Webinar #5 DLM Spring Window

Feb 2-April 24, 2026

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Spring Window

Essential Elements for ELA and Mathematics

- Testing is required to meet blueprint requirements
- EEs are selected in the Instruction and Assessment Planner
- Test administrator can choose the same or different EEs as the fall window
- Linkage level recommendation for an EE in the spring window is based on student performance in the fall window if it was tested. Otherwise, it is based on First Contact Survey
- **Testlet Information Page needs to be reviewed prior to testing.**
- Results contribute to a student's final, end-of-year Individual Student Score Report

Essential Elements for Science

- Administration tasks for science are in the Test Management tab in Educator Portal (EE are not selected in the Instruction and Assessment Planner).
- **Retrieve the Testlet Information Page (TIP) in Test Management**. Gather needed materials before beginning the assessment, including printing the picture-response cards for testlets at the Initial linkage level
- Assess the student on the first testlet in Student Portal
- As other science testlets become available, retrieve the TIP, gather materials, and assess the student in Student Portal
- All 9 Essential Elements are required to be assessed, therefore there is no blueprint.

Late enrollments

- If a student transfers from another KS district, everything that was completed in the previous district will transfer. We ask that you enroll the student and continue to work on meeting the blueprint requirements.
- Need not test date – follow the 2025-26 Assessment Overview Calendar
  - Students entering the district after 3/23/26 do not need to be enrolled in the DLM or tested by the new district.

2025-2026 Kansas Assessment Program Overview

Assessment Type	Subject	Grades	Estimated Time to Complete[1]	Testing Window	Need Not Test Date	Recently Arrived in U.S. Exemption Date[2]
Classroom-based Assessment	HGSS	4, 7, and either 10, 11, or 12*	Varies	Submit Scores in KIDS EOYA Collection	4/15/26	N/A
General Summative Assessments	English Language Arts (ELA)	3–8, 10	Two sessions, 45–60 mins each	**Students testing at a Brick & Mortar School** 3/23/26 to 4/24/26 **Full Time Virtual Student testing remotely** 4/27/26 to 5/8/26	Enrolled on or after 3/23/26	Arrived after 3/23/25 exempted from ELA. Must take KELPA.
	Math	3–8, 10	Two sessions, 45–60 mins each			Recently Arrived student required to take Math.
	Science	5, 8, 11	Two sessions, 45-60 mins each			Recently Arrived student required to take Science.
Interim Assessments	ELA Math	3-8, 10	One session, 45–60 mins	**Fall** 10/6/25 to 10/31/25 **Spring** 1/12/26 to 2/6/26	N/A	N/A
	Science	5 & 8				
Instructional Mini Tests[3]	ELA Math	3-8, 10	Varies	Available to assign starting 9/2/25	N/A	N/A
	Science	3, 4, 5, 6-8, and 9-12				
Dynamic Learning Maps Alternate Assessments	ELA Math	3-8, 10	Varies	**Fall** 9/8/25 to 12/19/25 **Spring** 2/2/26 to 4/24/26	3/23/26	Recently Arrived student required to take math. Arrived after 3/23/25 exempt from ELA. Must take WIDA Alt ACCESS.
Dynamic Learning Maps Alternate Assessments	Science	5, 8, 11	Varies	2/3/26 to 4/24/26	3/23/26	Recently Arrived student required to take Science.
KELPA Assessments[4]	Four domains: Reading, Speaking, Listening, & Writing	K–12	Varies	2/2/26 to 3/13/26 Human scoring completed by 4/6/26	N/A	No exemption date. Required for all identified EL students.
WIDA Alternate ACCESS	Four domains: Reading, Speaking, Listening, & Writing	K-12	Varies	2/2/26 to 3/13/26	N/A	EL students that qualify for the DLM.

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WIDA Alternate ACCESS

- The Alternate Access assessment window is the same as the KELPA window
  - Feb. 2 to March 13
- For English Learners with a most significant cognitive disability
- The test administrator must complete the required training on the WIDA secure site before administering Alternate ACCESS
- The person most familiar with the student and their mode of communication should administer the assessment.

Test Security and Ethics Issues



Testlet Information Page (TIP)

- **The TIP needs to be opened and reviewed by the teacher prior to administering every testlet even if another student is testing on the same EE. There are multiple testlets for each EE, and the TIP is specific to the individual students testlet.**
- The TIP provides a list of materials needed to administer the testlet.
- The TIP provides important information about what is allowed and not allowed. It provides the information on familiar texts. If a testlet uses a familiar text the student should be familiar with that text prior to taking the testlet.
- The TIP provides the picture-response cards that are required for administration of initial precursor level science testlets.
- The TIP Access data extract can be used to monitor if teachers are accessing the TIP.

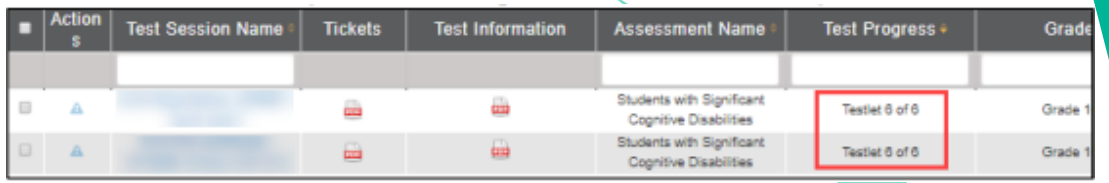
Accessing the TIP

Instruction and Assessment Planner (ELA/Math)

- Click on the kebab menu in the card.



Test Management (science)



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Testing Throughout the Test Window

- DLM ELA and math assessments are instructionally embedded.
- The intent is to provide instruction and assessment when the student is ready.
- Teachers should use the majority of the test window rather than completing all testlets at the beginning or end of the test window.

Testing Outside Hours

- Exit does not save –
  - Testlet opened outside of school hours – evenings and weekends
    - Teacher viewing testlet ahead of time – this is a **security and ethics issue** that is addressed in the DLM required training
- Test reset
  - Testlet was left open on the student's testing device and DLM reset it at 11:05 pm – this is a **security and ethics issue**
- Other
  - These require the assistance of the DLM service desk to dig deeper into the individual situation
- Submitted
  - Testlet was opened and submitted outside school hours
- Districts need to be monitoring and addressing these test security issues
- KSDE will be monitoring the data.

Tests Completed in Short Time

- DLM research team has determined the amount of time that is not reasonable to complete a DLM testlet
  - ELA – 60 seconds or less
  - Math – 30 seconds or less
  - Science – 30 seconds or less
- This is a testing irregularity that needs to be monitored and addressed by districts.
  - District can request for a testlet to be reset – email crogers@ksde.org the SSID and testlet name
  - KSDE will be monitoring the data – continued patterns of irregularities could result in tests being invalidated

Kansas Blueprint/Record Sheet

Planning for the Spring Window

Review Fall Performance Report

- Were all the blueprint requirements met? If not, why?
  - Consider using the KS Blueprint Selection Record
- Did student's master testlets?
  - If so, the recommended linkage level will be adjusted.
  - Choose the next linkage level (recommended linkage level from the planner) or choose a different Essential Element if the EE isn't required.
  - Teachers are encouraged to use the systems recommended linkage level which is based on the First Contact Survey and fall testing results if that EE was administered in the fall. If teachers feel the recommended linkage level in not appropriate, they should go into the First Contact Survey to review and update it.

Accessing the Essential Element Performance Report



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KS Blueprint/Record Sheet



INTRODUCTION | ESSENTIAL ELEMENTS BLUEPRINT/SELECTION RECORD

DLM Familiar Texts

https://dynamiclearningmaps.org/familiar-texts-im

This page links directly to books used in DLM English Language Arts (ELA) assessments. Find books by selecting Grade and Title. In the Dynamic Learning Maps® (DLM®) alternate assessment, students with the most complex needs are given the opportunity to become familiar with the books they will encounter in the assessment. These familiar texts are used in all Initial Precursor testlets and in some other linkage levels for some EEs. Unfamiliar texts are used in some linkage levels for some EEs where access to the text prior to administration is not necessary for the student to demonstrate their understanding. Descriptions of the texts and their features are provided for each Essential Element and linkage level by selecting about grade familiar texts. Educators are encouraged to use this information as a resource for planning instruction.

Exemplar Text Supports

https://www.dlmpd.com/exemplar-text-supports/

This page contains materials that link directly to the grade level content, but are written at a level that is accessible.

Major Claims and Conceptual Areas in English Language Arts (ELA)

Major Claim: Students can comprehend text in increasingly complex ways.

Conceptual Area:

ELA.C1.1 Determine critical elements of text.

ELA.C1.2 Construct understandings of text.

ELA.C1.3 Integrate ideas and information from text.

Major Claim: Students can produce writing for a range of purposes and audiences.

Conceptual Area:

ELA.C2.1 Use writing to communicate.

ELA.C2.2 Integrate ideas and information in writing.

Major Claim: Students can communicate for a range of purposes and audiences.

Conceptual Area:

ELA.C3.1 Use language to communicate with others.

ELA.C3.2 Clarify and contribute in discussion.

Major Claim: Students can investigate topics and present information.

Conceptual Area:

ELA.C4.1 Use sources and information.

ELA.C4.2 Collaborate and present ideas.

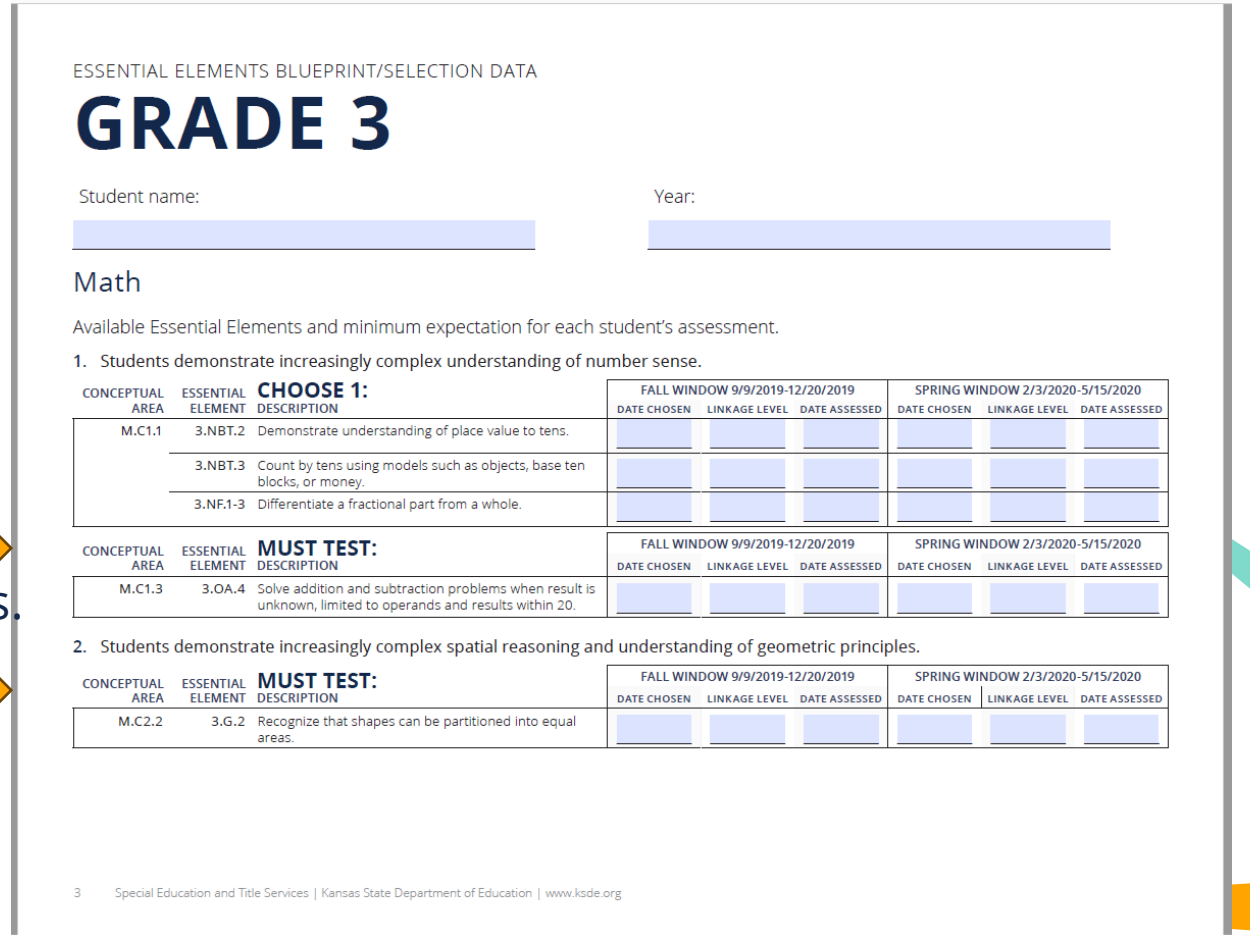
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[Kansas Essential Elements Blueprint/Selection Record Math and English Language Arts by Grade](#) (PDF)

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Record Sheet – grade 3 math

These are must test testlets.



ESSENTIAL ELEMENTS BLUEPRINT/SELECTION DATA

GRADE 3

Student name: _____ Year: _____

Math

Available Essential Elements and minimum expectation for each student's assessment.

1. Students demonstrate increasingly complex understanding of number sense.

CONCEPTUAL AREA	ESSENTIAL ELEMENT	CHOOSE 1: DESCRIPTION	FALL WINDOW 9/9/2019-12/20/2019 DATE CHOSEN	FALL LINKAGE LEVEL	FALL DATE ASSESSED	SPRING WINDOW 2/3/2020-5/15/2020 DATE CHOSEN	SPRING LINKAGE LEVEL	SPRING DATE ASSESSED
M.C1.1	3.NBT.2	Demonstrate understanding of place value to tens.						
	3.NBT.3	Count by tens using models such as objects, base ten blocks, or money.						
	3.NF.1-3	Differentiate a fractional part from a whole.						

CONCEPTUAL AREA	ESSENTIAL ELEMENT	MUST TEST: DESCRIPTION	FALL WINDOW 9/9/2019-12/20/2019 DATE CHOSEN	FALL LINKAGE LEVEL	FALL DATE ASSESSED	SPRING WINDOW 2/3/2020-5/15/2020 DATE CHOSEN	SPRING LINKAGE LEVEL	SPRING DATE ASSESSED
M.C1.3	3.OA.4	Solve addition and subtraction problems when result is unknown, limited to operands and results within 20.						

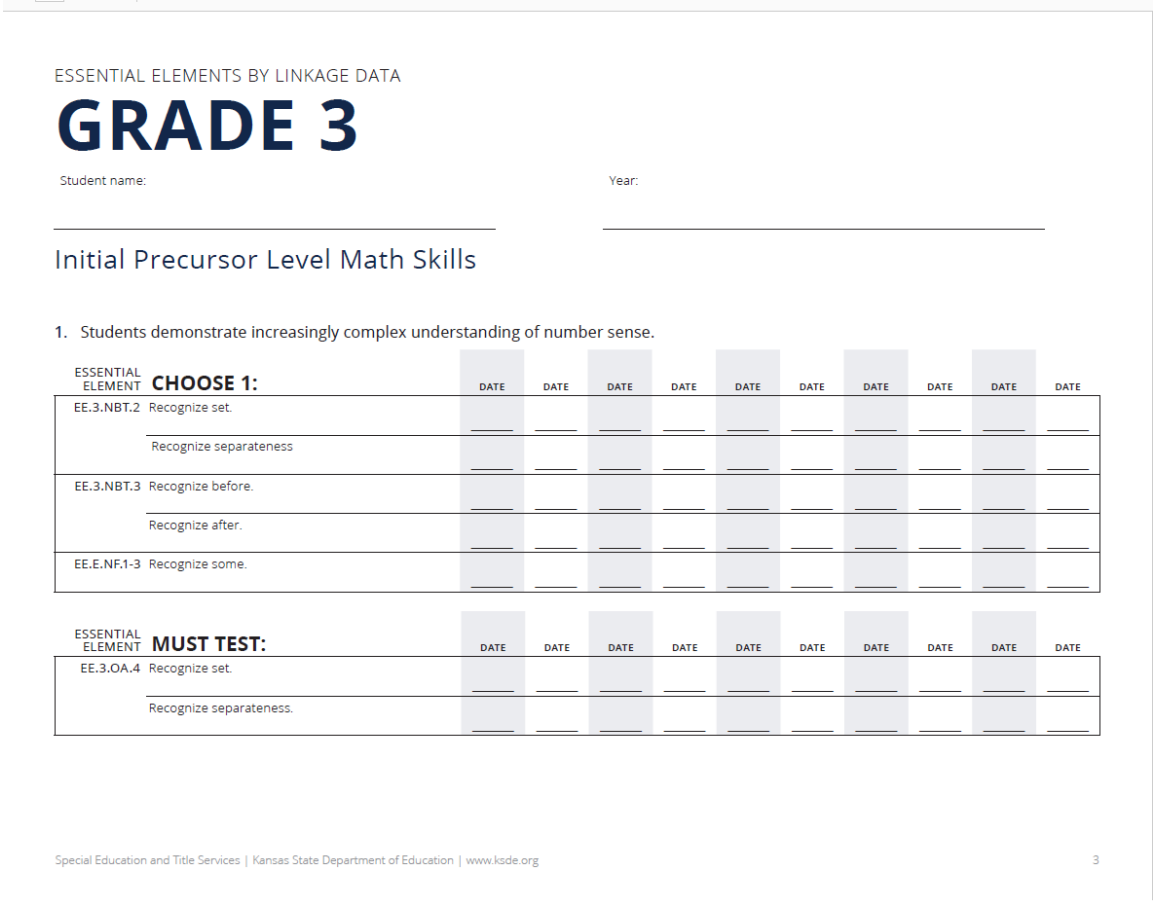
2. Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

CONCEPTUAL AREA	ESSENTIAL ELEMENT	MUST TEST: DESCRIPTION	FALL WINDOW 9/9/2019-12/20/2019 DATE CHOSEN	FALL LINKAGE LEVEL	FALL DATE ASSESSED	SPRING WINDOW 2/3/2020-5/15/2020 DATE CHOSEN	SPRING LINKAGE LEVEL	SPRING DATE ASSESSED
M.C2.2	3.G.2	Recognize that shapes can be partitioned into equal areas.						

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Essential Element by Linkage Level Data



ESSENTIAL ELEMENTS BY LINKAGE DATA

GRADE 3

Student name: _____ Year: _____

Initial Precursor Level Math Skills

1. Students demonstrate increasingly complex understanding of number sense.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.3.NBT.2	Recognize set.										
	Recognize separateness										
EE.3.NBT.3	Recognize before.										
	Recognize after.										
EE.E.NF.1-3	Recognize some.										

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.3.OA.4	Recognize set.										
	Recognize separateness.										

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[Kansas Essential Elements by Linkage Level Data: Grade 3-Grade 11](#) (PDF)

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Grade 3 Math

GRADE 3 | ESSENTIAL ELEMENTS BY LINKAGE DATA

Proximal Precursor and Target Math Skills

1. Students demonstrate increasingly complex understanding of number sense.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.3.NBT.2	PP = Recognize multiple tens and something. • Compose numbers based on tens.										
	T = Explain place value for ones and tens.										
EE.3.NBT.3	PP = Rote count to 30. • Count to 30.										
	T = Skip count by 10s.										
EE.3.NF.1-3	PP = Partition shapes.										
	T = Recognize parts of a given whole or a unit. • Explain unit fraction.										

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.3.OA.4	PP = Recognize the addition sign. • Explain the function of the addition sign. • Represent addition with equations. • Recognize the subtraction sign. • Explain the function of the minus sign. • Represent subtraction with equations. • Recognize the equal sign. • Explain the function of the equal sign.										
	T = Determine the unknown in a subtraction equation. • Determine the unknown in an addition equation.										

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Planner vs. Kansas Blueprint/Record Sheet

A comparison using 4th grade math and 10th grade math

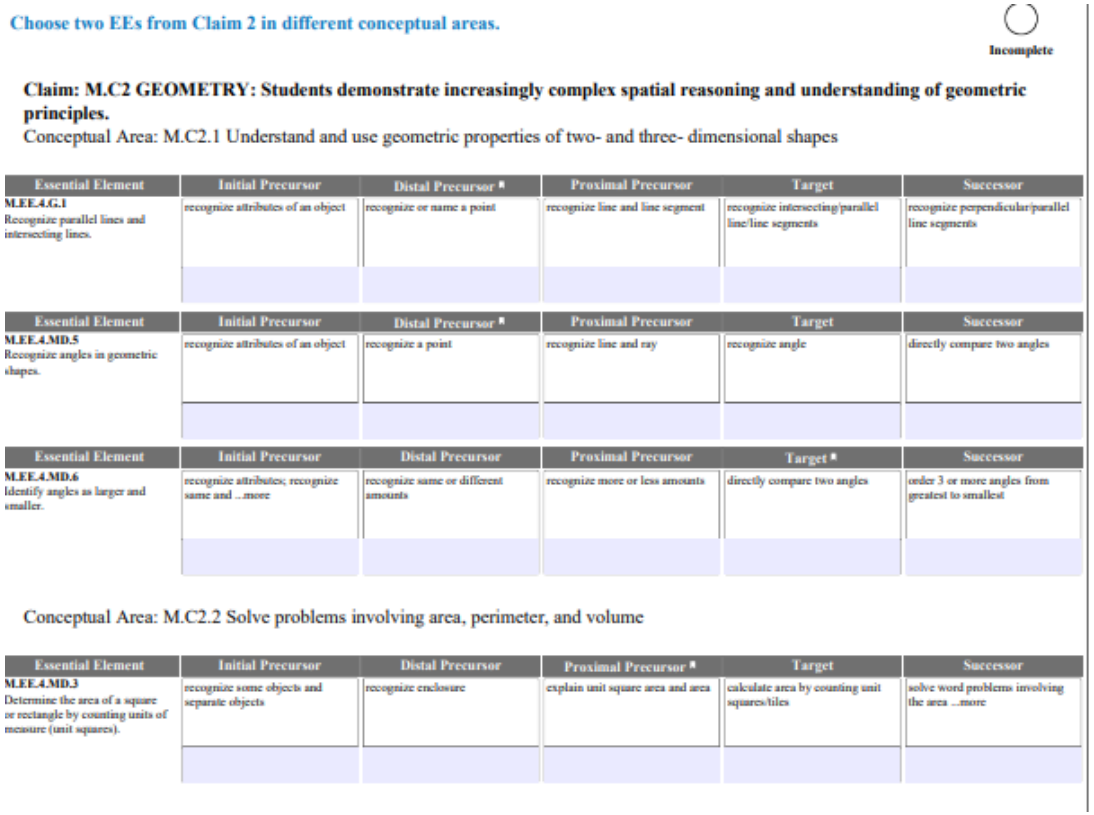
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4th Grade math blueprint – Claim 2

Instruction and Assessment Planner



Choose two EEs from Claim 2 in different conceptual areas.

Incomplete

Claim: M.C2 GEOMETRY: Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

Conceptual Area: M.C2.1 Understand and use geometric properties of two- and three- dimensional shapes

Essential Element	Initial Precursor	Distal Precursor *	Proximal Precursor	Target	Successor
M.EE.4.G.1 Recognize parallel lines and intersecting lines.	recognize attributes of an object	recognize or name a point	recognize line and line segment	recognize intersecting/parallel line/line segments	recognize perpendicular/parallel line segments

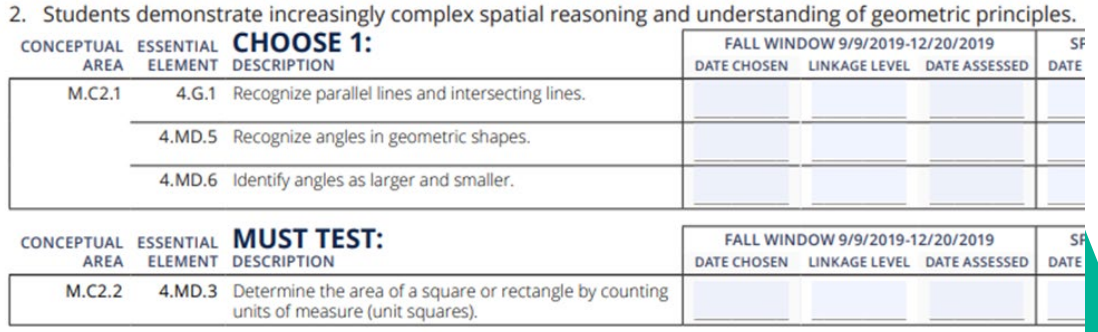
Essential Element	Initial Precursor	Distal Precursor *	Proximal Precursor	Target	Successor
M.EE.4.MD.5 Recognize angles in geometric shapes.	recognize attributes of an object	recognize a point	recognize line and ray	recognize angle	directly compare two angles

Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	Target *	Successor
M.EE.4.MD.6 Identify angles as larger and smaller.	recognize attributes; recognize same and ...more	recognize same or different amounts	recognize more or less amounts	directly compare two angles	order 3 or more angles from greatest to smallest

Conceptual Area: M.C2.2 Solve problems involving area, perimeter, and volume

Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor *	Target	Successor
M.EE.4.MD.3 Determine the area of a square or rectangle by counting units of measure (unit squares).	recognize some objects and separate objects	recognize enclosure	explain unit square area and area	calculate area by counting unit squares/tiles	solve word problems involving the area ...more

Kansas Blueprint/Record Sheet



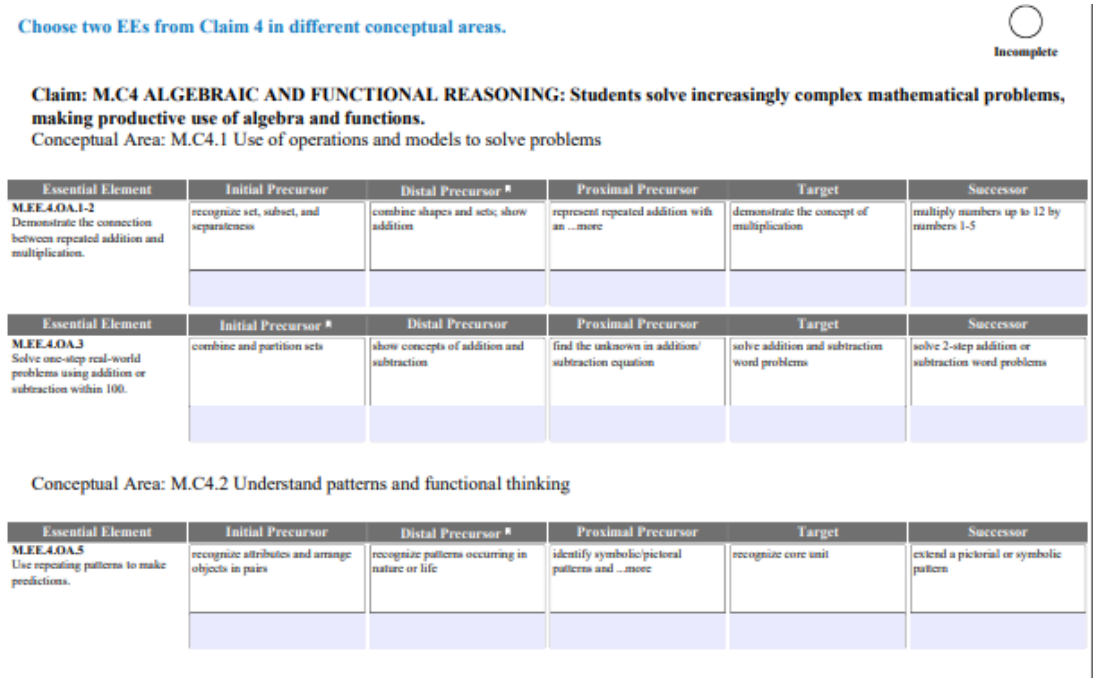
2. Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

CONCEPTUAL AREA	ESSENTIAL ELEMENT	CHOOSE 1: DESCRIPTION	FALL WINDOW 9/9/2019-12/20/2019 DATE CHOSEN	LINKAGE LEVEL	DATE ASSESSED	SP DATE
M.C2.1	4.G.1	Recognize parallel lines and intersecting lines.				
	4.MD.5	Recognize angles in geometric shapes.				
	4.MD.6	Identify angles as larger and smaller.				

CONCEPTUAL AREA	ESSENTIAL ELEMENT	MUST TEST: DESCRIPTION	FALL WINDOW 9/9/2019-12/20/2019 DATE CHOSEN	LINKAGE LEVEL	DATE ASSESSED	SP DATE
M.C2.2	4.MD.3	Determine the area of a square or rectangle by counting units of measure (unit squares).				

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4th Grade Math – Claim 4



Choose two EEs from Claim 4 in different conceptual areas.

Incomplete

Claim: M.C4 ALGEBRAIC AND FUNCTIONAL REASONING: Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

Conceptual Area: M.C4.1 Use of operations and models to solve problems

Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
M.EE.4.OA.1-2 Demonstrate the connection between repeated addition and multiplication.	recognize set, subset, and separateness	combine shapes and sets; show addition	represent repeated addition with an ...more	demonstrate the concept of multiplication	multiply numbers up to 12 by numbers 1-5

Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
M.EE.4.OA.3 Solve one-step real-world problems using addition or subtraction within 100.	combine and partition sets	show concepts of addition and subtraction	find the unknown in addition/ subtraction equation	solve addition and subtraction word problems	solve 2-step addition or subtraction word problems

Conceptual Area: M.C4.2 Understand patterns and functional thinking

Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
M.EE.4.OA.5 Use repeating patterns to make predictions.	recognize attributes and arrange objects in pairs	recognize patterns occurring in nature or life	identify symbolic/pictoral patterns and ...more	recognize core unit	extend a pictorial or symbolic pattern

4. Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

CONCEPTUAL AREA	ESSENTIAL ELEMENT	**CHOOSE 1:** DESCRIPTION	FALL WINDOW 9/9/2019-12/20/2019 DATE CHOSEN	LINKAGE LEVEL	DATE ASSESSED	SPRING WIND DATE CHOSEN	LI
M.C4.1	4.OA.1-2	Demonstrate the connection between repeated addition and multiplication.					
	4.OA.3	Solve one-step real-world problems using addition or subtraction within 100.					

CONCEPTUAL AREA	ESSENTIAL ELEMENT	**MUST TEST:** DESCRIPTION	FALL WINDOW 9/9/2019-12/20/2019 DATE CHOSEN	LINKAGE LEVEL	DATE ASSESSED	SPRING WIND DATE CHOSEN	LI
M.C4.2	4.OA.5	Use repeating patterns to make predictions.					

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10th Grade Math - Planner

Choose a minimum of six EEs across a minimum of three Claims.

Claim: M.C1 NUMBER SENSE: Students demonstrate increasingly complex understanding of number sense.
Conceptual Area: M.C1.3 Calculate accurately and efficiently using simple arithmetic operations

Not Complete

The Essential Elements below are available for instruction for your student. Although they do not count towards blueprint requirements, they may be beneficial for your student's educational goals.

Claim: M.C1 NUMBER SENSE: Students demonstrate increasingly complex understanding of number sense.
Conceptual Area: M.C1.3 Calculate accurately and efficiently using simple arithmetic operations

Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
M.EE.HS.N.CN.2.a Use the commutative, associative, and distributive properties to add, subtract, and multiply whole numbers.	recognize set, subset, and separateness	combine; Use repeated addition and multiplication	multiply by 1-5 and 10; add within 20	apply properties of addition and ...more	explain properties of multiplication/addition

Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
M.EE.HS.N.CN.2.b Solve real-world problems involving addition and subtraction of decimals, using models when needed.	recognize separateness and objects in a set	recognize unit; know place value, 1 ten = 10 ones	add/subtract decimals with digits in the ...more	solve word problems with rational numbers	solve multi-step word problems

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High School math

Student name: Name:

Math

Available Essential Elements and minimum expectation for each student's assessment.

CONCEPTUAL AREA	ESSENTIAL ELEMENT	CHOOSE 1: DESCRIPTION	FALL WINDOW 9/9/2019-12/20/2019 DATE CHOSEN	FALL WINDOW 9/9/2019-12/20/2019 LINKAGE LEVEL	FALL WINDOW 9/9/2019-12/20/2019 DATE ASSESSED	SPRING WINDOW 2/3/2020-5/15/2020 DATE CHOSEN	SPRING WINDOW 2/3/2020-5/15/2020 LINKAGE LEVEL	SPRING WINDOW 2/3/2020-5/15/2020 DATE ASSESSED
M.C1.3	S-CP.1-5	Identify when events are independent or dependent.						
M.C2.1	G-CO.4-5	Given a geometric figure and a rotation, reflection, or translation of that figure, identify the components of the two figures that are congruent.						

CONCEPTUAL AREA	ESSENTIAL ELEMENT	CHOOSE 2: DESCRIPTION	FALL WINDOW 9/9/2019-12/20/2019 DATE CHOSEN	FALL WINDOW 9/9/2019-12/20/2019 LINKAGE LEVEL	FALL WINDOW 9/9/2019-12/20/2019 DATE ASSESSED	SPRING WINDOW 2/3/2020-5/15/2020 DATE CHOSEN	SPRING WINDOW 2/3/2020-5/15/2020 LINKAGE LEVEL	SPRING WINDOW 2/3/2020-5/15/2020 DATE ASSESSED
M.C3.1	N-Q.1-3	Express quantities to the appropriate precision of measurement.						
M.C3.2	S-ID.1-2	Given data, construct a simple graph (table, line, pie, bar, or picture) and interpret the data.						
	S-ID.4	Calculate the mean of a given data set (limit the number of data points to fewer than five).						

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Selecting and Assigning EEs

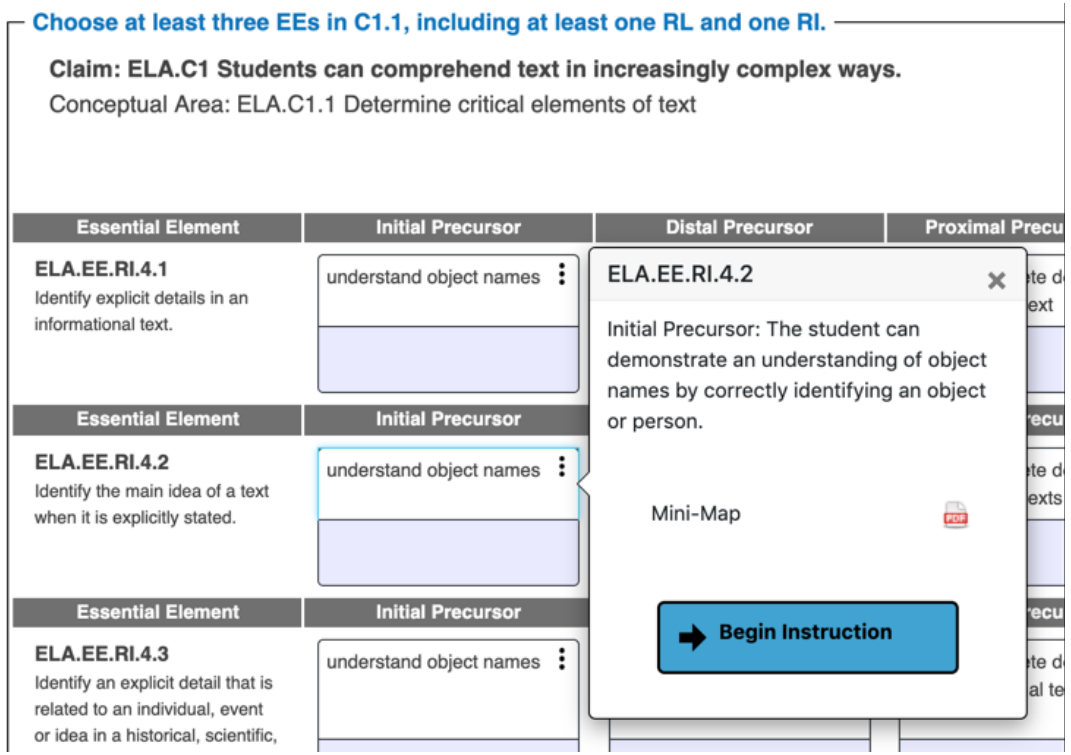
How to Create Instructional Plans for the DLM Alternate Assessment

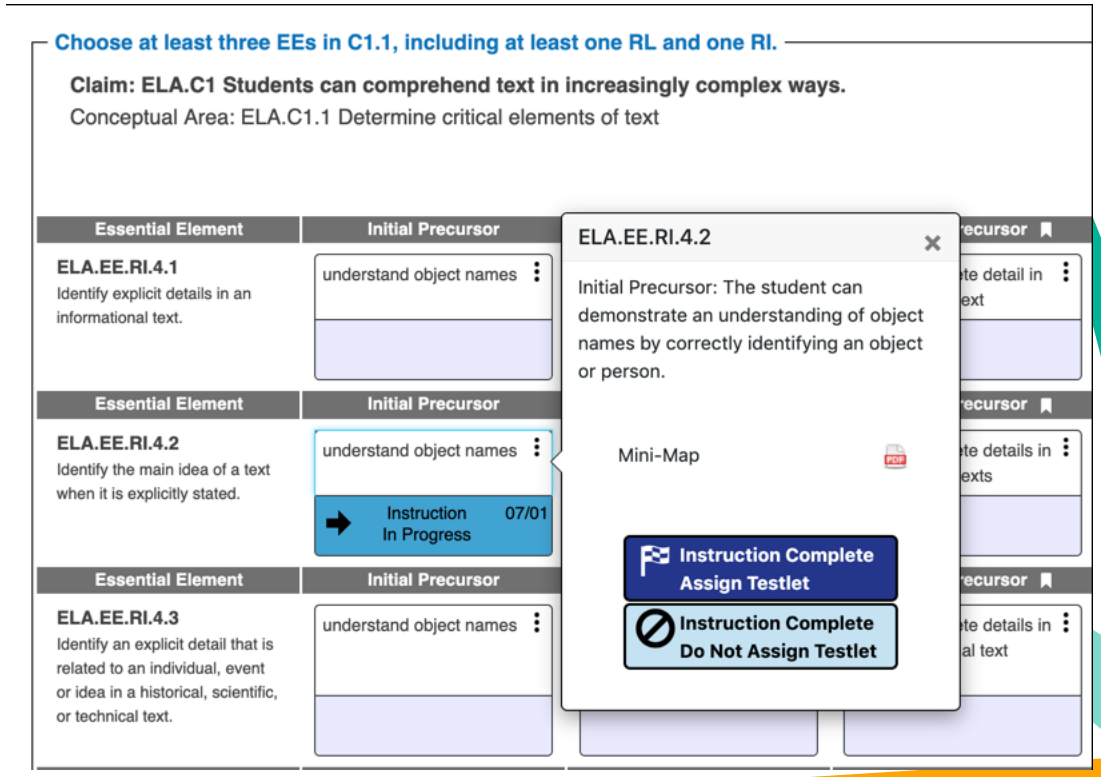
This is a resource posted on KSDE and DLM/Kansas page.

Instruction and Assessment Planner

1. Open the blueprint by clicking on the blue arrow for ELA or math.
2. Click on the ⋮ for the Essential Element and linkage level you want to assign.
3. Select begin instruction. The mini-map can be viewed by clicking on the pdf icon. The EE will now show Instruction in Progress
4. Instruct the student. When instruction is complete, click on the and select instruction complete assign testlet.
5. To view the testlet information page click on the

Selecting and Assigning EEs on KITE

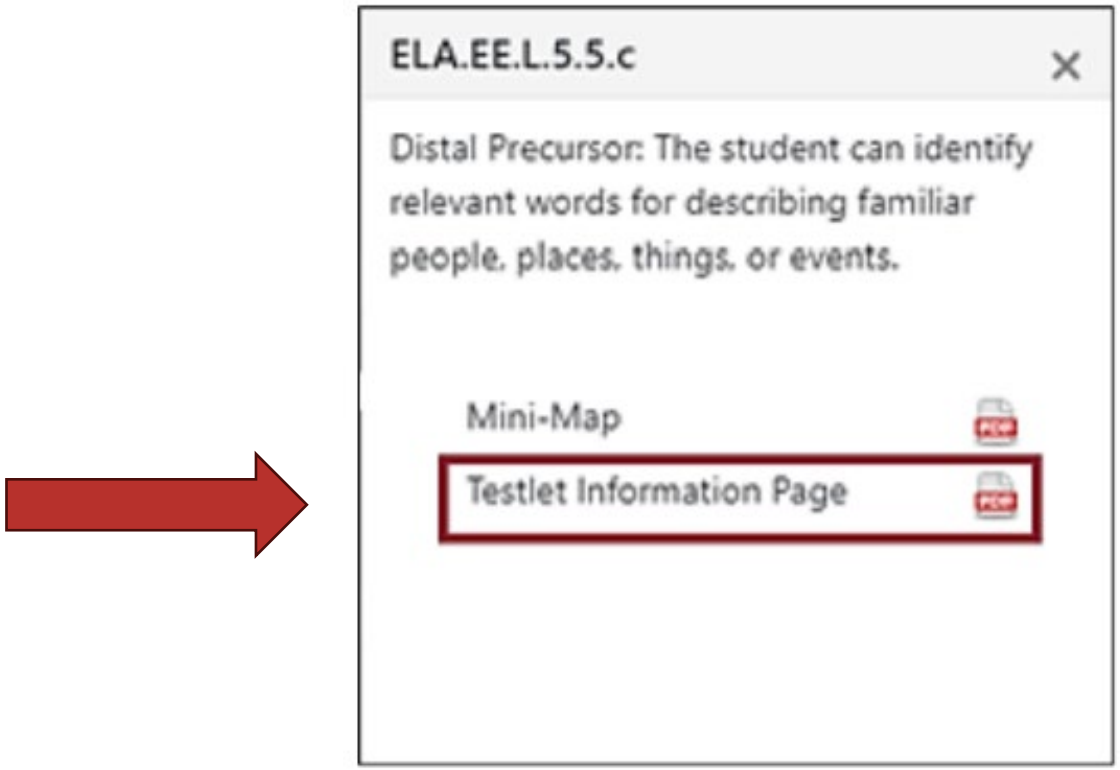




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Review the Testlet Information Page

- Click on the kebab. ⋮



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Science

Grades 5, 8, and 11

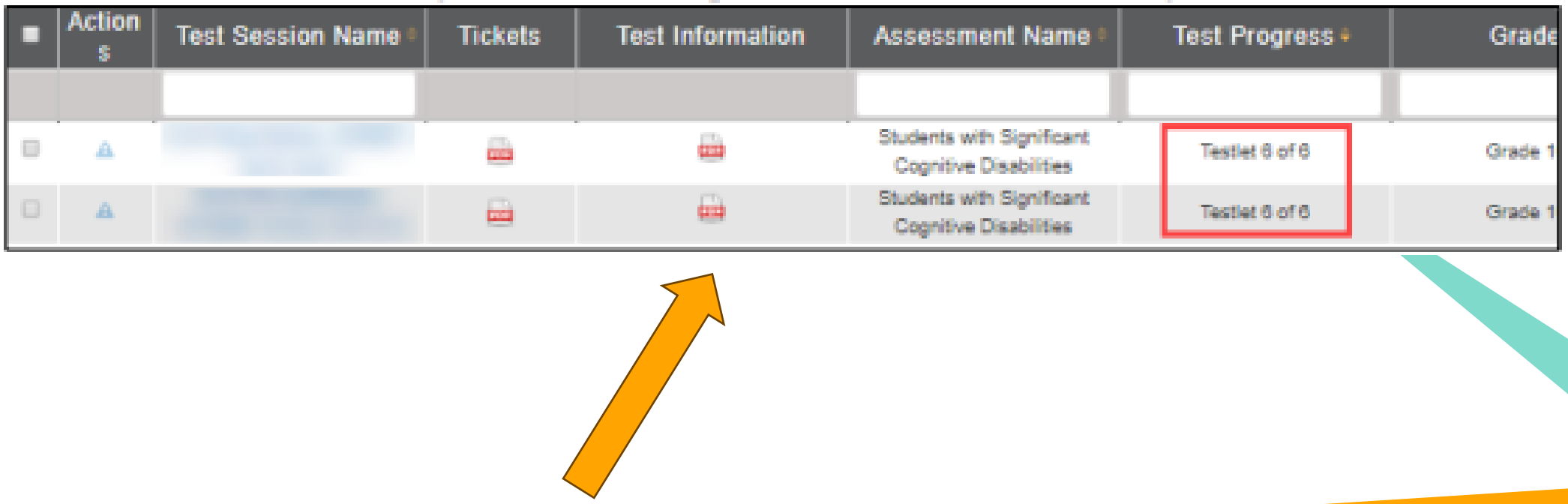


Science – Year end

- 9 science testlets per student (grades 5, 8, and 11)
- The system chooses the EE from the blueprint and selects the linkage level – based on the first contact survey. Teachers can not change the linkage level.
- Linkage levels are adjusted by the system based on the student's performance on the pervious testlet.
- Students will only receive one testlet at a time. You must wait up to 30 minutes for the next testlet to appear.
- Retrieve the Testlet Information Page for testlet in Test Management. Gather needed materials before beginning assessment, including printing the picture-response cards when needed (initial linkage level)

Retrieving the Testlet Information Page

- Go to test management

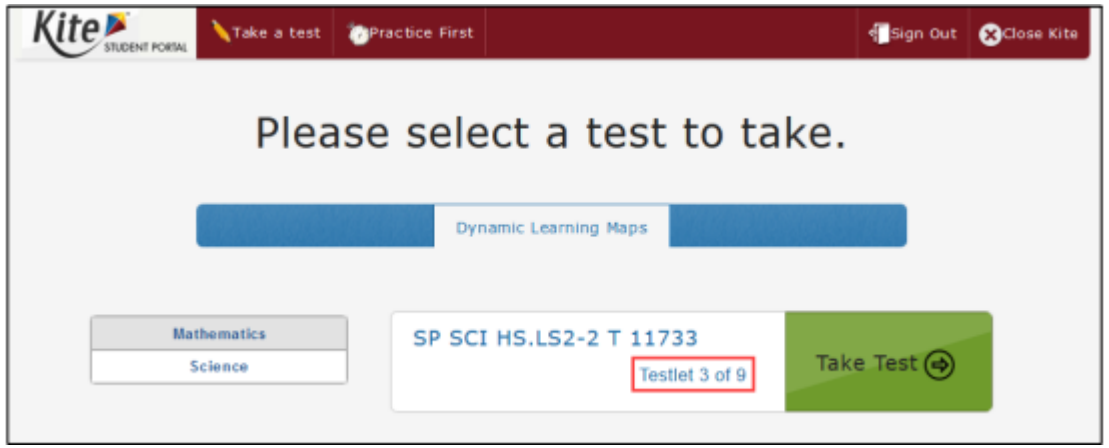


	Actions	Test Session Name	Tickets	Test Information	Assessment Name	Test Progress	Grade
					Students with Significant Cognitive Disabilities	Testlet 6 of 6	Grade 1
					Students with Significant Cognitive Disabilities	Testlet 6 of 6	Grade 1

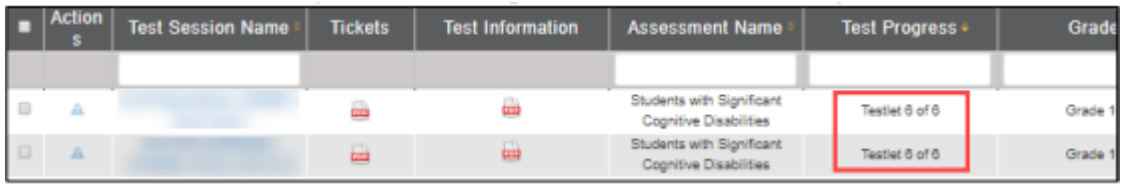
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Monitoring progress for science

On Student Portal



On Educator Portal Test Management screen



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Monitoring Blueprint Completion

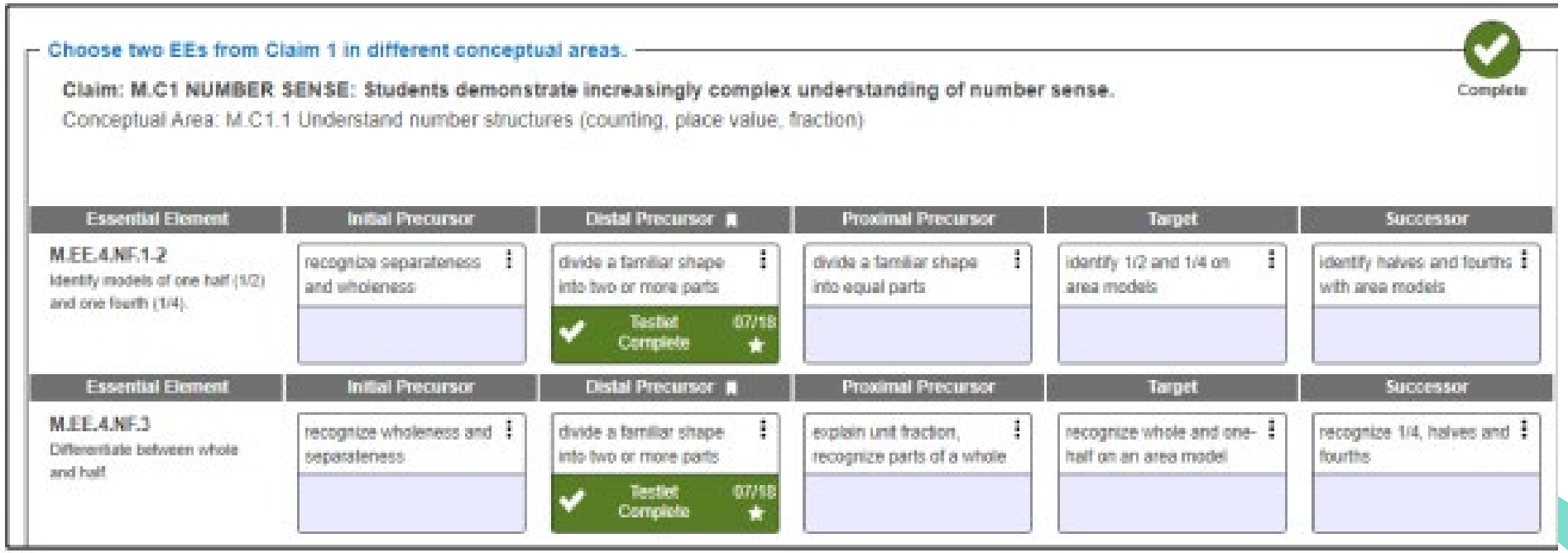
Instruction and Assessment Planner

Student Activity Table

Atwood, Polly State ID: 54621347	First Contact ELA	PNP Profile MATH	Credentials SCI
View/Create plans	→	→	→
Blueprint requirements met	0 of 4	0 of 4	NA
Number of plans with instruction in progress	0	0	0
Testlets assigned and ready to test	0	0	0
Total number of testlets completed	0	0	0

*_Note_. The student in this example is not a real student.

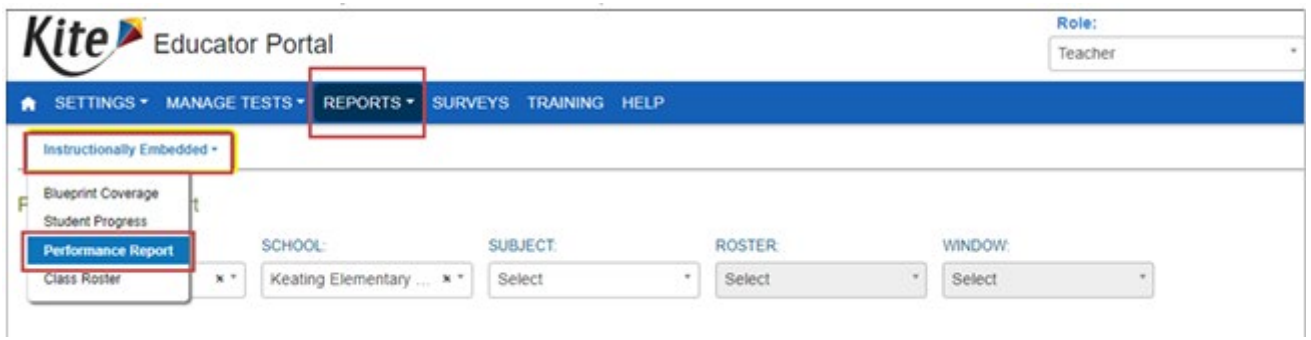
Essential Element Performance Report



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Performance Report from Reports Tab

1. Select Reports/Alternate Assessment Reports/Instructionally Embedded.
2. Select Performance Report from the drop-down menu.



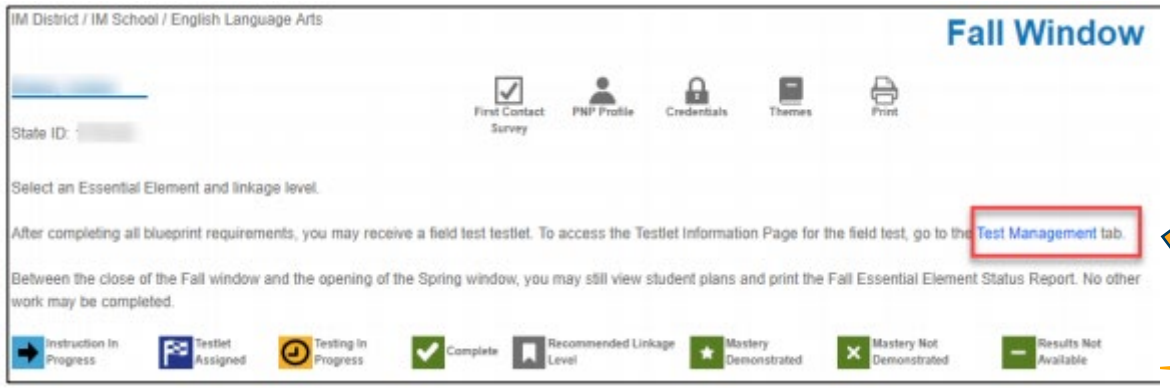
3. Enter filters. These fields will be prepopulated for the Teacher role.
4. After selecting a subject and window, select on of the hyperlinked student names to download the report.

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Field Test Items

ELA and Math Field Test Testlets

- After completing the blueprint requirements, the student may receive zero or one field test testlet in each subjects.
- The linkage level may be one above, one below, or the same as the operational Essential Element that was tested.
- Testlet Information Pages for field test testlets for all subjects are accessed in the Test Management section.



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Science Field Test Testlets

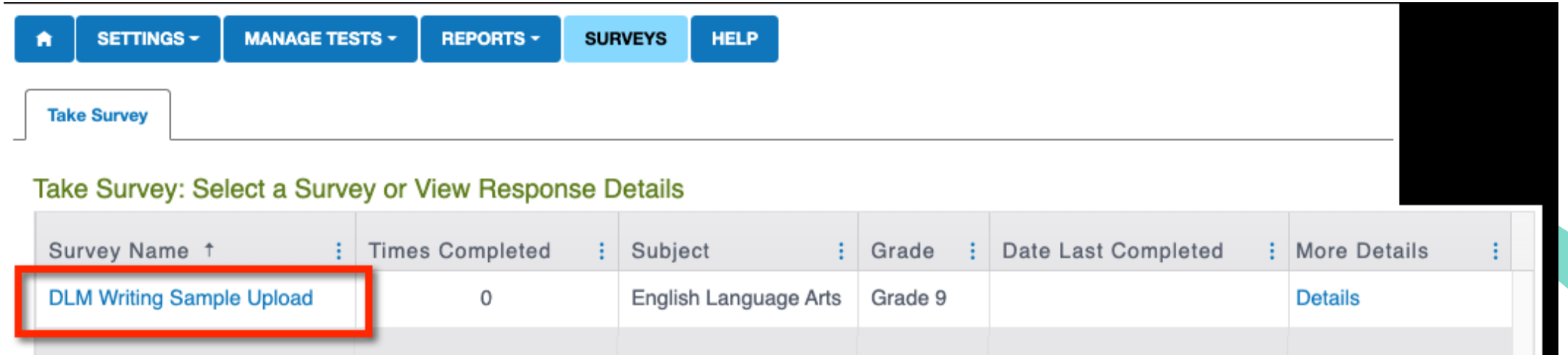
- Every student grade 5, 8, and 11 will receive 4 science field test testlets.
  - 2 batches with 2 testlets
- Teachers are asked to administer both batches of science field test testlets.
  - This is necessary for the new science assessment that will be operational in 2027.
- Testlet Information Pages for field test testlets are accessed in the Test Management section.

Submitting Writing Samples

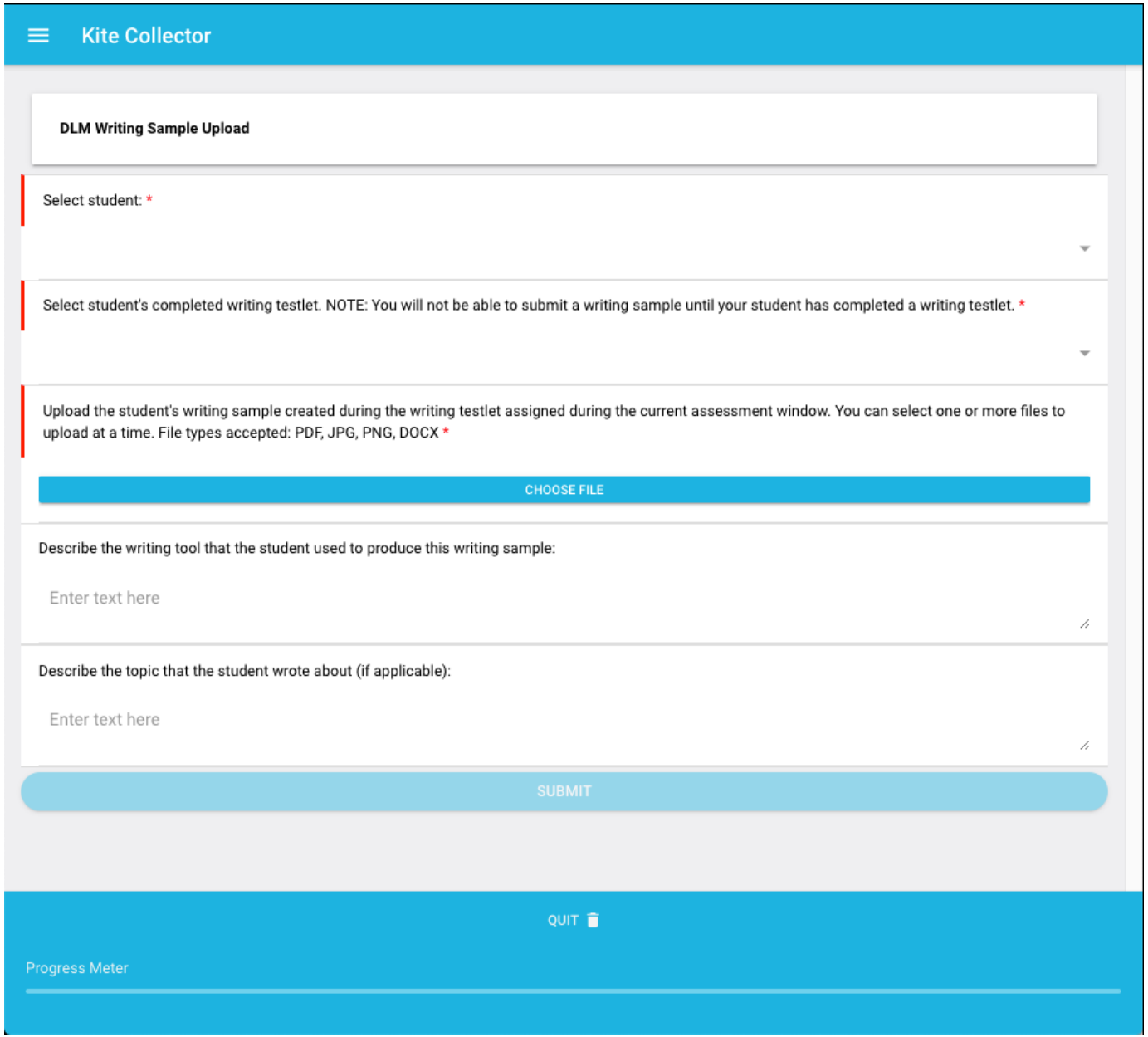
In Educator Portal

Educator Portal Surveys – Step 1 and 2 submitting writing samples

1. Select the Surveys tab.
2. Select the DLM Writing Sample Upload link in the table.



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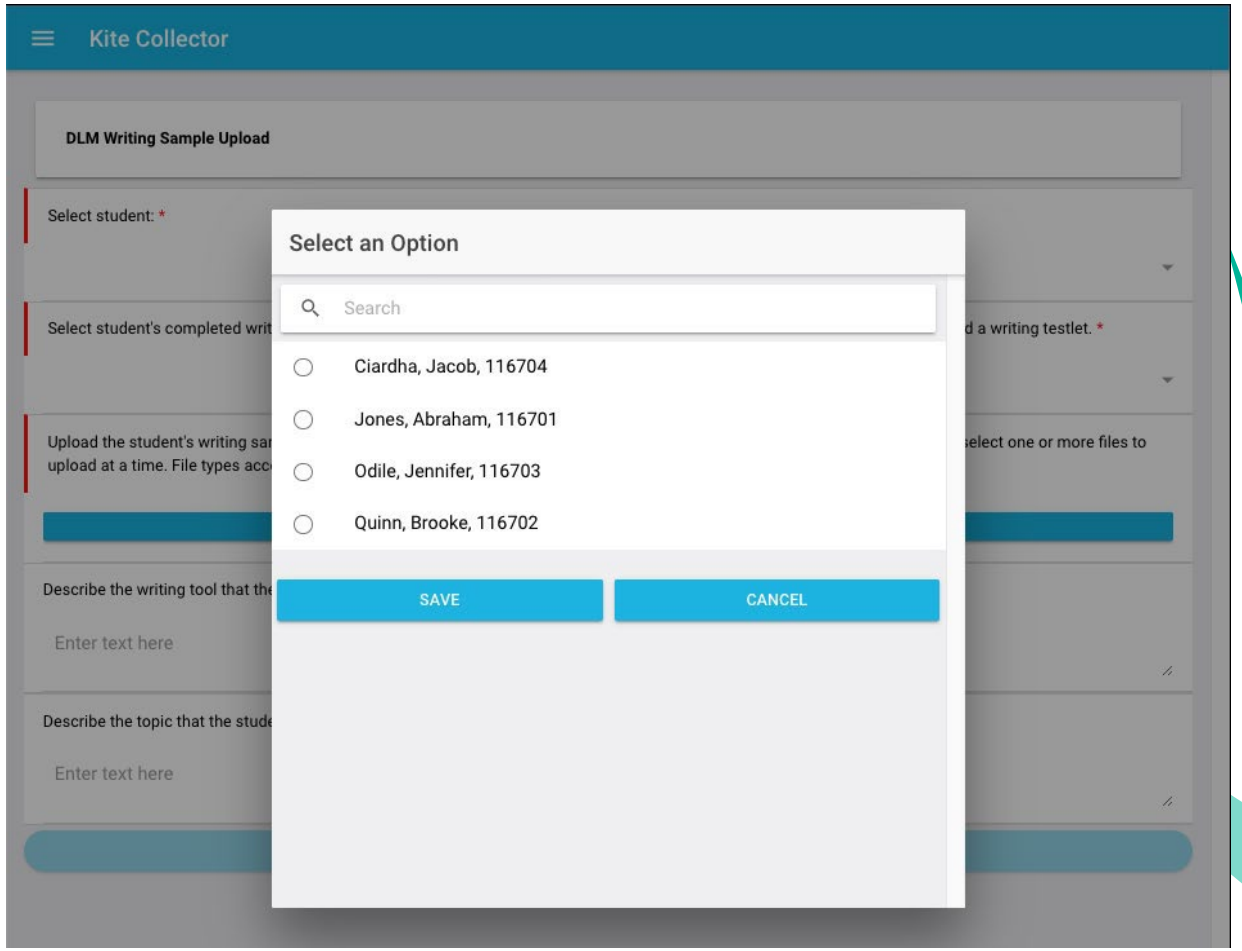
Step 3 – submitting writing samples

The system will open the writing sample upload form.

Step 4- submitting writing samples

Select student

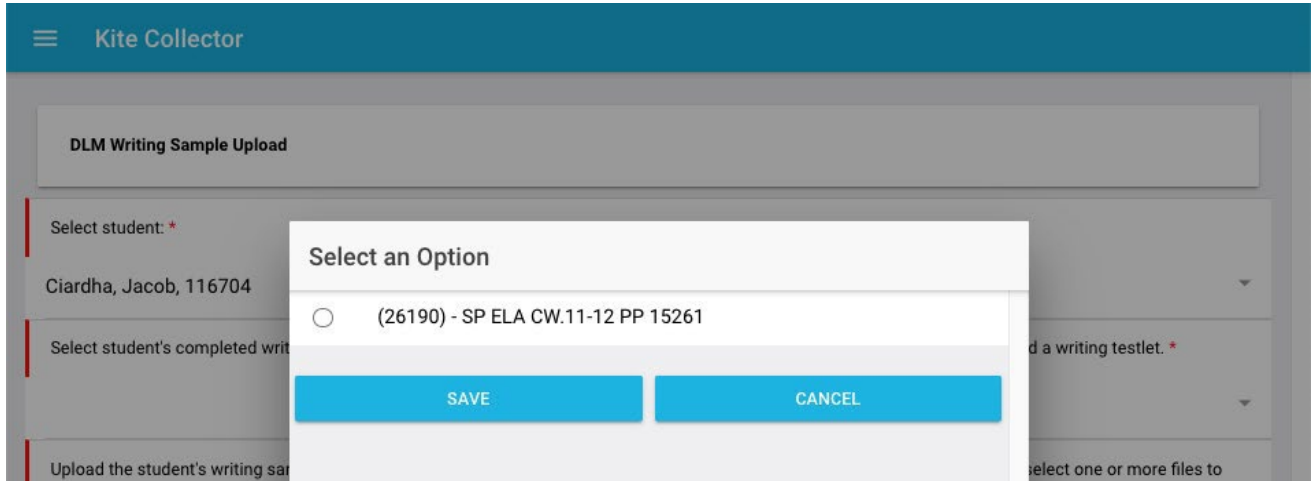
The system will display all students rostered to the teacher.



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Step 5 – submitting writing samples

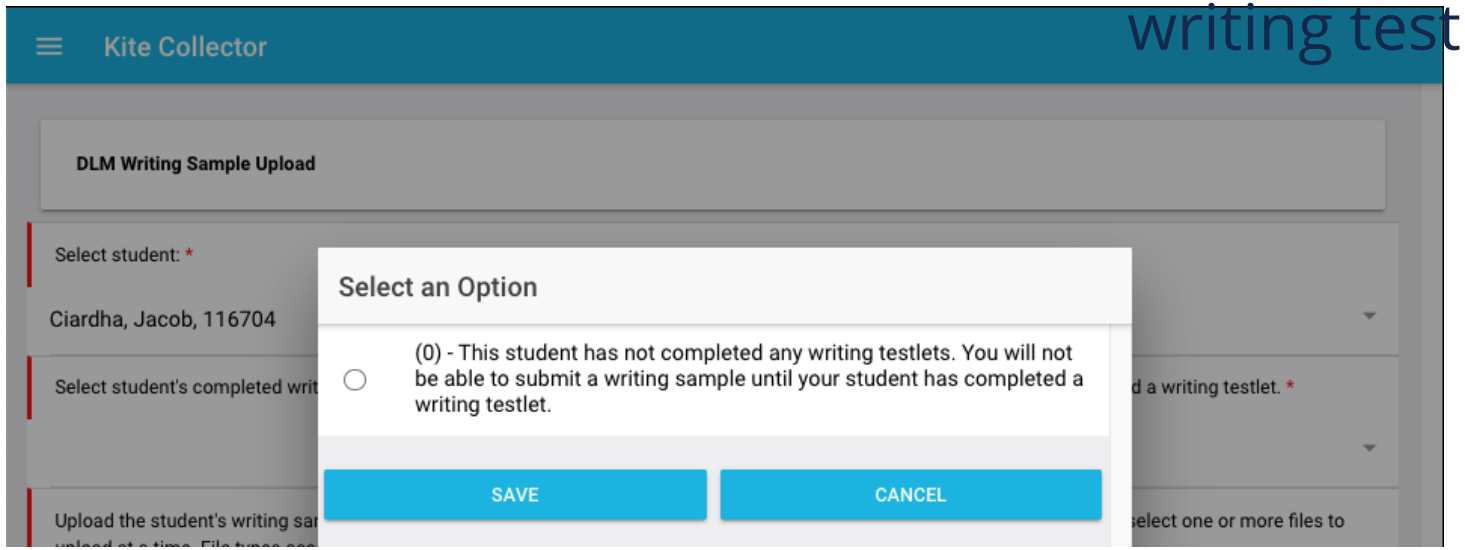
- Select the student's completed writing testlet the writing sample goes along with.
- The system will display the student's completed writing testlet(s).



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Writing testlet not completed

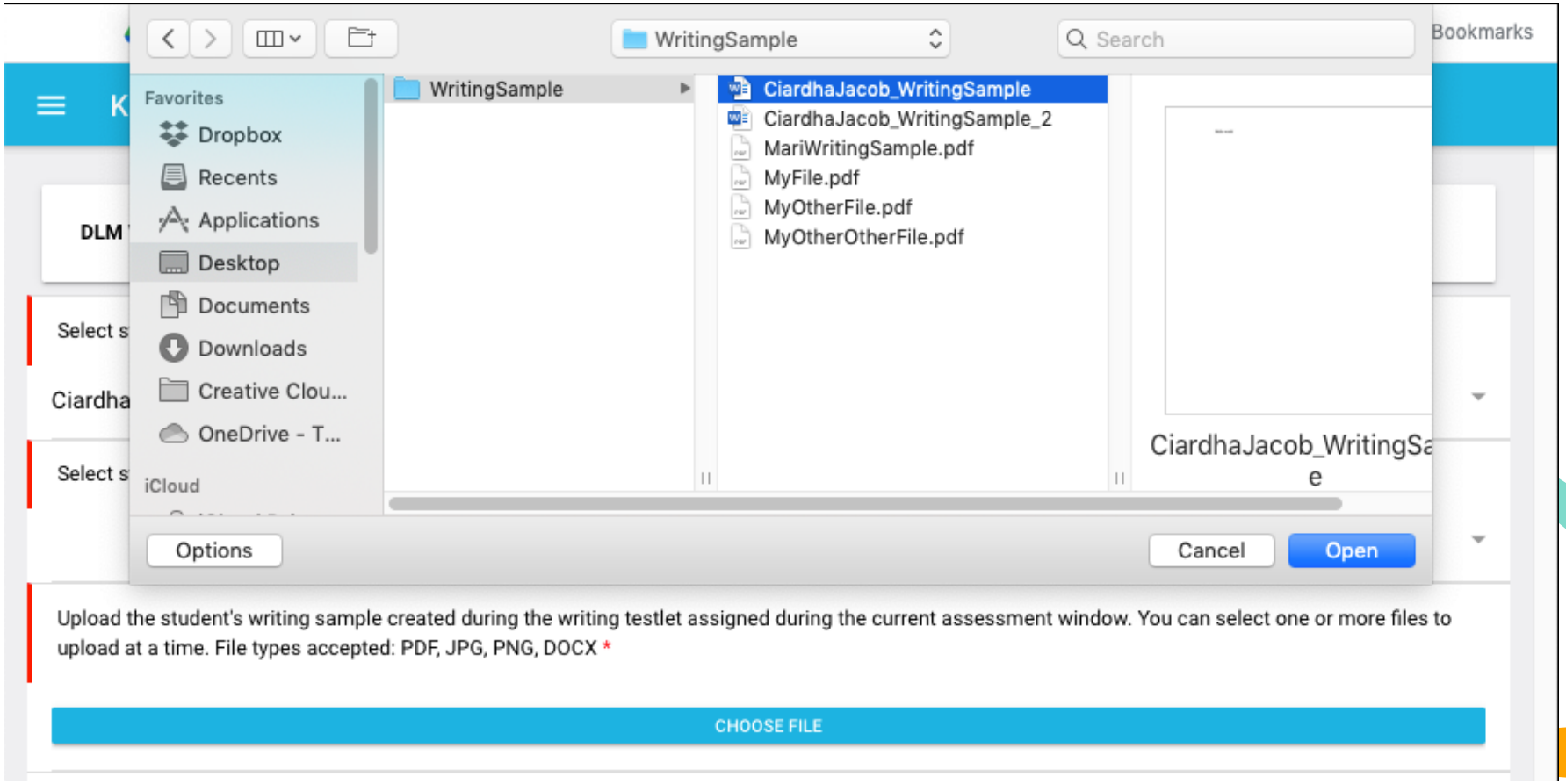
- NOTE: Teachers will not be able to submit a writing sample for a student if the student has not completed a writing testlet.



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Step 6 – submitting writing samples

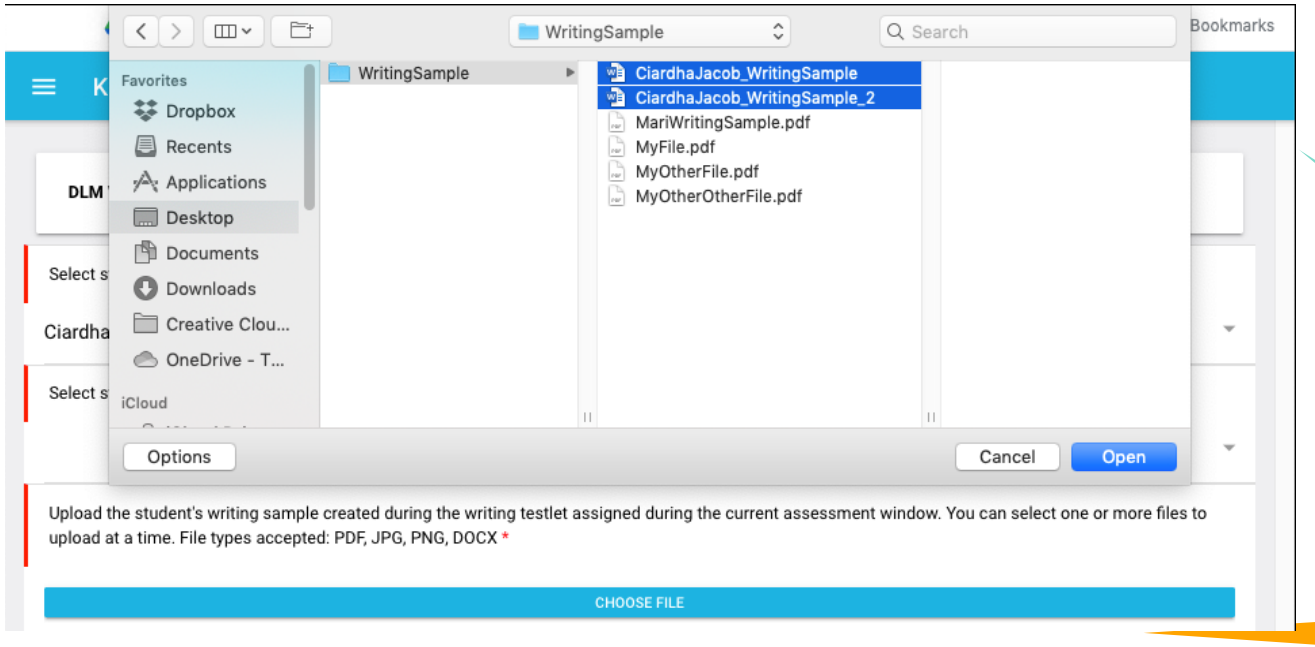
Select Choose File and select the writing sample file to upload.



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Step 7 and 8 –submitting writing samples

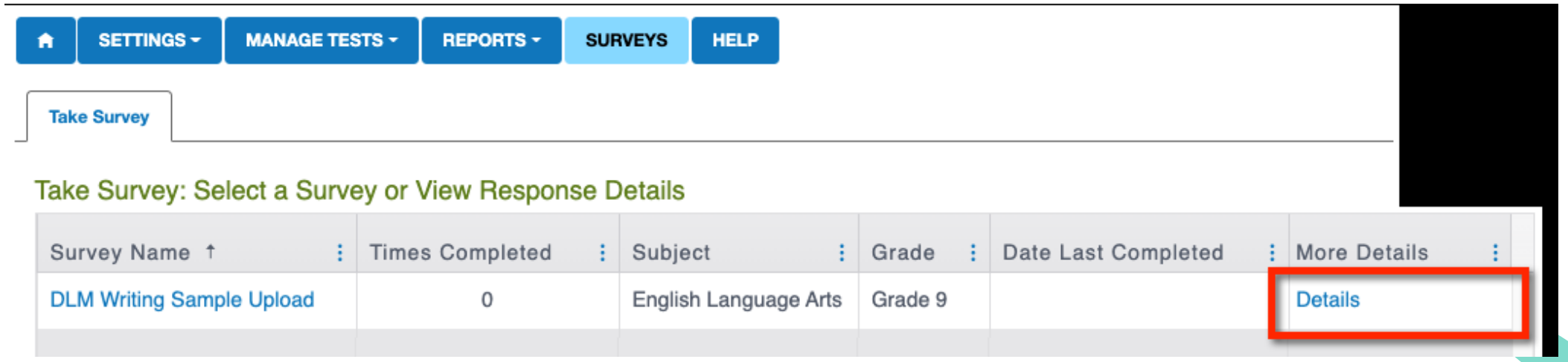
7. To upload more than one file, select multiple files.
8. Select the Submit button.



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Details

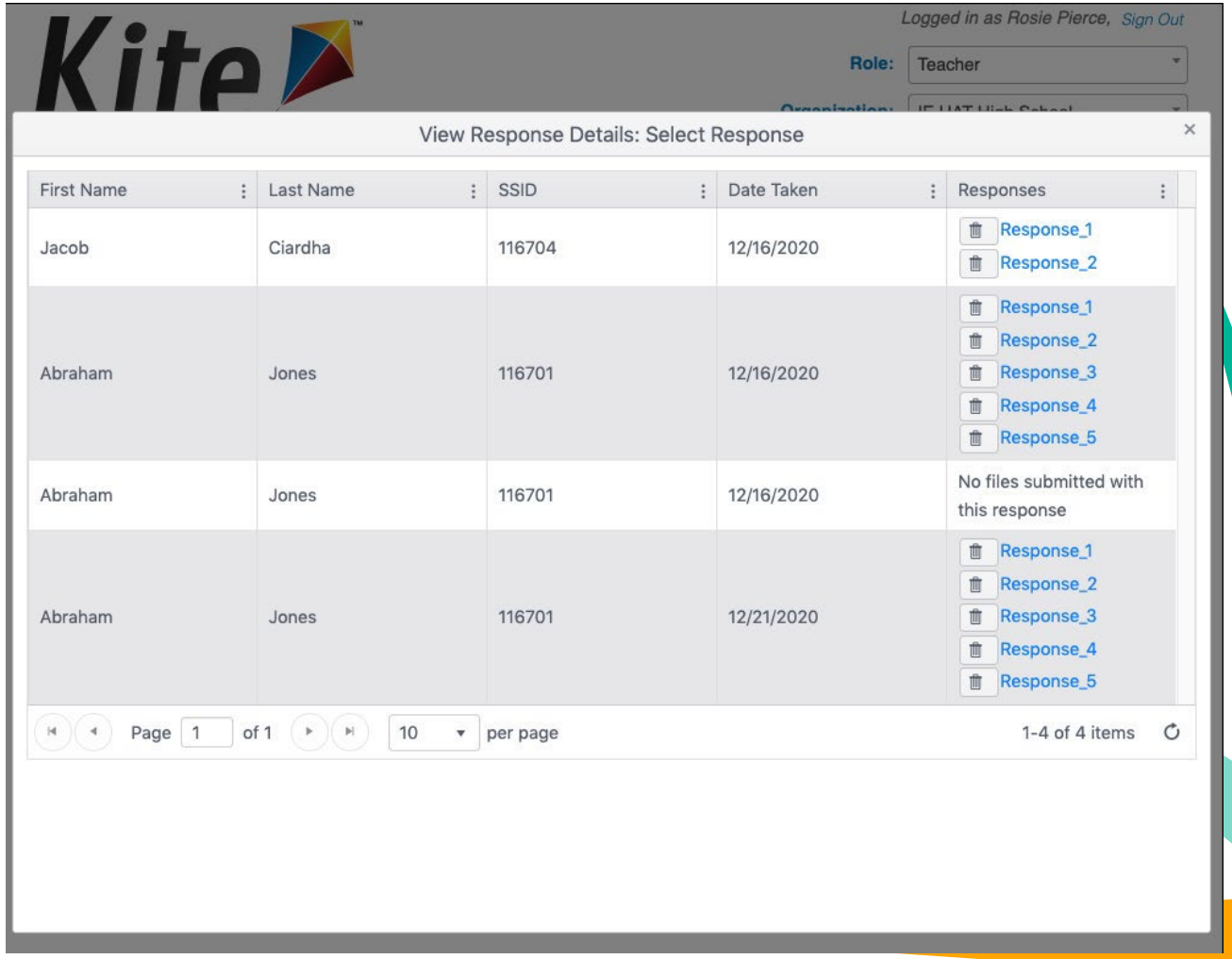
To download, review, or delete writing sample files, select the Details link.



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Responses

- Select the response link to download/view the uploaded file.
- Select the trash can icon to delete the uploaded file.



HGSS Classroom Based Assessment

Required for grades 4, 7, and HS

History/Government Social Studies (HGSS) Classroom Based Assessment

- ***Required Test*** *(Grades 4, 7, and HS)*
- Scores submitted in EOYA KIDS Collection
- History, Government and Social Studies Alternate Rubric and Information
- **DLM webinar - December 11, 2025:** DLM fall test window wrap-up and everything you need to know about the new HGSS classroom-based assessment for 4th, 7th, and High School who take the DLM. Slides (PDF)

Important Reminders

Backup Plans

- **Plan for instruction and assessment throughout the window**
- **Consider unforeseen circumstances**
  - Student absences
  - Test administrator absences
  - Longer than expected assessment sessions
  - School cancellations
  - Technology issues

Test Administration



- Allowed
  - Taking breaks
  - Logging into Student Portal for the student, navigating across screens, and entering the student's chosen responses
  - Using special equipment for positioning
  - Using an interactive whiteboard to project the student's testlets
  - Human read aloud



- Not Allowed
  - Influencing a student's responses
  - Hints or hand-over-hand guidance
  - Previewing a student's testlet ahead of time then teaching the student the answers
  - Removing/reducing the number of response options
  - Adding pictures or communication symbols to response options that are text only

Special Circumstance Codes

- Communicate with your test coordinator if you have a student who needs an SC code entered.
- Special Circumstance Codes for Kansas Only enter 1 SC code per subject.
- Test coordinator emails KSDE chelsea.pelfrey@ksde.gov with the SSID, SC code, and reason. (SC 08 and SC 39) – must submit SC exemption form
- SC codes need to be entered for the spring test window before the test window closes on April 24th, no codes can be entered once the window is closed.

Report for Test Coordinators

- Test coordinators can access a data extract showing which students have SC codes entered.

Restricted Special Circumstance Code	Student test sessions with restricted Special Circumstance code selections.

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

April 9, 2026: DLM wrap-up – What needs to be finished by April 24?

Contact Information



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