Guide to Practice Activities and Released Testlets
English Language Arts, Mathematics, and Science

Introduction

The Dynamic Learning Maps® (DLM®) Alternate Assessment System provides educators and students with the opportunity to prepare for assessments by using practice activities and released testlets.

- **Practice activities** are designed to familiarize users with the way testlets look in the Kite® system. One activity is for educators and the other is for students.
- **Released testlets** are similar to the real DLM testlets in content and format. A released testlet is a publicly available, sample DLM assessment. Students and educators can use released testlets as examples or opportunities for practice. Released testlets are developed using the same standards and methods used to develop testlets for the DLM operational assessments. New released testlets are added periodically.

Access practice activities and released testlets through Kite® Student Portal in the practice section. Use login information provided in this guide to complete both types of activities as many times as desired.

> HINT: Some released testlets are available as PDFs on the DLM website at the following link: https://www.dynamiclearningmaps.org/about/tests/ releasedtestlets. Kite Student Portal does not need to be installed on a computer to access these items.

Users who have questions or problems accessing the practice activities and released testlets should contact their assessment coordinator or technology personnel.

Demo Student Accounts for Practice Activities and Released Testlets

Practice activities and released testlets are only available through demo student accounts. The demo student accounts listed in Table 1 are enrolled in all available practice activities and released testlets. The practice activities and released testlets have certain Personal Needs and Preferences (PNP) Profile settings turned on depending on the account, as indicated in Table 1.

Table 1

Demo student accounts for practice activities and released testlets

Name	Password	PNP Profile Supports Turned On
demo.sue29	wall3	**None***
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.sue30	swept	**Switch:** scan speed = 4 seconds, auto scan = manual override, auto repeat scan frequency = infinity**
demo.sue31	topic	**2× magnification**
demo.sue33	void7	**4× magnification** and reverse contrast
demo.sue34	nine7	**Color overlay** (green)
demo.sue35	jar71	**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	**5× magnification**

*Demo student accounts are enrolled in English language arts reading, mathematics, science, and practice activities. Demo.sue29 can also access English language arts writing.

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.

The ACCESSIBILITY MANUAL describes the PNP Profile settings in detail.

Accessing Practice Activities and Released Testlets

> HINT: Kite Student Portal must be installed before you can access practice activities or released testlets. Download information is available on the Kite Suite page of the DLM website (https://www.dynamiclearningmaps.org).

To access practice activities and released testlets, follow these steps:

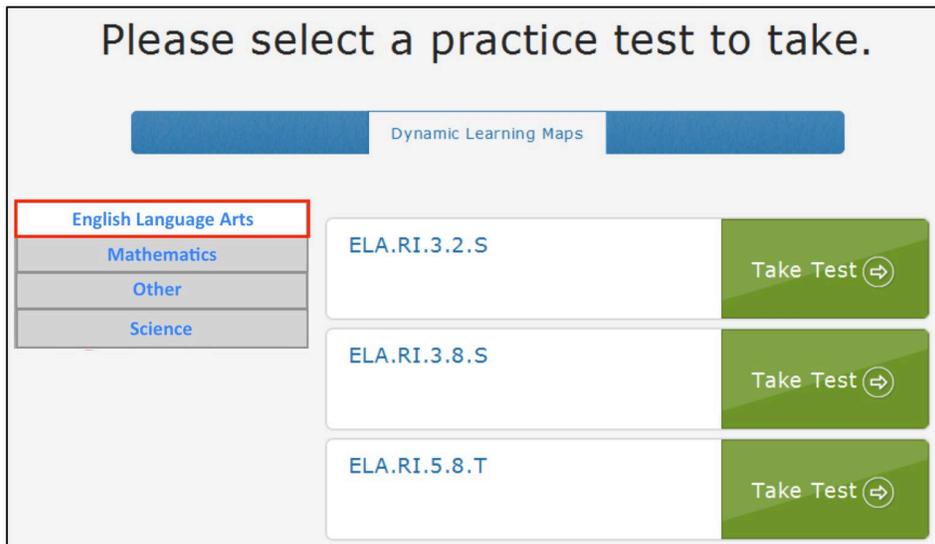1. Select the **Kite Student Portal** icon on the testing device.

2. Enter the demo student username and password; select **SIGN IN**.

3. Select **PRACTICE FIRST**.

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

5. To access practice activities, select **Other**.
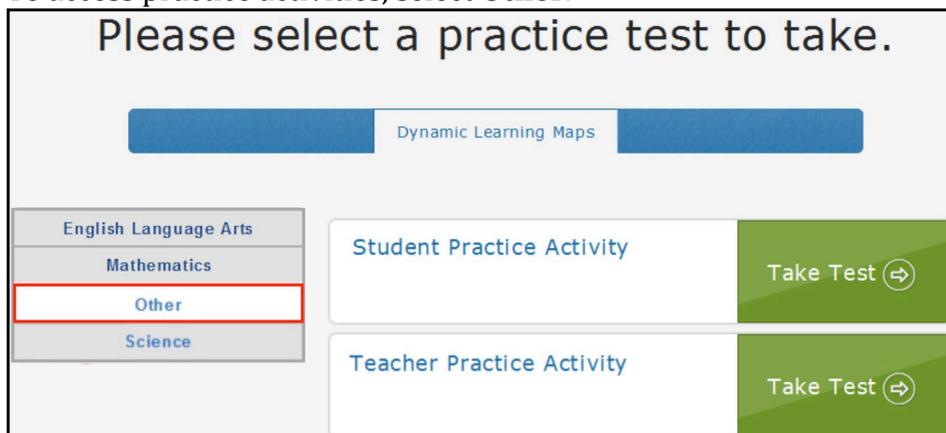
6. Select **Take Test** next to the desired released testlet or practice activity.
7. Select **BEGIN**.
8. Continue with the testlet, navigating using the **BACK** and **NEXT** buttons. To stop in the middle of a testlet, select **EXIT DOES NOT SAVE**.

9. To try a different practice activity or released testlet, either complete a testlet or select **EXIT DOES NOT SAVE** to return to the welcome screen. To try a different demo student credentials, log out and log back in with the different username and password.

Practice Activities

Teacher Practice Activity

The teacher practice activity is a tutorial about testlets that are administered directly by the educator. Teacher-administered testlets are typically for students with presymbolic communication who cannot interact directly with the computer. These testlets are at the Initial Precursor linkage level in English language arts and mathematics, and for science, typically at the Initial linkage level. Some mathematics testlets at higher linkage levels are also teacher-administered when the content is difficult to assess on the computer. In this type of testlet, the educator reads the instructions aloud on the testlet screens and follows them. The educator enters the student's responses to activities or exchanges that occur outside the system into Kite Student Portal. All writing testlets for all linkage levels at all grade levels are also teacher-administered.

Student Practice Activity

The student practice activity is a tutorial on testlets that are administered directly to the student. Computer-delivered testlets are used when the content can be assessed directly by computer, **and** the student can interact with the system directly and select their own responses, using assistive devices or other supports as needed.

Testlets at the Distal Precursor, Proximal Precursor, Target, and Successor linkage levels in English language arts and mathematics are typically computer-delivered. For science, testlets at the Precursor and Target linkage levels are typically computer delivered.

Students may navigate using a mouse, Tab and Enter on a keyboard, or switches. If the student can engage with the content but cannot advance the screens or input responses independently, the educator may navigate the screens and record the student's responses on their behalf. More information about allowable practices is provided in the TEST ADMINISTRATION MANUAL.

There are several types of items in the student practice activity:

- Multiple-choice items, in which the student selects one or more responses.
- Sorting items, in which the student selects and moves objects from one place to another.
  - Some of these items require the student to select the selection and the destination, while others require students to drag and drop an image. Students who use switches may need help navigating these items.
- Matching items, in which the student identifies how pairs of items are related to one another.
- Students may go forward and backward within a testlet as much as needed.

Released Testlets for English Language Arts, Mathematics, and Science

A released testlet is a publicly available, sample DLM assessment. Released testlets can be used by students and educators as examples or opportunities for practice. Released testlets are developed using the same standards and methods used to develop testlets for the DLM operational assessments. More detailed information on each released testlet is available starting on page 6.

Remember that testlets for English language arts and mathematics contain items that align to nodes at the designated linkage level. The linkage levels in English language arts and mathematics are

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

The linkage levels for science are

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

In Student Portal, released testlets are labeled by subject, grade, Essential Element, and linkage level (Figure 1).

Figure 1. Screensheet from Kite Student Portal that demonstrates a released testlet name

Table 2 describes the labels from the previous image.

Table 2

Definitions behind a released testlet name

Subject	Grade	Section & Level Codes	Linkage Level
ELA RI = English language arts, Reading Informational text	3	2 = Identify details in a text	S = Successor

Each released testlet is at a grade level and a linkage level. Select a testlet at the grade level and linkage level appropriate for your student.

For more information on the Essential Elements, linkage levels, and nodes used in assessments, go to the Educator Resource Page on the DLM website (https://dynamiclearningmaps.org/about/model).

Released Testlets

Available Released Testlets
The following section includes tables of information about each released testlet available in Kite Student Portal for English language arts, mathematics, and science.

Table 3 provides a description of each column heading in a sample English Language Arts—Reading table. The mathematics and science tables are similar to the English language arts table.

Table 3

Description of each column heading in a sample English Language Arts—Reading table

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 event and ignore the scene demonstrating an impossible event based on an understanding that objects still exist 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 Kite Student Portal. Each testlet is named after the subject area, Essential Element, grade level, and linkage level.

Essential Element

This column contains the Essential Element.

Linkage Level

This column contains the linkage level of the released testlet.

Linkage Level Description

This column describes what knowledge, skills, and understandings will be included in the released testlet.

Familiar or Unfamiliar Text

This column is only in the English Language Arts—Reading table and contains up to three pieces of information for the released testlet. The first piece of information in this column is the type of text, Reading Literature (RL) or Reading Informational (RI).

The second piece of information is whether the text used in the testlet is familiar or unfamiliar to your student.

If the released testlet uses Familiar Text, then the third piece of information is a link to the actual text. If the released testlet uses Unfamiliar Text, which is new text unfamiliar to the student, then there is no link.

English Language Arts Released Testlets

The English language arts released testlets tables are arranged by grade (Tables 4–19). Each grade has two tables, one for reading testlets (see Table 4) and another for writing testlets (see Table 5).

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.

Table 4

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 event and ignore the scene demonstrating an impossible event based on an understanding that objects still exist 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*

Testlet Name	Essential Element	Linkage Level	Linkage Level Description	Familiar or Unfamiliar Text
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

Table 5

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 *EE.W.3.2.a* *EE.W.3.4*
Conventional 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	Proximal Precursor Target Successor	Conventional Writing *EE.W.3.2.a* *EE.W.3.4*

Table 6

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

Table 7

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 *EE.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*

Table 8

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*
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*

Testlet Name	Essential Element	Linkage Level	Linkage Level Description	Familiar or Unfamiliar Text
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

Table 9

Grade 5 English Language Arts—Writing

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

Table 10

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*

Testlet Name	Essential Element	Linkage Level	Linkage Level Description	Familiar or Unfamiliar Text
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

Table 11

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 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	Initial Precursor Distal Precursor	Emergent Writing *EE.L.6.2.b* *EE.W.6.2.a* *EE.W.6.2.b*
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*

Table 12

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

Table 13

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*

Table 14

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	Reading for Information Unfamiliar Text

Testlet Name	Essential Element	Linkage Level	Linkage Level Description	Familiar or Unfamiliar Text
			is a central argument presented with several claims and evidence to back the claims	

Table 15

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 EE.W.8.2.d Use domain specific vocabulary related to the topic EE.W.8.2.f Provide a closing	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*
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	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*

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
	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		

Table 16

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

Table 17

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 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	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* *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	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*

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
	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		

Table 18

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 reasoning enhance the author's argument in an informational text	Initial Precursor	Realizes that what he or she is thinking or viewing may or may not be the same as what other people see or think	Reading for Information 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	Reading Literature Unfamiliar Text

Testlet Name	Essential Element	Linkage Level	Linkage Level Description	Familiar or Unfamiliar Text
			directly stated in it	

Table 19

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*

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
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 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	Proximal Precursor Target Successor	Conventional 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*

Mathematics Released Testlets

The mathematics released testlets tables are arranged by grade (Tables 20–26).

Table 20

Grade 3 Mathematics

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
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

Table 21

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.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 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

Table 22

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

Table 23

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 describe	Proximal Precursor	Recognize opposite numbers

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
	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

Table 24

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

Table 25

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.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
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., $\pi2$)	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

Table 26

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	Initial Precursor	Recognize set

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
	whole numbers, using models when needed		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

The science released testlets tables are arranged by grade band (Tables 27–29).

Table 27

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 | Precursor | Recognize patterns about length of daylight hours over time (e.g., week to week, month to month) |

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
	Instructional Activities: The Daylight Hours		
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 in 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

Table 28

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 varieties of plant seeds growing at different rates in different conditions, fish growing larger in large ponds than small ponds)	Initial	Match organisms to their habitats
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)

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
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 pad holder or foam cup)

Table 29

High School: Physical, Life, Earth and Space Science

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Science HS.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, digestive, sensory) in the body to provide specific functions	Precursor	Identify which organs work for a specific function
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

Testlet Name	Essential Element	Linkage Level	Linkage Level Description
Science HS.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, digestive, sensory) in the body to provide specific functions	Precursor	Identify which organs work for a specific function
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