



DYNAMIC
LEARNING MAPS

Dynamic Learning Maps Alternate Assessment DLM-AA

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<http://isbe.net/assessment/dlm.htm>
<http://dynamiclearningmaps.org/illinois>



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Manuals

Test Administrator Training

Accessibility Features

Technology Enhancements

Spring Testing Window

Updates in 2015-16

Manuals

– Accessibility Manual


- Updated accessibility features
- Added disability-specific scenarios
- Updated allowable adaptations tables

– Test Administrator Manual

- Color-coded overview and table of contents
- Updated procedures for pulling reports and extracts
- Updated procedures for First Contact

*All manuals will be updated for 2015-16.

Test Administrator Training

- Required training to be a DLM TA
- Modules are in  moodle
 - Reduced length
 - Focus on essentials
 - More interactive

Accessibility Features

Category 1: Support Provided Within KITE via the PNP Profile

Magnification

Invert Color Choice

Color Contrast

Overlay Color

Spoken Audio (Text Only, Text and Graphics, Non-Visual)

Category 2: Support Requires Additional Tools/Materials

Uncontracted Braille

Single-Switch System (PNP Enabled)

Two-Switch System

Individualized Manipulatives

Calculator

Category 3: Support Provided by the Test Administrator Outside the System

Human Read Aloud

Sign Interpretation of Text

Language Translation of Text (math only)

Test Administrator Entering Responses for Student

Partner-Assisted Scanning (PAS)

Team Defined

Technology Enhancements

- Educator Portal
 - System-wide navigation
 - Instructional Tools Interface (ITI)
 - New template for inputting Users
- KITE
 - Computer read-aloud
 - Testlets grouped by subject

Spring Testing Window

March 21 - May 13, 2016

- This eight-week window allows district and school flexibility to create their own testing schedule within the test window based on their technology capabilities, school calendars, and student needs.



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Professional Development Modules

DLM Essential Elements Unpacked

DLM Essential Elements, Nodes, and Mini-map

Instructional Tools Interface (ITI)

Instructional Resources

Professional Development Modules

Module Name	Date Completed	Module Name	Date Completed
Algebraic Thinking	_____	Perimeter, Volume, and Mass	_____
Basic Geometric Shapes and Their Attributes	_____	Place Value	_____
Beginning Communicators	_____	Predictable Chart Writing	_____
Calculating Accurately with Addition	_____	Principles of Instruction in English Language Arts	_____
Calculating Accurately with Division	_____	Properties of Lines and Angles	_____
Calculating Accurately with Multiplication	_____	Shared Reading	_____
Calculating Accurately with Subtraction	_____	Speaking and Listening	_____
Common Core Overview	_____	Standards of Mathematics Practice	_____
Composing and Decomposing Shapes and Area	_____	Strategies and Formats for Presenting Ideas	_____

<http://dynamiclearningmaps.org/content/professional-development>

DLM Essential Elements Unpacked

Grade-Level Standards	Essential Element	Unpacked
Craft and Structure		
<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p>	<p>EE.RL.3.4 Determine words and phrases that complete literal sentences in a text.</p>	<p>Concept: <i>The structure of a text supports understanding and influences point of view.</i></p>
<p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>EE.RL.3.5 Determine the beginning, middle, and end of a familiar story with a logical order.</p>	<p>Skills: Identify key words to complete sentences; sequence beginning, middle, and end of a story; identify own personal point of view from a part of the story.</p>
<p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>EE.RL.3.6 Identify personal point of view about a text.</p>	<p>Big Idea: Using the structure of a text and key words help us to comprehend the story and determine our own point of view.</p>
		<p>Essential Questions: What word do I need to complete this sentence? What happened first in this story? What happened next? What happened last? What do I think about the text?</p>

K-12 EEs unpacked for English Language Arts and Mathematics available Fall 2015.

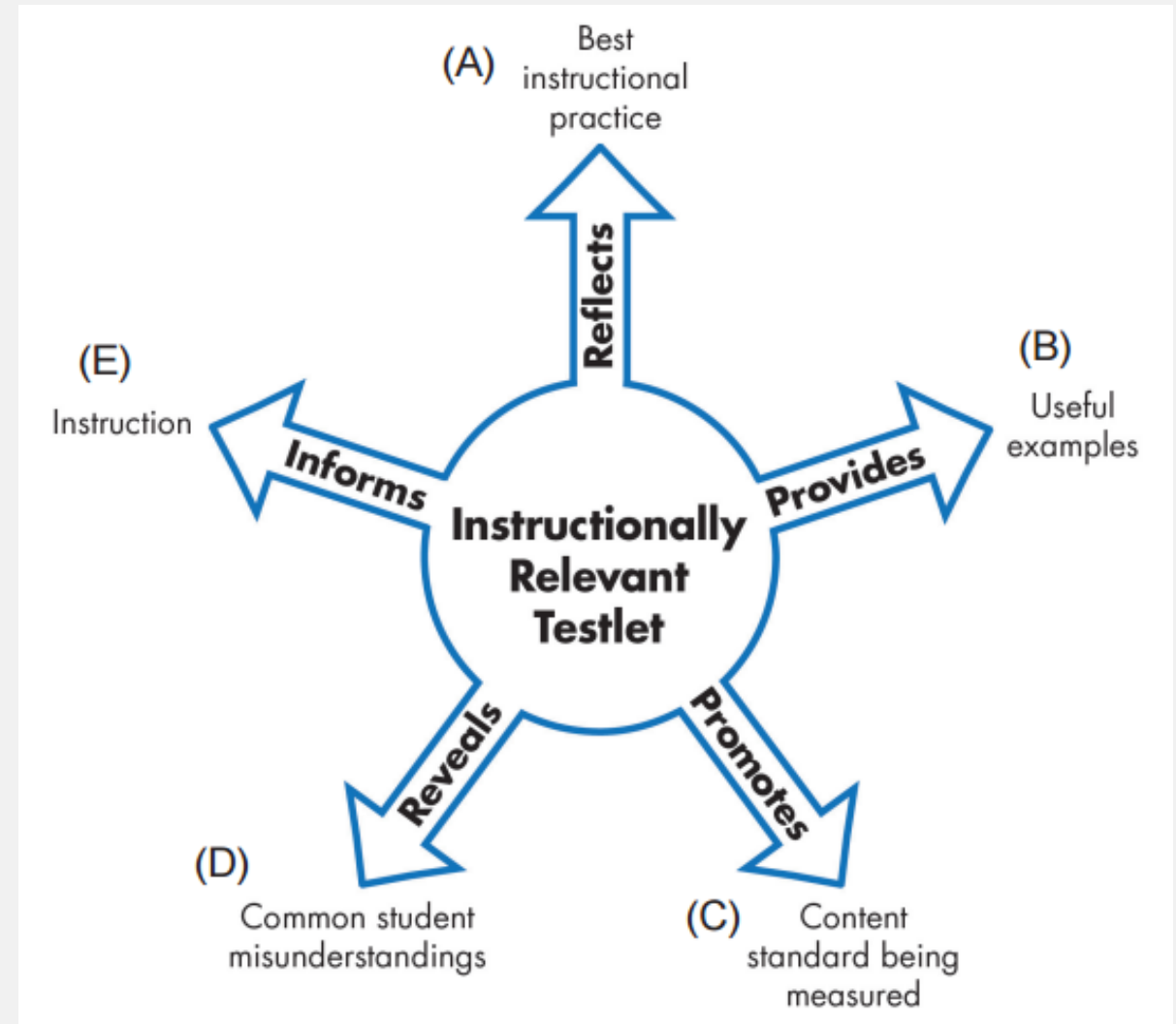
DLM Essential Elements, Nodes, & Mini-map

Grade-Level Standards	DLM Essential Element	Node Linkage Progression
ELA.RL.3.5 Refer to parts of stories, dramas, poems when writing or speaking about a text, using terms such as chapter, scene, stanza, describe how each successive part builds on earlier sections.	ELA.EE.RL.3.5 Determine the beginning, middle, and end of a familiar story with a logical order.	Successor Node: <ul style="list-style-type: none">• Student can identify beginning and end of an unfamiliar story. Target Node: <ul style="list-style-type: none">• Can determine the events that occur at the beginning, middle, and end of a familiar, linear story Proximal Precursor: <ul style="list-style-type: none">• Can determine the elements (e.g., setting, events) that occur at the beginning and end of a familiar, linear story. Distal Precursor: <ul style="list-style-type: none">• Understands that we read the words or braille not the pictures or tactile graphics/objects. Initial Precursor: <ul style="list-style-type: none">• The behavior indicates he or she is attending to the text (story, information book, alphabet book). May display this with gaze, decreased movement (i.e., stilling), noise.

<http://dynamiclearningmaps.org/content/essential-elements>

Instructional Tools Interface (ITI)

- **Reflects** best instructional practice
- **Provides** useful examples
- **Promotes** content standard measured
- **Reveals** common student misunderstandings
- **Informs** instruction





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Goals and Objectives/Benchmark Pages

Assessment Page

DLM Participation Guidelines

DLM Accessibility Features & Accommodations Form

IEP Documentation

Goals and Objectives/Benchmark Pages

GOALS AND OBJECTIVES/BENCHMARKS

The goals and short-term objectives or benchmarks shall meet the student's educational needs that result from the student's disability, including involvement in and progress in the general curriculum, or for preschool students, participation in appropriate activities.

Goal Statement # 1 of 4

Student will identify the structure of a text.

Indicate Goal Area: Academic Functional Transition

Illinois Learning Standard: # **RL 3.5**

RL 3.5 Refer to parts of stories, dramas, poems when writing or speaking about a text, using terms such as chapter, scene, stanza, describe how each successive part builds on earlier sections.

Goals and Objectives/Benchmark Pages

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

Student will identify elements (e.g., setting, events) that occur in a familiar text.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress (Optional)
85 % Accuracy / # of attempts _____ Other (<i>specify</i>)	_____ Observation Log <input checked="" type="checkbox"/> Data Charts <input checked="" type="checkbox"/> Tests _____ Other (<i>specify</i>)	_____ Daily <input checked="" type="checkbox"/> Weekly _____ Quarterly _____ Semester _____ Other (<i>specify</i>)	

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

Student will identify events that occur at the beginning, middle, and end of a familiar text.

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress (Optional)
85 % Accuracy / # of attempts _____ Other (<i>specify</i>)	_____ Observation Log <input checked="" type="checkbox"/> Data Charts <input checked="" type="checkbox"/> Tests _____ Other (<i>specify</i>)	_____ Daily <input checked="" type="checkbox"/> Weekly _____ Quarterly _____ Semester _____ Other (<i>specify</i>)	

Assessment Page

1. **Partnership for Assessment of Readiness for College and Careers (PARCC) (grades 3-8, and high school)**
PARCC is provided for English Language Arts/Literacy and Mathematics at grades 3-8 and high school. For high school administration, a student currently enrolled in Integrated Math 3 or Algebra 2 will take the mathematics assessment and a student currently enrolled in English 3 will take the English Language Arts assessment.

The PARCC assessment is not appropriate. (specify)(Go to #2) 

Student will:

- Participate in PARCC with no accessibility features turned on in advance and no accommodation(s).
- Participate in PARCC assessment with accessibility features turned on in advance and/or accommodation(s). (Complete the *PARCC Accessibility Features and Accommodations* form and attach).

2. **Dynamic Learning Maps (DLM) (Alternate assessment for grades 3-8, and 11)**

The DLM Participation Guidelines were met. (Complete the DLM Participation Guidelines and attach). 

If met, the student will:

- Participate in DLM with no accessibility features/accommodation(s).
- Participate in DLM with accessibility features/accommodation(s). (Complete the *DLM Accessibility Features and Accommodations* form and attach)

DLM Participation Guidelines

ILLINOIS STATE BOARD OF EDUCATION Dynamic Learning Maps Participation Guidelines

As determined by the IEP, students with the most significant cognitive disabilities may take the DLM if participation in the state's regular assessments is not appropriate, even with accommodations, and they meet all of the criteria below.

DLM Participation Guidelines

Participation Criteria	Participation Criterion Descriptors	Yes	No	Reason(s) for Yes or No Response
1. The student has a significant cognitive disability.	<p>Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p> <p><i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	
2. The student's instruction is linked to grade level content and reflective of the Common Core Essential Elements.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level Common Core Essential Elements and address knowledge and skills that are appropriate and challenging for this student.	<input type="checkbox"/>	<input type="checkbox"/>	
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	<p>The student:</p> <ul style="list-style-type: none"> a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and b. uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings. 	<input type="checkbox"/>	<input type="checkbox"/>	

DLM Participation Guidelines

IMPORTANT NOTE: The IEP team's decision that a student will take the DLM cannot be based on the following factors; however, the existence of one or more of these factors does not prevent a student from taking the DLM if they meet the other participation criteria:

- The student's achievement is significantly below that of same-age peers, even when compared to other students with disabilities.
- The student has an IEP.
- The student has a certain special education eligibility label or receives certain services.
- The student has excessive or extensive absences.
- The student has social, cultural, or economic differences.
- The student has English Language Learner (ELL) status.
- The student may not perform well on the regular assessment, which may affect the Adequate Yearly Progress (AYP) status of the student's home school and/or district.

DLM Accessibility and Accommodations Form

Accessibility Features			Yes	No
Category 1: Support provided within KITE via the PNP Profile	<i>Magnification</i>	Allows screen magnification during testing. The magnification options are 2x, 3x, 4x, 5x.	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Overlay Color</i>	The overlay color is the background color of the test; the default color is white. During testing there are other alternate colors options: blue, green, pink, gray, and yellow. The font will remain black.	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Invert Color Choice</i>	The invert color will cause the test background to appear black with white/gray lettering. Use with "contrast color" to change the display to a different color scheme.	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Color Contrast</i>	The contrast color section provides several background and lettering color schemes: white background with green font, white background with red font, black background with gray font, black background with yellow font.	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Synthetic Spoken Audio (read aloud with highlighting)</i> <ul style="list-style-type: none"> • <i>Text only</i> • <i>Text and Graphics</i> • <i>NonVisual</i> 	Text Only Provides audio for the text and not for images	<input type="checkbox"/>	<input type="checkbox"/>
	Text and Graphics Provides audio for the text and an audio description of the images	<input type="checkbox"/>	<input type="checkbox"/>	
	NonVisual Provides audio for the text, an audio description of the images, and an audio description of the layout	<input type="checkbox"/>	<input type="checkbox"/>	

DLM Accessibility and Accommodations Form

<p>Category 2: Support Requires Additional Tools/Materials</p>	<p><i>Uncontracted Braille</i></p>	<p>Uncontracted (only available option)</p>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><i>Single Switch System</i></p>	<p>Is activated using a switch set up to simulate the "Enter" key on the keyboard. On the PNP, educators can set scan speed, indicate whether scanning should begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.</p>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><i>Two-Switch System</i></p>	<p>Does not require activation in the PNP. Is used to emulate the tab key to move between choices, and the Enter key to select the choice when highlighted.</p>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><i>Individualized Manipulatives</i></p>	<p>Manipulatives that is familiar to the students to use while testing (i.e. unit cubes, interlocking blocks, counters, etc.)</p>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><i>Calculator</i></p>	<p>Permitted to use on math testlets unless it interferes with the construct of the testlet. The Test Information Page (TIP) for each math testlet will specify whether or not a calculator is permitted.</p>	<input type="checkbox"/>	<input type="checkbox"/>

DLM Accessibility and Accommodations Form

Accommodations			Yes	No
Category 3: Support provided by the Test Administrator Outside the DLM System.	Human Read Aloud	If the student does not respond well to the synthetic voice, the test administrator may read the assessment to the student.	<input type="checkbox"/>	<input type="checkbox"/>
	Signed interpretation of text	Signing is not provided via the computer. For students who sign, test administrators may sign the content to the student using American Sign Language (ASL), Exact English, or a personalized sign system.	<input type="checkbox"/>	<input type="checkbox"/>
	Language Translation of Text (Math only)	Test administrators may translate the text for students who are English Language learners or respond best to a language other than English on the math assessment only.	<input type="checkbox"/>	<input type="checkbox"/>
	Test administrator enters responses for student	If a student is unable to independently and accurately record his/her own responses into the system, the student may indicate the selected responses through normal response types and/or forms of communication such as eye gaze and the test administrator will keys in the student's response.	<input type="checkbox"/>	<input type="checkbox"/>
	Partner-Assisted Scanning	A strategy in which test administrators assist students with scanning, or going through, students' answer choices. Test administrators read and/or point to each answer choice and the students indicate when their desired choice is presented.	<input type="checkbox"/>	<input type="checkbox"/>
	Team-defined	<p>Any accommodations that are not addressed may be implemented IF the accommodation does not negate the purpose of the assessment. Any accommodation used during testing should be familiar to the student through previous use in the student's instructional program.</p> <p>List the team defined accommodations below:</p>	<input type="checkbox"/>	<input type="checkbox"/>

Resources

- <http://www.isbe.net/assessment/dlm.htm>
- <http://dynamiclearningmaps.org/illinois>
- <http://isbe.net/spec-ed/Default.htm>



Contacts

- **Assessment and Accountability Division**
 - ✓ assessment@isbe.net
 - ✓ 1.866.317.6034
 - ✓ <http://isbe.net/assessment/dlm.htm>
- **Special Services Division**
 - ✓ 1.217.782.5589
 - ✓ <http://isbe.net/spec-ed/Default.htm>

Assessment Listserv

To join the Assessment Listserv,
send a *BLANK* email to
assessment@isbe.net with the word
SUBSCRIBE in the subject line.

- Archived Listserv Messages:

<http://isbe.net/assessment/htmls/listserv.htm>

DLM Help Desk

Provides support:

- Educator Portal
- KITE Client
- Retrieve student test tickets and TIPs
- Testlet Delivery Issues

DLM-support@ku.edu

1-855-277-9751



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Questions?

