



# THE FUTURE OF MAP-A

A presentation  
to the  
Special Education Advisory Panel

Dec. 3, 2010

Missouri Department of Elementary  
and Secondary Education

# Dynamic Learning Maps Alternate Assessment System



- Based on the Common Core State Standards (CCSS) - Math & CA
- Research and development project, which might affect the final product
- To provide ALL students access to a challenging academic curriculum

# Dynamic Learning Maps Alternate Assessment System



- Extends the Common Core State Standards (CCSS) - Math & CA
- Links achievement level descriptors to learning maps, creating a dynamic system of instructionally relevant embedded tasks

# FUNDING



- ❑ U.S. Department of Education
- ❑ General Supervision Enhancement Grant (GSEG)
- ❑ 12 States

about \$22,000,000

# Learning Maps



More than one  
pathway students  
follow to higher  
academic achievement

# Learning Maps



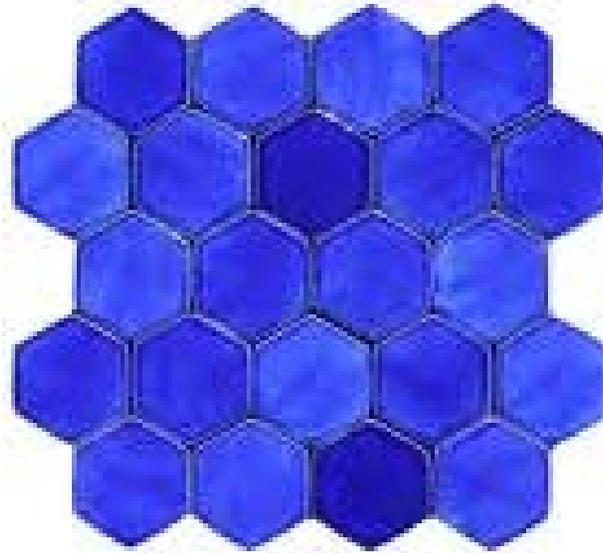
- Series of tasks with various levels of scaffolding and associated rubrics
- Provide insight into the potential instruction required to advance the student to the target level of performance

# The Difference

□  $1 + 1 = 2$

□  $1 + 2 = 3$

□  $1 + 3 = 4$



# Learning Maps Development



- Framework for developing a pool of tasks for an instructionally embedded assessment system
- Defines the target academic skill
- Defines the foundation skills based on the previous target academic skills
- Defines alternate paths taken by students with different abilities and characteristics

# Learning Maps



## Nodes

Used to represent key concepts or processes in establishing understanding of the curricular objective

# Learning Maps Development



Learning Maps consist of:

- approximately 2,000 nodes, or learning targets, per content area
- associated with the extended standards for a subject-grade combination (e.g., fifth-grade English Language Arts).

# Learning Maps Development



- Multiple tasks (both computer-administered and teacher-presented tasks)
- Various levels of scaffolding developed for each node in each learning map

# Task Development



- Use evidence-centered design principles.
- Master teachers review extended standards and develop activities that teachers use to teach the concepts required by the standards.
- Approximately 12,000 tasks will be required for the Dynamic Learning Maps system.

# Dynamic Assessment



- Uses the learning map to select subsequent assessment items and provide corrective feedback.
- Allows measurement of both the product and process of learning.

# Dynamic Assessment



Upon completion of the task and data entered by the teacher:

- the computer will score the task based on student's performance, task difficulty and complexity, and level of scaffolding needed
- the computer system will propose the next task in the learning map

# Collaborative Efforts



Dynamic Learning Maps will work with the winners in the Race to the Top (RTTT) and GSEG assessment grants:

- SMARTER Balanced Assessment Consortium (SBAC)
- Partnership for the Assessment of Readiness for College and Careers (PARCC)
- National Center and State Collaborative Partnership (NCSC)

# MAP-A Science



- Peer Review Process - US Department of Education
  - Review
  - Respond
- Proposals to Reach Compliance

# MAP-A Science - Proposals



- Working with Special Education
- Decrease the number of science APIs - more manageable
- Increase the breadth of APIs assessed throughout a student's career