Dynamic Learning Maps®
(DLM®) Alternate Assessment
Overview of English Language Arts Testlets

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DYNAMIC
LEARNING MAPS

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

Demonstrated Testlets

Major Claim	Conceptual Area	Essential Element
1—Students can comprehend text in increasingly complex ways	C1.3—Integrate ideas and information from text	ELA.EE.RL.5.9—Compare stories, myths, or texts with similar topics or themes.

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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."

Linkage Levels for ELA.EE.RL.5.9

Linkage Levels (Least to Most Complex)	Skills Assessed at Each Linkage Level
Initial Precursor (IP)	Can demonstrate understanding of object names
Distal Precursor (DP)	Can demonstrate understanding of property words
Proximal Precursor (PP)	Can identify the consequences of a character's actions in a story
Target (T)	Can compare two narratives on similar topics or themes
Successor (S)	Can compare and contrast two narratives with a similar theme or topic

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DYNAMIC® LEARNING MAPS

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.

Linkage Level for Demo 1

- Distal Precursor
  - Can demonstrate understanding of property words

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The first demonstrated testlet assesses the Essential Element at the Distal Precursor linkage level, which states, "Can demonstrate understanding of property words." The items in the testlet assess that skill only.

Demo 1—Testlet Information Page (TIP)

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DYNAMIC LEARNING MAPS®

ELA RL.5.9 DP

Testlet Information Page: ELA12683

Testlet Type: Teacher-administered

Number of Items: 3

Materials Needed: Engagement Activity: three pairs of similar, but not identical, objects that are the same except for one property, such as color, size, shape, or texture. Item 1: two similar, but not identical, objects and one different object. Item 2: two similar, but not identical, objects and one different object not used in the previous item. Item 3: two similar, but not identical, objects and one different object not used in the previous items.

Materials Use: The student will identify an object with a selected property from a group of objects.

Suggested Substitute Materials: None

DLM Text Title: Grandfather Helps His Neighbors
Type of Text: Reading Literature   **Familiar or Unfamiliar?** Familiar
DLM Source Book: Heidi

Accessibility supports NOT allowed:
Follow your state's guidance on the use of language translation.

Other Comments: None

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As a reminder, before attempting to administer a testlet with a student in Kite® 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 the source book *Heidi.* As a reminder, familiar texts are provided by grade under the Familiar Texts heading 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.

Demo 1—Alternate Text

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English Language Arts

Alternate Text for Testlet Images

This page is ONLY needed when administering the testlet to a student who receives the **human read aloud** support and who requires **verbal descriptions of images in addition to the text**.

Below is the text that a teacher will use to describe the images shown on each screen.
- If language is provided, read the description exactly as it appears on this document, after reading the text on the screen.
- "Do not describe" means do not describe the image at all. Doing so may cue the answer or alter the test.
- "N/A" means there is no image to describe or that there is no item.

Only read what is in bold font. Do not read the words that are not in bold (like "stem" or "option"). See the Test Administration Manual for more instructions on how to provide human read aloud support.

EXAMPLE

Grandfather Helps His Neighbors

Alt text: a carpenter's workshop

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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.

DEMO 1
ELA.EE.RL.5.9—DISTAL PRECURSOR

DYNAMIC® LEARNING MAPS

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.

Engagement Activity

first reading of the text

> ### sets a context for the testlet items

> ### activates prior knowledge

> ### engages the student

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DYNAMIC® LEARNING MAPS

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.

Demo 1, Screen 1
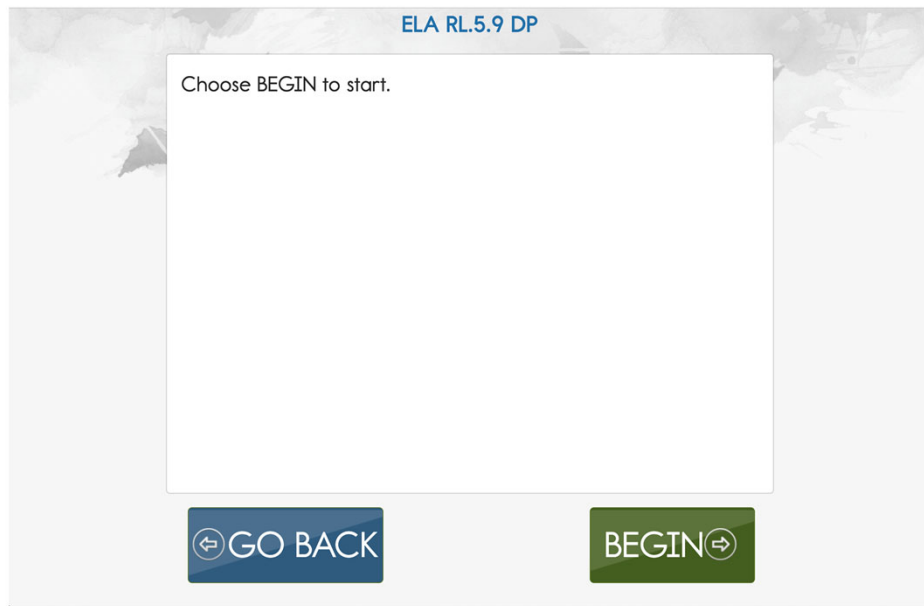
Choose BEGIN to start.

Demo 1, Screen 2

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

BACK⬅

EXIT
DOES
NOT
SAVE

NEXT➡

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

Demo 1, Screen 3

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.

BACK⇦   EXIT DOES NOT SAVE   NEXT⇨

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

Demo 1, Screen 4

Grandfather Helps His Neighbors

BACK⇐   EXIT DOES NOT SAVE   NEXT⇒

Grandfather Helps His Neighbors

NEXT

Demo 1, Screen 5

Heidi's grandfather liked to fix things.

NEXT

Demo 1, Screen 6

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

BACK ⬅   EXIT DOES NOT SAVE   NEXT ➡

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

NEXT

Demo 1, Screen 7

Heidi's grandfather fixed broken chairs.

Heidi's grandfather fixed broken chairs.

NEXT

Demo 1, Screen 8

Heidi's grandfather fixed broken desks.

Heidi's grandfather fixed broken desks.

NEXT

Demo 1, Screen 9

Heidi's grandfather fixed broken clocks.

BACK⇐   EXIT DOES NOT SAVE   NEXT⇨

Heidi's grandfather fixed broken clocks.

NEXT

Demo 1, Screen 10

Heidi's grandfather fixed broken windows.

BACK⟵   EXIT DOES NOT SAVE   NEXT⟶

Heidi's grandfather fixed broken windows.

NEXT

Demo 1, Screen 11

Heidi's grandfather fixed broken bookshelves.

NEXT

Demo 1, Screen 12

The neighbors thanked Heidi's grandfather for his help.

NEXT

Demo 1, Screen 13

The neighbors gave Heidi's grandfather little gifts.

BACK

EXIT
DOES
NOT
SAVE

NEXT

The neighbors gave Heidi's grandfather little gifts.

NEXT

Demo 1, Screen 14

The neighbors gave Heidi's grandfather books.

NEXT

Demo 1, Screen 15

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

BACK⇐   EXIT DOES NOT SAVE   NEXT⇒

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

NEXT

Demo 1, Screen 16

The neighbors gave Heidi's grandfather little toys.

The neighbors gave Heidi's grandfather little toys.

NEXT

Demo 1, Screen 17

Sometimes the neighbors gave Heidi's grandfather new tools.

Sometimes the neighbors gave Heidi's grandfather new tools.

NEXT

Demo 1, Screen 18

Heidi's grandfather was thankful for the gifts.

NEXT

Demo 1, Screen 19

The neighbors were thankful for Heidi's grandfather.

BACK⬅   EXIT DOES NOT SAVE   NEXT➡

The neighbors were thankful for Heidi's grandfather.

NEXT

Demo 1, Screen 20

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

BACK⇐   EXIT DOES NOT SAVE   NEXT⇒

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

NEXT

Demo 1, Screen 21
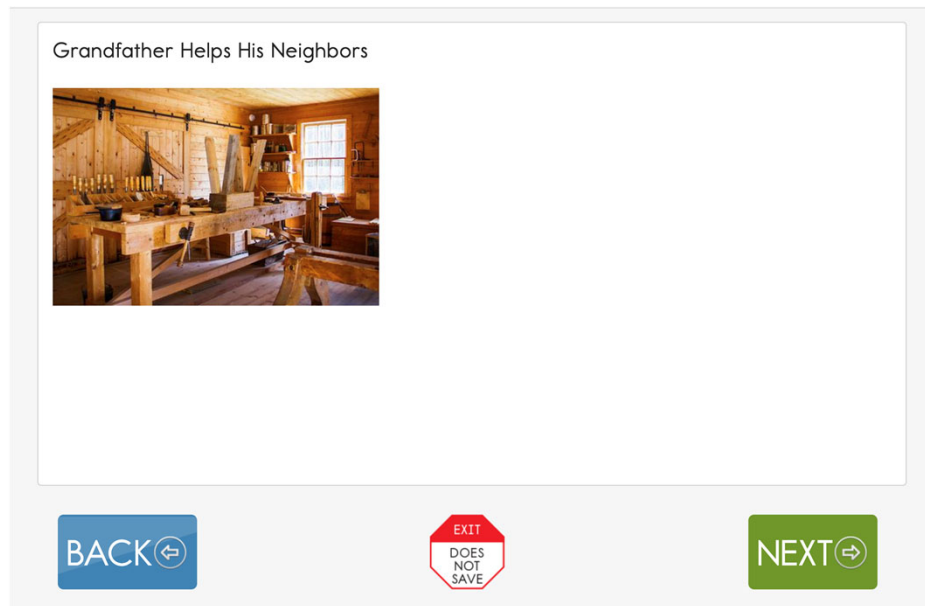
Grandfather Helps His Neighbors

NEXT

Demo 1, Screen 22

Heidi's grandfather liked to fix things.

Heidi's grandfather liked to fix things.

NEXT

Demo 1, Screen 23

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

NEXT

Demo 1, Screen 24

Heidi's grandfather fixed broken chairs.

Heidi's grandfather fixed broken chairs.

NEXT

Demo 1, Screen 25—Response Not Selected

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

Demo 1, Screen 25—Response Selected

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

BACK⇐   EXIT DOES NOT SAVE   NEXT⇒

Indicates the object with the selected property

NEXT

Demo 1, Screen 26

Heidi's grandfather fixed broken desks.

Heidi's grandfather fixed broken desks.

NEXT

Demo 1, Screen 27

Heidi's grandfather fixed broken clocks.

BACK ⇐   EXIT DOES NOT SAVE   NEXT ⇒

Heidi's grandfather fixed broken clocks.

NEXT

Demo 1, Screen 28

Heidi's grandfather fixed broken windows.

NEXT

Demo 1, Screen 29

Heidi's grandfather fixed broken bookshelves.

Heidi's grandfather fixed broken bookshelves.

NEXT

Demo 1, Screen 30

The neighbors thanked Heidi's grandfather for his help.

BACK⬅   EXIT DOES NOT SAVE   NEXT➡

The neighbors thanked Heidi's grandfather for his help.

NEXT

Demo 1, Screen 31

The neighbors gave Heidi's grandfather little gifts.

BACK⇐   EXIT DOES NOT SAVE   NEXT⇒

The neighbors gave Heidi's grandfather little gifts.

NEXT

Demo 1, Screen 32—Response Not Selected

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

BACK ⬅   EXIT DOES NOT SAVE   NEXT ➡

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

Demo 1, Screen 32—Response Selected

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

BACK ⇦   EXIT DOES NOT SAVE   NEXT ⇨

Indicates the object with the selected property

NEXT

Demo 1, Screen 33

The neighbors gave Heidi's grandfather books.

The neighbors gave Heidi's grandfather books.

NEXT

Demo 1, Screen 34

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

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

NEXT

Demo 1, Screen 35

The neighbors gave Heidi's grandfather little toys.

NEXT

Demo 1, Slide 36—Response Not Selected

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

BACK⇐   EXIT DOES NOT SAVE   NEXT⇒

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

Demo 1, Screen 36—Response Selected

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

BACK⇦   EXIT DOES NOT SAVE   NEXT⇨

Indicates the object with the selected property

NEXT

Demo 1, Screen 37

Sometimes the neighbors gave Heidi's grandfather new tools.

NEXT

Demo 1, Screen 38

Heidi's grandfather was thankful for the gifts.

NEXT

Demo 1, Screen 39

The neighbors were thankful for Heidi's grandfather.

NEXT

Demo 1, Screen 40

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

End of Demo 1
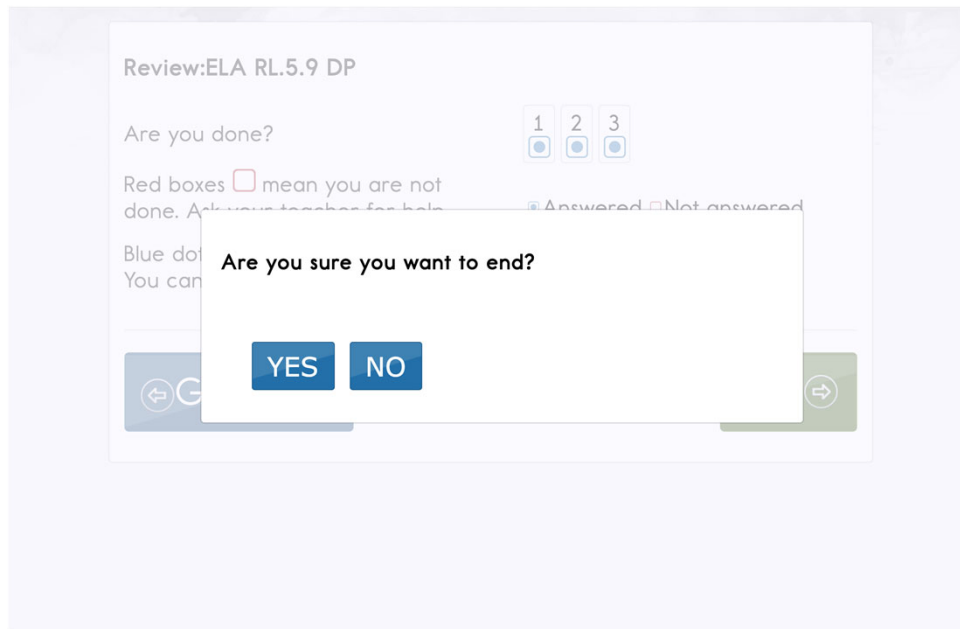
Are you sure you want to end?

YES

Demo 1 Complete

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

Linkage Level for Demo 2

- Proximal Precursor
  - Can identify the consequences of a character's actions in a story

The second demonstrated testlet also assesses ELA.EE.RL.5.9 but at the Proximal Precursor linkage level, which states, "Can identify the consequences of a character's actions in a story."

Demo 2—Testlet Information Page (TIP)

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 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.

Demo 2—Alternate Text

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English Language Arts

Alternate Text for Testlet Images

This page is ONLY needed when administering the testlet to a student who receives the **human read aloud** support and who requires **verbal descriptions of images in addition to the text**.

Below is the text that a teacher will use to describe the images shown on each screen.
- If language is provided, read the description exactly as it appears on this document, after reading the text on the screen.
- "Do not describe" means do not describe the image at all. Doing so may cue the answer or alter the test.
- "N/A" means there is no image to describe or that there is no item.

Only read what is in bold font. Do not read the words that are not in bold (like "stem" or "option"). See the Test Administration Manual for more instructions on how to provide human read aloud support.

EXAMPLE

Gifts from Grandma

Alt text: a smiling older woman

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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.

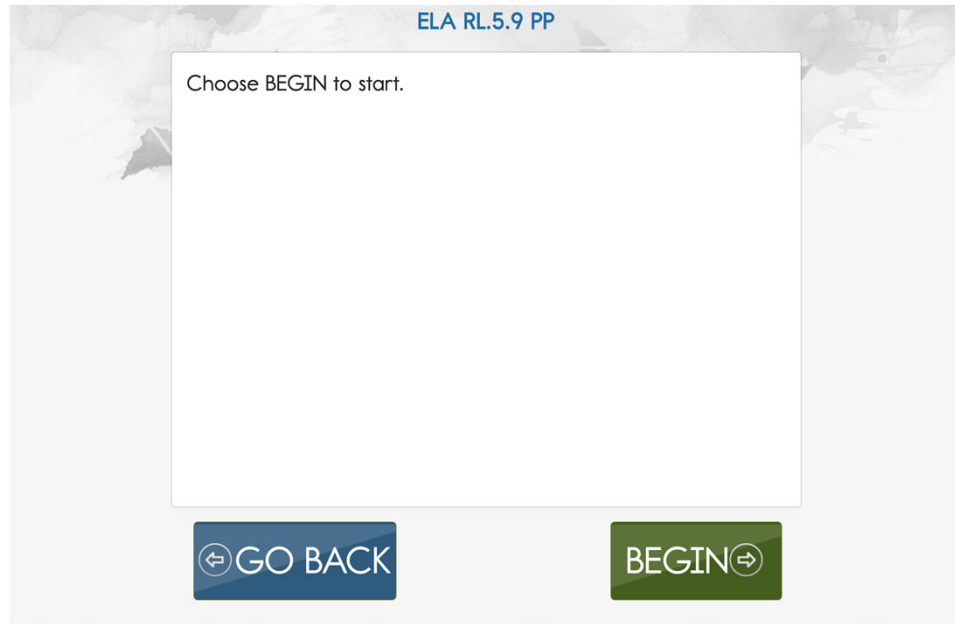# DEMO 2
ELA.EE.RL.5.9—PROXIMAL PRECURSOR

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.

Demo 2, Screen 1

ELA RL.5.9 PP

Choose BEGIN to start.

GO BACK   BEGIN

Choose BEGIN to start.

Demo 2, Screen 2

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

BACK⇐   EXIT DOES NOT SAVE   NEXT⇒

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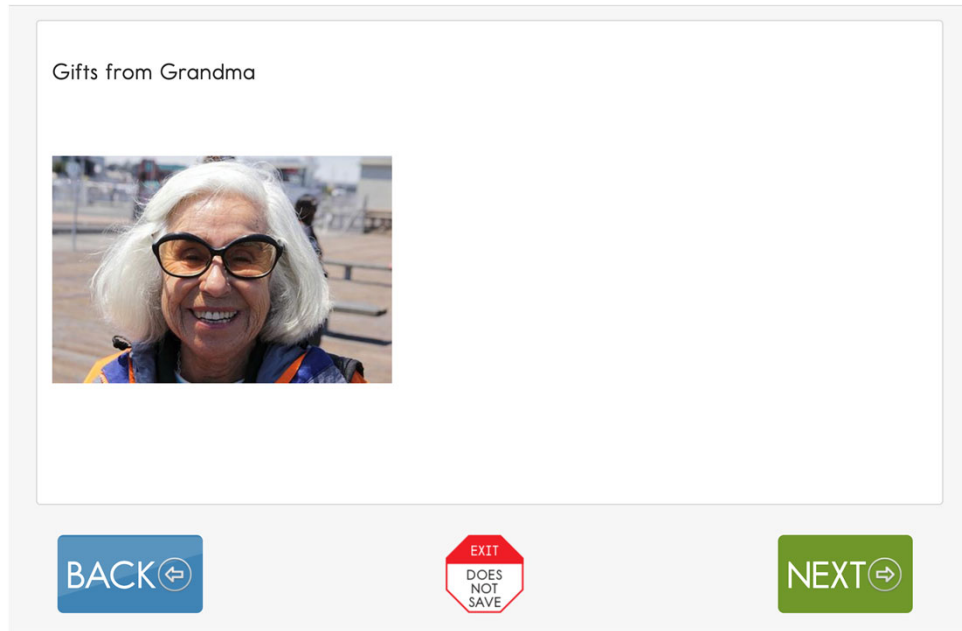
NEXT

Demo 2, Screen 3

Gifts from Grandma

NEXT

Demo 2, Screen 4

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

NEXT

Demo 2, Screen 5

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

NEXT

Demo 2, Screen 6

Grandma went to the toy store.

NEXT

Demo 2, Screen 7

Grandma found many toys at the toy store.

BACK⇐   EXIT DOES NOT SAVE   NEXT⇒

Grandma found many toys at the toy store.

NEXT

Demo 2, Screen 8

Grandma looked at all the toys.

BACK⇐   EXIT DOES NOT SAVE   NEXT⇒

Grandma looked at all the toys.

NEXT

Demo 2, Screen 9

The toy store had soft teddy bears.

The toy store had soft teddy bears.

NEXT

Demo 2, Screen 10

The toy store had hard blocks.

The toy store had hard blocks.

NEXT

Demo 2, Screen 11

The toy store had smooth robots.

The toy store had smooth robots.

NEXT

Demo 2, Screen 12

Grandma took the toys to the cashier.

NEXT

Demo 2, Screen 13

Grandma gave the cashier money.

NEXT

Demo 2, Screen 14

The cashier put the toys in boxes.

NEXT

Demo 2, Screen 15

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

BACK⊕   EXIT DOES NOT SAVE   NEXT⊕

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

NEXT

Demo 2, Screen 16

The toys and books arrived for Mary in the mail.

NEXT

Demo 2, Screen 17

Mary read the big books.
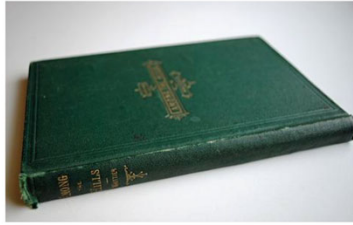
NEXT

Demo 2, Screen 18

Mary read the small books.

NEXT

Demo 2, Screen 19

Mary played with the toys.

NEXT

Demo 2, Screen 20

Mary played with shiny balls.
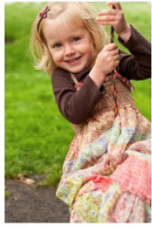
NEXT

Demo 2, Screen 21

Mary had fun playing with the toys.

NEXT

Demo 2, Screen 22

Mary liked the gifts. Grandma was happy.

NEXT

Demo 2, Screen 23

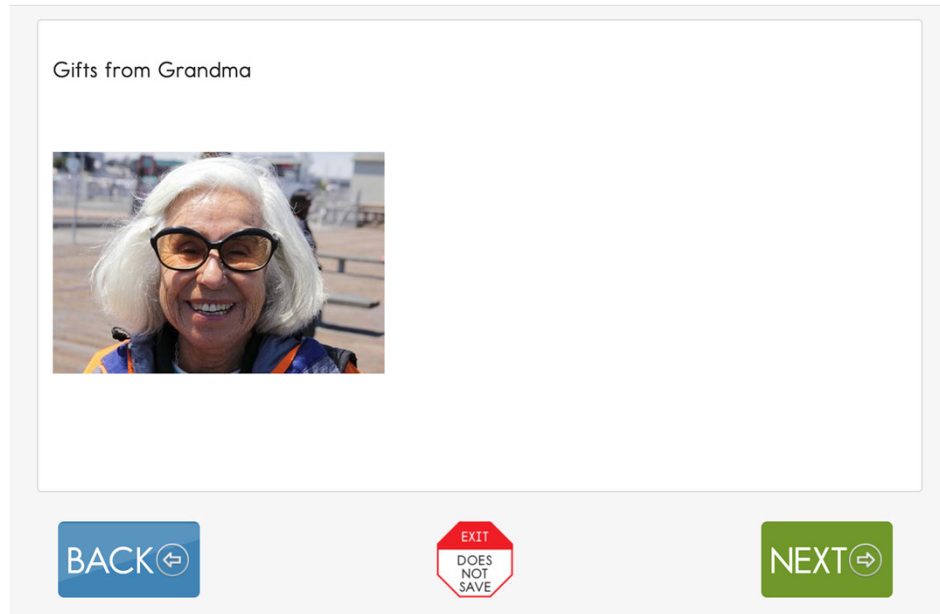This is the end of the story. Now, read the story again and answer the questions.

BACK⇐   EXIT DOES NOT SAVE   NEXT⇒

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

NEXT

Demo 2, Screen 24

Gifts from Grandma

BACK ⇦   EXIT DOES NOT SAVE   NEXT ⇨

Gifts from Grandma

NEXT

Demo 2, Screen 25

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

NEXT

Demo 2, Screen 26

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

BACK⇦   EXIT DOES NOT SAVE   NEXT⇨

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

NEXT

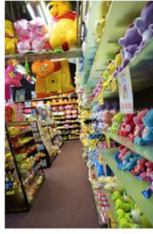# Demo 2, Screen 27

Grandma went to the toy store.

BACK⇐   EXIT DOES NOT SAVE   NEXT⇒

Grandma went to the toy store.

NEXT

Demo 2, Screen 28

Grandma found many toys at the toy store.

NEXT

Demo 2, Screen 29

Grandma looked at all the toys.

BACK EXIT DOES NOT SAVE NEXT

Grandma looked at all the toys.

NEXT

Demo 2, Screen 30—Response Not Selected

Why did Grandma go to the toy store?

       to sell old toys

       to look at toys

       to play with toys

BACK⇐   EXIT DOES NOT SAVE   NEXT⇨

Why did Grandma go to the toy store?

to sell old toys
to look at toys
to play with toys

Demo 2, Screen 30—Response Selected

Why did Grandma go to the toy store?

to sell old toys

to look at toys

to play with toys

BACK⇐   EXIT DOES NOT SAVE   NEXT⇒

to look at toys

NEXT

Demo 2, Screen 31

The toy store had soft teddy bears.

NEXT

Demo 2, Screen 32

The toy store had hard blocks.

NEXT

Demo 2, Screen 33

The toy store had smooth robots.

NEXT

Demo 2, Screen 34
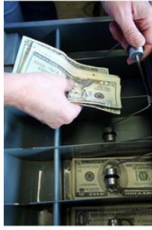

Grandma took the toys to the cashier.

NEXT

Demo 2, Screen 35

Grandma gave the cashier money.

Grandma gave the cashier money.

NEXT

Demo 2, Screen 36

The cashier put the toys in boxes.

BACK◄ EXIT DOES NOT SAVE NEXT►

The cashier put the toys in boxes.

NEXT

Demo 2, Screen 37

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

BACK⇐   EXIT DOES NOT SAVE   NEXT⇒

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

NEXT

Demo 2, Screen 38—Response Not Selected

Why did Grandma have the toys put in boxes?

> to mail the toys
>
> to hide the toys
>
> to paint the toys

BACK⇐   EXIT DOES NOT SAVE   NEXT⇒

Why did Grandma have the toys put in boxes?

to mail the toys
to hide the toys
to paint the toys

Demo 2, Screen 38—Response Selected

Why did Grandma have the toys put in boxes?

> to mail the toys

to hide the toys

to paint the toys

BACK⇐   EXIT DOES NOT SAVE   NEXT⇒

to mail the toys

NEXT

Demo 2, Screen 39

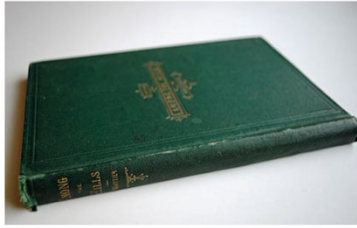The toys and books arrived for Mary in the mail.

NEXT

Demo 2, Screen 40

Mary read the big books.

NEXT

Demo 2, Screen 41

Mary read the small books.

Mary read the small books.

NEXT

Demo Screen 42—Response Not Selected

Why did Grandma send books to Mary?

    so Mary could read

    so Mary could jump

    so Mary could swing

BACK⇐   EXIT DOES NOT SAVE   NEXT⇒

Why did Grandma send books to Mary?

so Mary could read
so Mary could jump
so Mary could swing

Demo 2, Screen 42—Response Selected

Why did Grandma send books to Mary?

so Mary could read

so Mary could jump

so Mary could swing

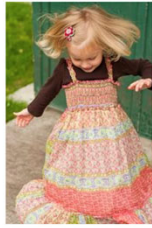BACK⇐   EXIT DOES NOT SAVE   NEXT⇒

so Mary could read

NEXT

Demo 2, Screen 43

Mary played with the toys.

BACK⇐   EXIT DOES NOT SAVE   NEXT⇒

Mary played with the toys.

NEXT

Demo 2, Screen 44

Mary played with shiny balls.

BACK⇐   EXIT DOES NOT SAVE   NEXT⇒

Mary played with shiny balls.

NEXT

Demo 2, Screen 45

Mary had fun playing with the toys.

NEXT

Demo 2, Screen 46

Mary liked the gifts. Grandma was happy.

Mary liked the gifts. Grandma was happy.

NEXT

Demo 2, Screen 47

Review:ELA RL.5.9 PP

Are you done?

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

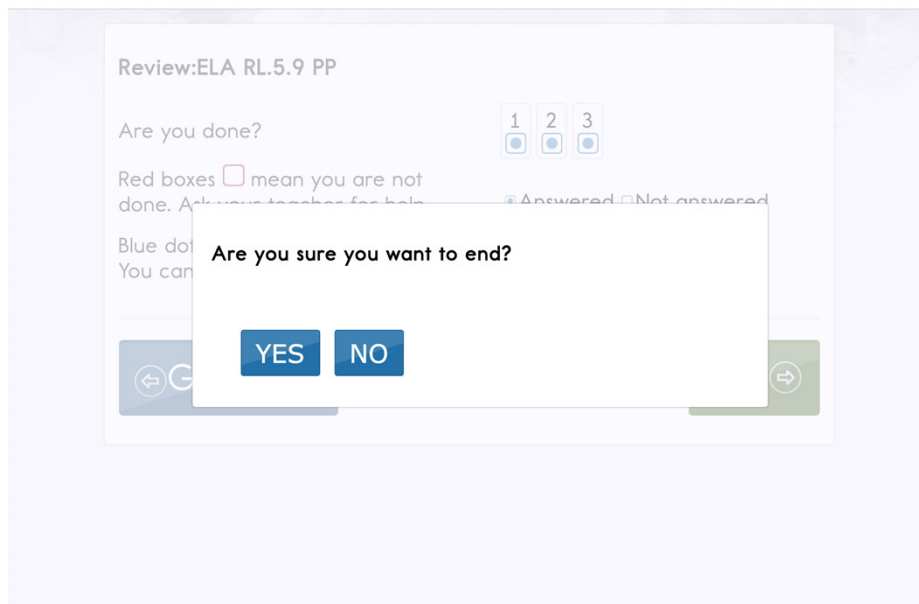Blue dots ⦿ mean you are done. You can choose end.

1 2 3

⦿Answered ☐Not answered

⬅GO BACK   END➡

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.
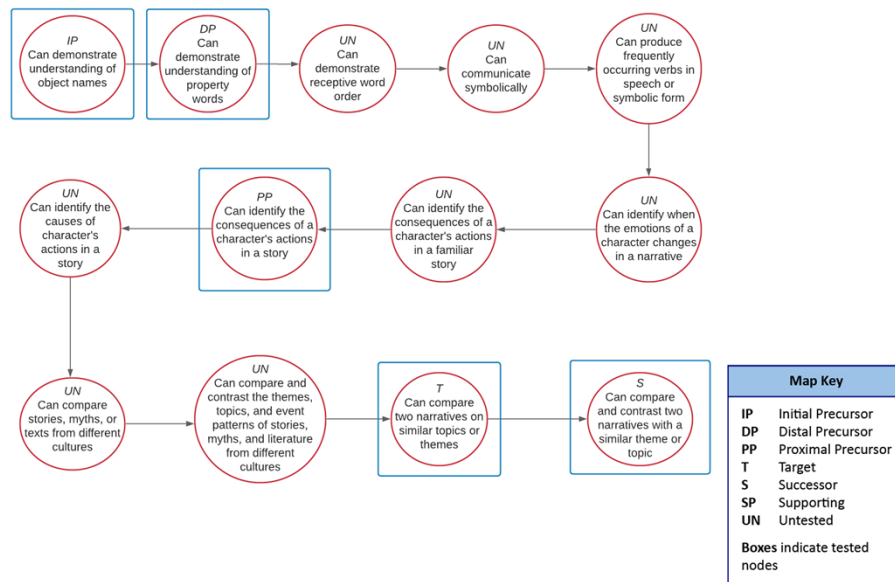
END

End of Demo 2

Are you sure you want to end?

YES

Demo 2 Complete

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

Mini-Map for ELA.EE.RL.5.9

ELA.EE.RL.5.9 Compare stories, myths, or texts with similar topics or themes.

Shown here is the mini-map for ELA.EE.RL.5.9.

Again, the first demonstrated testlet assessed the Distal Precursor skill, which states, "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 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 circled on the mini-map. Inside each circle 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 circles 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.

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.

Connecting to the Target

How is the Initial Precursor related to the Target?	How is the Distal Precursor related to the Target?
Initial Precursor: As students work toward determining how two stories are similar to one another, they have to pay attention to the details in stories. This can start during shared reading as students learn to identify objects in the story when are named.	**Distal Precursor:** 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 those books include descriptions (e.g., color, size, shape, texture) of context, people, and events.

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 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."

CONCLUSION

DYNAMIC®
LEARNING MAPS

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.