Released Testlets for At-Home Instruction

English Language Arts, Mathematics, and Science

Introduction

The Dynamic Learning Maps® (DLM®) Alternate Assessment System staff understand the challenges of at-home instruction in these trying times and want to provide parents, educators, and students with instructional supports for at-home learning.

The Released Testlets for At-Home Instruction document was created to deliver instructional supports that assist parents with at-home instruction. This guide contains lists of all available released testlets to use as a tool while completing instructional activities at home. A released testlet is a mini test, and not an instructional unit. Released testlets covers specific skills and are similar to the DLM testlets your student may be familiar with from prior classroom experiences.

Each released testlet subject area table listed in this guide was developed to describe the knowledge, skills, and understandings each released testlet assesses. The Essential Element is the grade-level achievement standard. The DLM alternate assessment was designed using learning map models. The learning map models link knowledge, skills, and understandings that build upon one another to reach the Target, the Essential Element, and beyond. The knowledge, skills, and understandings build from least to most complex with the Initial Precursor linkage level as least complex, followed by the Distal Precursor, the Proximal Precursor, the Target, and finally the most complex, the Successor linkage level in ELA and mathematics. Science has three linkage levels: Initial, Precursor, and Target. A testlet only assesses one linkage level for an Essential Element.

The testlets are available in Kite® Student Portal, which must be downloaded on a laptop, Chromebook, or iPad. Instructions for downloading the Kite Student Portal software are provided in the [Kite Student Portal Software](#) section of this document.

After Kite Student Portal software is downloaded and installed, all released testlets are available. To access the released testlets, log in to Kite Student Portal using the applicable demo student username and password available in the [Demo Student Accounts for Released Testlets](#) section of this document.

Users with questions or problems accessing the released testlets should email the DLM Service Desk at dlm_support@ku.edu.

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Released Testlets

Using Released Testlets

The released testlet subject area tables for ELA reading, ELA writing, mathematics, and science contain much of the same information. The following detailed description of each column heading in the sample English Language Arts—Reading table is helpful for understanding the meaning of information provided and use of the released testlets.

Testlet Name	Essential Element	Linkage Level	Linkage Level Description	Familiar-Unfamiliar Text
ELA.RI.3.2.IP	RI.3.2: Identify details in a text	Initial Precursor	Can correctly look at the scene demonstrating a possible even and ignore the scene demonstrating an impossible event based on understanding the objects still exits despite not being seen (i.e. object permanence).	Reading for Information Familiar Text Fun on the Bus

Testlet Name

This column contains the name of the released testlet in Student Portal. Each testlet is named after the subject area, Essential Element, grade level, and linkage level.

Essential Element

This column contains a specific statement of knowledge, skills, and understandings students are expected to know and be able to do. The Essential Element is intended to provide a link between general education grade-level content standards and alternate achievement standards.

Linkage Level

Linkage levels are the multiple levels of complexity of the skill progression for students. ELA and mathematics have different linkage levels than science. Linkage levels for all three subject areas are listed below in the order of increasing complexity.

ELA and Mathematics

Initial Precursor (IP)
Distal Precursor (DP)
Proximal Precursor (PP)
Target (T)
Successor (S)

Science

Initial (I)
Precursor (P)
Target (T)

Linkage Level Description

This column describes what knowledge, skills, and understandings will be included in the released testlet. Instruction prior to the student accessing the released testlet should be based

on linkage level description. Use your judgment to choose a linkage level that best meets your student's needs, not too easy or too difficult. For some students, you may start at their current grade level or you may choose to work within different grade levels based on your knowledge of your student.

Familiar Text-Unfamiliar Text

This column is only in the English Language Arts—Reading table and contains up to three pieces of information to be used in instruction and administration of the released testlet. The first piece of information in this column is the type of text. Two types of text are used in testlets, Reading Literature (RL), which refers to reading a literary text, and Reading Informational (RI), which refers to reading an informational text.

The second piece of information is whether the text used in the testlet should be familiar or unfamiliar to your student. For Familiar Text, a link is provided to the actual text that will be in the released testlet. Use the familiar text during instruction on the skills in the Linkage Level Description for the released testlet. The text may be read to the student multiple times during instruction. Other released testlets use Unfamiliar Text. Parents will need to provide texts that are either literary or informational for instruction on the skills in the Linkage Level Description.

The following section includes tables of information about each released testlet available in Kite Student Portal for English language arts, mathematics, and science. After this section of released testlet information, you will find demo student account login information that can be used to access released testlets in Kite Student Portal using a variety of accessibility features.

English Language Arts Released Testlets

The English language arts released testlets tables are arranged by grade. Each grade has two tables, one for reading testlets and another for writing testlets.

Each grade has two forms of writing testlets, Emergent Writing and Conventional Writing. Emergent level writing testlets are for students who may not use traditional means to write such as pencil and paper. Students completing emergent writing testlets are assessed on the writing process, such as choosing a topic and identifying information about the topic, but they **are not expected** to produce a writing product. Conventional writing testlets are for students who are able use more traditional means of writing or are more fluent in alternate ways to write. They can convey meaning in the writing they do. Students who take the conventional level writing testlets are assessed on both the writing process and **are expected** to produce a writing product.

Students who are unable to use traditional means of writing such as pencil and paper may use alternate tools for writing. These tools may be computers, alternate pencils, or using their personal augmentative communication devices to spell out words and form sentences.

Grade 3 English Language Arts – Reading

Testlet Name	Essential Element	Linkage Level	Linkage Level Description	Familiar or Unfamiliar Text
ELA.RI.3.2.IP	RI.3.2: Identify details in a text	Initial Precursor	Can correctly look at the scene demonstrating a possible even and ignore the scene demonstrating an impossible event based on understanding the objects still exits despite not being seen (i.e. object permanence).	*Reading for Information* Familiar Text *Fun on the Bus*
ELA.RI.3.8.IP	RI.3.8: Identify two related points the author makes in an informational text	Initial Precursor	When attending, react to a chance to an object or situation.	*Reading for Information* Familiar Text *What do Cats Do?*
ELA.RL.3.5.DP	RL.3.5: Determine the beginning, middle, and end of a familiar story with a logical order.	Distal Precursor	Can differentiate between text and pictures. Can pair an object with a picture, tactile graphic, or other symbolic representation of the object	*Reading Literature* Familiar Text *Henry and Mudge Are Happy*
ELA.RI.3.3.PP	RI.3.3: Order two events from a text as "first" and "next"	Proximal Precursor	Can identify specific events in a familiar information text	Reading for Information Familiar Text *Exercising your Dog*
ELA.RI.3.8.S	RI.3.8: Identify two related points the author makes in an informational text	Successor	Can provide the reasons an author includes (i.e. details) that support the points of an informational text	*Reading for Information* Unfamiliar Text

Grade 3 English Language Arts – Writing

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Emergent Writing Grade 3	ELA.EE.W.3.2.a Select a topic and write about it including one fact or detail ELA.EE.W.3.4 With guidance and support, produce writing that expresses more than one idea	Initial Precursor Distal Precursor	**Emergent Writing** *EW.3.2* *EW.3.4*

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Conventional Writing Grade 3	ELA.EE.W.3.2.aSelect a topic and write about it including one fact or detail ELA.EE.W.3.4With guidance and support, produce writing that expresses more than one idea	Proximal Precursor Target Successor	**Conventional Writing** *CW.3* *CW.3.4*

Grade 4 English Language Arts – Reading

Testlet Name	Essential Element	Linkage Level	Linkage Level Description	Familiar or Unfamiliar Text
ELA.RI.4.1.PP	RI.4.1: Identify explicit details in an informational text	Proximal Precursor	Can identify the concrete details, such as individuals, events, or ideas in familiar informational tests.	*Reading for Information* Unfamiliar Text
ELA.RI.4.4.T	RI.4.4: Determine the meaning of words in text	Target	Can identify simple semantic definitions for unambiguous words in a text.	*Reading for Information* Unfamiliar Text

Grade 4 English Language Arts – Writing

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Emergent Writing Grade 4	EE.L.4.2.a Capitalize the first word in a sentence. EE.L.4.2.d Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns. EE.W.4.2.b List words, facts, or details related to the topic.	Initial Precursor Distal Precursor	**Emergent Writing** *L.4.2.a* *EE.L.4.2.d* *EE.W.4.2.b*
Conventional Writing Grade 4	EE.L.4.2.a Capitalize the first word in a sentence. EE.L.4.2.d Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns. EE.W.4.2.b List words, facts, or details related to the topic.	Proximal Precursor Target Successor	**Conventional Writing** *EE.L.4.2.a* *EE.L.4.2.d* *EE.W.4.2.b*

Grade 5 English Language Arts – Reading

Testlet Name	Essential Element	Linkage Level	Linkage Level Description	Familiar or Unfamiliar Text
ELA.RL.5.6.IP	RL.5.6: Determine the point of view of the narrator	Initial Precursor	Can recognize when he or she encounters familiar people, objects, places, and events.	*Reading Literature* Familiar Text *Visiting Friends*

Testlet Name	Essential Element	Linkage Level	Linkage Level Description	Familiar or Unfamiliar Text
ELA.RL.5.9.IP	RL.5.9: Compare stories, myths, or texts with similar topics or themes.	Initial Precursor	Can indicate an object when it is referred to by name	*Reading Literature* Familiar Text *Grandfather Helps His Neighbors*
ELA.RI.5.5.DP	RI.5.5: Determine if a text tells about events, gives directions, or provides information on a topic.	Distal Precursor	Can identify pictures or tactile graphics/objects that go with a familiar text, such as setting, characters, or action	*Reading for Information* Familiar Text *Choices*
ELA.RL.5.9.DP	RL.5.9: Compare stories, myths, or texts with similar topics or themes.	Distal Precursor	Can understand adjectives in others' speech	*Reading Literature* Familiar Text *Grandfather Helps His Neighbors*
ELA.RL.5.9.PP	RL.5.9: Compare stories, myths, or texts with similar topics or themes.	Proximal Precursor	Can identify and recall how characters' actions affect the consequences that occur in the story afterwards	*Reading Literature* Familiar Text *Gifts from Grandma*
ELA.RI.5.8.PP	RI.5.8: Identify the relationship between a specific point and supporting reasons in an informational text.	Proximal Precursor	Can identify two related points made in an informational text	*Reading for Information* Familiar Text *Goats*
ELA.RI.5.8.T	RI.5.8: Identify the relationship between a specific point and supporting reasons in an informational text.	Target	Can find out how specific points made by an author in an informational text relate to the reasons supporting it	*Reading for Information* Unfamiliar Text

Grade 5 English Language Arts – Writing

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Emergent Writing Grade 5	EE.W.5.2.b Provide facts, details, or other information related to the topic. EE.W.5.2.a Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.	Initial Precursor Distal Precursor	**Emergent Writing** *EE.W.5.2.b* *EE.W.5.2.a*
Conventional Writing Grade 5	EE.W.5.2.b Provide facts, details, or other information related to the topic.	Proximal Precursor Target Successor	**Conventional Writing** *EE.W.5.2.b* *EE.W.5.2.a*

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
	EE.W.5.2.a Introduce a topic and write to convey information about it including visual, tactual, or multimedia		

Grade 6 English Language Arts – Reading

Testlet Name	Essential Element	Linkage Level	Linkage Level Description	Familiar or Unfamiliar Text
ELA.RL.6.2.IP	RL.6.2: Identify details in a text that are related to the theme or central idea.	Initial Precursor	Can pair an object with a picture, tactile graphic, or other symbolic representation of the object.	*Reading Literature* Familiar Text *Visiting Diana*
ELA.RL.6.3.IP	RL.6.3: Can identify how a character responds to a challenge in story.	Initial Precursor	Can perform requested actions on objects. ("Kiss it. Throw it.")	*Reading Literature* Familiar Text *Visiting Diana*
ELA.RL.6.2.DP	RL.6.2: Identify details in a text that are related to the theme or central idea.	Distal Precursor	Can identify elements in a story (characters, other key details in the text) when asked.	*Reading Literature* Familiar Text *Anne*
ELA.RL.6.4.DP	RL.6.4: Determine how word choice changes the meaning in a text.	Distal Precursor	Can demonstrate an understanding of words with opposite meanings (e.g., cold, hot, up, down).	*Reading Literature* Familiar Text *Visiting Diana*
ELA.RI.6.6.DP	RI.6.6: Identify words or phrases in the text that describe or show the author's point of view.	Distal Precursor	Can identify the feelings of specific characters in narratives.	*Reading for Information* Familiar Text *Libraries*
ELA.RI.6.8.DP	RI.6.8: Distinguish claims in a text supported by reason.	Distal Precursor	Can identify the details that have some relationship to the topic of a paragraph in an informational text.	*Reading for Information* Unfamiliar Text

Grade 6 English Language Arts – Writing

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Emergent Writing Grade 6	EE.L.6.2.b Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.	Initial Precursor Distal Precursor	**Emergent Writing** *EE.L.6.2.b* *EE.W.6.2.a* *EE.W.6.2.b*

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
	EE.W.6.2.a Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. EE.W.6.2.b Provide facts, details, or other information related to the topic.		
Conventional Writing Grade 6	EE.L.6.2.b Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns. EE.W.6.2.a Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. EE.W.6.2.b Provide facts, details, or other information related to the topic.	Proximal Precursor Target Successor	**Conventional Writing** *EE.L.6.2.b* *EE.W.6.2.a* *EE.W.6.2.b*

Grade 7 English Language Arts – Reading

Testlet Name	Essential Element	Linkage Level	Linkage Level Description	Familiar or Unfamiliar Text
ELA.RI.7.3.DP	RI.7.3: Determine how two individuals, events, or ideas in a text are related.	Distal Precursor	Can determine which of the points that the author makes in an informational text are the most important.	*Reading for Information* Unfamiliar Text
ELA.RI.7.4.T	RI.7.4: Determine how words or phrases are used to persuade or inform a text.	Target	Can determine how word choice in an informational text is used to persuade or inform.	*Reading for Information* Unfamiliar Text

Grade 7 English Language Arts – Writing

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Emergent Writing Grade 7	EE.L.7.2.a Use end punctuation when writing a sentence or question. EE.L.7.2.b Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. EE.W.7.2.a Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. EE.W.7.2.b Provide facts, details, or other information related to the topic. EE.W.7.2.d Select domain-specific vocabulary to use in writing about the topic.	Initial Precursor Distal Precursor	**Emergent Writing** *EE.L.7.2.a* *EE.L.7.2.b* *EE.W.7.2.a* *EE.W.7.2.b* *EE.W.7.2.d*

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Conventional Writing Grade 7	EE.L.7.2.a Use end punctuation when writing a sentence or question. EE.L.7.2.b Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. EE.W.7.2.a Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. EE.W.7.2.b Provide facts, details, or other information related to the topic. EE.W.7.2.d Select domain-specific vocabulary to use in writing about the topic.	Proximal Precursor Target Successor	**Conventional Writing** *EE.L.7.2.a* *EE.L.7.2.b* *EE.W.7.2.a* *EE.W.7.2.b* *EE.W.7.2.d*

Grade 8 English Language Arts – Reading

Testlet Name	Essential Element	Linkage Level	Linkage Level Description	Familiar or Unfamiliar Text
ELA.RL.8.5.PP	RL.8.5: Compare and contrast the structure of two or more texts	Proximal Precursor	Student can compare the structure of two or more texts (e.g., stories, poems, or dramas).	*Reading Literature* Unfamiliar Text
ELA.RI.8.8.T	RI.8.8: Determine the argument made by an author in an informational text	Target	Can identify an explicitly made argument (must be overtly stated in the text) in an informational text. Note - locating the argument is similar to noting the overall main idea. In a persuasive text there is a central argument presented with several claims and evidence to back the claims.	*Reading for Information* Unfamiliar Text

Grade 8 English Language Arts – Writing

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Emergent Writing Grade 8	EE.W.8.2.a Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. EE.W.8.2.b Write one or more facts or details related to the topic. EE.W.8.2.c Write complete thoughts as appropriate.	Initial Precursor Distal Precursor	**Emergent Writing** *EE.W.8.2.a* *EE.W.8.2.b* *EE.W.8.2.c* *EE.W.8.2.d* *EE.W.8.2.f*

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
	EE.W.8.2.d Use domain specific vocabulary related to the topic. EE.W.8.2.f Provide a closing.		
Conventional Writing Grade 8	EE.W.8.2.a Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. EE.W.8.2.b Write one or more facts or details related to the topic. EE.W.8.2.c Write complete thoughts as appropriate. EE.W.8.2.d Use domain specific vocabulary related to the topic. EE.W.8.2.f Provide a closing.	Proximal Precursor Target Successor	**Conventional Writing** *EE.W.8.2.a* *EE.W.8.2.b* *EE.W.8.2.c* *EE.W.8.2.d* *EE.W.8.2.f*

Grades 9 and 10 English Language Arts – Reading

Testlet Name	Essential Element	Linkage Level	Linkage Level Description	Familiar or Unfamiliar Text
ELA.RI.9-10.2.IP	RI.9-10.2: Determine the central idea of the text and select details to support it.	Initial Precursor	Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.	*Reading for Information* Familiar Text *Table Manners*
ELA.RL.9-10.4.T	RL.9-10.4: Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.	Target	Can ascertain the figurative meanings of words and phrases in narratives, such as common idioms, analogies, and figures of speech.	*Reading Literature* Unfamiliar Text

Grades 9 and 10 English Language Arts – Writing

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Emergent Writing Grade 9-10	EE.L.9-10.2.c Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words. EE.W.9-10.2.c Use complete, simple sentences as appropriate.	Initial Precursor Distal Precursor	**Emergent Writing** *EE.L.9-10.2.c* *EE.W.9-10.2.c* *EE.W.9-10.2.d* *EE.W.9-10.2.f* *EE.W.9-10.2.a*

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
	EE.W.9-10.2.d Use domain specific vocabulary when writing claims related to a topic of study or text. EE.W.9-10.2.f Provide a closing or concluding statement. EE.W.9-10.2.a Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate. EE.W.9-10.2.b Develop the topic with facts or details.		*EE.W.9-10.2.b*
Conventional Writing Grade 9-10	EE.L.9-10.2.c Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words. EE.W.9-10.2.c Use complete, simple sentences as appropriate. EE.W.9-10.2.d Use domain specific vocabulary when writing claims related to a topic of study or text. EE.W.9-10.2.f Provide a closing or concluding statement. EE.W.9-10.2.a Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate. EE.W.9-10.2.b Develop the topic with facts or details.	Proximal Precursor Target Successor	**Conventional Writing** *EE.L.9-10.2.c* *EE.W.9-10.2.c* *EE.W.9-10.2.d* *EE.W.9-10.2.f* *EE.W.9-10.2.a* *EE.W.9-10.2.b*

Grades 11 and 12 English Language Arts – Reading

Testlet Name	Essential Element	Linkage Level	Linkage Level Description	Familiar or Unfamiliar Text
ELA.RI.11-12.5.IP	RI.11-12.5: Determine whether the structure of a text enhances an author's claim.	Initial Precursor	Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.	*Reading for Information* Familiar Text *Business People*
ELA.RI.11-12.8.IP	RI.11-12.8: Determine whether the claims and	Initial Precursor	Realizes that what he or she is	*Reading for Information*

Testlet Name	Essential Element	Linkage Level	Linkage Level Description	Familiar or Unfamiliar Text
	reasoning enhance the author's argument in an informational text.		thinking or viewing may or may not be the same as what other people see or think.	Familiar Text *Fun In Different Weather*
ELA.RL.11-12.1.PP	RL.11-12.1: Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.	Proximal Precursor	Can analyze a narrative text to determine what is its explicit meaning based on the information directly stated in it.	*Reading Literature* Unfamiliar Text

Grades 11 and 12 English Language Arts – Writing

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Emergent Writing Grade 11-12	EE.W.11-12.2.c Use complete, simple sentences, as well as compound and other complex sentences as appropriate. EE.W.11-12.2.d Use domain specific vocabulary when writing claims related to a topic of study or text. EE.W.11-12.2.f Provide a closing or concluding statement. EE.L.11-12.2.b Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words. EE.W.11-12.2.a Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate. EE.W.11-12.2.b Develop the topic with relevant facts, details, or quotes.	Initial Precursor Distal Precursor	**Emergent Writing** *EE.W.11-12.2.c* *EE.W.11-12.2.d* *EE.W.11-12.2.f* *EE.L.11-12.2.b* *EE.W.11-12.2.a* *EE.W.11-12.2.b*
Conventional Writing Grade 11-12	EE.W.11-12.2.c Use complete, simple sentences, as well as compound and other complex sentences as appropriate.	Proximal Precursor Target Successor	**Conventional Writing** *EE.W.11-12.2.c* *EE.W.11-12.2.d* *EE.W.11-12.2.f*

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
	EE.W.11-12.2.d Use domain specific vocabulary when writing claims related to a topic of study or text. EE.W.11-12.2.f Provide a closing or concluding statement. EE.L.11-12.2.b Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words. EE.W.11-12.2.a Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate. EE.W.11-12.2.b Develop the topic with relevant facts, details, or quotes.		*EE.L.11-12.2.b* *EE.W.11-12.2.a* *EE.W.11-12.2.b*

Mathematics Released Testlets

Grade 3 Mathematics

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Math.3.NF.1-3.IP	3.NF.1-3: Differentiate a fractional part from a whole.	Initial Precursor	Recognize some.
Math 3.OA.4 IP	3.OA.4: Solve addition and subtraction problems when result is unknown, limited to operands and results within 20.	Initial Precursor	Recognize separateness. Recognize set.
Math 3.G.2 PP	3.G.2: Recognize that shapes can be partitioned into equal areas.	Proximal Precursor	Model equal part. Partition circle into 2 equal parts. Partition circle into 3 equal parts. Partition circle into 4 equal parts. Partition a rectangle into rows and columns. Partition rectangle into 2 equal parts.
Math 3.MD.1 PP	3.MD.1: Tell time to the hour on a digital clock.	Proximal Precursor	Recognize the hour on a digital clock. Recognize the minute on a digital clock.
Math 3.OA.8 PP	3.OA.8: Solve one-step real-world problems using addition and subtraction within 20.	Proximal Precursor	Determine the unknown in an addition equation. Determine the unknown in a subtraction equation.

Grade 4 Mathematics

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Math 4.MD.2.d DP	4.MD.2.d: Identify coins (penny, nickel, dime, quarter) and their values.	Distal Precursor	Recognize attribute values.
Math.4.NBT.3.PP	4.NBT.3: Use place value understanding to round multi-digit whole numbers to any place.	Proximal Precursor	Explain place value for ones and tens. Explain the relationship between rounding and place value.
Math 4.MD.6 PP	4.MD.6: Identify angles as larger and smaller.	Proximal Precursor	Recognize more amount. Recognize less amount.
Math 4.NBT.4 T	4.NBT.4: Add and subtract two-digit whole numbers.	Target	Add within 100 where all addends are multiple of 10.

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
			Add within 100. Add within 100 with a 2 digit number and a multiple of 10. Subtract within 100 where both numbers are multiple of 10. Subtract within 100. Subtract a multiple of 10 from a 2 digit number within 100.
Math.4.G.1.T	4.G.1: Recognize parallel lines and intersecting lines.	Target	Recognize intersecting lines/ line segments. Recognize parallel lines/ line segments.

Grade 5 Mathematics

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Math.5.G.1-4.PP	5.G.1-4: Sort two-dimensional figures and identify the attributes (angles, number of sides, corners, color) they have in common.	Proximal Precursor	Describe attributes of shape.
Math 5.NBT.4 T	5.NBT.4: Use place value understanding to round decimals to any place.	Target	Round whole numbers 0-100 to the nearest ten.
Math 5.MD.3 S	5.MD.3: Identify common three-dimensional shapes.	Successor	Use geometric shapes to describe objects. Describe attributes of shapes.
Math 5.NBT.5 S	5.NBT.5: Multiply whole numbers up to 5 × 5.	Successor	Apply the relationship between multiplication and division.

Grade 6 Mathematics

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Math.6.NS.5-8.IP	6.NS.5-8: Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero).	Initial Precursor	Recognize separateness. Recognize set.
Math 6.EE.1-2 IP	6.EE.1-2: Identify equivalent number sentences.	Initial Precursor	Combine sets. Compare sets.
Math 6.NS.5-8 PP	6.NS.5-8: Understand that positive and negative numbers are used together to	Proximal Precursor	Recognize opposite numbers.

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
	describe quantities having opposite directions or values (e.g., temperature above/below zero).		
Math 6.NS.5-8 T	6.NS.5-8: Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero).	Target	Use positive and negative numbers in real-world contexts.
Math 6.G.1 T	6.G.1: Solve real world and mathematical problems about area using unit squares.	Target	Solve word problems involving area of rectangles.

Grade 7 Mathematics

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Math 7.NS.2.a IP	7.NS.2.a: Solve multiplication problems with products to 100.	Initial Precursor	Recognize separateness. Recognize set.
Math 7.G.5 DP	7.G.5: Recognize angles that are acute, obtuse, and right.	Distal Precursor	Recognize line. Recognize point. Recognize ray.
Math 7.EE.1 DP	7.EE.1: Use the properties of operations as strategies to demonstrate that expressions are equivalent.	Distal Precursor	Model associativity of multiplication. Model additive commutativity. Model associativity of addition. Model multiplicative commutativity.

Grade 8 Mathematics

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Math 8.EE.7 IP	8.EE.7: Solve simple algebraic equations with one variable using addition and subtraction.	Initial Precursor	Combine sets. Partition sets.
Math.8.EE.1.DP	8.EE.1: Identify the meaning of an exponent (limited to exponents of 2 and 3).	Distal Precursor	Explain repeated addition. Represent repeated addition with a model. Solve repeated addition problems.
Math 8.F.1-3 DP	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).	Distal Precursor	Recognize growing patterns. Recognize shrinking patterns.

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Math.8.NS.2.a.PP	8.NS.2.a: Use rational approximations of irrational numbers to compare the size of irrational numbers locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π2).	Proximal Precursor	Explain the decimal point. Represent a fraction with a denominator of 10 as a decimal.
Math 8.G.9 S	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).	Successor	Solve word problems involving volume of rectangular prisms. Solve word problems involving area of rectangles. Solve word problems involving perimeter of polygons.

High School Mathematics

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Math N-CN.2.b IP	N-CN.2.b: Solve real world problems involving addition and subtraction of decimals and whole numbers, using models when needed.	Initial Precursor	Recognize set. Recognize separateness.
Math A-SSE.4 IP	Determine the successive term in a geometric sequence given the common ration	Initial Precursor	Classify. Contrast objects. Order objects.
Math S-ID.3 IP	S-ID.3: Interpret general trends on a graph or chart	Initial Precursor	Order objects. Classify.
Math G.MG.1-3 PP	G-MG.1-3: Use properties of geometric shapes to describe real-life objects.	Proximal Precursor	Recognize squares, circles, triangles, rectangles, cubes, cones, cylinders, and/or spheres.
Math N.CN.2.b T	N-CN.2.b: Solve real world problems involving addition and subtraction of decimals and whole numbers, using models when needed.	Target	Solve word problems involving addition with rational numbers. Solve word problems involving subtraction with rational numbers.

Science Released Testlets

Elementary: Physical, Life, Earth and Space Science

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Science 5.ESS1-2 P	**Earth & Space Science** 5.ESS1-2: Represent and interpret data on a picture, line, or bar graph to show seasonal patterns in the length of daylight hours. *Instructional Activities: The Daylight Hours*	Precursor	Recognize patterns about length of daylight hours over time (e.g., week to week, month to month)
Science 5.ESS2-1 I	**Earth & Space Science** 5.ESS2-1: Develop a model showing how water (hydrosphere) affects the living things (biosphere) found in a region.	Initial	Anticipates routine (e.g., clothes to wear, activities to do) to follow when it is raining
Science 5.ESS3-1 I	**Earth & Space Science** 5.ESS3-1: Develop a model showing how water (hydrosphere) affects the living things (biosphere) found in a region.	Initial	Identify one way to protect a recourse of Earth (e.g., put paper om the recycling bin)
Science 5.ESS3-1 P	**Earth & Space Science** 5.ESS3-1: Develop a model showing how water (hydrosphere) affects the living things (biosphere) found in a region.	Precursor	Compare two methods people can use to help protect the Earth's resources
Science 5.ESS3-1 T	**Earth & Space Science** 5.ESS3-1: Develop a model showing how water (hydrosphere) affects the living things (biosphere) found in a region.	Target	Use information to describe how people can help protect the Earth's resources and how that affects the environment
Science 5.PS1-2 T	**Physical Science** 5.PS1-2: Measure and compare weights of substances before and after heating, cooling, or mixing substances to show that weight of matter is conserved.	Target	Measure and compare weights of substances before and after heating, cooling, or mixing substances to show that weight of matter is conserved.

Middle School: Physical, Life, Earth and Space Science

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Science MS.ESS3-3 T	**Earth & Space Science** MS.ESS3-3: Develop a plan to monitor and minimize a human impact on the local environment (e.g., water, land, pollution).	Target	Develop a plan to monitor and minimize a human impact on the local environment (e.g., water, land, pollution)
Science MS.LS1-5 I	**Life Science** MS.LS1-5: Interpret data to show that environmental resources (e.g., food, light, space, water) influence growth of organisms (e.g., drought decreasing plant growth, fertilizer increasing plant growth, different	Initial	Match organisms to their habitats

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
	varieties of plant seeds growing at different rates in different conditions, fish growing larger in large ponds than small ponds).		
Science MS.LS2-2 I	**Life Science** MS.LS2-2: Use models of food chains/webs to identify producers and consumers in aquatic and terrestrial ecosystems. *Instructional Activity: What Animals Eat*	Initial	Identify food that animals eat
Science MS.LS2-2 P	**Life Science** MS.LS2-2: Use models of food chains/webs to identify producers and consumers in aquatic and terrestrial ecosystems. *Instructional Activity: What Animals Eat*	Precursor	Classify animals based on what they eat (e.g., herbivore, omnivore, carnivore)
Science MS.LS2-2 T	**Life Science** MS.LS2-2: Use models of food chains/webs to identify producers and consumers in aquatic and terrestrial ecosystems. *Instructional Activity: What Animals Eat*	Target	Use models of food chains/webs to identify producers and consumers in aquatic and terrestrial ecosystems.
Science MS.PS1-2 P	**Physical Science** MS.PS.1-2: Interpret and analyze data on the properties (e.g., color, texture, odor, and state of matter) of substances before and after chemical changes have occurred (e.g., burning sugar or burning steel wool, rust, effervescent tablets). *Instructional Activity: Chemical Changes*	Precursor	Gather data on the properties (e.g., color, texture, odor, and state of matter) of substances before and after chemical changes have occurred (e.g., burning sugar or burning steel wool, rust, effervescent tablets)
Science MS.PS2-2 P	**Physical Science** MS.PS2-2: Investigate and predict the change in motion of objects based on the forces acting on those objects.	Precursor	Investigate and identify ways to change the motion of an object (e.g. change an incline's slope to make an object go slower, faster, farther)
Science MS.PS3-3 I	**Physical Science** MS.PS3-3: Test and refine a device (e.g., foam cup, insulated box, or thermos) to either minimize or maximize thermal energy transfer (e.g., keeping liquids hot or cold, preventing liquids from freezing, keeping hands warm in cold temperatures).	Initial	Identify objects/materials used to minimize or maximize thermal energy transfer (e.g., gloves, vacuum flask, insulated hot pd holder or foam cup)
Science MS.LS1-2 P	**Life Science** HS.LS1-2: Use a model to illustrate the organization and interaction of major organs into systems (e.g., circulatory, respiratory,	Precursor	Identify which organs work for a specific function

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
	digestive, sensory) in the body to provide specific functions.		

High School: Physical, Life, Earth and Space Science

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Science HS.LS1-2 T	**Life Science** HS.LS1-2: Use a model to illustrate the organization and interaction of major organs into systems (e.g., circulatory, respiratory, digestive, sensory) in the body to provide specific functions. *Instructional Activity: Respiratory System*	Target	Use a model to illustrate the organization and interaction of major organs into systems (e.g., circulatory, respiratory, digestive, sensory) in the body to provide specific functions
Science HS.LS4-2 P	**Life Science** HS.LS4-2: Explain how the traits of particular species allow them to survive in their specific environments.	Precursor	Identify factors in an environment that require special traits to survive
Science HS.LS4-2 T	**Life Science** HS.LS4-2: Explain how the traits of particular species allow them to survive in their specific environments.	Target	Explain how the traits of particular species allow them to survive in their specific environments
Science HS.PS2-3 P	**Physical Science** HS.PS2-3: Evaluate the effectiveness of safety devices and design a solution that could minimize the force of a collision	Precursor	Use data to compare the effectiveness of safety devises to determine which best minimizes the force of a collision
Science HS.PS3-4 I	**Physical Science** HS.PS3-4: Investigate and predict the temperatures of two liquids before and after combining to show uniform energy distribution.	Initial	Compare relative difference in temperature (warmth, coldness) of two liquids
Science HS.PS3-4 P	**Physical Science** HS.PS3-4: Investigate and predict the temperatures of two liquids before and after combining to show uniform energy distribution.	Precursor	Compare the temperatures of two liquids of different temperatures before and after combining

Demo Student Accounts for Released Testlets

Released testlets are only available using demo student accounts.

The following tables identify demo student account login information to access released testlets in Kite Student Portal. The demo student accounts differ in the Personal Needs and Preferences settings that will appear in the released testlets. Choose the demo student account that best meets your student's need to access the content. The first table provides demo student account information for ELA and mathematics, and the second table provides demo student account information for science. Following this section of demo student account information, you will find information on how to download, install, open, and close the Kite Student Portal software.

English Language Arts and Mathematics Demo Accounts

Use the following demo student accounts to access ELA and mathematics released testlets.

Name	Password	PNP Profile Supports Turned On
demo.sue28	sand3	Spoken audio: voice source = synthetic, read at start = false, spoken preference = text and graphics, audio for directions only = false. Contrast color: Green text on white background
demo.sue29	wall3	None*
demo.sue30	swept	Single-switch: scan speed = 4 seconds, auto scan = manual override, auto repeat scan frequency = infinity
demo.sue31	topic	2x magnification
demo.sue33	void7	4x magnification and invert color choice
demo.sue34	nine7	Color overlay (green)
demo.sue35	jar71	Single-switch: scan speed = 5 seconds, initial delay = 5 seconds, auto repeat scan frequency = 2
demo.sue36	stop3	Spoken audio: voice source = synthetic, read at start = false, spoken preference = NonVisual, audio for directions only = false.
demo.sue37	after	5x magnification
demo.lisa.25	bank9	N/A; Writing testlets are available with this account

*No special settings are required for two-switch users. Use **Tab** to navigate, and **Enter** to select. Two-switch users may use any of the demo logins above except demo.sue30 and demo.sue35 because those two logins are especially for single-switch scanning users.

Science Demo Accounts

Use the following demo student accounts to access science released testlets.

> NOTE: When using a demo student account to access science released testlets in Kite Student Portal, log in using the desired username and password and then select science on the left side of the window. Released testlets will only appear when science is selected after log in.

Name	Password	PNP Profile Supports Turned On
demo.lisa.40	quite	None*
demo.lisa.41	inch8	Color overlay (green)
demo.lisa.42	self5	Spoken audio: voice source = synthetic, read at start = false, spoken preference = text and graphics, audio for directions only = false, Contrast color = green on white
demo.lisa.43	cast9	Spoken audio: voice source = synthetic, read at start = false, spoken preference = NonVisual, audio for directions only = false
demo.lisa.44	toss8	Single-switch: scan speed = 4 seconds, auto scan = manual override, auto repeat scan frequency = infinity
demo.lisa.45	cusp4	Single-switch: scan speed = 5 seconds, initial delay = 5 seconds, auto repeat scan frequency = 2
demo.lisa.46	daze4	2x magnification
demo.lisa.47	brave	4x magnification and invert color choice
demo.lisa.48	toner	5x magnification

*No special settings are required for two-switch users. Use **Tab** to navigate, and **Enter** to select. Two-switch scanning will not work with demo.lisa.44 or demo.lisa.45 because those two logins are especially for single-switch scanning users.

Kite Student Portal Software

In this section you will find helpful information for downloading, installing, opening, and closing the Kite Student Portal software. Following this section are steps to successfully navigate in Kite Student Portal and access released testlets.

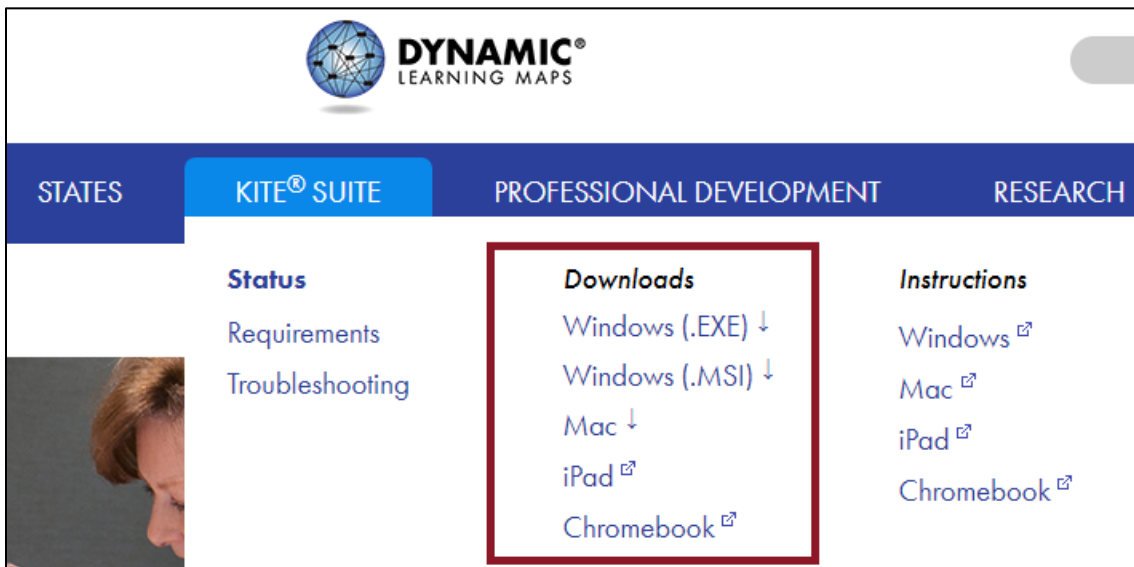## Downloading and Installing Kite Student Portal Software

To download the Kite Student Portal software, perform the following steps.

1. Navigate to the KITE® SUITE menu at https://dynamiclearningmaps.org/.

2. Select the appropriate option from the list of available download types based on the machine being used for download.

NOTE: Windows users are encouraged to use the .exe file for all installations unless you prefer a .msi file. MSI files have an additional dependency for Microsoft Visual C++ which you will be prompted to install when Student Portal installation is complete.

3. Select Save File.
4. To install the Kite Student Portal software, locate and open the downloaded file.
5. On the Open File–Security Warning Dialog box, select Run, Run Anyway, or Install.
6. Complete the installing wizard by selecting Next at the bottom right of the dialog box.

NOTE: After accepting the License Agreement, most machines will display a message confirming that Kite Student Portal may make changes to the device. Select Yes.

7. When the installation is complete, select Finish.

Opening Kite Student Portal Software

Once the Kite Student Portal software is successfully downloaded and installed, users can access the software by navigating to the Kite Student Portal icon on your desktop, through the Start menu (Windows), or via Finder Application (Mac).

Closing Kite Student Portal Software

To close Kite Student Portal software securely, perform the following steps.

1. Select the Sign Out button.
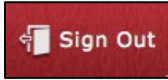
2. Select the Close Kite button.

Accessing Released Testlets

In this section you will find steps to successfully navigate Kite Student Portal and access released testlets.

> HINT: Kite Student Portal must be installed before you can access released testlets. General installation information is available in the Kite Student Portal Software section of this guide.

Use the following steps to access released testlets.

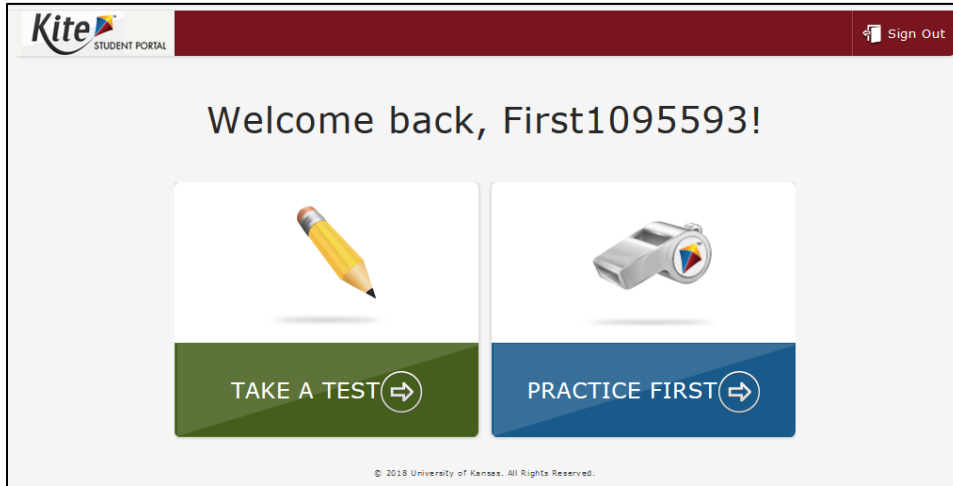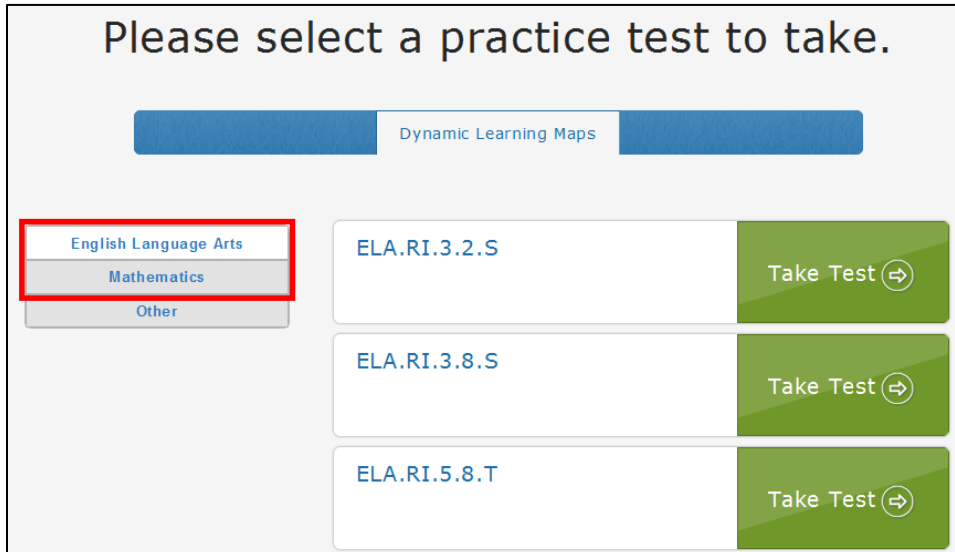1. Select the **Kite Student Portal** icon on the testing device.

2. Enter one of the demo student's username and password from the Demo Student Accounts for Released Testlets section of this guide; select **SIGN IN**.
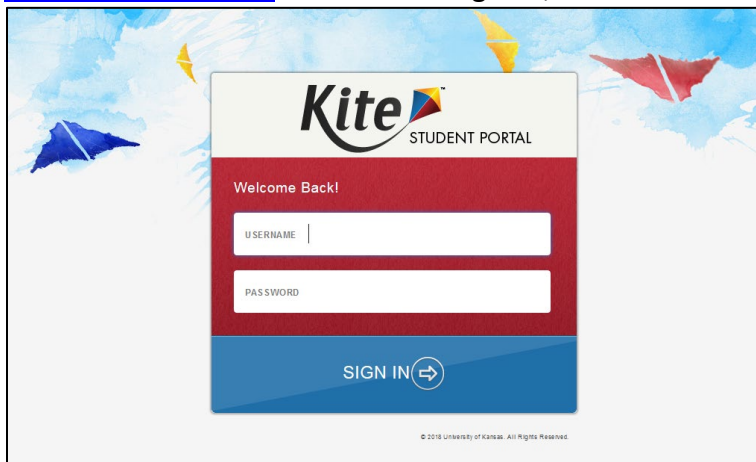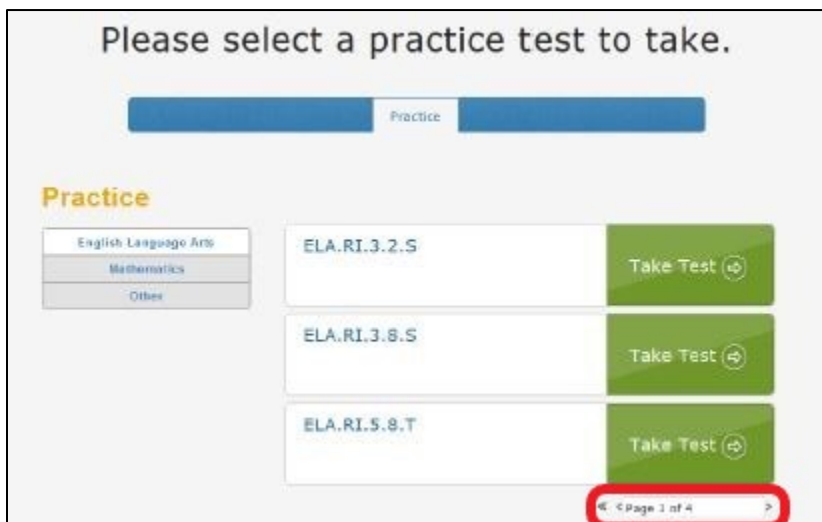
3. Select PRACTICE FIRST.

4. To access released testlets, select the appropriate subject and scroll to the desired testlet.

5. Use the page navigation buttons at the bottom of the screen to see more available testlets in Kite Student Portal.

6. Select the **Take Test** button next to the desired released testlet.

7. Select **BEGIN**.
8. Continue with the testlet, navigating using the **BACK** and **NEXT** buttons. To stop in the middle of a released testlet, select **EXIT DOES NOT SAVE**.

9. To try a different released testlet, either complete the current released testlet or select **EXIT DOES NOT SAVE** to return to the welcome screen.

HINT:	To switch between different subject areas or to access different accessibility features, log out and log back in with a different username and password. Use the tables in the Demo Student Accounts for Released Testlets section for additional account information.