# DLM fall wrap-up

Fall test window closes December 19th

KANSAS
STATE DEPARTMENT OF
EDUCATION

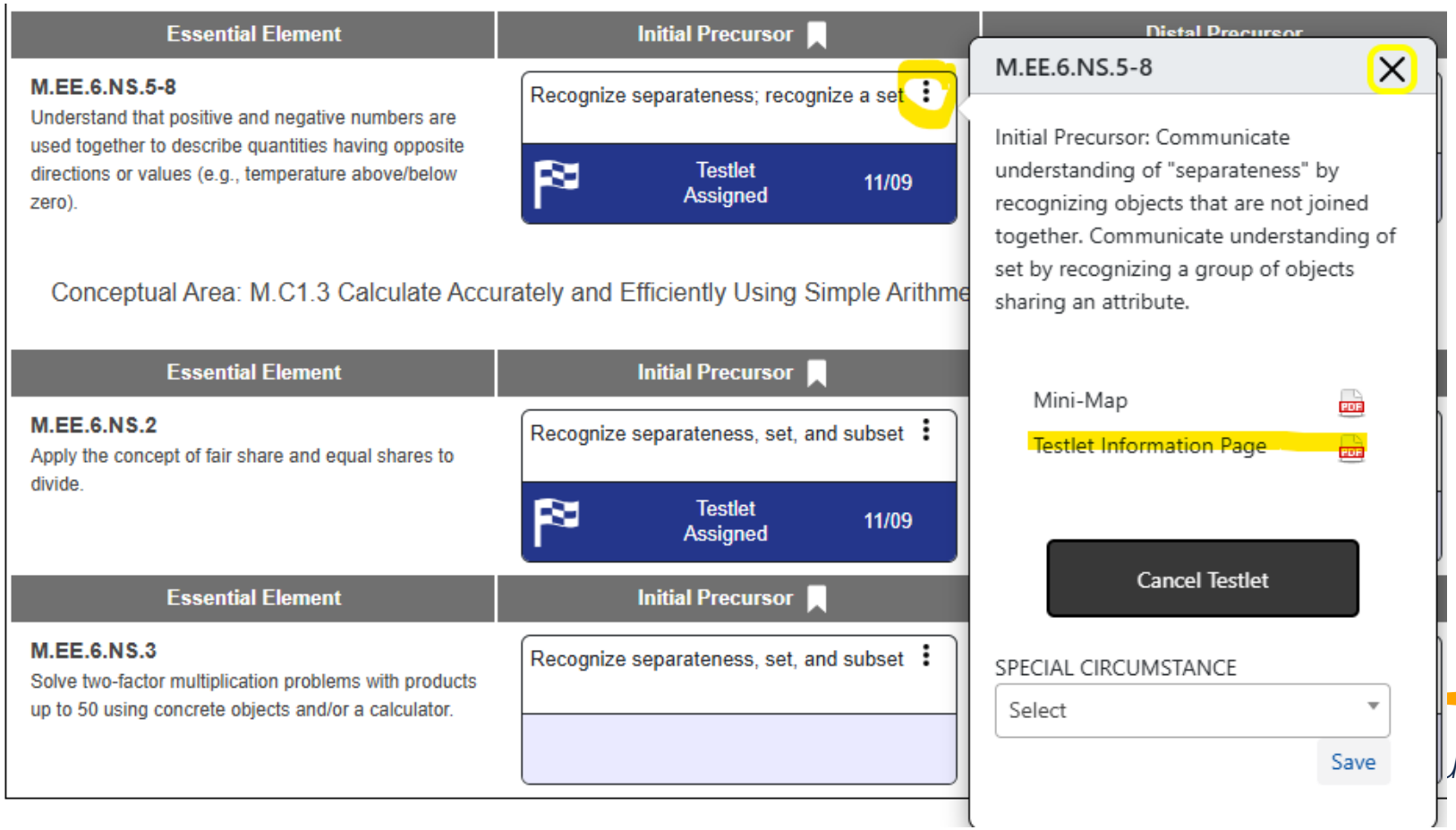


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# Accessing the Testlet Information Page (TIP)

# TIP Access from Instruction and Assessment Planner

- Teachers need to access from the Instruction and Assessment Planner for each testlet prior to administering.




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# Importance of TIPs

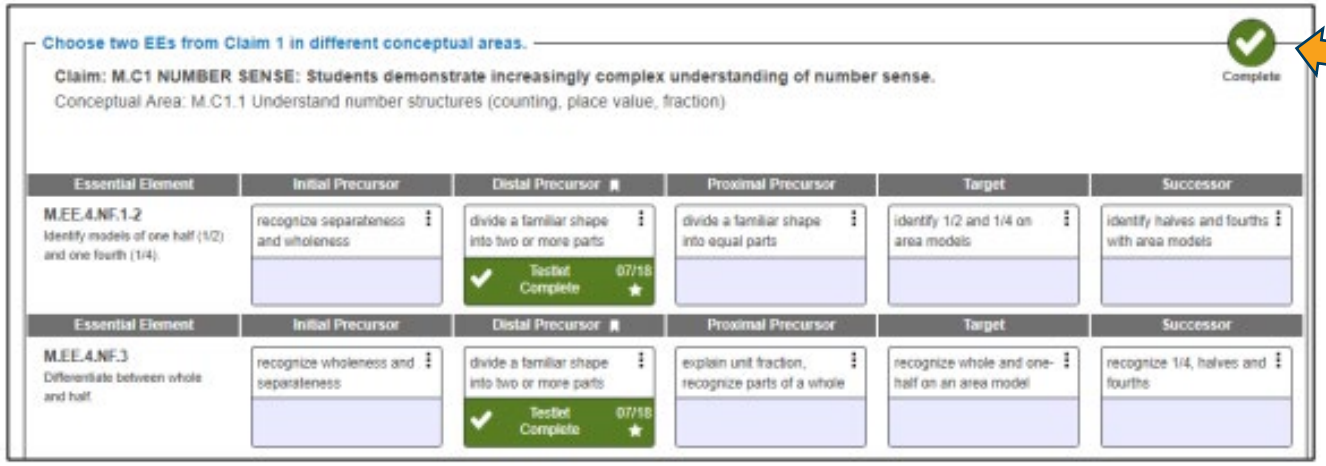
- It is required – this was part of the DLM required training.
- Provides the testlet type – teacher administered or computer administered.
- Essential Element and linkage level assessed.
- Number of items.
- Materials needed and how they will be used – including if a familiar text is used in the ELA testlet.
- Ideas for substituting materials.
- Other parameters for administering the testlet – what is allowed/not allowed; picture response cards for initial science testlets.
- KSDE is monitoring this data and will continue to visit districts where a high number of TIP sheets are not being accessed prior to administering the testlets.

# Instruction and Assessment Planner

# Why Is Blueprint Coverage Important?

The blueprint coverage criteria were set to ensure students receive instruction and are assessed on a variety of skills so that assessment results can better display what students know and can do.

# Status of Blueprint Requirement



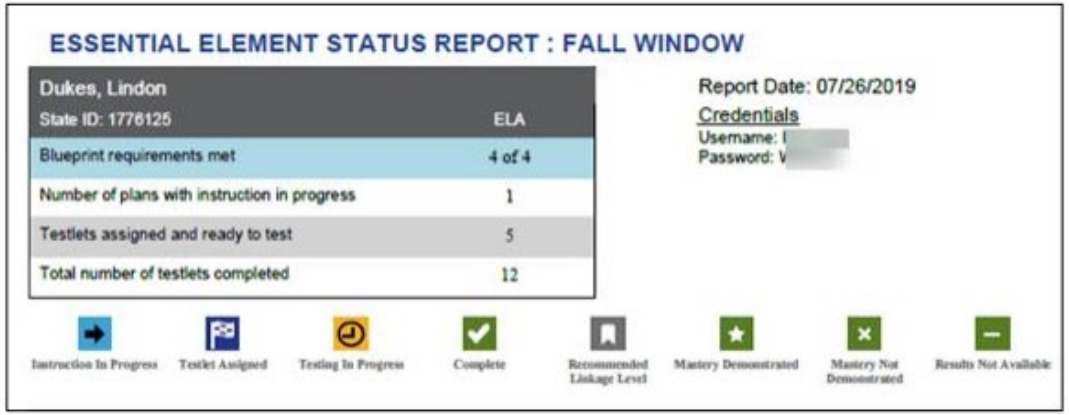






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# Essential Elements Status Report



**ESSENTIAL ELEMENT STATUS REPORT : FALL WINDOW**

| Dukes, Lindon<br>State ID: 1776125 | ELA |
|---|---|
| Blueprint requirements met | 4 of 4 |
| Number of plans with instruction in progress | 1 |
| Testlets assigned and ready to test | 5 |
| Total number of testlets completed | 12 |

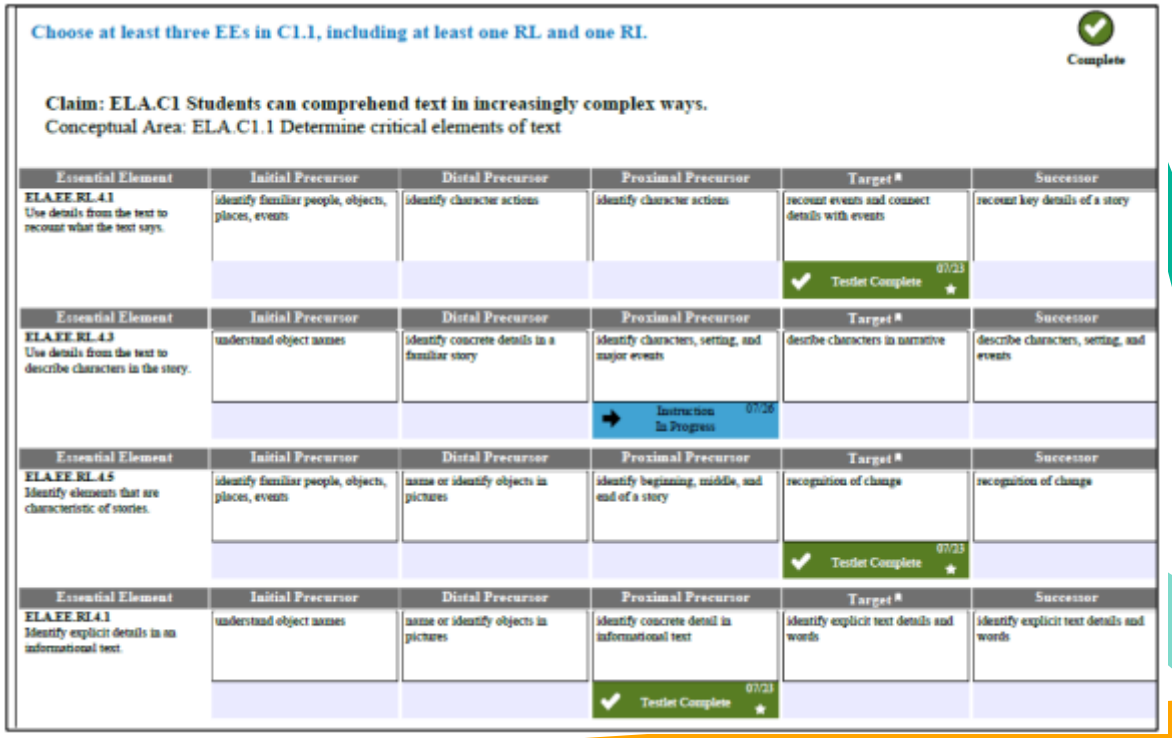
Report Date: 07/26/2019

Credentials

Username: [redacted]

Password: [redacted]

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



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

Complete

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

| Essential Element | Initial Precursor | Distal Precursor | Proximal Precursor | Target | Successor |
|---|---|---|---|---|---|
| ELA.EE.RL.4.1<br>Use details from the text to recount what the text says. | identify familiar people, objects, places, events | identify character actions | identify character actions | recount events and connect details with events<br>Testlet Complete 07/23 | recount key details of a story |
| **Essential Element** | **Initial Precursor** | **Distal Precursor** | **Proximal Precursor** | **Target** | **Successor** |
| ELA.EE.RL.4.3<br>Use details from the text to describe characters in the story. | understand object names | identify concrete details in a familiar story | identify characters, setting, and major events<br>Instruction In Progress 07/26 | describe characters in narrative | describe characters, setting, and events |
| **Essential Element** | **Initial Precursor** | **Distal Precursor** | **Proximal Precursor** | **Target** | **Successor** |
| ELA.EE.RL.4.5<br>Identify elements that are characteristic of stories. | identify familiar people, objects, places, events | name or identify objects in pictures | identify beginning, middle, and end of a story | recognition of change<br>Testlet Complete 07/23 | recognition of change |
| **Essential Element** | **Initial Precursor** | **Distal Precursor** | **Proximal Precursor** | **Target** | **Successor** |
| ELA.EE.RI.4.1<br>Identify explicit details in an informational text. | understand object names | name or identify objects in pictures | identify concrete detail in informational text<br>Testlet Complete 07/23 | identify explicit text details and words | identify explicit text details and words |



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# Essential Elements Status Report in the Instruction and Assessment Planner




To access the fall Essential Element Status Report during the spring, click the leaf icon.






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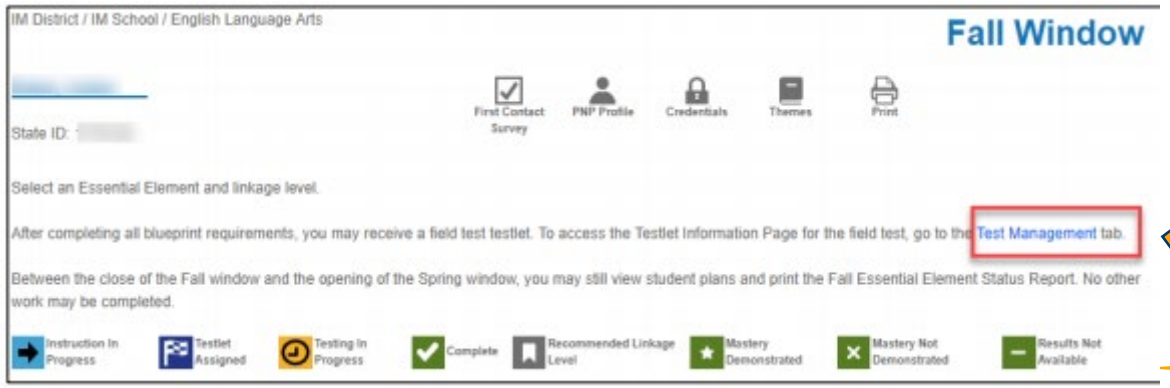
# Field Testing

Fall and Spring test windows



# Field Test Testlets

- ELA and Mathematics – after completing the blueprint requirements, the student may receive one field test testlet in each of those subjects (both fall and spring test windows). The TIP for the field test testlets will be in the Test Management section of Educator Portal. (i.e., FT FALL Math F-BF.2 T 456)
- In the fall window for science, covering the blueprint is not a requirement. Therefore, a field test testlet may be delivered at any time for any Essential Element selected by the test administrator. The TIP will be in the Test Management section of Educator Portal. (i.e., FALL SCI EL.ESS2-1 P R-789)
- The linkage level may be one above, one below, or the same as the linkage level that the test administrator selected for the Essential Element.

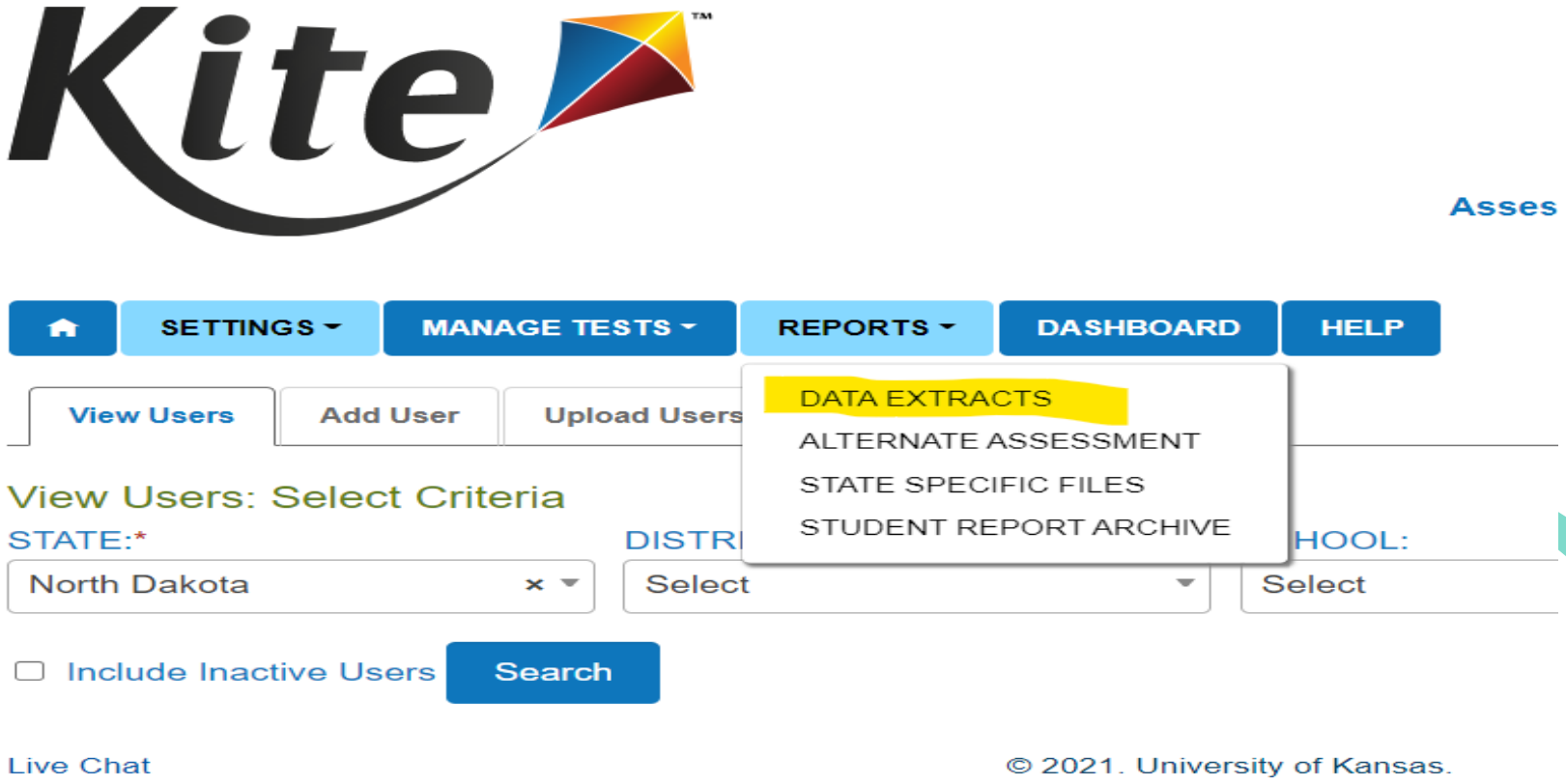





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# Data Extract

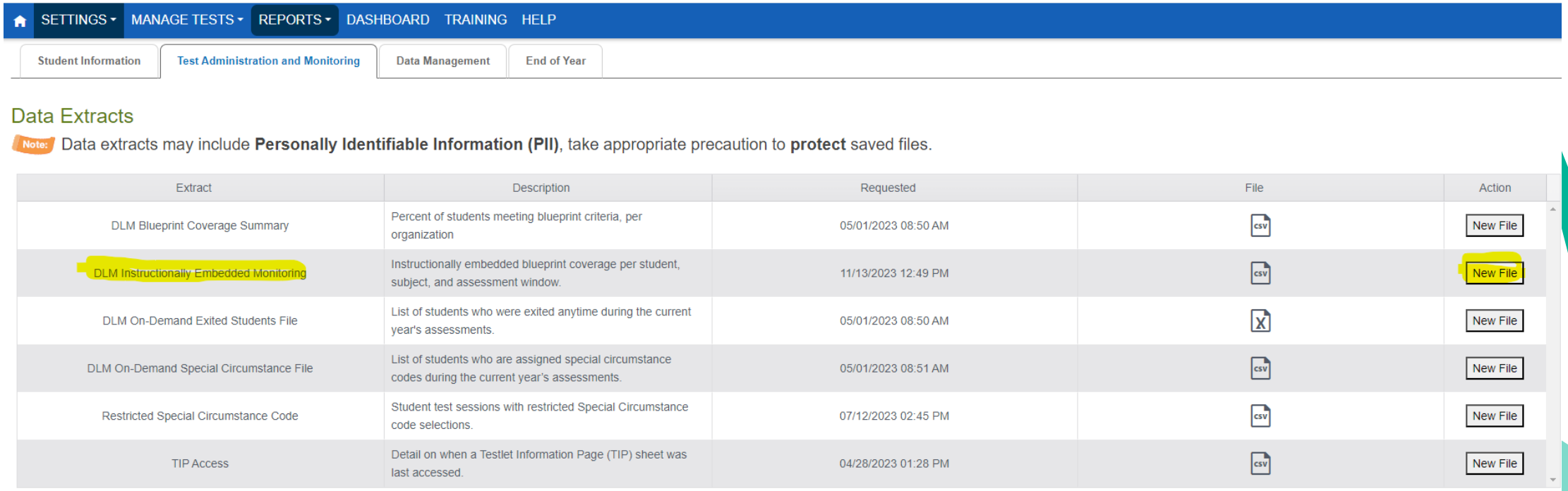
# Where to find reports:






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# DLM Instructionally Embedded Monitoring data extract






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# Data Extract – DLM Instructionally Embedded Monitoring

| State | District | School ID | School Na | Grade | Student Last Name | Student First Name | Student State ID | Window | ELA Educator Last Name | Blueprint Requirement ELA % Met | Total Number of ELA Testlets Taken | ELA Blueprint Requirement 1 | ELA Blueprint Requirement 2 | ELA Blueprint Requirement 3 | ELA Blueprint Requirement 4 | Math Educator Last Name | Blueprint Requirement Math % Met | Total Number of Math Testlets Taken | Math Blueprint Requirement 1 | Math Blueprint Requirement 2 | Math Blueprint Requirement 3 | Math Blueprint Requirement 4 | Science Educator Last Name | Science Testlets Completed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Kansas | | | | 6 | | | | Fall Window | | 50 | 4 | Met | Not Met | Not Met | Met | | 25 | 3 | Not Met | Not Met | Not Met | Met | NA | NA |
| Kansas | | | | 8 | | | | Fall Window | | 100 | 7 | Met | Met | Met | Met | | 100 | 7 | Met | Met | Met | Met | | 0 |
| Kansas | | | | 8 | | | | Fall Window | | 100 | 7 | Met | Met | Met | Met | | 100 | 7 | Met | Met | Met | Met | | 0 |

- The fall test window will close on December 19.
- The expectation is that all students meet the blueprint requirements in ELA and math.
- Use the Instructionally Embedded Monitoring Extract to monitor blueprint completion for a district or building.

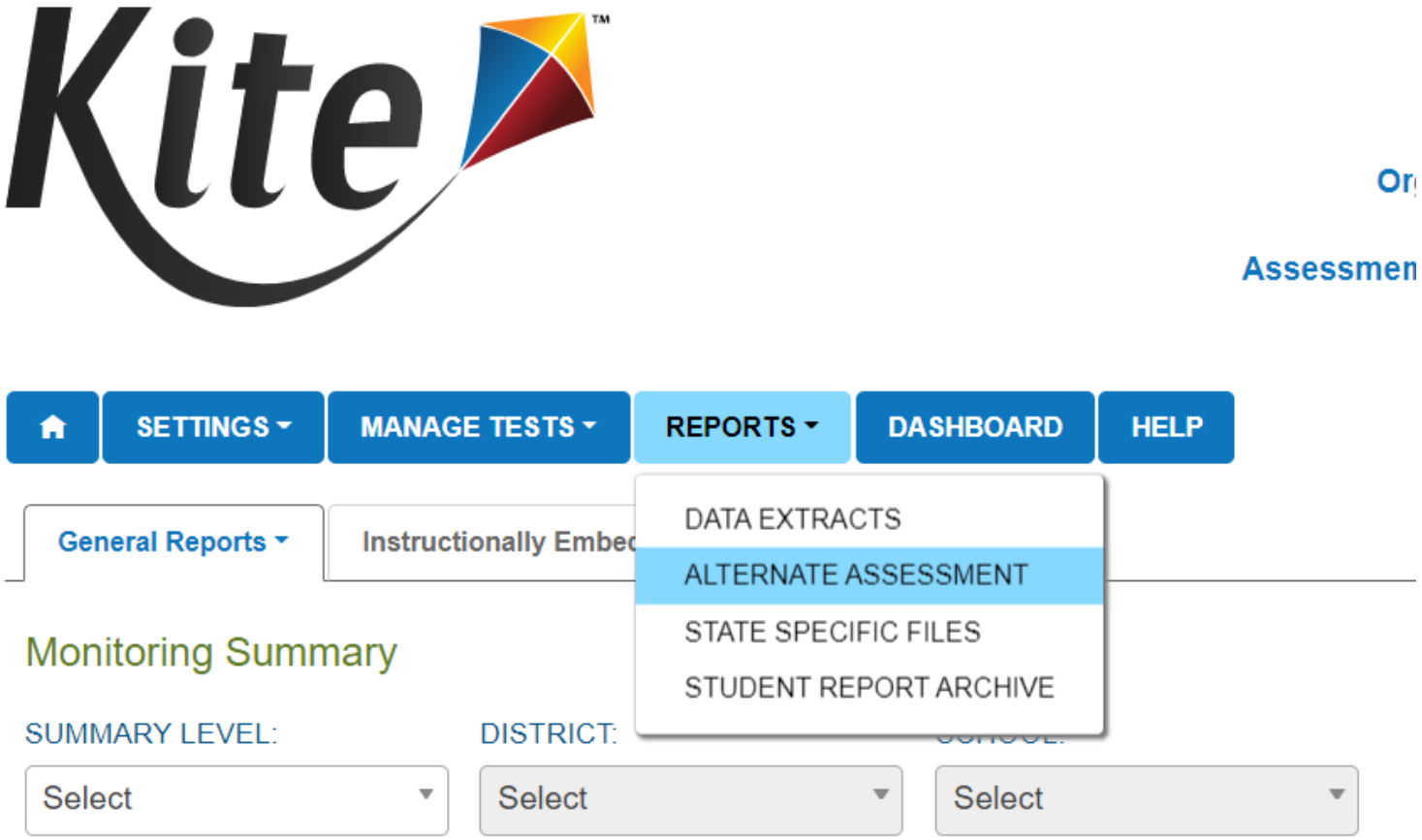


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# Additional Reports

DLM Score Report videos for Instructionally Embedded Model States
*collection of videos detailing DLM score report content and use*

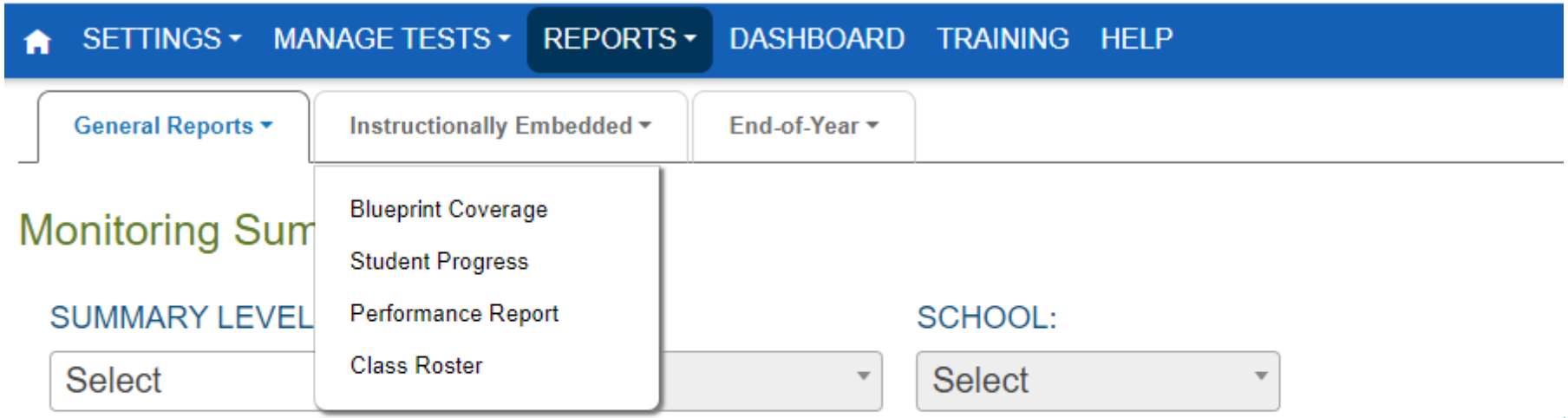
# Locate student reports






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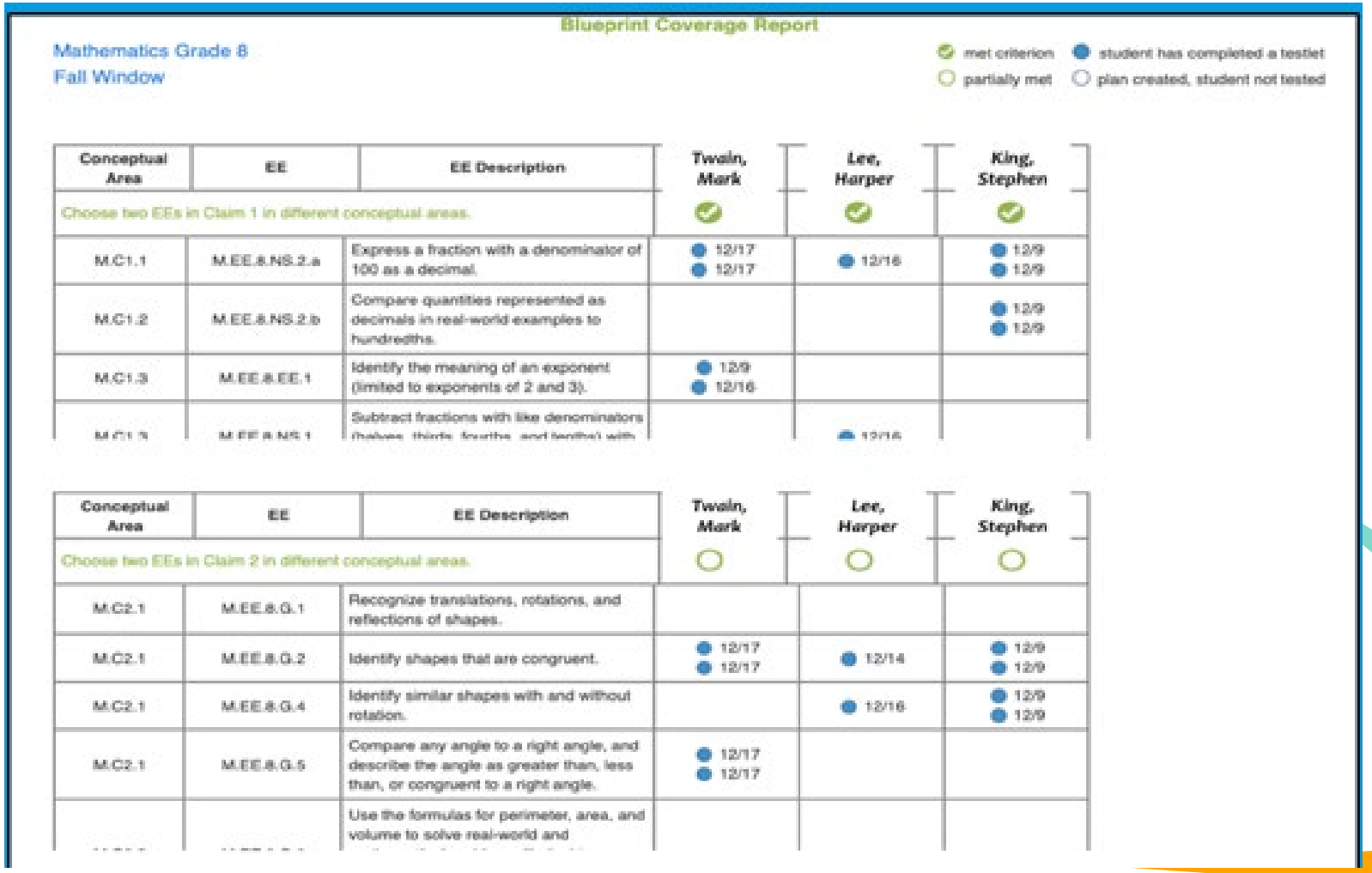
# Instructionally Embedded Tab






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# Blueprint Coverage Report



Blueprint Coverage Report

Mathematics Grade 8
Fall Window

met criterion · student has completed a testlet
partially met · plan created, student not tested

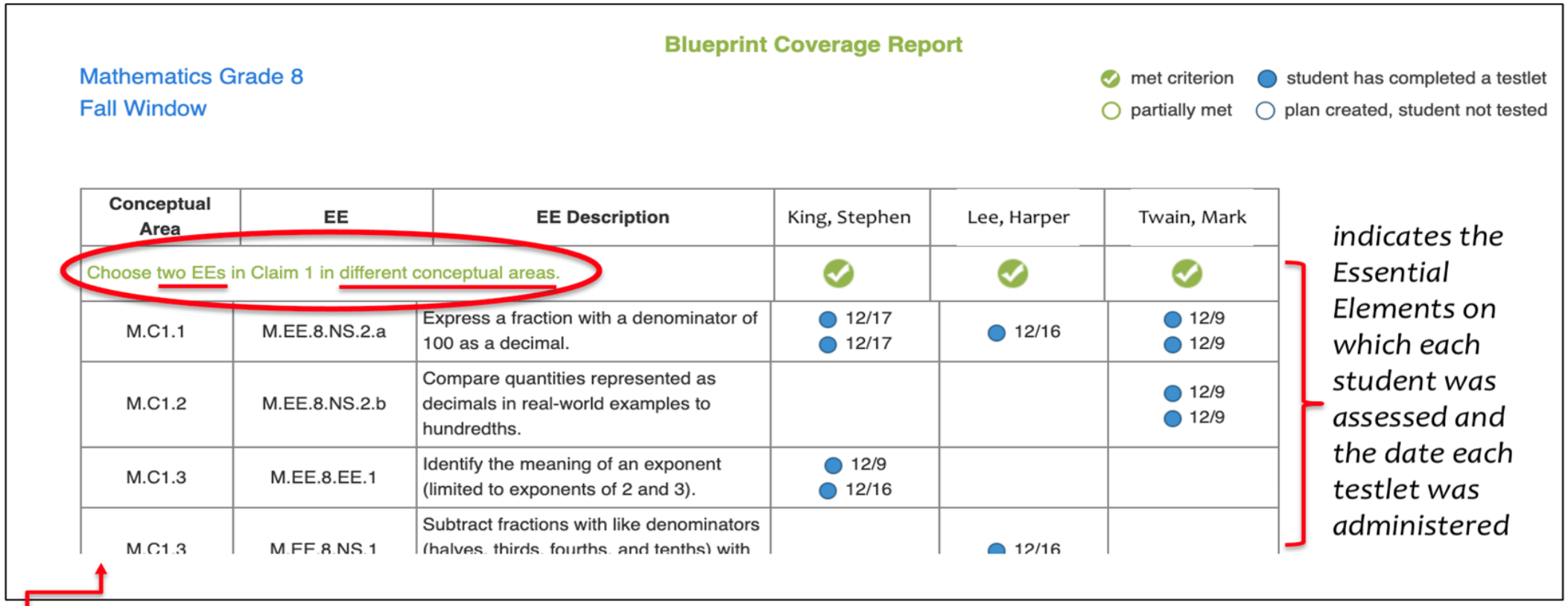
| Conceptual Area | EE | EE Description | Twain, Mark | Lee, Harper | King, Stephen |
|---|---|---|---|---|---|
| Choose two EEs in Claim 1 in different conceptual areas. | | | ✓ | ✓ | ✓ |
| M.C1.1 | M.EE.8.NS.2.a | Express a fraction with a denominator of 100 as a decimal. | 12/17<br>12/17 | 12/16 | 12/9<br>12/9 |
| M.C1.2 | M.EE.8.NS.2.b | Compare quantities represented as decimals in real-world examples to hundredths. | | | 12/9<br>12/9 |
| M.C1.3 | M.EE.8.EE.1 | Identify the meaning of an exponent (limited to exponents of 2 and 3). | 12/9<br>12/16 | | |
| M.C1.5 | M.EE.8.NS.1 | Subtract fractions with like denominators (halves, thirds, fourths, and tenths) with | | 12/16 | |

| Conceptual Area | EE | EE Description | Twain, Mark | Lee, Harper | King, Stephen |
|---|---|---|---|---|---|
| Choose two EEs in Claim 2 in different conceptual areas. | | | ○ | ○ | ○ |
| M.C2.1 | M.EE.8.G.1 | Recognize translations, rotations, and reflections of shapes. | | | |
| M.C2.1 | M.EE.8.G.2 | Identify shapes that are congruent. | 12/17<br>12/17 | 12/14 | 12/9<br>12/9 |
| M.C2.1 | M.EE.8.G.4 | Identify similar shapes with and without rotation. | | 12/16 | 12/9<br>12/9 |
| M.C2.1 | M.EE.8.G.5 | Compare any angle to a right angle, and describe the angle as greater than, less than, or congruent to a right angle. | 12/17<br>12/17 | | |
| M.C2.1 | | Use the formulas for perimeter, area, and volume to solve real-world and | | | |



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# Element #1



**Blueprint Coverage Report**

Mathematics Grade 8
Fall Window

met criterion | student has completed a testlet
partially met | plan created, student not tested

| Conceptual Area | EE | EE Description | King, Stephen | Lee, Harper | Twain, Mark |
|---|---|---|---|---|---|
| Choose two EEs in Claim 1 in different conceptual areas. | | | ✓ | ✓ | ✓ |
| M.C1.1 | M.EE.8.NS.2.a | Express a fraction with a denominator of 100 as a decimal. | 12/17<br>12/17 | 12/16 | 12/9<br>12/9 |
| M.C1.2 | M.EE.8.NS.2.b | Compare quantities represented as decimals in real-world examples to hundredths. | | | 12/9<br>12/9 |
| M.C1.3 | M.EE.8.EE.1 | Identify the meaning of an exponent (limited to exponents of 2 and 3). | 12/9<br>12/16 | | |
| M.C1.3 | M.EE.8.NS.1 | Subtract fractions with like denominators (halves, thirds, fourths, and tenths) with | | 12/16 | |

*indicates the Essential Elements on which each student was assessed and the date each testlet was administered*

**Sometimes scrolling is required to view the entire set of Essential Elements.**



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# Element #2

| Conceptual Area | EE | EE Description | King, Stephen | Lee, Harper | Twain, Mark |
|---|---|---|---|---|---|
| Choose two EEs in Claim 2 in different conceptual areas. | | | ○ | ○ | ○ |
| M.C2.1 | M.EE.8.G.2 | Identify shapes that are congruent. | 12/17<br>12/17 | 12/14 | 12/9<br>12/9 |
| M.C2.1 | M.EE.8.G.4 | Identify similar shapes with and without rotation. | | 12/16 | 12/9<br>12/9 |
| M.C2.1 | M.EE.8.G.5 | Compare any angle to a right angle, and describe the angle as greater than, less than, or congruent to a right angle. | 12/17<br>12/17 | | |
| M.C2.2 | M.EE.8.G.9 | Use the formulas for perimeter, area, and volume to solve real-world and mathematical problems (limited to perimeter and area of rectangles and volume of rectangular prisms). | | | |

**For this requirement to be satisfied, the student must be assessed on one of the Essential Elements for conceptual area 2.1 and then the sole Essential Element for conceptual area 2.2.**

# Elements #3 & 4

| Conceptual Area | EE | EE Description | King, Stephen | Lee, Harper | Twain, Mark |
|---|---|---|---|---|---|
| All students are assessed on the EE from C3.2. | | | ✓ | ✓ | ✓ |
| M.C3.2 | M.EE.8.SP.4 | Construct a graph or table from given categorical data, and compare data categorized in the graph or table. | 12/17<br>12/17 | 12/16 | 12/9<br>12/9 |

| Conceptual Area | EE | EE Description | King, Stephen | Lee, Harper | Twain, Mark |
|---|---|---|---|---|---|
| Choose two EEs from Claim 4. | | | ✓ | ✓ | ✓ |
| M.C4.1 | M.EE.8.EE.7 | Solve simple algebraic equations with one variable using addition and subtraction. | 12/17<br>12/17 | | |
| M.C4.2 | M.EE.8.EE.2 | Identify a geometric sequence of whole numbers with a whole number common ratio. | | | 12/9<br>12/9 |
| M.C4.2 | M.EE.8.F.1-3 | Given a function table containing at least 2 complete ordered pairs, identify a missing number that completes another ordered pair (limited to linear functions). | 12/9<br>12/17 | 12/14 | |

# Looking closer

| Choose two EEs in C1.2 (L, RL or RI)-EEs must be from different strands, i.e. RL and L, not RL and RL. | | |
|---|---|---|
| ELA.C1.2 | ELA.EE.L.3.5.a | Determine the literal meaning of words and phrases in context. |
| ELA.C1.2 | ELA.EE.L.3.5.c | Identify words that describe personal emotional states. |
| ELA.C1.2 | ELA.EE.RI.3.4 | Determine words and phrases that complete literal sentences in a text. |
| ELA.C1.2 | ELA.EE.RI.3.8 | Identify two related points the author makes in an informational text. |
| ELA.C1.2 | ELA.EE.RL.3.4 | Determine words and phrases that complete literal sentences in a text. |

# Student Progress Reports

- Are similar to end-of-year reports.
- Indicate which Essential Elements were assessed.
- Provide the date each testlet was administered.
- Indicate whether or not the student mastered the assessed skill.

# Student Progress report (3)

**Individual Student Progress Report**

DYNAMIC LEARNING MAPS

**Name**
**Subject:** English Language Arts
**Report Date:** July 06, 2018

**School**
**District**
**State:** Kansas

**Year:** 2018
**Grade:** Grade 3

current performance in Grade 3 English Language Arts Essential Elements is summarized below. This information is based on all of the Dynamic Learning Maps tests taken between the beginning of the school year and July 06, 2018. The target level is the grade level expectation for students to have proficient understanding of and ability to apply the Essential Element.

This report provides student results so far for this school year. These results do not guarantee the student's overall performance at the end of the year. This report does not show progress on all c instructional goals may be taught other academic concepts that have not yet been tested. This report does not show progress on IEP goals.

**Claim: ELA.C2 Students can produce writing for a range of purposes and audiences.**
**Conceptual Area: ELA.C2.1 Use writing to communicate**

| Grade Level Expectation | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| ELA.EE.EW.3.DP<br>Emergent Writing | | attends to stimuli and chooses between two objects<br>Assessed: 12/01 | | | |

**Claim: ELA.C1 Students can comprehend text in increasingly complex ways.**
**Conceptual Area: ELA.C1.2 Construct understandings of text**

| Grade Level Expectation | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| ELA.EE.L.3.5.c<br>Identify words that describe personal emotional states. | identify feeling states in self | understand common feeling words | understand and identify feeling words<br>Attempted: 11/17 | identify feeling words for personal state | describe internal and external character traits |
| ELA.EE.RI.3.8<br>Identify two related points the author makes in an informational text. | notice what is new | determine similar or different<br>Mastered: 11/30 | identify relationships between concrete details | identify related points in an informational text | identify reasons that support points |

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

= Target | = Mastered | = Attempted | = Assessed, results not available | = Planned

Page 1 of 2



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# Considerations

| Claim: Students can comprehend text in increasingly complex ways.<br>Conceptual Area: Determine Critical Elements of Text | | | | | |
|---|---|---|---|---|---|
| **Grade Level Expectation** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| ELA.EE.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text. | Attend to object characteristics<br>Attempted: 12/07 | Identify familiar people, objects, places, or events<br>Mastered: 12/10 | Identify concrete details in an informational text | Understand simple questions about concrete details | Identify words related to explicit information |

= Target = Mastered = Attempted = Assessed, results not available = Planned



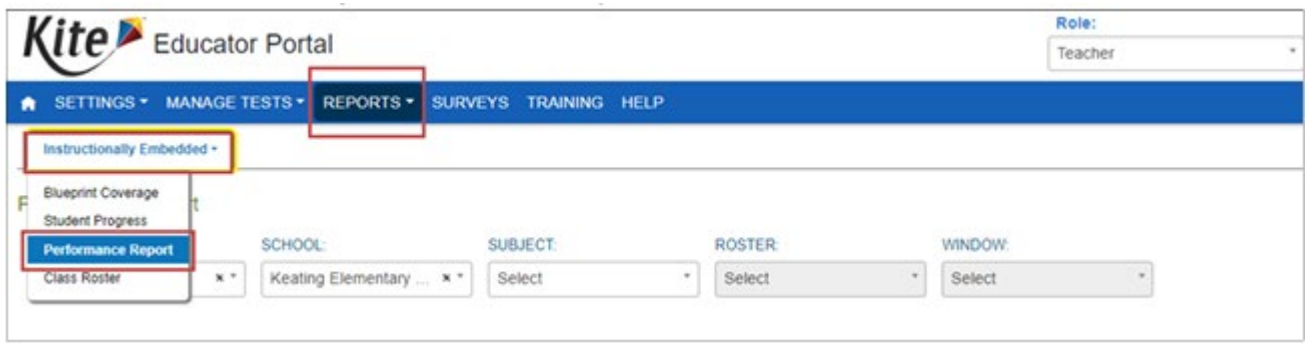
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# Fall Performance Report – On-demand

- Can be accessed through Instruction and Assessment Planner – go into the specific blueprint first.




- Through reports – Alternate Assessment – Instructionally Embedded tab then Performance Report.






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# Instruction

It is alright to assign instruction on an EE for a student and teach the skill and see where the student is at.  You can assign testing or select a new EE that is more appropriate.  That is why the testing window is so long, to allow time for instruction and possible change.

# Best practice for teachers

- Review the blueprint coverage criteria.
- Use the Instruction and Assessment Planner to make one or more selections based on blueprint criteria.
- Provide instruction.
- Return to the Instruction and Assessment Planner to assign one or more testlets.
- Approach scheduling thoughtfully and try to prevent fatiguing the student.
- Use the Student Progress report to determine next steps for the student.

# Special Circumstance Codes

These are entered by the test coordinator.

# Special Circumstance (SC) Codes

- If you have a student that isn't able to test. If you have questions give me a call to talk over the specific situation.
- Any testing a student does after an SC code is entered will be invalidated.
- District and building test coordinators can now change or remove an SC code after the code is entered.

# HGSS Classroom Based Assessment

Grades 4, 7, and HS - required

# History/Government Social Studies (HGSS) Classroom Based Assessment

- *Required State Assessment (Grades 4, 7, and HS).*
- Scores submitted in EOYA KIDS Collection

# History/Government Social Studies (HGSS) Classroom Based Assessment & DLM

- KSDE has created an alternate rubric for students with a most significant cognitive disability who take the DLM. This rubric should only be used for students enrolled in the DLM.
- The HGSS is a classroom-based assessment so it will not be completed on the computer.
- Teachers should continue providing instruction in the area of HGSS so that students will be ready to complete the classroom based HGSS in the spring.

# HGSS Standards

Mission Statement: The Kansas Standards for History, Government, and Social Studies prepare students to be informed, thoughtful, engaged citizens as they enrich their communities, state, nation, world, and themselves.

Kansas History Government and Social Studies Standards:

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by identities, beliefs, and practices of individuals and groups.
4. Societies experience continuity and change over time.
5. Relationships among people, places, ideas and environments are dynamic.

# Alternate Rubric

| CRITERIA | 1 BEGINNING | 2 DEVELOPING | 3 PROFICIENT | 4 EXEMPLARY | SCORE |
|---|---|---|---|---|---|
| **Claim/Thesis/ Assertion:** A statement that answers the compelling question. | I show no response. | I respond without assertion. | I can respond with assertion. | I can respond with clear assertion. | **Claim/Thesis/ Assertion score:** |
| **Evidence:** The details from the sources that support the claim and prove it to be true. | I show no response. | I cannot clearly identify evidence. | I can identify evidence. | I can identify multiple pieces of evidence. | **Evidence score:** |
| **Reasoning:** The explanation of the evidence and how it proves the claim to be true. | I show no response. | My response is unclear. | I can respond with purpose. | I can respond with clear purpose. | **Reasoning score:** |

# 4th Grade CBA Exemplar

Symbols of Kansas





**Question:** Is there an animal?

**Question:** How do you know it is an animal?

**Question:** What kind of animal is it? How do you know?



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# 7th Grade CBA Exemplar

Kansas History/Government





**Question:** Is there a building?

**Question:** How do you know it is a building?

**Question:** What kind of building is it? How do you know?



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# 11th Grade CBA Exemplar

US History




**Question:** Is something happening?

**Question:** What is happening?

**Question:** How do you know something is happening?

# Sign up for DLM test updates
# Subscribe to KAA listserv

DLM test updates

Enter first name, last name, and email into form, then submit.

To sign up for KAA listserv, send this information:
**Subject line:** KAA Listserv
**Body of message:** Email address, First Name, Last Name, USD Number, USD Name
**Send to this address:** cary.rogers@ksde.gov

# Future DLM Webinars

Join Zoom Meeting

- Meeting ID: 897 7927 3623
- Passcode: 947213
- One tap mobile: +13462487799,,89779273623#,,,,,,0#,,947213# US (Houston)

**ALL WEBINARS BEGIN 3:00 P.M. CENTRAL STANDARD TIME**

**Content is subject to change at any time due to current events**

- **February 5** DLM spring window (TASN registration)
- **April 9** DLM wrap-up What needs to be finished by April 24th? (TASN registration)

# Contact Information




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cary.rogers@ksde.gov

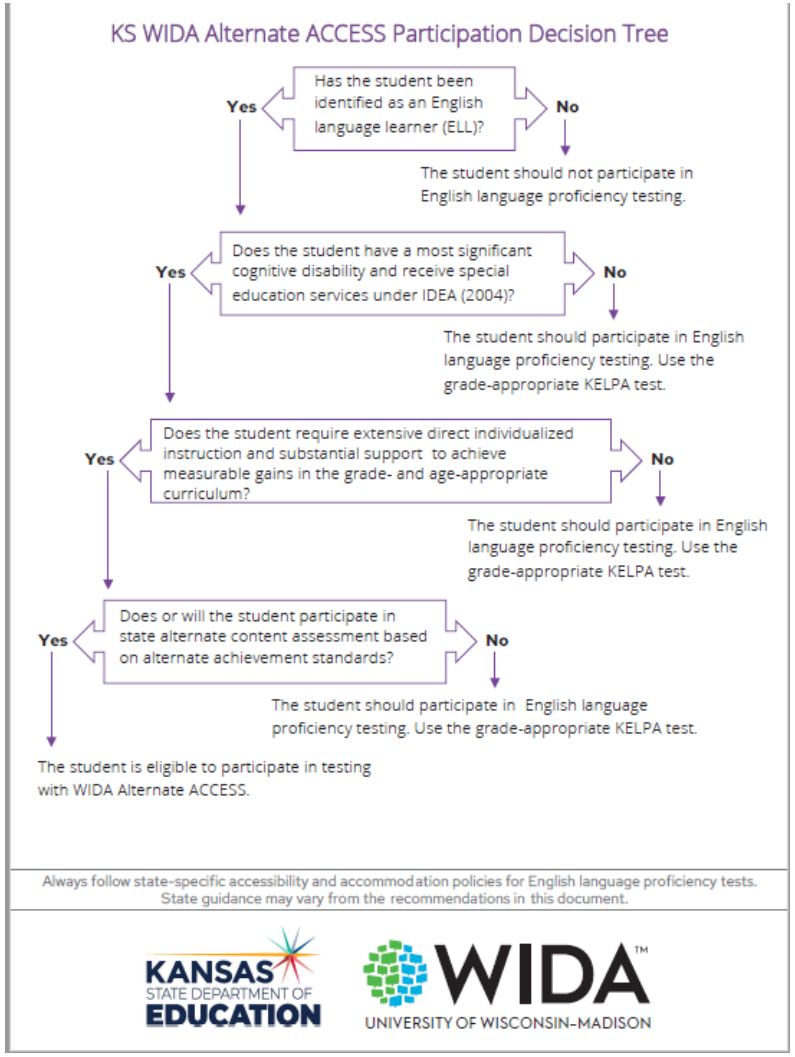
The Kansas State Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

# WIDA Alternate ACCESS ELP ASSESSMENT

Test window: February 2- March 13, 2026

WIDA™
UNIVERSITY OF WISCONSIN-MADISON

# Participation Decision Tree

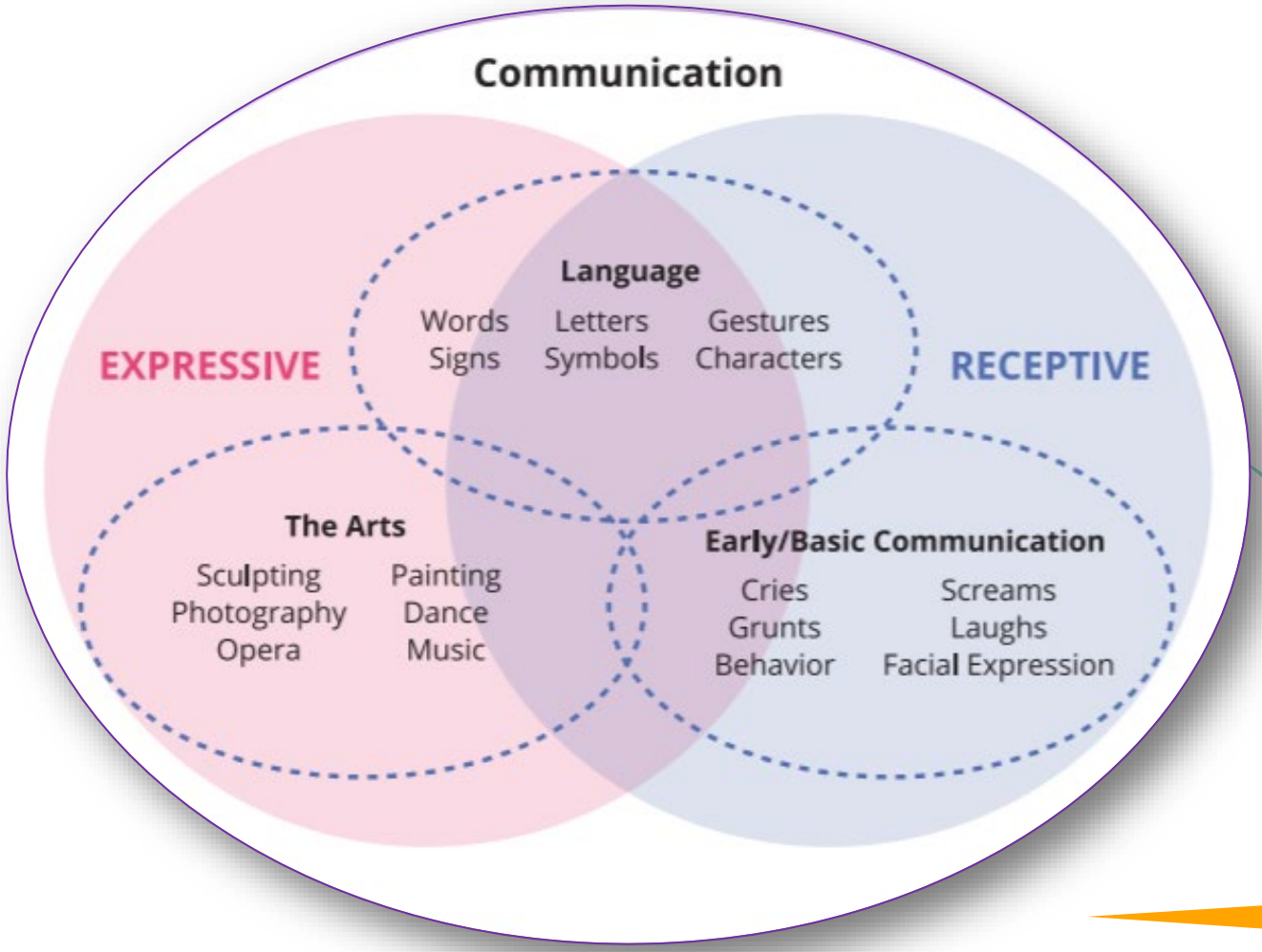



[Rubric for Determining Student Eligibility for the Kansas Alternate Assessment (DLM)]



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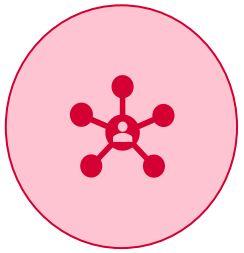
# Communication



# Communication Beliefs



All individuals and all behaviors (including gestures, cries, noises) **communicate**.



**Communication** is possible and identifiable for all students.



Every step toward improved **communication**, attention, and interaction leads to increased independence.



No more fundamental outcome of education exists than the *right* and the *ability to* **communicate**.



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# Development in Language Domains

Assessing students' language abilities in English includes:

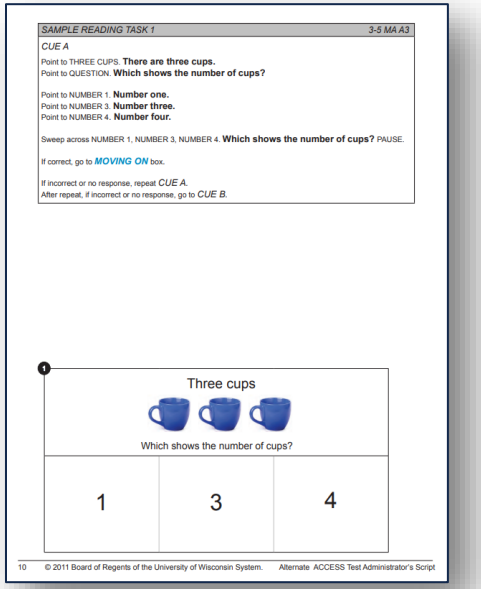


# Anchored in WIDA ELD Standards

| | |
|---|---|
| ELD Standard 1 | **Language for Social and Instructional Purposes** (ELD-SI) English learners communicate for social and instructional purposes within the school setting. |
| ELD Standard 2 | **Language for Language Arts** (ELD-LA) English learners communicate information, ideas and concepts necessary for academic success in the content area of language arts. |
| ELD Standard 3 | **Language for Mathematics** (ELD-MA) English learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics. |
| ELD Standard 4 | **Language for Science** (ELD-SC) English learners communicate information, ideas and concepts necessary for academic success in the content area of science. |
| ELD Standard 5 | **Language for Social Studies** (ELD-SS) English learners communicate information, ideas and concepts necessary for academic success in the content area of social studies. |

# Unique Features of this Test

- Simplified Language
- Repetition of Questions
- Increased Graphic Support
- Larger Testing Materials and Graphics


SAMPLE READING TASK 1 3-5 MA A3

CUE A

Point to THREE CUPS. **There are three cups.**
Point to QUESTION. **Which shows the number of cups?**

Point to NUMBER 1. **Number one.**
Point to NUMBER 3. **Number three.**
Point to NUMBER 4. **Number four.**

Sweep across NUMBER 1, NUMBER 3, NUMBER 4. **Which shows the number of cups?** PAUSE.

If correct, go to ***MOVING ON*** box.

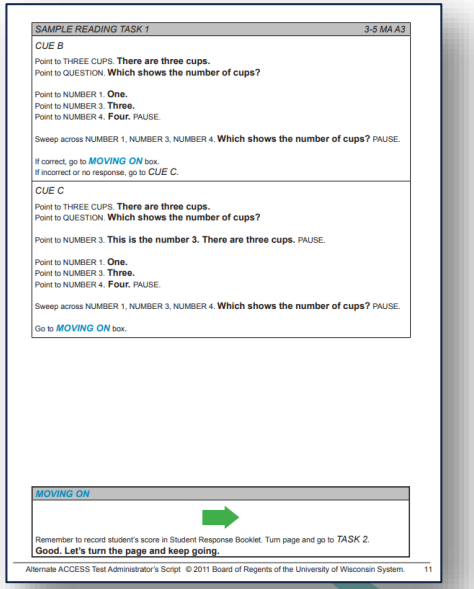
If incorrect or no response, repeat *CUE A*.
After repeat, if incorrect or no response, go to *CUE B*.

Three cups

Which shows the number of cups?

1 3 4

10 © 2011 Board of Regents of the University of Wisconsin System. Alternate ACCESS Test Administrator's Script


SAMPLE READING TASK 1 3-5 MA A3

CUE B

Point to THREE CUPS. **There are three cups.**
Point to QUESTION. **Which shows the number of cups?**

Point to NUMBER 1. **One.**
Point to NUMBER 3. **Three.**
Point to NUMBER 4. **Four.** PAUSE.

Sweep across NUMBER 1, NUMBER 3, NUMBER 4. **Which shows the number of cups?** PAUSE.

If correct, go to ***MOVING ON*** box.
If incorrect or no response, go to *CUE C*.

CUE C

Point to THREE CUPS. **There are three cups.**
Point to QUESTION. **Which shows the number of cups?**

Point to NUMBER 3. **This is the number 3. There are three cups.** PAUSE.

Point to NUMBER 1. **One.**
Point to NUMBER 3. **Three.**
Point to NUMBER 4. **Four.** PAUSE.

Sweep across NUMBER 1, NUMBER 3, NUMBER 4. **Which shows the number of cups?** PAUSE.

Go to ***MOVING ON*** box.

MOVING ON

Remember to record student's score in Student Response Booklet. Turn page and go to *TASK 2*.
**Good. Let's turn the page and keep going.**

Alternate ACCESS Test Administrator's Script © 2011 Board of Regents of the University of Wisconsin System. 11

[Listening, Reading, Speaking, and Writing Sample Items](#) (PDF)

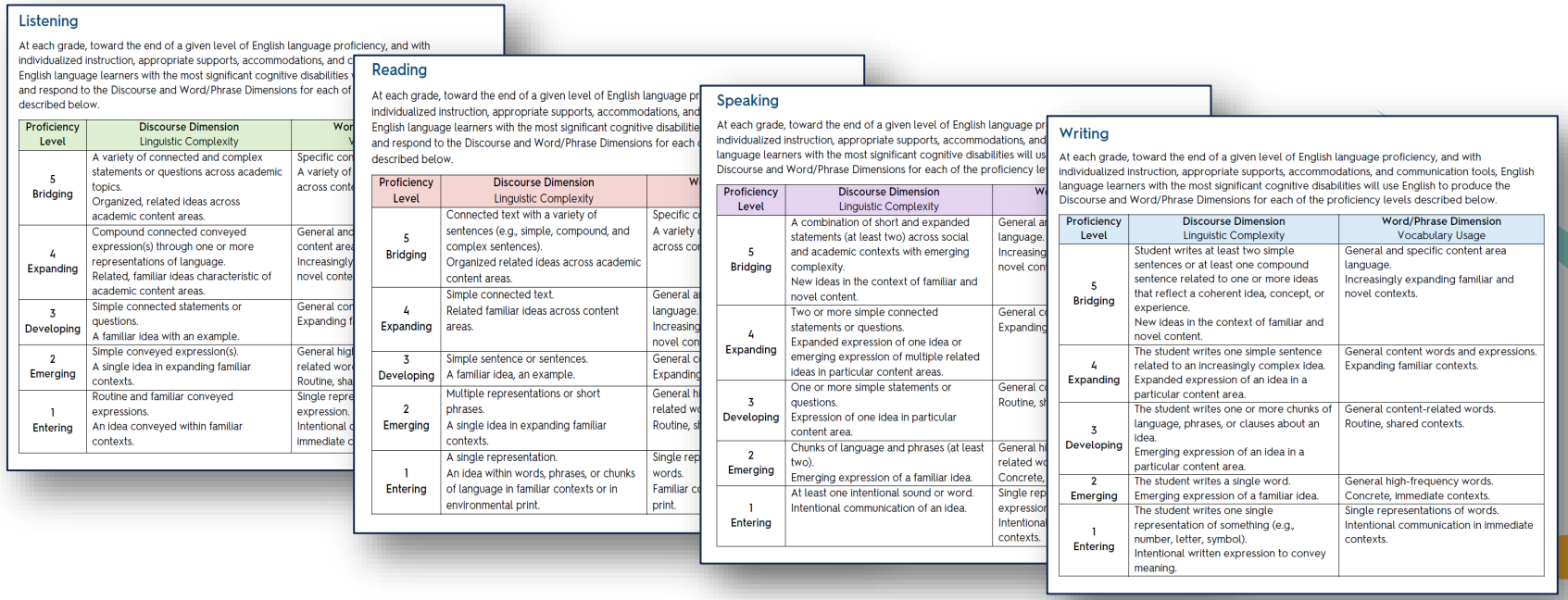


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# Alternate Proficiency Levels Descriptors (PLDs)

Describe ways multilingual learners with significant cognitive disabilities might develop across six levels of English proficiency in each domain.

## WIDA Alternate Can Do Descriptors – NEW!!



### Listening

At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and c
English language learners with the most significant cognitive disabilities
and respond to the Discourse and Word/Phrase Dimensions for each of
described below.

| Proficiency Level | Discourse Dimension Linguistic Complexity | Wor |
|---|---|---|
| 5 Bridging | A variety of connected and complex statements or questions across academic topics.<br>Organized, related ideas across academic content areas. | Specific con<br>A variety of<br>across conte |
| 4 Expanding | Compound connected conveyed expression(s) through one or more representations of language.<br>Related, familiar ideas characteristic of academic content areas. | General and<br>content area<br>Increasingly<br>novel conte |
| 3 Developing | Simple connected statements or questions.<br>A familiar idea with an example. | General con<br>Expanding f |
| 2 Emerging | Simple conveyed expression(s).<br>A single idea in expanding familiar contexts. | General high<br>related wor<br>Routine, sha |
| 1 Entering | Routine and familiar conveyed expressions.<br>An idea conveyed within familiar contexts. | Single repre<br>expression.<br>Intentional c<br>immediate c |

### Reading

At each grade, toward the end of a given level of English language pr
individualized instruction, appropriate supports, accommodations, and
English language learners with the most significant cognitive disabilitie
and respond to the Discourse and Word/Phrase Dimensions for each
described below.

| Proficiency Level | Discourse Dimension Linguistic Complexity | W |
|---|---|---|
| 5 Bridging | Connected text with a variety of sentences (e.g., simple, compound, and complex sentences).<br>Organized related ideas across academic content areas. | Specific c<br>A variety<br>across co |
| 4 Expanding | Simple connected text.<br>Related familiar ideas across content areas. | General a<br>language.<br>Increasing<br>novel con |
| 3 Developing | Simple sentence or sentences.<br>A familiar idea, an example. | General c<br>Expanding |
| 2 Emerging | Multiple representations or short phrases.<br>A single idea in expanding familiar contexts. | General h<br>related w<br>Routine, s |
| 1 Entering | A single representation.<br>An idea within words, phrases, or chunks of language in familiar contexts or in environmental print. | Single rep<br>words.<br>Familiar c<br>print. |

### Speaking

At each grade, toward the end of a given level of English language pr
individualized instruction, appropriate supports, accommodations, and
language learners with the most significant cognitive disabilities will us
Discourse and Word/Phrase Dimensions for each of the proficiency le

| Proficiency Level | Discourse Dimension Linguistic Complexity | W |
|---|---|---|
| 5 Bridging | A combination of short and expanded statements (at least two) across social and academic contexts with emerging complexity.<br>New ideas in the context of familiar and novel content. | General a<br>language.<br>Increasing<br>novel con |
| 4 Expanding | Two or more simple connected statements or questions.<br>Expanded expression of one idea or emerging expression of multiple related ideas in particular content areas. | General c<br>Expanding |
| 3 Developing | One or more simple statements or questions.<br>Expression of one idea in particular content area. | General c<br>Routine, s |
| 2 Emerging | Chunks of language and phrases (at least two).<br>Emerging expression of a familiar idea. | General hi<br>related w<br>Concrete, |
| 1 Entering | At least one intentional sound or word.<br>Intentional communication of an idea. | Single rep<br>expressio<br>Intentiona<br>contexts. |

### Writing

At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to produce the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.

| Proficiency Level | Discourse Dimension Linguistic Complexity | Word/Phrase Dimension Vocabulary Usage |
|---|---|---|
| 5 Bridging | Student writes at least two simple sentences or at least one compound sentence related to one or more ideas that reflect a coherent idea, concept, or experience.<br>New ideas in the context of familiar and novel content. | General and specific content area language.<br>Increasingly expanding familiar and novel contexts. |
| 4 Expanding | The student writes one simple sentence related to an increasingly complex idea.<br>Expanded expression of an idea in a particular content area. | General content words and expressions.<br>Expanding familiar contexts. |
| 3 Developing | The student writes one or more chunks of language, phrases, or clauses about an idea.<br>Emerging expression of an idea in a particular content area. | General content-related words.<br>Routine, shared contexts. |
| 2 Emerging | The student writes a single word.<br>Emerging expression of a familiar idea. | General high-frequency words.<br>Concrete, immediate contexts. |
| 1 Entering | The student writes one single representation of something (e.g., number, letter, symbol).<br>Intentional written expression to convey meaning. | Single representations of words.<br>Intentional communication in immediate contexts. |



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# Test Materials

## Each Student Needs

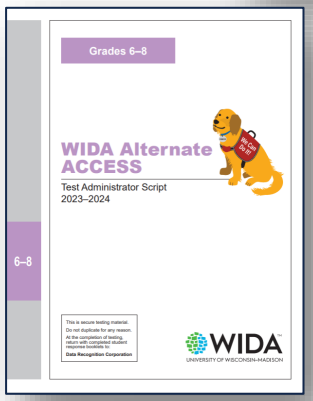
- Student Response Booklet

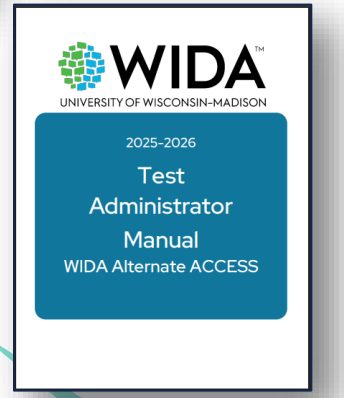
## Test Administrators Need

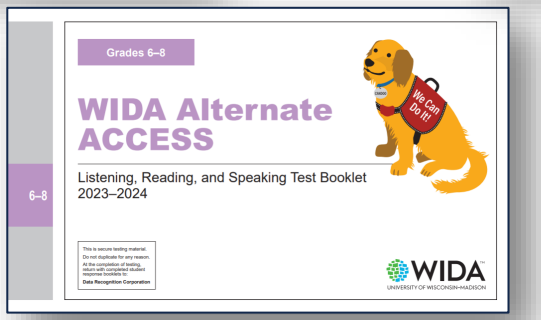
- Test Administrator Script
- Test Administrator Manual
- Student Test Booklet





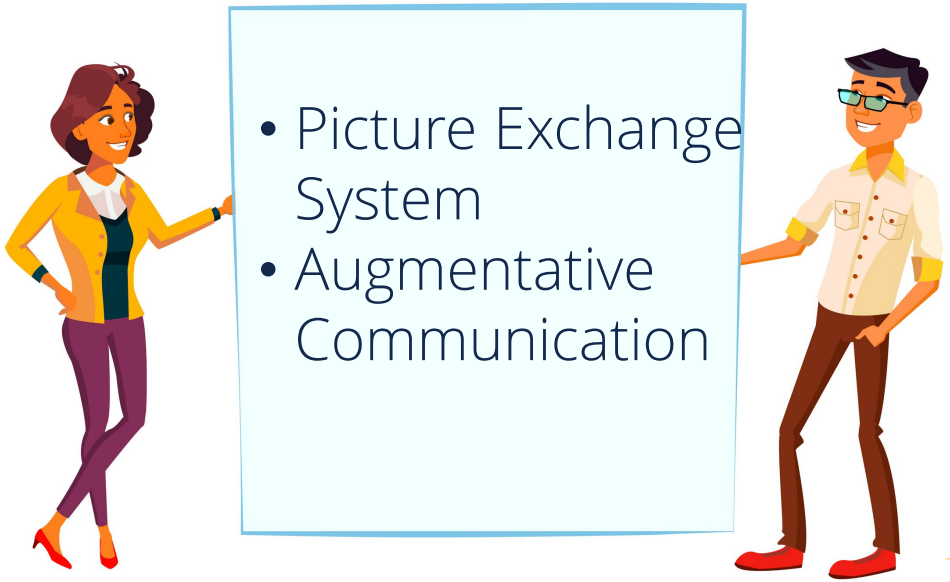

Students are entered into WIDA AMS and Test booklets are ordered by DTCs between 12/13 – 12/31.



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# Test Design

- Has four grade-level clusters.
  - K-2
  - 3-5
  - 6-8
  - 9-12
- Allows for a variety of communication approaches.



# Administration Considerations

- Order of Administration (recommended)
  - Listening
  - Reading
  - Speaking
  - Writing
- Test format
  - Selected response: listening and reading
  - Constructed response: speaking and writing
- All sections are hand-scored by test administrator

# Test Task and Timing

| Domain | Proficiency Levels | Tasks | Timing |
|---|---|---|---|
| Listening | 1-5 | 10 | 30 minutes |
| Reading | 1-5 | 10 | 30 minutes |
| Speaking | 1-5 | 8 | 30 minutes |
| Writing | 1-5 | 8 | 30 minutes |

# Stopping Criteria

- WIDA Alternate ACCESS is a semi-adaptive test, meaning that a stopping criteria is applied when a student is unable to complete 3 tasks or items in a row.



# Scoring Speaking

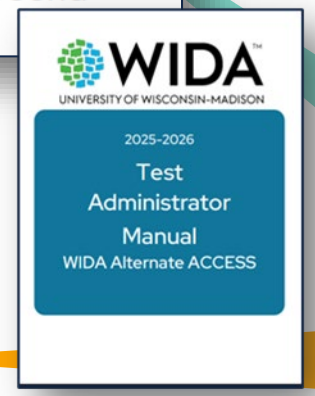
An expanded version of the Expect Box can be found in the Test Administrator Manual.




| Proficiency Level | Fill in the Meets oval when: |
|---|---|
| 1 | The student responds with at least one intentional sound or word. |
| 2 | The student responds with at least two chunks of language and phrases related to the task. |
| 3 | The student responds with one or more simple statements or questions related to the task. |
| 4 | The student responds with two or more simple connected statements or questions related to the task. |
| 5 | The student responds with a combination of short and expanded statements (at least two) with emerging complexity. The statements include new ideas in both familiar and novel contexts. |

# Scoring Writing

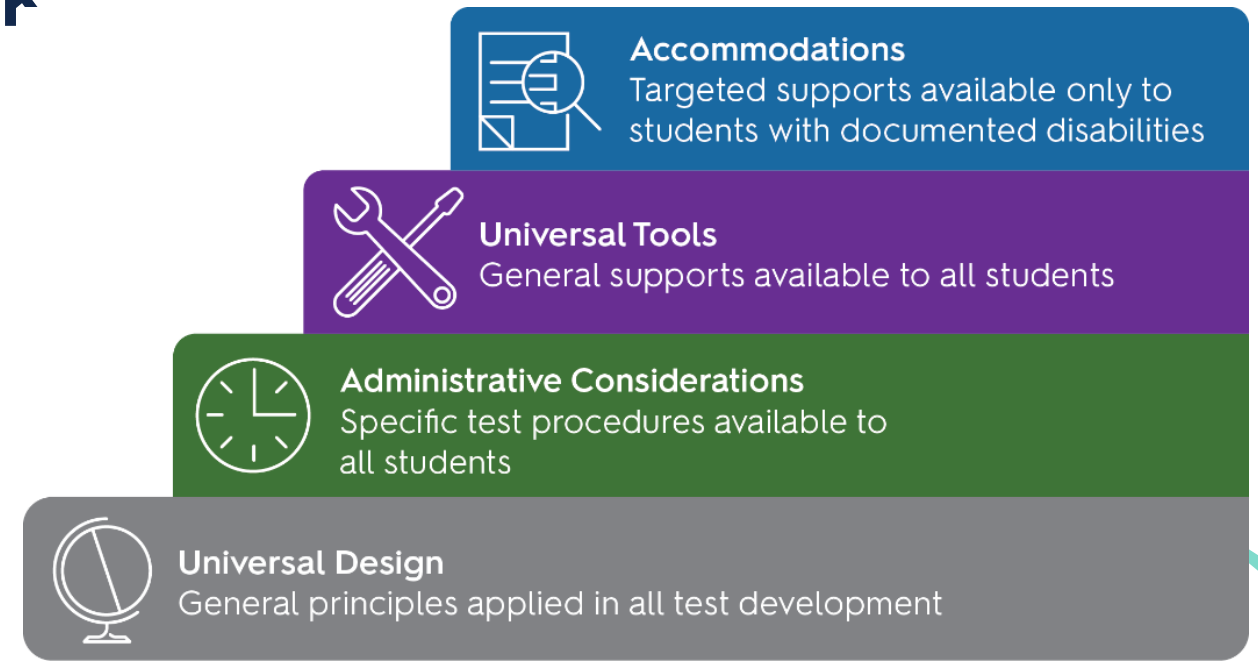
| Proficiency Level | Fill in the Meets oval when |
|---|---|
| 1 | The student writes a single representation of something, (e.g., a number, letter, or symbol) to convey meaning related to the task. |
| 2 | The student writes a single word related to the task. |
| 3 | The student writes one or more chunks of language, phrases or clauses related to the task. |
| 4 | The student writes one simple sentence related to the task. |
| 5 | The student writes at least two simple sentences or at least one compound sentence with detail related to the task. |






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# WIDA Accessibility and Accommodations Framework

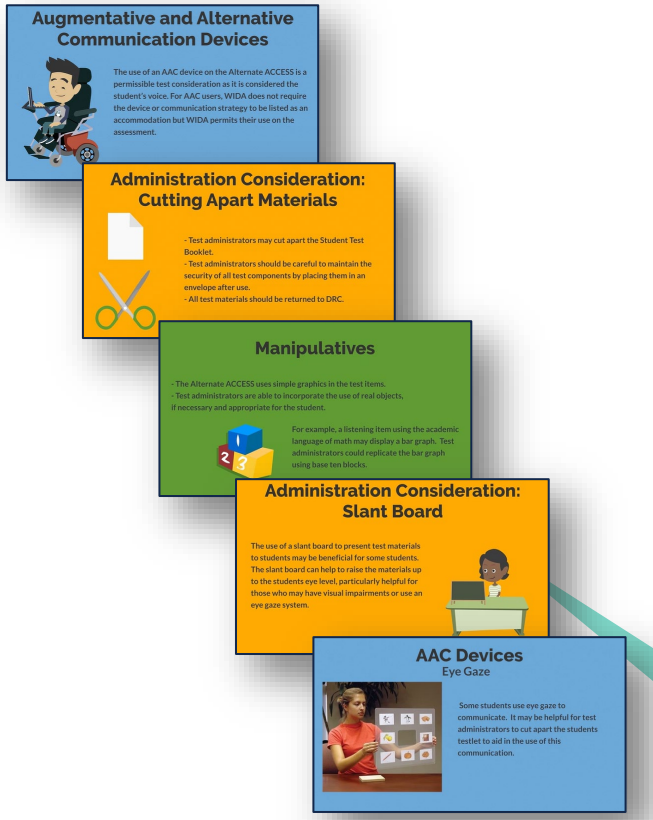



Accommodations Checklist (PDF)

2025-2026 Accessibility and Accommodations Manual - WIDA Alternate Screener/WIDA Alternate ACCESS

# Training Resources

**WIDA Alternate ACCESS Training Course Accommodations**




Preparing for Alternate ACCESS Testing

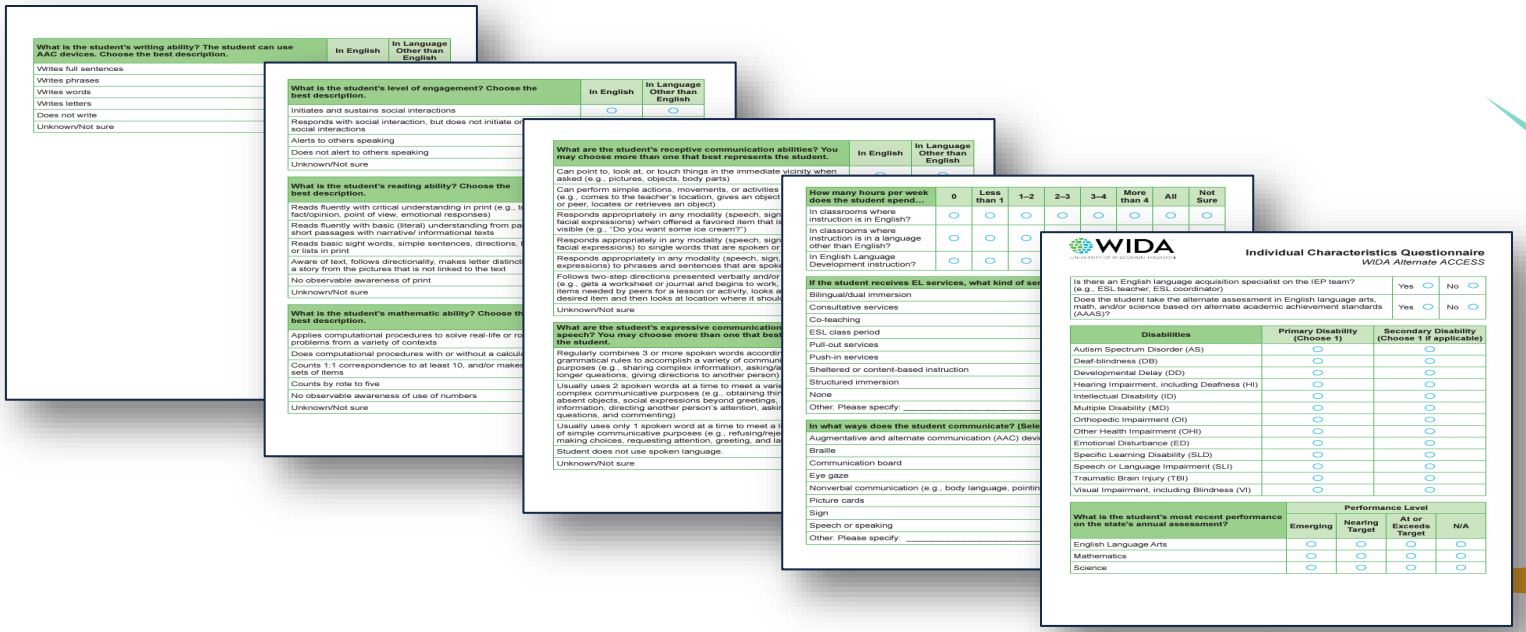
Test Administrator Essentials (PDF)



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# Individual Characteristics Questionnaire

- Download before testing and work with educators to document the individual student's characteristics.
- Student Disabilities Information.
- Test Administration Information.
- This information is reported on the Individual Student Report to aid in reclassification decisions.






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# WIDA KS State Page

| Testing Dates | Event Description |
|---|---|
| 12/1/25 - 12/19/25 | Test Materials Ordering Available in WIDA AMS (LEAs) |
| 12/1/25 - 12/19/25 | LEAs Load Pre-ID/Student Import File into WIDA AMS |
| 1/21/26 - 1/22/26 | Districts Receive Test Materials |
| 2/2/26 - 3/13/26 | Test Window |
| 1/21/26 - 3/6/26 | Additional Test Material Ordering Window in WIDA AMS |
| 3/25/26 | Deadline for Shipping Completed Test Materials to DRC - Postmark date |
| 4/27/26 - 5/1/26 | Pre-Reporting Data Validation – LEAs in WIDA AMS |
| 5/19/26 | Alternate ACCESS Data Available to SEA - Posted in WIDA AMS |
| 5/19/26 | Districts Receive Alternate ACCESS Reports and Data - Posted in WIDA AMS |
| 6/9/26 - 6/10/26 | Printed Reports Received in Districts |

## Assessments

Kansas uses WIDA Alternate Screener to identify English learners (ELs) in grades K-12 with the most significant cognitive disabilities. WIDA Alternate ACCESS is given to identified MLs with the most significant cognitive disabilities during the annual testing window.



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# State Testing Requirements

## Requirements and Resources

See below for state-specific information and resources related to ML assessment, including your state's WIDA Alternate ACCESS Checklist, where you can find each step in the Alternate ACCESS testing process from beginning to end.

**WIDA Alternate ACCESS Checklist**

**State Testing Requirements** −

- LEAs are required to administer an approved screening assessment to students who enroll in the first month of school within 30 calendar days of enrollment. For students who enroll later, a screening assessment must be administered within 10 school days of enrollment.
- All ELs with the most significant cognitive disability must be tested annually using the Alternate ACCESS assessment. When students earn an Overall Composite Score of 4 or higher they are considered proficient in English. Students are then reclassified to either transitional for one year and /or monitored status for 2 years. Students are not required to take the WIDA Alternate ACCESS assessment once they are reclassified. The LEA may use appropriate data, evaluation, and team-based problem solving to consider reclassifying the student as EL if, while in monitoring status, students demonstrate consistent and continued need for increased language support services.
- WIDA Alternate ACCESS is a paper-based assessment for all grades, Kindergarten through Grade 12.
- To be certified to administer and score the WIDA Alternate ACCESS assessment, test administrators must annually complete the WIDA Alternate ACCESS: Administration and Scoring training course.
- KS Participation Decision Tree (PDF)
- After using the KS Participation Decision Tree teams should refer to the Rubric for Determining Student Eligibility for the Kansas Alternate Assessment (DLM) for students in grades K-2 who are not already participating in the Alternate State Assessment (DLM).

# Test Preparation and Training

**State Testing Requirements** +

**Test Preparation and Training** −

- Preparing for Alternate ACCESS Testing.
- The WIDA Alternate ACCESS: Administration and Scoring training course is located in the WIDA Secure Portal. If you do not have a WIDA Secure Portal account, please contact your District Test Coordinator (DTC). If your DTC does not have an account, contact Chelsea Pelfrey, chelsea.pelfrey@ksde.gov.
- To be certified to administer WIDA Alternate ACCESS, Test Administrators must complete the WIDA Alternate ACCESS: Administration and Scoring training course and pass the certification quiz with an 80% or higher.
- Test Administrators are required to pass the certification quiz annually.
- Student and test management, testing software, and materials ordering tasks are completed in the DRC INSIGHT/WIDA Assessment Management System (AMS). If you do not have a WIDA AMS account, contact Chelsea Pelfrey, chelsea.pelfrey@ksde.gov.

**Manuals, Guides and Test Materials** +

**Resources** +

**WIDA Alternate Screener** +



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# Manuals, Guides and Test Materials

**State Testing Requirements** +

**Test Preparation and Training** +

**Manuals, Guides and Test Materials** −

- Kansas WIDA Alternate ACCESS Test Administrator Manual*
- Kansas WIDA Alternate ACCESS Test Coordinator Manual*
- WIDA Alternate ACCESS Interpretive Guide for Score Reports
- 2025-2026 Accessibility and Accommodations Manual - WIDA Alternate Screener/WIDA Alternate ACCESS
- WIDA Alternate Proficiency Level Descriptors
- WIDA Alternate Can Do Descriptors
- Individual Characteristics Questionnaire (PDF)
- Accommodations Checklist
- Listening, Reading, Speaking, and Writing Sample Items

*WIDA Secure Portal account required

**Resources** +

**WIDA Alternate Screener** +

# Resources

State Testing Requirements +

Test Preparation and Training +

Manuals, Guides and Test Materials +

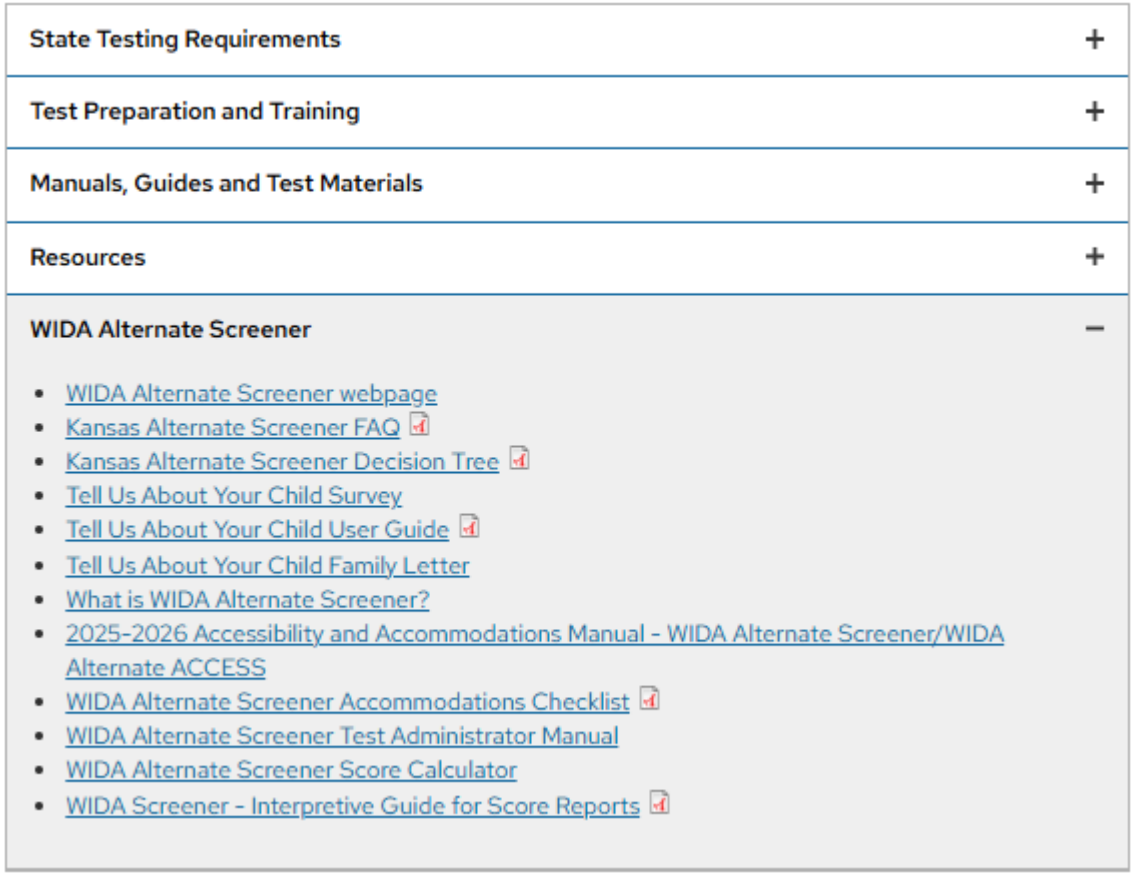
Resources −

- WIDA Alt Access Q&A (Vimeo) / Slides (PDF)
- What is WIDA Alternate Access? (external link) *Available in multiple languages*
- Test Administrator Essentials (PDF)



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# WIDA Alternate Screener






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# ELP Assessment Contacts

- **Cary Rogers** - *WIDA Alternate ACCESS eligibility*
  - Cary.Rogers@ksde.gov (785) 296-0916

- **Emily Scott** - *EL support, KELPA, and WIDA Alternate ACCESS*
  - Emily.Scott@ksde.gov (785) 296-4941

- **Chelsea Pelfrey** - *WIDA Secure Portal and WIDA AMS*
  - Chelsea.Pelfrey@ksde.gov (785) 296-0040