of the text.

Slide 9. ELA RL.5.9 Distal Precursor: Choose **BEGIN** to start.

Slide 10. Educator Directions:

Before you begin working with the student, gather the following objects:

- three pairs of similar, but not identical, objects that are the same except for one property, such as color, size, shape, or texture
- three objects that are different from the pairs

**NEXT**

Slide 11. Educator Directions:

Read the story with the student. Maximize your interaction with the student. Lead with comments, and direct the student's attention to text, images, or objects. Make sounds and perform actions when appropriate. After you read the story, you will read it again, and the student will complete some tasks.

**NEXT**

Slide 12. Grandfather Helps His Neighbors

**NEXT**

Slide 13. Heidi's grandfather liked to fix things.

**NEXT**

Slide 14. Heidi's grandfather liked to fix things for his neighbors.

**NEXT**

Slide 15. Heidi's grandfather fixed broken chairs.

**NEXT**

Slide 16. Heidi's grandfather fixed broken desks.

**NEXT**

Slide 17. Heidi's grandfather fixed broken clocks.

**NEXT**

Slide 18. Heidi's grandfather fixed broken windows.

**NEXT**

Slide 19. Heidi's grandfather fixed broken bookshelves.

**NEXT**

Slide 20. The neighbors thanked Heidi's grandfather for his help.

**NEXT**

Slide 21. The neighbors gave Heidi's grandfather little gifts.

**NEXT**

Slide 22. The neighbors gave Heidi's grandfather books.

**NEXT**

Slide 23. The neighbors gave Heidi's grandfather plates of homemade cheese.

**NEXT**

Slide 24. The neighbors gave Heidi's grandfather little toys.

**NEXT**

Slide 25. Sometimes the neighbors gave Heidi's grandfather new tools.

**NEXT**

Slide 26. Heidi's grandfather was thankful for the gifts.

**NEXT**

Slide 27. The neighbors were thankful for Heidi's grandfather.

**NEXT**

Slide 28. This is the end of the story. Now, read the story again and the student will complete some tasks.

**NEXT**

Slide 29. Grandfather Helps His Neighbors

**NEXT**

Slide 30. Heidi's grandfather liked to fix things.

**NEXT**

Slide 31. Heidi's grandfather liked to fix things for his neighbors.

**NEXT**

Slide 32. Heidi's grandfather fixed broken chairs.

**NEXT**

Slide 33. Educator Directions:

SHOW: two similar objects and one object that has a different property. Give the student a moment to explore the objects.

SAY: "Show me the (property word) one."

Record student response:

- Indicates the object with the selected property
- Indicates one of the other objects
- Indicates multiple objects
- Attends to other stimuli
- No response

Slide 34. Indicates the object with the selected property

**NEXT**

Slide 35. Heidi's grandfather fixed broken desks.

**NEXT**

Slide 36. Heidi's grandfather fixed broken clocks.

**NEXT**

Slide 37. Heidi's grandfather fixed broken windows.

**NEXT**

Slide 38. Heidi's grandfather fixed broken bookshelves.

**NEXT**

Slide 39. The neighbors thanked Heidi's grandfather for his help.

**NEXT**

Slide 40. The neighbors gave Heidi's grandfather little gifts.

**NEXT**

Slide 41. Educator Directions:

SHOW: two similar objects not used in the previous item and one object that has a different property. Give the student a moment to explore the objects.

SAY: "Show me the (property word) one."

Record student response:

- Indicates the object with the selected property
- Indicates one of the other objects
- Indicates multiple objects
- Attends to other stimuli
- No response

Slide 42. Indicates the object with the selected property

**NEXT**

Slide 43. The neighbors gave Heidi's grandfather books.

**NEXT**

Slide 44. The neighbors gave Heidi's grandfather plates of homemade cheese.

**NEXT**

Slide 45. The neighbors gave Heidi's grandfather little toys.

**NEXT**

Slide 46. Educator Directions:

SHOW: two similar objects not used in the previous items and one object that has a different property. Give the student a moment to explore the objects.

SAY: "Show me the (property word) one."

Record student response:

- Indicates the object with the selected property
- Indicates one of the other objects
- Indicates multiple objects
- Attends to other stimuli
- No response

Slide 47. Indicates the object with the selected property

**NEXT**

Slide 48. Sometimes the neighbors gave Heidi's grandfather new tools.

**NEXT**

Slide 49. Heidi's grandfather was thankful for the gifts.

**NEXT**

Slide 50. The neighbors were thankful for Heidi's grandfather.

## NEXT

Slide 51. Review: ELA RL.5.9 Distal Precursor (Note: Since this is a teacher-administered testlet, this screen is an opportunity for the test administrator to ensure responses for all items in the testlet have been recorded. For computer-delivered testlets, the same screen appears to give the student the opportunity to go back and answer any items left unanswered.)

## END

Slide 52. Are you sure you want to end?

## YES

Slide 53. The demonstration for the first testlet in this presentation is now complete.

Slide 54. The second demonstrated testlet also assesses ELA.EE.RL.5.9 but at the Proximal Precursor linkage level, which states, "Can identify and recall how characters' actions affect the consequences that occur in the story afterwards."

Slide 55. As was mentioned previously, before administering a testlet with a student in Student Portal, the testlet's corresponding Testlet Information Page should be accessed in Educator Portal because it contains important preparatory information.

The Testlet Information Page for the following released testlet indicates the testlet will assess RL.5.9 at the Proximal Precursor linkage level, will be computer-delivered, and will have three items. However, no materials will be needed.

The Testlet Information Page also indicates the testlet will use the familiar text *Gifts from Grandma*, which is a literary text based on the source book *The Secret Garden*. Again, as a reminder, familiar texts are provided by grade under the Familiar Texts heading on the Educator Resource Page for English Language Arts of the DLM website and are intended to be used in instruction so that if a student encounters a testlet that uses a familiar text, the text will, indeed, be familiar to the student.

This Testlet Information Page does not include any other information about accessibility supports NOT allowed or any comments.

Slide 56. However, once again, subsequent pages of the Testlet Information Page include alternate text for students who need human read aloud and descriptions of images in addition to the text. An example of alternate text for a testlet image is shown on this slide. The test administrator would read the text on the screen, which in this case is the title, “Gifts from Grandma,” then describe the picture by saying, “a smiling older woman,” exactly as written. Although not shown here, alternate text is provided for all other images in the testlet as well.

Slide 57. Having considered the Testlet Information Page for this released testlet, the testlet will now be demonstrated.

For the purpose of this demonstration, each screen will be read as it appears. Remember, since this testlet is computer-delivered, the directions and items are written for the student, although computer- and human read-aloud supports are offered, and the student may require assistance navigating across screens and entering chosen responses.

The testlet will be shown without any accessibility supports. Only correct response options will be chosen.

Slide 58. ELA RL.5.9. Proximal Precursor

Choose **BEGIN** to start.

Slide 59. Read the story. After you read the story, you will read the story again and answer the questions.

**NEXT**

Slide 60. Gifts from Grandma

**NEXT**

Slide 61. Mary was a little girl. Mary lived with Uncle Craven.

**NEXT**

Slide 62. Mary’s Grandma wanted to send gifts to Mary. Grandma wanted to mail the gifts to Uncle Craven’s house.

**NEXT**

Slide 63. Grandma went to the toy store.

**NEXT**

Slide 64. Grandma found many toys at the toy store.

**NEXT**

Slide 65. Grandma looked at all the toys.

**NEXT**

Slide 66. The toy store had soft teddy bears.

**NEXT**

Slide 67. The toy store had hard blocks.

**NEXT**

Slide 68. The toy store had smooth robots.

**NEXT**

Slide 69. Grandma took the toys to the cashier.

**NEXT**

Slide 70. Grandma gave the cashier money.

**NEXT**

Slide 71. The cashier put the toys in boxes.

**NEXT**

Slide 72. Grandma mailed the toys to Mary. Grandma put some books in the mail for Mary, too.

**NEXT**

Slide 73. The toys and books arrived for Mary in the mail.

**NEXT**

Slide 74. Mary read the big books.

**NEXT**

Slide 75. Mary read the small books.

**NEXT**

Slide 76. Mary played with the toys.

**NEXT**

Slide 77. Mary played with the toys.

**NEXT**

Slide 78. Mary had fun playing with the toys.

**NEXT**

Slide 79. Mary liked the gifts. Grandma was happy.

**NEXT**

Slide 80. This is the end of the story. Now, read the story again and answer the questions.

**NEXT**

Slide 81. Gifts from Grandma

**NEXT**

Slide 82. Mary was a little girl. Mary lived with Uncle Craven.

**NEXT**

Slide 83. Mary's Grandma wanted to send gifts to Mary. Grandma wanted to mail the gifts to Uncle Craven's house.

**NEXT**

Slide 84. Grandma went to the toy store.

**NEXT**

Slide 85. Grandma found many toys at the toy store.

**NEXT**

Slide 86. Grandma looked at all the toys.

**NEXT**

Slide 87. Why did Grandma go to the toy store?

to sell old toys

to look at toys

to play with toys

Slide 88. to look at toys

**NEXT**

Slide 89. The toy store had soft teddy bears.

**NEXT**

Slide 90. The toy store had hard blocks.

**NEXT**

Slide 91. The toy store had smooth robots.

**NEXT**

Slide 92. Grandma took the toys to the cashier.

**NEXT**

Slide 93. Grandma gave the cashier money.

**NEXT**

Slide 94. The cashier put the toys in boxes.

**NEXT**

Slide 95. Grandma mailed the toys to Mary. Grandma put some books in the mail for Mary, too.

**NEXT**

Slide 96. Why did Grandma have the toys put in boxes?

to mail the toys

to hide the toys

to paint the toys

Slide 97. to mail the toys

**NEXT**

Slide 98. The toys and books arrived for Mary in the mail.

**NEXT**

Slide 99. Mary read the big books.

**NEXT**

Slide 100. Mary read the small books.

**NEXT**

Slide 101. Why did Grandma send books to Mary?

so Mary could read

so Mary could jump

so Mary could swing

Slide 102. so Mary could read

**NEXT**

Slide 103. Mary played with the toys.

**NEXT**

Slide 104. Mary played with shiny balls.

**NEXT**

Slide 105. Mary had fun playing with the toys.

**NEXT**

Slide 106. Mary liked the gifts. Grandma was happy.

**NEXT**

Slide 107. Review: ELA RL.5.9 Proximal Precursor

Are you done?

Red boxes mean you are not done. Ask your teacher for help. Blue dots mean you are done. You can choose end.

**END**

Slide 108. Are you sure you want to end?

**YES**

Slide 109. The demonstration for the second testlet in this presentation is now complete.

Slide 110. Shown here is the mini-map for ELA.EE.RL.5.9. This mini-map is more linear than many other mini-maps, and it spreads across two pages. It is shown here on one screen with a connector from the first page to the second page.

Again, the first demonstrated testlet assessed the Distal Precursor skill, which is, "Can understand adjectives in others' speech." On the mini-map for this Essential Element, the Distal Precursor skill is interpreted as, "Can demonstrate understanding of property words," which is why the items in that testlet pertained to identifying objects by properties, such as color, size, shape, or texture.

The second demonstrated testlet assessed the Proximal Precursor skill, which is, "Can identify and recall how characters' actions affect the consequences that occur in the story afterwards." On the mini-map, the Proximal Precursor skill is interpreted as, "Can identify the consequences of a character's actions in a story," which is why the items in the testlet pertained to "why" questions about Grandma's actions.

Both skills are markers along the route to the Target skill for this Essential Element, which pertains to comparing two narratives on similar topics or themes.

The purpose of the mini-map is to show all the skills connected to an Essential Element and the multiple pathways of learning students may take from one skill to another. The skills increase in complexity moving down the mini-map, and the arrows, or connections, indicate the pathways from skill to skill. Mini-maps are important instructional resources because they help teachers understand a student's current skill level related to the Essential Element and identify skills the student could be taught to help the student move further along the map.

Please note: each skill, or node, is boxed on the mini-map. Inside each box is a two-letter code that indicates the linkage level of the skill. IP stands for Initial Precursor, DP stands for Distal Precursor, PP stands for Proximal Precursor, T stands for Target, and S stands for Successor. Notice that some boxes have the letters UN. UN is used to indicate skills that are untested but may be necessary for a student to learn in order to continue further along the mini-map. Also, the letter-number codes in the boxes are simply markers for where the skills are located on the full learning map model.

Feel free to pause the video and consider the untested skills that would likely help a student currently at the Distal Precursor linkage level achieve the Proximal Precursor linkage level and then the skills that would help the student continue further along the map.

Slide 111. Sometimes the connection from the least complex linkage levels to the more complex linkage levels isn't necessarily apparent. The mini-maps PDFs found under the Currently Tested Essential Elements for ELA on the Educator Resource Page for ELA of the DLM website provide additional insight to this relationship. For example, in terms of the ELA.EE.RL.5.9 Distal Precursor skill, "As students work toward determining how two stories are similar to one another, they have to pay attention to the details in stories and understand the specific descriptors used. Students working at the Distal Precursor linkage level can work on understanding descriptive words during shared reading. Teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level during shared reading because these books include descriptions (e.g., color, size, shape, texture) of context, people, and events."

Slide 112. Hopefully, this presentation provided further insight to the look and feel of testlets, as well as the way linkage levels for Essential Elements shape testlets.