Overview of Instructionally Embedded Assessments and Using the Instructional Planner
Topics Covered

• Instructionally embedded assessments
• Using the Instructional Planner in Kite® Educator Portal
• Strategies for meeting blueprint requirements
Intended Audience

• Teachers in states using the Instructionally Embedded model of the DLM® alternate assessment

• Teachers in states using the Year-End model of the assessment *if*
  • the state allows the use of instructionally embedded assessments
  • it is understood that instructionally embedded assessments are optional for Year-End states
  • it is understood that the fall/winter assessment window dates for Year-End states are different than the fall window for Instructionally Embedded model states
INSTRUCTIONALLY EMBEDDED ASSESSMENTS
Instructionally Embedded Assessments

• Integrate instruction with assessment seamlessly
• Based on the student’s academic goals
• Administered throughout the school year
Teacher Choice and Flexibility

• Instructionally embedded alternate assessment allows teachers to choose
  – Essential Elements for instruction based on blueprint guidelines
  – Linkage level for each testlet based on student needs
  – Kite system will suggest a linkage level, but the teacher can select a different level if desired

• When to assess each student based on instruction and assessment window timeframes
Instructionally Embedded Assessments

• Are taken any time during the window when a student is prepared, based on the teacher-provided instruction

• Are an individual assessment—not a group assessment where the class takes the same test at the same time

• Are not to be administered in a bunch at the end of a window, where all testlets are taken in a short time
Using Instructionally Embedded Assessments

• Identify student’s knowledge, skills, and understanding relative to grade-level targets
• Utilize student progress reports to:
  – Evaluate if additional instruction is needed
  – Determine the student is ready to move on to another linkage level or Essential Element
Instruction and Assessment Cycle

• To best meet the intent of the Instructionally Embedded assessment, instruction and assessment follow a cycle.
DLM ELA & Mathematics Blueprint

- Is a list of Essential Elements in each claim and conceptual area available for instruction and assessment
- Includes the criterion for Essential Element selection to meet assessment requirements
DLM ELA Blueprint Example

- The grade 4 ELA requirement for conceptual area C1.1 would be for the test administrator to choose at least three Essential Elements, including at least one Reading Literature (RL) and one Reading Informational (RI).

<table>
<thead>
<tr>
<th>Conceptual Area</th>
<th>Essential Element</th>
<th>Description*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.C1.1</td>
<td>Requirement: Choose at least three Essential Elements in C1.1, including at least one RL and one RI.</td>
<td></td>
</tr>
<tr>
<td>EE.RL.4.1</td>
<td>Use details from the text to recount what the text says.</td>
<td></td>
</tr>
<tr>
<td>EE.RL.4.3</td>
<td>Use details from the text to describe characters in the story.</td>
<td></td>
</tr>
<tr>
<td>EE.RL.4.5</td>
<td>Identify elements that are characteristic of stories.</td>
<td></td>
</tr>
<tr>
<td>EE.RI.4.1</td>
<td>Identify explicit details in an informational text.</td>
<td></td>
</tr>
<tr>
<td>EE.RI.4.2</td>
<td>Identify the main idea of a text when it is explicitly stated.</td>
<td></td>
</tr>
<tr>
<td>EE.RI.4.3</td>
<td>Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.</td>
<td></td>
</tr>
<tr>
<td>EE.RI.4.5</td>
<td>Identify elements that are characteristic of informational texts.</td>
<td></td>
</tr>
</tbody>
</table>
DLM ELA Blueprint Example

• The first Essential Element for grade 4 in that conceptual area is EE.RL.4.1 “Use details from the text to recount what the text says.”
Linkage Levels within Essential Elements

**Essential Element**

- After selecting an Essential Element, the linkage level is selected for instruction and assessment.

**ELA.EE.RL.4.1**
Use details from the text to recount what the text says

**Linkage Levels**

- **Initial Precursor:** Can recognize when he or she encounters familiar people, objects, places, and events
- **Distal Precursor:** Can identify the behavior and actions of specific characters in a familiar story
- **Proximal Precursor:** Student can identify the explicitly-stated actions of characters in a story
- **Target:** Student can recount events from a narrative using details. They may not be able to provide a complete summary or tell the details in temporal order but the details are accurate
- **Successor:** Can recount key details of a story
DLM ELA & Mathematics Blueprint

Requirements

For each grade and subject area

- the blueprint provides a list of available Essential Elements for each claim or conceptual area.
- the blueprint delineates the Essential Element selection requirements for each claim or conceptual.
- the teacher has freedom to choose the Essential Elements that best align to each student's academic goals as long as they meet the requirement.
USING THE INSTRUCTION AND ASSESSMENT PLANNER
Instruction and Assessment Planner: Entering the Planner
Instruction and Assessment Planner: Student Activity Table

![Screen shot of Kite software interface showing student activity tables for two students. The tables display information on Essential Elements completed, plans in progress, and test items assigned.](image_url)
Instruction and Assessment Planner

• Student Activity Table
  – Dashboard for each student’s instructionally embedded testing activity
  – Information includes
    • Essential Elements completed that count towards meeting blueprint requirements
    • Number of plans with instruction in progress
    • Testlets assigned and ready to test
    • Total number of testlets completed
Instruction and Assessment Planner: Navigate to Student View Page

<table>
<thead>
<tr>
<th>Bassett, Ann</th>
<th>First Contact</th>
<th>PNP Profile</th>
<th>Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>StateID: 6543210987</td>
<td>ELA</td>
<td>MATH</td>
<td>SCI</td>
</tr>
</tbody>
</table>

View/Create plans

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>MATH</th>
<th>SCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Elements complete that count towards meeting blueprint requirements</td>
<td>0 of 7</td>
<td>0 of 7</td>
<td>NA</td>
</tr>
<tr>
<td>Number of plans with instruction in progress</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Testlets assigned and ready to test</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total number of testlets completed</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Instruction and Assessment Planner:
**Student View Page - Blueprint**

**Claim:** ELA.C1 Students can comprehend text in increasingly complex ways.
**Conceptual Area:** ELA.C1.1 Determine critical elements of text

<table>
<thead>
<tr>
<th>Essential Element</th>
<th>Initial Precursor</th>
<th>Distal Precursor</th>
<th>Proximal Precursor</th>
<th>Target</th>
<th>Successor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.EE.RI.4.1</td>
<td>understand object names</td>
<td>name or identify objects in pictures</td>
<td>identify concrete details: informational text</td>
<td>identify explicit text details and words</td>
<td>identify explicit text details and words</td>
</tr>
<tr>
<td>ELA.EE.RI.4.2</td>
<td>understand object names</td>
<td>name or identify objects in pictures</td>
<td>identify concrete details in informational texts</td>
<td>identify text topic and related details</td>
<td>identify topic-related words in informational text</td>
</tr>
<tr>
<td>ELA.EE.RI.4.3</td>
<td>understand object names</td>
<td>use category knowledge to draw conclusions</td>
<td>identify concrete details in an informational text</td>
<td>understand concrete details (person, place, idea)</td>
<td>understand key details</td>
</tr>
<tr>
<td>ELA.EE.RI.4.5</td>
<td>determine similar or different</td>
<td>name or identify objects in pictures</td>
<td>understands purpose of pictures</td>
<td>recognize informational text characteristics</td>
<td>understand structural purpose of text</td>
</tr>
</tbody>
</table>
Instruction and Assessment Planner: Student View Page

- **Blueprint Requirements** - Blueprint view of student activity for the subject
  - Grouped by requirement and includes status for each requirement.
  - Within each requirement, includes status for each Essential Element and linkage level.
Instruction and Assessment Planner: Process

1. Select an Essential Element linkage level card
2. Select the Begin Instruction button

Choose at least three EEs in C1.1, including at least one RL and one RI.

Claim: ELA.C1 Students can comprehend text in increasingly complex ways.
Conceptual Area: ELA.C1.1 Determine critical elements of text

<table>
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<td>ELA.EE.RI.4.1</td>
<td>understand object names</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA.EE.RI.4.2</td>
<td>identify the main idea of a text when it is explicitly stated.</td>
<td>understand object names</td>
<td></td>
</tr>
<tr>
<td>ELA.EE.RI.4.3</td>
<td>identify an explicit detail that is related to an individual, event or idea in a historical, scientific,</td>
<td>understand object names</td>
<td></td>
</tr>
</tbody>
</table>

Initial Precursor: The student can demonstrate an understanding of object names by correctly identifying an object or person.

Mini-Map

Begin Instruction
Instruction and Assessment Planner: Process

3. Instruction for the Essential Element and linkage level is indicated as In Progress
Instruction and Assessment Planner: Process

4. After instruction, select Instruction Complete Assign Testlet button
Instruction and Assessment Planner: Process

5. Testlet is assigned to student
Instruction and Assessment Planner: Process

6. Administer testlet to student
7. Testlet marked as complete
Instruction and Assessment Planner: Process

As instruction is given and testlets are administered and tracked in the planner, the status for each requirement is updated.
Instruction and Assessment Planner: Other Key Features

• Ability to print blueprint page
• Themes (sensitive text) for English language arts only need to be selected one time for the student and can be updated as needed
DLM Science Assessment

Fall Window
- Science Essential Elements for instruction and assessment are selected in the Instruction and Assessment Planner
- Science testlets are optional in the fall assessment window
- Science testlets taken are not used for accountability purposes

Spring Window
- Science Essential Elements are not selected in the Instruction and Assessment Planner
- Science testlets are delivered by the Kite system
- Testlets taken in the spring window are used for accountability purposes
STRATEGIES FOR MEETING BLUEPRINT REQUIREMENTS USING THE PLANNER
Strategies for Meeting Blueprint Requirements

When looking at the blueprint, decide what Essential Elements are required for all grades in your classroom.
Strategies for Meeting Blueprint Requirements

• Fall and spring window
  – Same set of ELA and/or mathematics Essential Elements may be taught and assessed during both the fall and spring window

• Use professional judgment to decide how to create instructional units with the entire class to meet blueprint requirements
Creating an Instructional Unit in Your Classroom

Grade 3: Available Essential Elements and minimum expectation for each student’s assessment

<table>
<thead>
<tr>
<th>Conceptual Area</th>
<th>Essential Element</th>
<th>Description*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.C1.1</td>
<td>Requirement: Choose at least three Essential Elements, including at least one RL and one RI.</td>
<td>EE.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text. EE.RL.3.2 Associate details with events in stories from diverse cultures. EE.RL.3.3 Identify the feelings of characters in a story. EE.RL.3.5 Determine the beginning, middle, and end of a familiar story with a logical order. EE.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text. EE.RI.3.2 Identify details in a text. EE.RI.3.3 Order two events from a text as “first” and “next.” EE.RI.3.5 With guidance and support, use text features including headings and key words to locate information in a text.</td>
</tr>
<tr>
<td>ELA.C1.2</td>
<td>Requirement: Choose two Essential Elements in C1.2 (L, RL or RI) — Essential Elements must be from different strands, i.e., RL and L, not RL and RL.</td>
<td>EE.RL.3.4 Determine words and phrases that complete literal sentences in a text. EE.RI.3.4 Determine words and phrases that complete literal sentences in a text. EE.RI.3.8 Identify two related points the author makes in an informational text. EE.L.3.5.a Determine the literal meaning of words and phrases in context. EE.L.3.5.c Identify words that describe personal emotional states.</td>
</tr>
<tr>
<td>ELA.C1.3</td>
<td>Requirement: Choose at least one Essential Element (RL or RI).</td>
<td>EE.RL.3.9 Identify common elements in two stories in a series. EE.RI.3.9 Identify similarities between two texts on the same topic.</td>
</tr>
<tr>
<td>ELA.C2.1</td>
<td>Requirement: All students are assessed in these Essential Elements through the writing assessment. In the Instruction and Assessment Planner, choose one linkage level. See Writing Test FAQ for more detail.</td>
<td>EE.W.3.2.a Select a topic and write about it including one fact or detail. EE.W.3.4 With guidance and support, produce writing that expresses more than one idea.</td>
</tr>
</tbody>
</table>

*Note: RL = Reading Literature, RI = Reading Informational, W = Writing, L = Language.
Creating an Instructional Unit in Your Classroom

**Mathematics Grade 3**

<table>
<thead>
<tr>
<th>Requirement: Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures. Choose two Essential Elements from Claim 3.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M.C3.1</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>M.C3.2</strong></td>
</tr>
</tbody>
</table>

**Mathematics Grade 4**

<table>
<thead>
<tr>
<th>Requirement: Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures. Choose two Essential Elements from Claim 3 in different conceptual areas.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M.C3.1</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>M.C3.2</strong></td>
</tr>
</tbody>
</table>
Use the Instruction and Assessment Planner as a Tool

- Combine several Essential Elements into an instructional unit and select them at one time.
- When the assessment window opens, select all Essential Elements planned for instruction so a student meets blueprint requirements.
- Print the Student View Page after making selections and create a timeline for instruction and assessment throughout the window in order to meet requirements.
Thank You!

For more information:
https://dynamiclearningmaps.org/