



Dynamic Learning Maps[®] (DLM[®]) Instructionally Embedded Assessments

District of Columbia Fall 2021 Training

Objectives

- Discuss key dates and information about the District of Columbia Instructionally Embedded Assessment.
- Provide an overview of DLM website updates.
- Learn the steps involved in using the Instruction and Assessment Planner (the Planner).

Districts and Schools—Why Promote?

Instructionally embedded assessments can help...

emphasize the instruction/assessment relationship

increase the likelihood instruction targeting the Essential Elements occurs throughout the year

reduce assessment anxiety (teachers and students)

boost the use of tools/resources the assessment system offers

What Are They?

Instructionally embedded assessments are...

testlets
administered
during the
fall/winter months

Sept 13, 2021–Feb 23, 2022

intended to be
administered after
instruction has
occurred

a means of helping
guide instruction

risk-free since their
results do not
affect end-of-year
scoring

What Aren't They?

Instructionally embedded assessments are NOT...

baseline
assessments

progress
monitoring events

benchmarks or
interim
assessments

intended
predictors of spring
performance

How Are They Like the Spring Assessment?

Both instructionally embedded assessments and spring assessments...

are secure
(test security
guidelines apply)

are administered
in Kite[®] Student
Portal

are based on the
Essential Elements
and linkage levels

assess a single Essential
Element per testlet
(with the exception of
writing)

involve the same
administration
procedures

have the same
item and testlet
types

have Testlet
Information Pages
(TIPs)

use the same kinds
of materials

How Do They Differ From the Spring Assessment?

Instructionally Embedded Testlets	Spring Testlets
Optional for District of Columbia	Required
No set number to complete	Nine testlets to be completed for science
Do not impact end-of-year results	Used to determine end-of-year results
Can choose the Essential Elements and linkage levels to assess	System adaptively determines linkage levels for each testlet
Taken one at a time, but more than one can be planned and queued for each subject	Delivered one after another until all taken

How Do They Differ From Released Testlets?

Instructionally embedded assessments are...

accessed with the student's own credentials rather than demo accounts

specific to the student's academic and accessibility needs

available for all Essential Elements and linkage levels

How Do They Benefit Teachers?

Instructionally embedded assessments give teachers...

context for
instructional
planning

experience
administering
testlets

immediate
feedback on
student
performance

increased
familiarity of the
assessment system
and its resources

How Do They Benefit Students?

Instructionally embedded assessments can help students...

gain experience
taking DLM
assessments

reduce
assessment
anxiety

show what they
have learned
and can do

Overview of The Process

Choose

- The teacher chooses one or more Essential Elements in the Instruction and Assessment Planner (tool inside Kite Educator Portal).

Instruct

- The teacher uses the information provided in the Instruction and Assessment Planner and on the DLM website to plan and implement instruction.

Assess

- When the teacher determines adequate instruction has been provided, the teacher confirms the Essential Element assignment in the Instruction and Assessment Planner, which makes a testlet available for the student in Student Portal.

Determine Next Steps

- Each time the student completes a testlet in Student Portal, the teacher accesses the results in Educator Portal and makes a decision.
 - Is more instruction needed?
 - Should a different linkage level be chosen?

Training Videos

DLM Website > States tab > District of Columbia > Resources for Educators and District Staff Tab > [Educator Resource Videos](#)

Using the Instruction and Assessment Planner



Using 04:47 Instruction and Assessment Planner

The video player displays the Kite logo, which consists of the word "Kite" in a black, sans-serif font with a stylized kite graphic to its right. The kite is a colorful shape with a yellow top, a blue bottom, and a red side. The video player interface includes a play button, a progress bar, and various control icons like volume, closed captions, and settings.

Overview of the Instructionally Embedded Assessments

[Transcript \(pdf\)](#)
[Full-sized slides \(pdf\)](#)



Overview of Instructionally Embedded Assessments

17:39

The video player shows a presentation slide with a blue background on the left side featuring a network diagram. The slide text reads "Overview of Instructionally Embedded Assessments". The video player interface includes a play button, a progress bar, and various control icons like volume, closed captions, and settings.

2021 INSTRUCTIONALLY EMBEDDED ASSESSMENT PREPARATION

Window Dates: September 13, 2021–February 23, 2022

First Steps—Instructionally Embedded Window

Sept 14, 2021–Feb. 24, 2022

Note: These steps are not repeated for the spring assessment window.

Required Test Administrator Training must be completed.

The Test Security Agreement must be completed.

The student must be enrolled.

The student must be rostered.

The student's First Contact survey must be completed.*

**First Contact survey can be accessed directly in the Instruction and Assessment Planner or in the student's record.*

Manuals and Templates

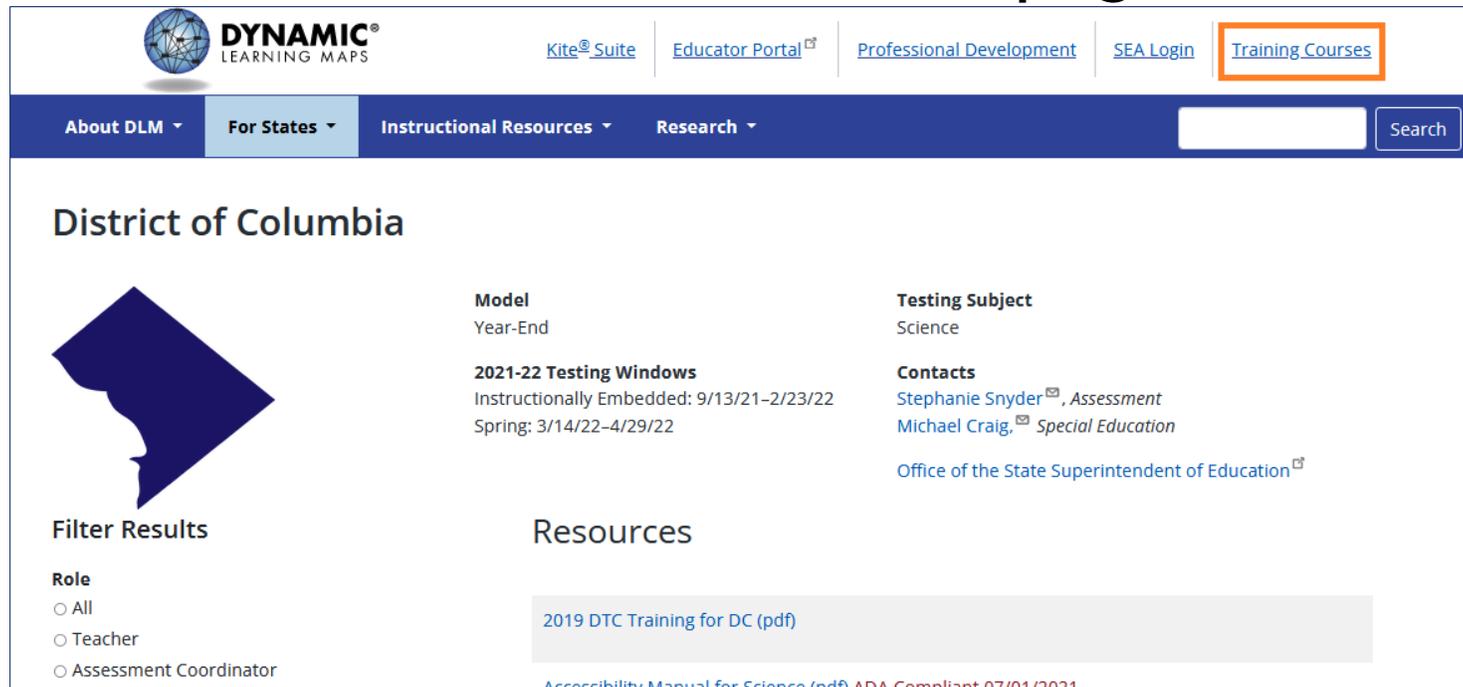
- To assist with the data management process, upload templates and manuals can be accessed on DC's DLM website.
- Helpful manuals and templates:
 - DATA MANAGEMENT MANUAL
 - EDUCATOR PORTAL USER GUIDE
 - Templates for user uploads, student enrollment, and rostering
 - State organizational table for District of Columbia

Teacher Preparation (1)

- New teachers must activate their account in Educator Portal.
- All teachers, new or returning, must agree to security standards in Educator Portal.
 - Security Agreement pops up the first time a teacher logs in to Educator Portal for the new school year.
 - A teacher who does not agree to the security standards will not have access to Educator Portal.

Teacher Preparation (2)

- All teachers, new or returning, must
 - complete Required Test Administrator Training
 - access Required Test Administrator Training from the District of Columbia DLM webpage



DYNAMIC[®] LEARNING MAPS

[Kite[®] Suite](#) | [Educator Portal[™]](#) | [Professional Development](#) | [SEA Login](#) | [Training Courses](#)

[About DLM](#) ▾ | [For States](#) ▾ | [Instructional Resources](#) ▾ | [Research](#) ▾

Search

District of Columbia



Model
Year-End

2021-22 Testing Windows
Instructionally Embedded: 9/13/21–2/23/22
Spring: 3/14/22–4/29/22

Testing Subject
Science

Contacts
[Stephanie Snyder[™]](#), *Assessment*
[Michael Craig[™]](#), *Special Education*

[Office of the State Superintendent of Education[™]](#)

Filter Results

Role

- All
- Teacher
- Assessment Coordinator

Resources

[2019 DTC Training for DC \(pdf\)](#)

[Accessibility Manual for Science \(pdf\) ADA Compliant 07/01/2021](#)

Teacher Preparation (3)

- Complete and submit the First Contact survey and Personal Needs and Preferences (PNP) Profile for all rostered students in Educator Portal.

View Student Record - Sarah Jefferson

[Edit](#)

Student

Student State ID: 1613775 Date of Birth: 09/04/2006

Demographic

Gender: Female Comprehensive Race: African American
First Language: Hispanic Ethnicity: No

Profile

Primary Disability: Autism PNP Profile: [Custom](#)
Assessment Program: DLM - Dynamic Learning Maps First Contact Survey: [Completed](#)

School Enrollment

- Training District (TRAINING DISTRICT) / Training School (TRAINING SCHOOL) Grade 8, School Year 2020

Accountability:

Student Local ID: Gifted Student: School Entry: 08/21/2017
State Entry: District Entry: School Entry: 08/21/2017

Subject:	Course	Educator	Roster
English Language Arts		Kite Trainer	2020_ELA
Science		Kite Trainer	2020_Sci

DLM Webpage Updates (1)

- Redesign improvements
 - ADA compliance
 - Ease of navigation
 - Improved searchability
 - Addition of filters to locate resources more quickly

DLM Webpage Updates (2)

District of Columbia



Model
Year-End

Testing Subject
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Instructionally Embedded: 9/13/21–2/23/22
Spring: 3/14/22–4/29/22

Contacts
[Stephanie Snyder](#)[✉], *Assessment*
[Michael Craig](#)[✉], *Special Education*
[Office of the State Superintendent of Education](#)[✉]

Filter Results

Role

- All
- Teacher
- Assessment Coordinator
- Technology Manager
- Parent

Resource Category

- All
- Assessment Resources
- Instructional Resources
- District Staff Resources
- Scoring and Reporting
- Professional Development

Content Area

- Any
- English Language Arts
- Mathematics
- Science

Resources

[2019 DTC Training for DC \(pdf\)](#)

[Accessibility Manual for Science \(pdf\)](#) **ADA Compliant 07/01/2021**
provides guidance on the selection and use of accessibility features

[Assessment Coordinator Manual for Science \(pdf\)](#) **ADA Compliant 7/1/2021**
supports district and building staff to prepare for and monitor assessments

[Data Management Manual \(pdf\)](#) **ADA Compliant 08/25/2021**
supports data managers with managing user, student, and roster data in Educator Portal

[District Staff Video Resources for Year-End States](#) 
resources designed for district users, including Educator Portal how-to videos and role-specific training videos

[Educator Portal User Guide \(pdf\)](#) **ADA Compliant 08/05/2021**
provides guidance and support for users navigating Educator Portal

[Enrollment Upload Template \(csv\)](#)
template used to enroll multiple students at once in Educator Portal

[Facilitator Guide to DLM Required Test Administrator Training for Year-End Model \(pdf\)](#) **ADA Compliant 07/15/2021**

- To locate data management resources on DC's DLM webpage, use the Assessment Coordinator and District Staff Resources filters.

DLM Webpage Updates (3)

District of Columbia



Model
Year-End

2021-22 Testing Windows
Instructionally Embedded: 9/13/21–2/23/22
Spring: 3/14/22–4/29/22

Testing Subject
Science

Contacts
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Filter Results

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Resource Category

- All
- Assessment Resources
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- District Staff Resources
- Scoring and Reporting
- Professional Development

Content Area

- Any
- English Language Arts
- Mathematics
- Science

Resources

[Accessibility Manual for Science \(pdf\) ADA Compliant 07/01/2021](#)
provides guidance on the selection and use of accessibility features

[Blueprint Science Phase I with Biology -- DE, DC, and MD Only \(pdf\) 08/18/2020](#)
pool of available preliminary Essential Elements (EEs), including High School Biology, for Science

[DLM Performance Level Descriptors](#)

[Educator Portal User Guide \(pdf\) ADA Compliant 08/05/2021](#)
provides guidance and support for users navigating Educator Portal

[Educator Resource Videos for Science-Only States](#) 
videos providing information about assessment format, accessibility, and Kite Educator Portal procedures

[Guide to DLM Required Test Administrator Training for Year-End Model \(pdf\) ADA Compliant 07/15/2021](#)
helps users access DLM required test administration training

[Guide to Practice Activities and Released Testlets \(pdf\) 08/02/2021](#)
familiarizes educators and students with testlets and Student Portal

[Materials Collections for Science](#)

- Teacher assessment administration resources are found by selecting the Teacher and Assessment Resources filters.

Technology Preparation

- Kite Student Portal must be installed on all student devices for the 2021-2022 assessments.
 - Macs and PCs require an uninstall of older versions.
 - Chrome auto-updates if that feature is turned on.
- When launched, a pop-up message will inform the user if the most up-to-date version is not installed.
- Go to the Kite Suite on the DLM website to get the installation instructions for supported platforms, screen requirements, and additional resources.

DLM Alternate Assessment

USING THE INSTRUCTIONALLY EMBEDDED ASSESSMENT PLANNER

The Teacher Is In The Driver's Seat!



The teacher has the opportunity to

1. choose the Essential Elements and linkage levels for each student
2. decide when the student is ready to be assessed
3. cancel plans in the Instruction and Assessment Planner or proceed to assigning a testlet
4. determine next steps for instruction
5. make assessment a normal part of the classroom experience

Instruction and Assessment Planner



The screenshot displays the Kite Learning Maps user interface. At the top left is the Kite logo. On the top right, it shows the user is logged in as a Teacher, with dropdown menus for Organization and Assessment Program (set to DLM). A navigation bar contains 'SETTINGS', 'MANAGE TESTS', and 'HELP'. A dropdown menu under 'MANAGE TESTS' is open, showing 'TEST MANAGEMENT' and 'INSTRUCTION AND ASSESSMENT PLANNER', with the latter highlighted by a red box. The main content area features a large image of a teacher interacting with students around a tablet. On the right side, there are sections for 'MY PROFILE' (with a placeholder image) and 'QUICK LINKS' containing 'Students', 'Rosters', and 'Monitor Session'.

Note: The Instruction and Assessment Planner is only available during the instructionally embedded assessment window.

Using the Process (1)

The screenshot shows the Kite software interface. At the top left is the Kite logo. On the top right, it says "Logged in as Teacher2" with a "Sign Out" link. Below this are three dropdown menus: "Role: Teacher", "Organization: District 4", and "Assessment Program: DLM". A navigation bar contains buttons for "SETTINGS", "MANAGE TESTS", "REPORTS", and "HELP". Below the navigation bar are two search filters: "GRADE: Select" and "STUDENT NAME: Select", both with "Select All" checkboxes. A "Search" button is to the right. The main content area displays a list of students. Two student entries are visible, both for "Grade 5". The first entry is for "Student1076" (State ID: 1076) and the second is for "Student1077" (State ID: 1077). Both entries have a "View/Create plans" link with a right arrow. The first entry shows 0 plans in progress, 0 testlets assigned, and 0 testlets completed. The second entry shows 3 plans in progress. Each student entry has a row of three icons: a warning triangle for "First Contact", a person icon for "PNP Profile", and a lock icon for "Credentials". The "First Contact" icon for Student1076 is a warning triangle, while for Student1077 it is a checkmark. The "PNP Profile" and "Credentials" icons are the same for both. The "SCI" text is centered below the icons for each student.

Grade 5

Student	State ID	First Contact	PNP Profile	Credentials	SCI
Student1076	1076	Warning	Person	Lock	SCI
Student1077	1077	Checkmark	Person	Lock	SCI

Grade 5

inside the Instruction and Assessment Planner

Using the Process (2)

inside the
Instruction
and
Assessment
Planner

Continue
scrolling
the page
for
Essential
Elements in
other
conceptual
areas.

Core Idea: SCI.5.PS1 Matter and Its Interactions
Topic: SCI.5.PS1.A Structure and Properties of Matter

Essential Element	Initial	Precursor	Target
SCI.EE.5.PS1-2 Measure and compare weights of substances before and after heating, cooling, or mixing substances to show that weight of matter is conserved.	Recognize melting and freezing	Compare weight before and after melting and freezing	Compare weight before and after heating, cooling, or mixing

Essential Element	Initial	Precursor	Target
SCI.EE.5.PS1-3 Make observations and measurements to identify materials based on their properties (e.g., weight, shape, texture, buoyancy, color, or magnetism).	Match physical properties	Classify materials by physical properties	Identify materials based on properties

Core Idea: SCI.5.PS2 Motion and Stability: Forces and Interactions
Topic: SCI.5.PS2.B Types of Interactions

Essential Element	Initial	Precursor	Target
SCI.EE.5.PS2-1 Demonstrate that the gravitational force exerted by Earth on objects is directed down.	Recognize the direction objects go when dropped	Predict the direction objects go when dropped	Demonstrate that gravity is directed down

Core Idea: SCI.5.PS3 Energy
Topic: SCI.5.PS3.D Energy in Chemical Processes and Everyday Life

Essential Element	Initial	Precursor	Target
SCI.EE.5.PS3-1 Create a model to describe that energy in animals' food was once energy from the Sun.	Identify models that show plants need sunlight to grow	Model plants capturing energy from sunlight	Model energy in food coming from the Sun

Using the Process (3)

1. Choose

Core Idea: SCI.5.PS1 Matter and Its Interactions
Topic: SCI.5.PS1.A Structure and Properties of Matter

Essential Element	Initial
SCI.EE.5.PS1-2 Measure and compare weights of substances before and after heating, cooling, or mixing substances to show that weight of matter is conserved.	Recognize melting and freezing
SCI.EE.5.PS1-3 Make observations and measurements to identify materials based on their properties (e.g., weight, shape, texture, buoyancy, color, or magnetism).	Match physical properties

Core Idea: SCI.5.PS2 Motion and Stability: Forces and Interactions
Topic: SCI.5.PS2.B Types of Interactions

SCI.EE.5.PS1-2

Initial Precursor: Recognize the change in state from liquid to solid or from solid to liquid of the same material.

Mini-Map 

Begin Instruction

2a. Instruct

Core Idea: SCI.5.PS1 Matter and Its Interactions
Topic: SCI.5.PS1.A Structure and Properties of Matter

Essential Element	Initial	Precursor
SCI.EE.5.PS1-2 Measure and compare weights of substances before and after heating, cooling, or mixing substances to show that weight of matter is conserved.	Recognize melting and freezing Instruction In Progress 10/11	Compare weight before and after melting and freezing
SCI.EE.5.PS1-3 Make observations and measurements to identify materials based on their properties (e.g., weight, shape, texture, buoyancy, color, or magnetism).	Match physical properties	Classify materials by physical properties

Core Idea: SCI.5.PS2 Motion and Stability: Forces and Interactions
Topic: SCI.5.PS2.B Types of Interactions

Essential Element	Initial	Precursor
SCI.EE.5.PS2-1 Demonstrate that the	Recognize the direction objects go when dropped	Predict the direction objects go when

Using the Process (4)

2b. Instruct – Mini-Maps and Instructional Resources



Mini-Map for SCI.EE.5.PS3-1

Subject: Science
Physical
Grade: 3–5

Learning Outcome

DLM Essential Element	Grade-Level Standard
SCI.EE.5.PS3-1 Create a model to describe that energy in animals' food was once energy from the Sun.	5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the Sun.

Linkage Level Descriptions

Initial	Precursor	Target
Identify simple models (e.g., concrete pictures or tactile displays) that show that plants need sunlight to grow.	Use models (e.g., visual/tactile displays) to describe that plants capture energy from sunlight.	Create a model (e.g., visual/tactile display) to describe that energy in animals' food was once energy from the Sun.

Instructional Resources

Linkage Level	Instructional Activities
Initial/Precursor/Target	Energy from the Sun
Connections	
Science and Engineering Practices	Developing and Using Models
Crosscutting Concepts	Energy and Matter
ELA Essential Elements	ELA.EE.RI.5.7: Locate information in print or digital sources. ELA.EE.SL.5.5: Select or create audio recordings and visual/tactile displays to enhance a presentation.
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	

DLM Essential Elements: SCI.EE.5.PS3-1

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Page 1 of 2

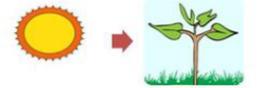
EE.5-PS3-1

DLM Science Instructional Activities



Science Instructional Activity – page 1 of 2

Target Level	Precursor Level	Initial Level	Accessibility Considerations for Science and Engineering Practice: Developing and Using Models
Create a model (e.g., visual/tactile displays) to describe that energy in animals' food was once energy from the Sun.	Use models (e.g., visual/tactile displays) to describe that plants capture energy from sunlight.	Identify simple models (e.g., concrete pictures or tactile displays) that show that plants need sunlight to grow.	<ul style="list-style-type: none"> Access information through concrete pictures, physical scale models (e.g., tactile displays), and/or computer-generated models. Represent relationships with diagrams, showing only the most relevant information.
Activity Title	Estimated Classroom Time Needed	Essential Questions	
Energy from the Sun	One session	<ul style="list-style-type: none"> Does the student recognize that food contains energy? Does the student recognize that energy comes from the Sun? 	
Suggested Materials		Engage Students in the Activity	
Picture cards or tactile graphics to build models of food chains. For example, pictures cards of: <ul style="list-style-type: none"> Healthy plants Unhealthy plants (plants that are small, plants that have withered leaves) The Sun Plant-eating animals Arrows (to indicate direction of energy transfer) 		Ask students if they have ever observed an animal eating. Have them share examples. Lead students to identify animals that eat plants. Then ask, "Why do animals need to eat?" (Possible answers: helps them grow, makes them stronger, gives them energy) The following video introduces food chains: "Fabulous Food Chains." https://www.youtube.com/watch?v=MuKs9o1s8h8	
Activity Description			
Students will use models to track energy from the Sun to animals.			
<i>Define</i> (throughout activity): energy, grow, sunlight, food chain			
<p><i>Step 1:</i> Focus on what living things need. Talk about how humans need food to live. Explain to students that food provides energy for people. Identify foods for animals. Make sure students identify plants as foods that humans and animals eat. Plants get energy from the Sun. The Sun releases energy. Ask students if they have ever felt warmth from the Sun, as this is energy. Plants make their own food using energy from sunlight. Have students sort through pictures or tactile graphics of healthy plants that have been exposed to sunlight and unhealthy plants that have not been exposed to sunlight. Students should recognize which plants are expected to grow. Later, when building models, only pictures or tactile graphics of plants that are healthy and exposed to sunlight should be used.</p>			



Using the Process (5)

3a. Assess

Core Idea: SCI.5.PS1 Matter and Its Interactions
Topic: SCI.5.PS1.A Structure and Properties of Matter

Essential Element	Initial
SCI.EE.5.PS1-2 Measure and compare weights of substances before and after heating, cooling, or mixing substances to show that weight of matter is conserved.	Recognize melting and freezing  Instruction In Progress 10/11
SCI.EE.5.PS1-3 Make observations and measurements to identify materials based on their properties (e.g., weight, shape, texture, buoyancy, color, or magnetism).	Match physical properties 

Core Idea: SCI.5.PS2 Motion and Stability: Forces and Interactions
Topic: SCI.5.PS2.B Types of Interactions

Essential Element	Initial	Precursor
SCI.EE.5.PS2-1 Demonstrate that the	Recognize the direction objects go when 	Predict the direction objects go when dropped 

SCI.EE.5.PS1-2 

Initial Precursor: Recognize the change in state from liquid to solid or from solid to liquid of the same material.

Mini-Map 

 **Instruction Complete**
Assign Testlet

 **Instruction Complete**
Do Not Assign Testlet

Using the Process(6)

3b. Assess

Core Idea: SCI.5.PS1 Matter and Its Interactions		
Topic: SCI.5.PS1.A Structure and Properties of Matter		
Essential Element	Initial	
SCI.EE.5.PS1-2 Measure and compare weights of substances before and after heating, cooling, or mixing substances to show that weight of matter is conserved.	Recognize melting and freezing Testlet Assigned 10/11	
SCI.EE.5.PS1-3 Make observations and measurements to identify materials based on their properties (e.g., weight, shape, texture, buoyancy, color, or magnetism).	Match physical properties Testlet Assigned 10/11	
Core Idea: SCI.5.PS2 Motion and Stability: Forces and Interactions		
Topic: SCI.5.PS2.B Types of Interactions		
Essential Element	Initial	Precursor
SCI.EE.5.PS2-1 Demonstrate that the gravitational force exerted by Earth on objects is directed down.	Recognize the direction objects go when dropped Instruction In Progress 10/11	Predict the direction objects go when dropped

SCI.EE.5.PS1-2

Initial Precursor: Recognize the change in state from liquid to solid or from solid to liquid of the same material.

Mini-Map

Testlet Information Page

Once the testlet has been assigned, the status will change to Testlet Assigned and show the date the testlet was assigned. Additionally, the Testlet Information Page (TIP) can be accessed using the kabob and downloaded prior to beginning the testlet in Student Portal.

Using the Process (7)

3c. Assess

- In **Student Portal**
 - Log in using the student's credentials.
 - Remember, the credentials are accessible in the Instruction and Assessment Planner!
 - A square button with a white padlock icon and the word "Credentials" written below it in white text.
 - Select **Take A Test**.
 - Select the desired testlet.

Using the Process (8)

3d. Assess

Once the testlet has been taken, the Planner indicates the testlet has been completed along with the date it was completed.

Essential Element	Initial	Precursor
SCI.EE.5.PS1-2 Measure and compare weights of substances before and after heating, cooling, or mixing substances to show that weight of matter is conserved.	Recognize melting and freezing ✓ Testlet Complete 10/11	Compare weight before and after melting and freezing
SCI.EE.5.PS1-3 Make observations and measurements to identify materials based on their properties (e.g., weight, shape, texture, buoyancy, color, or magnetism).	Match physical properties 🚩 Testlet Assigned 10/11	Classify materials by physical properties
Core Idea: SCI.5.PS2 Motion and Stability: Forces and Interactions Topic: SCI.5.PS2.B Types of Interactions		
Essential Element	Initial	Precursor
SCI.EE.5.PS2-1 Demonstrate that the gravitational force exerted by Earth on objects is directed down.	Recognize the direction objects go when dropped ➡ Instruction In Progress 10/11	Predict the direction objects go when dropped

Essential Elements Status Report (1)

⏪
SETTINGS ▾
MANAGE TESTS ▾
REPORTS ▾
HELP

Click the Print icon to access the Essential Element Status Report.

Fall Window

District 4 / School 1 / Science

[Student1077](#)

State ID: 1077

First Contact Survey

PNP Profile

Credentials

Print

Select an essential element and linkage level.

➔ Instruction In Progress

🚩 Testlet Assigned

🕒 Testing In Progress

✅ Complete

📖 Recommended Linkage Level

★ Mastery Demonstrated

✖ Mastery Not Demonstrated

— Results Not Available

Core Idea: SCI.5.PS1 Matter and Its Interactions
Topic: SCI.5.PS1.A Structure and Properties of Matter

Essential Element	Initial	Precursor	Target
SCI.EE.5.PS1-2 Measure and compare weights of substances before and after heating, cooling, or mixing substances to show that weight of matter is conserved.	Recognize melting and freezing <div style="background-color: #0070C0; color: white; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> ✅ Testlet Complete 10/11 ★ </div>	Compare weight before and after melting and freezing	Compare weight before and after heating, cooling, or mixing
SCI.EE.5.PS1-3 Make observations and measurements to identify	Match physical properties	Classify materials by physical properties	Identify materials based on properties

Essential Elements Status Report (2)



**This report contains a student's personally identifiable information (PII), and as such must be treated as a secure document. Protect and store securely. If not storing, securely destroy.*

District 4 / School 1 / Sci

ESSENTIAL ELEMENT STATUS REPORT : FALL WINDOW

Student1077	
State ID: 1077	Sci
Number of plans with instruction in progress	2
Testlets assigned and ready to test	1
Total number of testlets completed	1

Report Date: 10/18/2021

Credentials

Username:

Password:

Instruction In Progress
 Testlet Assigned
 Testing In Progress
 Complete
 Recommended Linkage Level
 Mastery Demonstrated
 Mastery Not Demonstrated
 Results Not Available

Core Idea: SCI.5.PS1 Matter and Its Interactions
 Topic: SCI.5.PS1.A Structure and Properties of Matter

Essential Element	Initial *	Precursor	Target
SCIEE.5.PS1-2 Measure and compare weights of substances before and after heating, cooling, or mixing substances to show that weight of matter is conserved.	Recognize melting and freezing Testlet Complete 10/11	Compare weight before and after melting and freezing	Compare weight before and after heating, cooling, or mixing
SCIEE.5.PS1-3 Make observations and measurements to identify materials based on their properties (e.g., weight, shape, texture, buoyancy, color, or magnetism).	Match physical properties Testlet Assigned 10/11	Classify materials by physical properties	Identify materials based on properties

Core Idea: SCI.5.PS2 Motion and Stability: Forces and Interactions

Example of a science Essential Elements Status Report



Thank You!

- For more information: www.dynamiclearningmaps.org
- For Professional Development: www.dlmpd.com
- For technical assistance contact the DLM Service Desk.
 - DLM-support@ku.edu
 - Phone: 855-277-9751
 - Live Chat is available in Kite Educator Portal.
 - General service desk hours are 7:00 a.m.-5:00 p.m. CST, Monday-Friday.