

The New Missouri Alternate Assessment



OFFICE OF COLLEGE AND CAREER READINESS

Fall 2013
Overview Presentation

Missouri Department of Elementary
and Secondary Education

Agenda

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1. Direction of education for students who have the most significant cognitive disabilities
2. Examples of students with successful postsecondary experience
3. Overview of:
 - learning maps
 - Essential Elements for English language arts and mathematics
 - Claims and Conceptual Areas
 - Linkages
 - Test Features
 - KITE, First Contact Survey, and Personal Needs Profile
4. Sample testlet items
5. Timeline and Professional Development Resources



College and Career Readiness For All Students

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- *“College and career readiness means that a high school graduate has the necessary English and mathematics knowledge and skills—including, but not limited to, reading, writing, communications, teamwork, critical thinking, and problem solving—either to qualify for and succeed in entry-level, credit-bearing two- or four-year college courses without the need for remedial coursework, or in workforce training programs for his/her chosen career that offer competitive, livable salaries above the poverty line, offer opportunities for career advancement, and are in a growing or sustainable industry.”*

<http://dese.mo.gov/ccr/about.html>



Expectations for All Students

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- Cognitive strategies for problem-solving, reasoning, analysis, interpretation, and critical thinking
- Key content in reading, math, science, and social studies
- Academic behaviors in self-monitoring, time management, using information resources, social interaction skill
- Contextual skills and awareness for accessing systems and exhibiting group interaction skills



What if these were the facts of your life?

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- Fact 1:** You have multiple disabilities including: communication, vision, hearing, and motor.
- Fact 2:** Your teachers did not think reading/writing skills were functional or important for you.
- Fact 3:** Your teachers did not think communication was possible for you.
- Fact 4:** You LOVE animals, especially cats, dogs, and horses.
- Fact 5:** You want to combine a future with animals, but you have to face a future accommodating the your daily challenges.

These are the facts of Martha's life.



Meet Martha

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Martha faces these challenges everyday. She uses this wooden device to create high quality dog biscuits. With the help of her support group, she sells and delivers the dog biscuits around the community. She participates in fairs and other exhibits.



She has a successful postsecondary career.



Meet Mac

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Mac is a student with Down Syndrome. He met the eligibility requirements for the MAP-A. After high school with support, he enrolled in a community college where he takes Fine Arts classes and is part of the Theatre Arts program. He helps with costume and set design as well as other parts of the program work.



Mac Loves Basketball

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Mac participates with other students and joins in many of the activities. He has a successful postsecondary career.



All Students Can Reach Their Potential

- Missouri believes that all students can reach their maximum potential for college, career, and community readiness.
- Missouri, along with other states, joined the Dynamic Learning Maps Consortium to build a new instructional-assessment tool for students with the most significant cognitive disabilities.



Dynamic Learning Maps

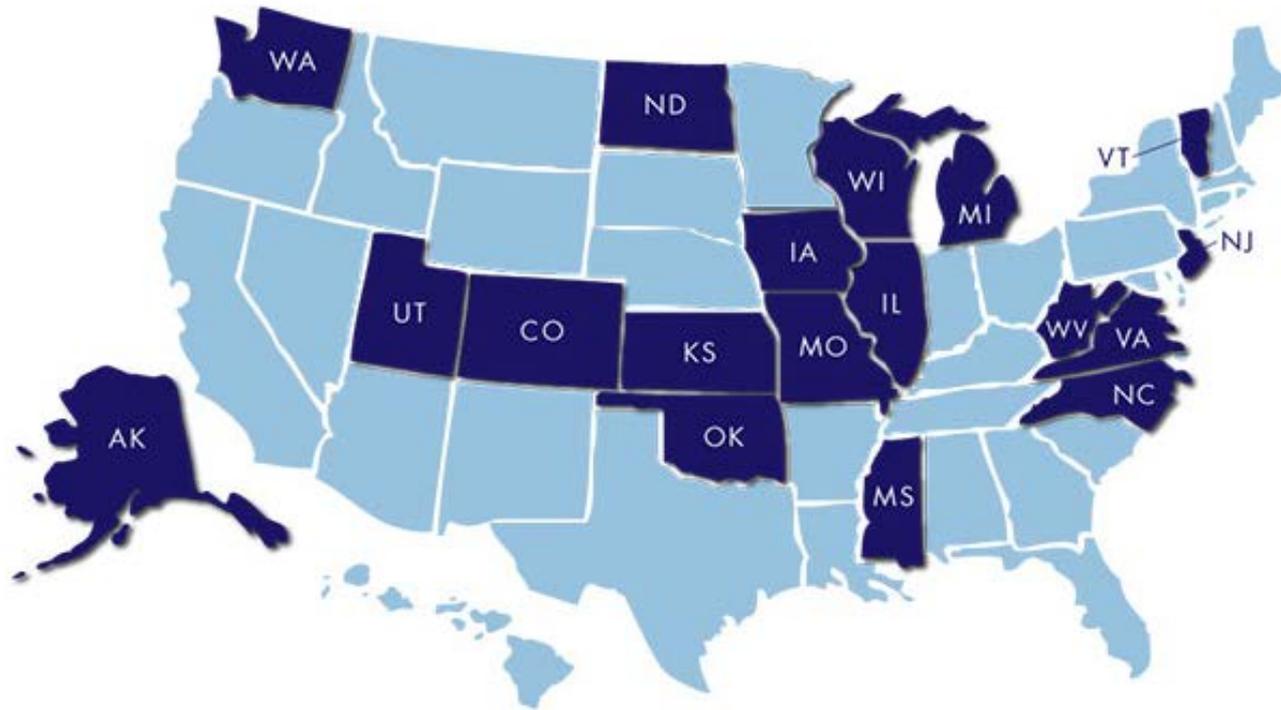
10

- In 2010, the Dynamic Learning Maps Alternate Assessment System Consortium (DLM[®]) was awarded a grant by the U.S. Department of Education, Office of Special Education Programs (OSEP). Through the grant, DLM will develop an exciting new kind of alternate assessment aligned to the new CCSS.
- The DLM project is guided by the core belief that all students should have access to challenging grade-level content.
- The new DLM Alternate Assessment System will let students with significant cognitive disabilities show what they know in ways that traditional testing cannot.
 - Designed to map a student's learning throughout the year.
 - Uses items and tasks that are embedded in day-to-day instruction.
 - Testing happens as part of instruction to inform teaching and benefit students.



Dynamic Learning Maps Consortium 2013

DLM MEMBER STATES



Who are DLM Key Partners?

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Key Partners

The image displays seven logos for key partners, arranged in a grid-like fashion on a black background. Each logo is accompanied by its name in white text below it.

- Center for Educational Testing and Evaluation at KU:** Logo features "KU" in blue, "THE CENTER FOR EDUCATIONAL TESTING & EVALUATION" in black, and "The University of Kansas" in blue below a horizontal line.
- Beach Center for Disability at KU:** Logo features "Beach Center" in blue script, "on Disability" in blue block letters, and "THE UNIVERSITY OF KANSAS" in small black text below.
- The Arc:** Logo features a stylized orange and yellow arc above the text "The Arc." in black.
- Center for Research Methods and Data Analysis at KU:** Logo features "KU" in blue, "CENTER FOR RESEARCH METHODS & DATA ANALYSIS" in black, and "College of Liberal Arts" in blue below.
- Center for Research on Learning at KU:** Logo features "KU" in blue, "CENTER FOR RESEARCH ON LEARNING" in black, and "The University of Kansas" in blue below.
- Center for Literacy & Disability Studies at UNC-CH:** Logo features a stylized triangle with "DEVELOPMENT", "EDUCATION", and "RESEARCH" written along its sides.
- Edvantia Incorporated:** Logo features "EDVANTIA" in red with a registered trademark symbol, and "Partners in education. Focused on results." in black below.



New Vocabulary and the Glossary

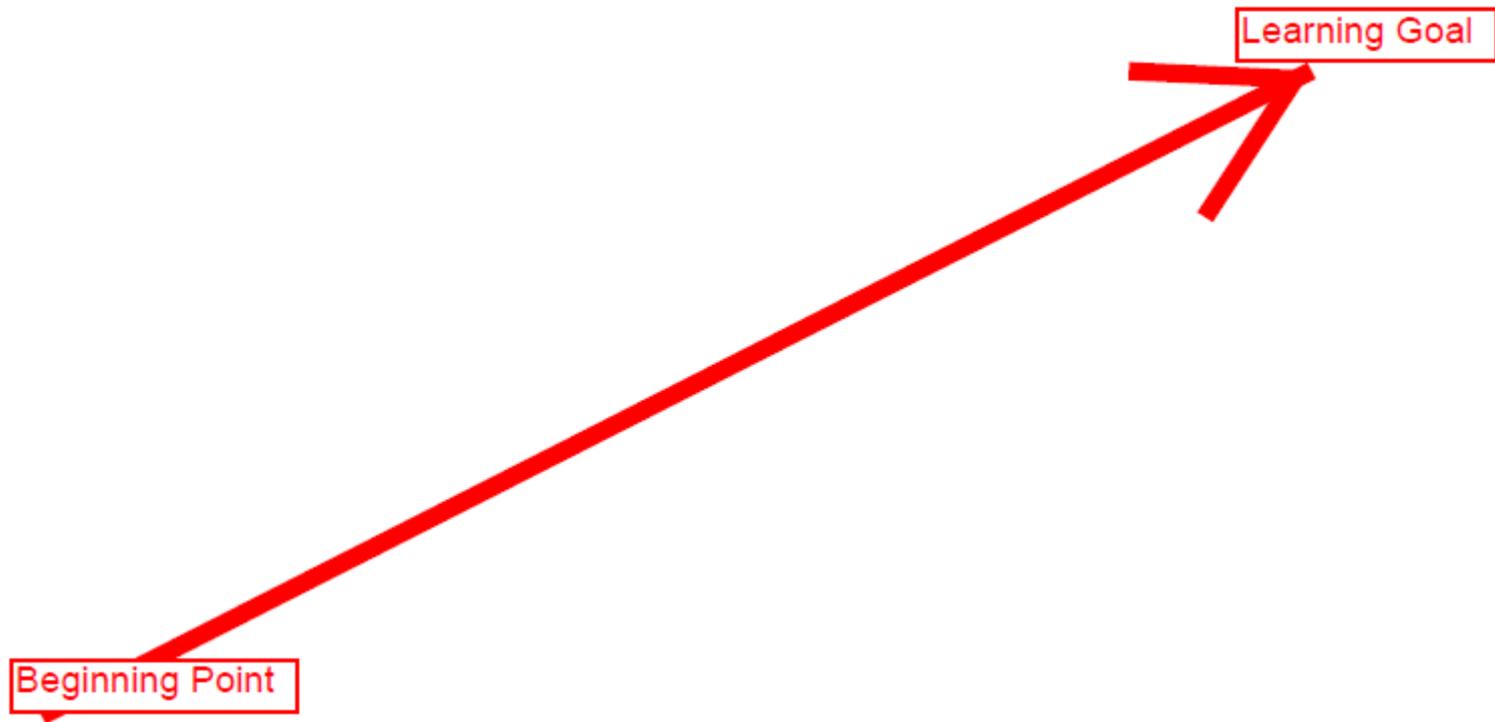
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- New vocabulary and the glossary
- Pre-intentional Communication
 - Skills and behaviors of infants from birth to three months
 - Seven Levels of Communication
 - <http://www.communicationmatrix.org/sevenlevels.aspx>
- Node
- Meet the students served by DLM



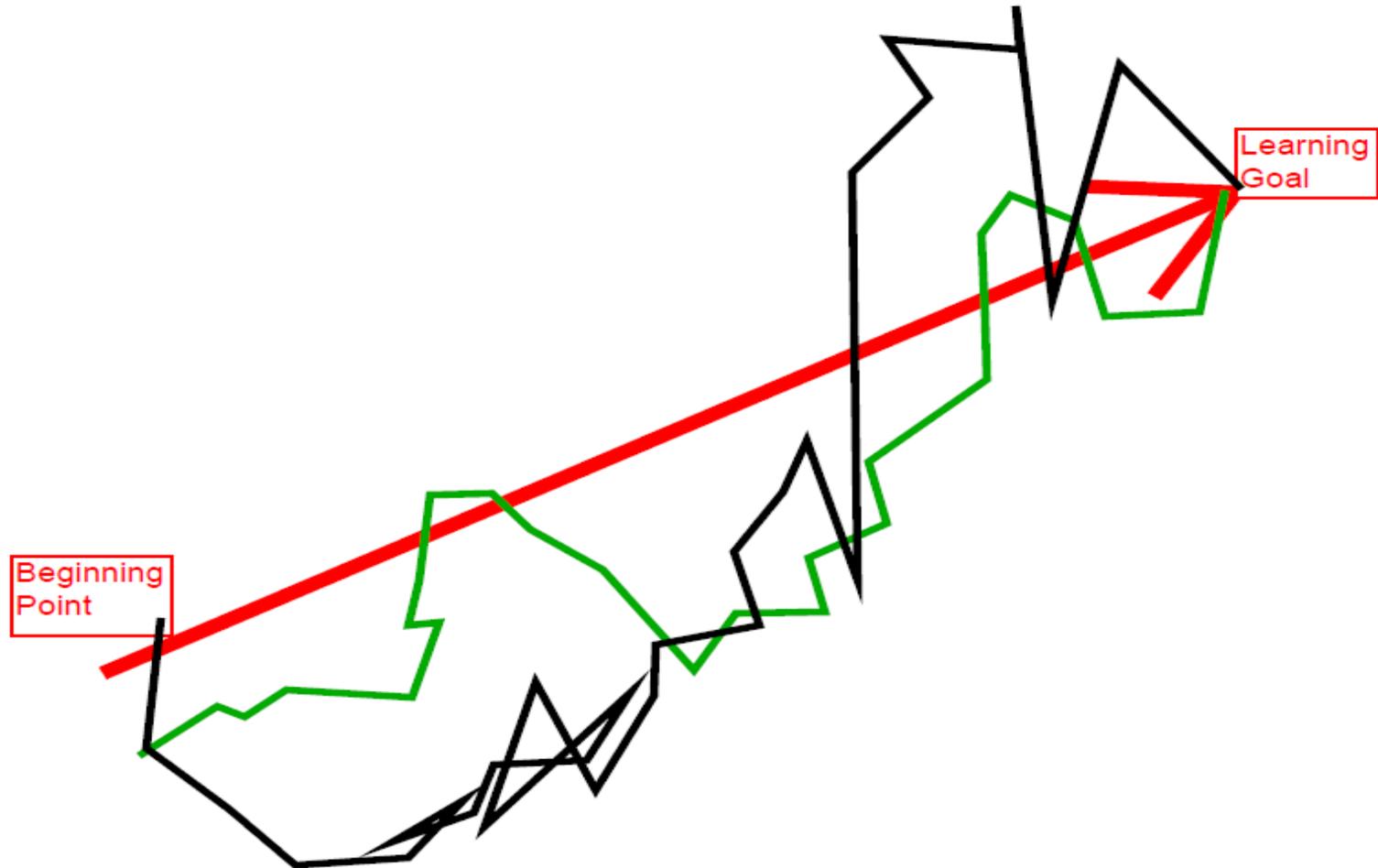
Traditional Linear Progressions/ Trajectory

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DLM's Multiple Pathways

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What is a Learning Map?

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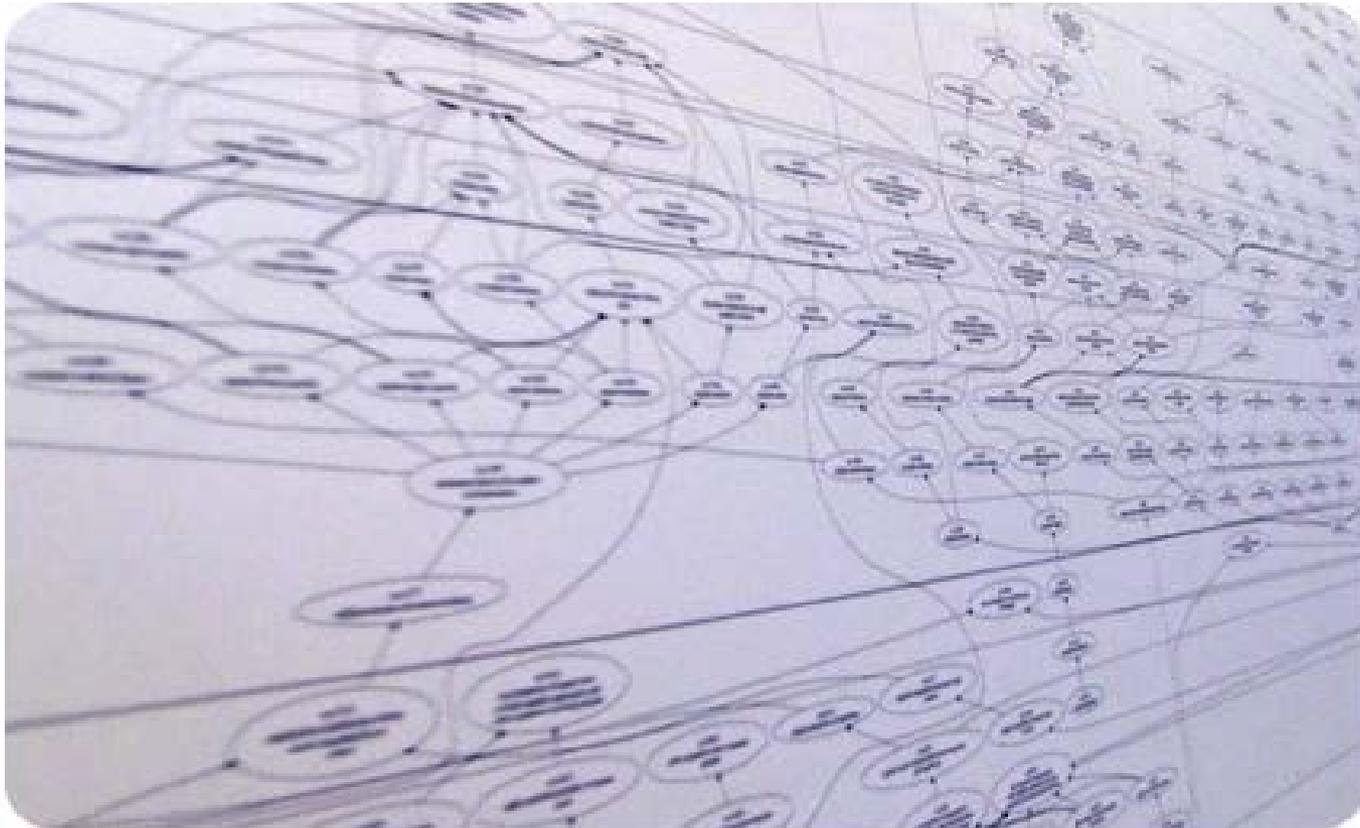
- Different cognitive pathways and varying alternate pathways to content mastery
- Similar to how brains function
- Similar to very good GPS
- What is a Learning Map?





A Glimpse of the Learning Map

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What are Essential Elements?

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- Are specific statements of content and skills
- Are linked to Missouri's Grade-Level Content Expectations
<http://dese.mo.gov/divimprove/curriculum/GLE/index.html>
- Are aligned to the English language arts (ELA) and mathematics common core standards
- Are created for students with the most significant cognitive disabilities
- Replace Alternate Performance Indicators (APIs) in ELA and mathematics



Essential Elements Form the Bridge

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For the students with the most significant cognitive disabilities (SCD), the Essential Elements (EEs) form a bridge to the Grade-Level Expectations (GLEs).



What is a Claim?

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- A broad statement about what students are expected to learn and to be able to demonstrate within ELA and mathematics content areas
 - Four claims and nine conceptual areas in English language arts
 - Four claims and nine conceptual areas in mathematics



What are Conceptual Areas?

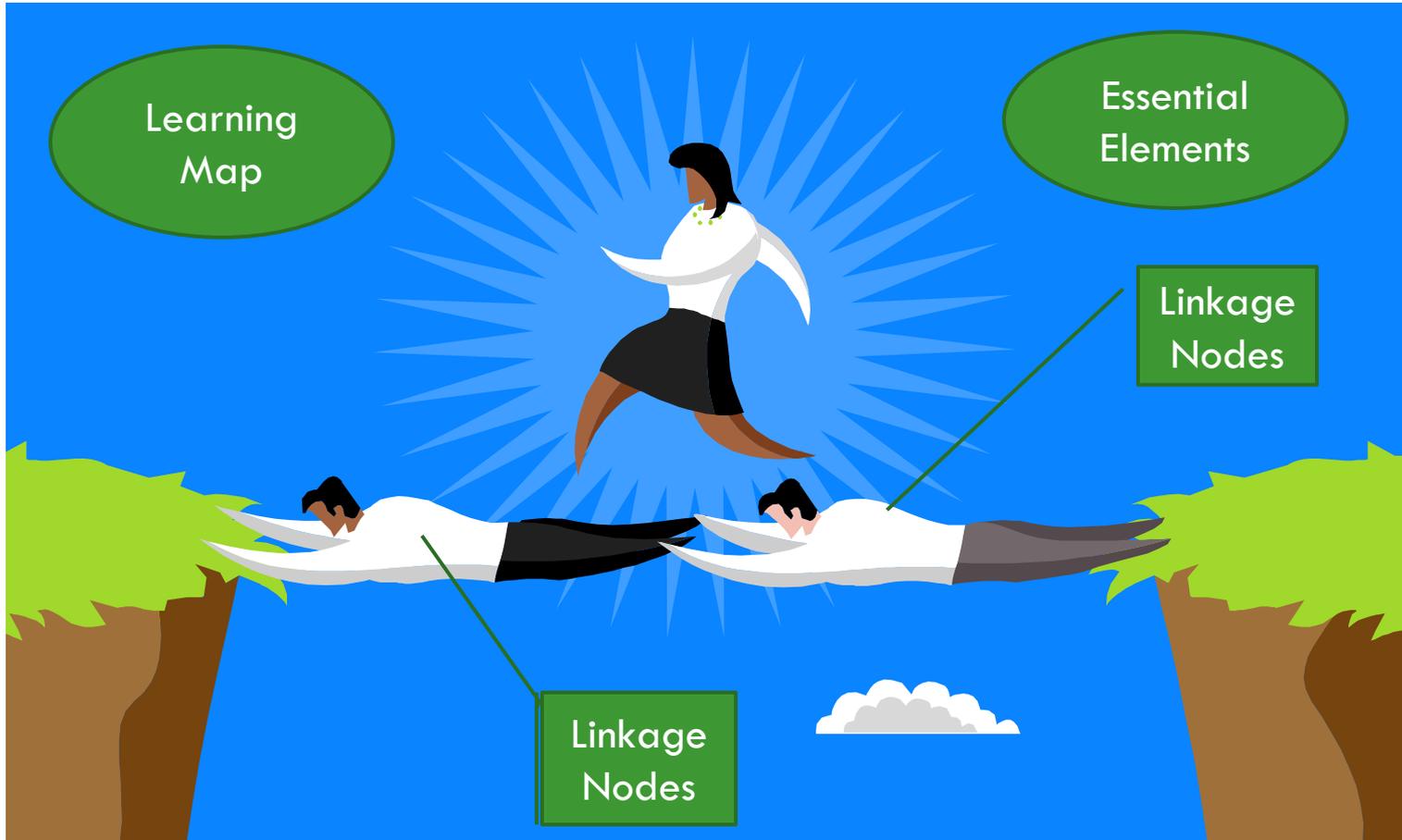
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- Are subparts of overall claims
- Are regions within the learning map that contain nodes directly related to Essential Elements
- Represent concepts and skills that support the learning of the Essential Elements
- Are clusters of connected concepts and skills
- Serve as models of how students may acquire and organize their content knowledge



What are Linkage Nodes?

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Five Linkage Nodes

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- Five linkages to each Essential Element
 - Link the Essential Elements to the learning map
 - Initial precursor node
 - Distal precursor node
 - Proximal precursor node
 - Target node
 - Successor node
- Where a student enters the map based on the First Contact Survey



What is the First Contact Survey?

- A comprehensive questionnaire completed by the student's teacher based on the teacher's knowledge of the student's performance, skills, and knowledge
- Used in conjunction with the Personal Needs and Preferences Profile to determine where a student initially enters the KITE Student Portal assessment system
- Completed by the student's teacher in the KITE Educator Portal
- Completed once a year and edited or adjusted as needed



What is the Personal Needs and Preferences Profile?

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- Identifies the accessibility options within the KITE system and allows the teacher to set the "preferences" for the student based on the First Contact Survey
- Designed to deliver a personalized, accessible assessment matched to each student's needs
 - Blind or visually impaired
 - Deaf or hearing impaired
 - Special Assistive Device needs
 - Scribe, special manipulatives, and other individual needs



What is the KITE System?

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- A comprehensive web-based assessment delivery system designed to meet the varied testing needs of students who are eligible for the MAP-A Assessment
- Was Piloted in November 2013
- Will be Field Tested in spring 2014
- Has two parts: Kite Educator Portal for teachers and administrators and the KITE Student Portal for test delivery for students



What are the New Test Features?

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- Instructionally Embedded Assessments
 - Use items and tasks that are embedded in day-to-day instruction
 - Use on weekly basis with immediate feedback
 - One or two testlets recommended each week in ELA and mathematics based on student's First Contact Survey
 - Student's learning is mapped throughout year
 - Simultaneous teaching and testing
 - Provides data feedback throughout the school year while teachers have time to change instruction to better support student learning needs



New Test Features (continued)

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- Accessibility
 - Is created to be accessible for students with a variety of disabilities
 - Deaf or hearing impaired
 - Blind or low vision
 - Neuromuscular, orthopedic, or other motor disabilities
 - Can accept a variety of responses, such as:
 - Keyboard-entered responses
 - Drag and drop responses using mouse to sort or label
 - Responses using touch screen technology
 - Teacher scribed responses if needed



New Test Features (continued)

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- Other key test features
 - Dynamic assessment
 - Universal design
 - Evidence-centered design
 - Structured scaffolding
 - Engagement activities
 - Precedes a testlet and introduces the concept to be addressed
 - Describes a scenario and provides context for the items
 - Taps prior knowledge or experience



What if the new tests are too easy?

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- Students must meet the eligibility requirements for the MAP-A assessment.
- If all items are too easy, the student is probably not a MAP-A student.
- Please use the eligibility criteria found on the DESE website:

<http://dese.mo.gov/webinar/webinar-02-28-13-SE.htm>



What if the tests are too hard?

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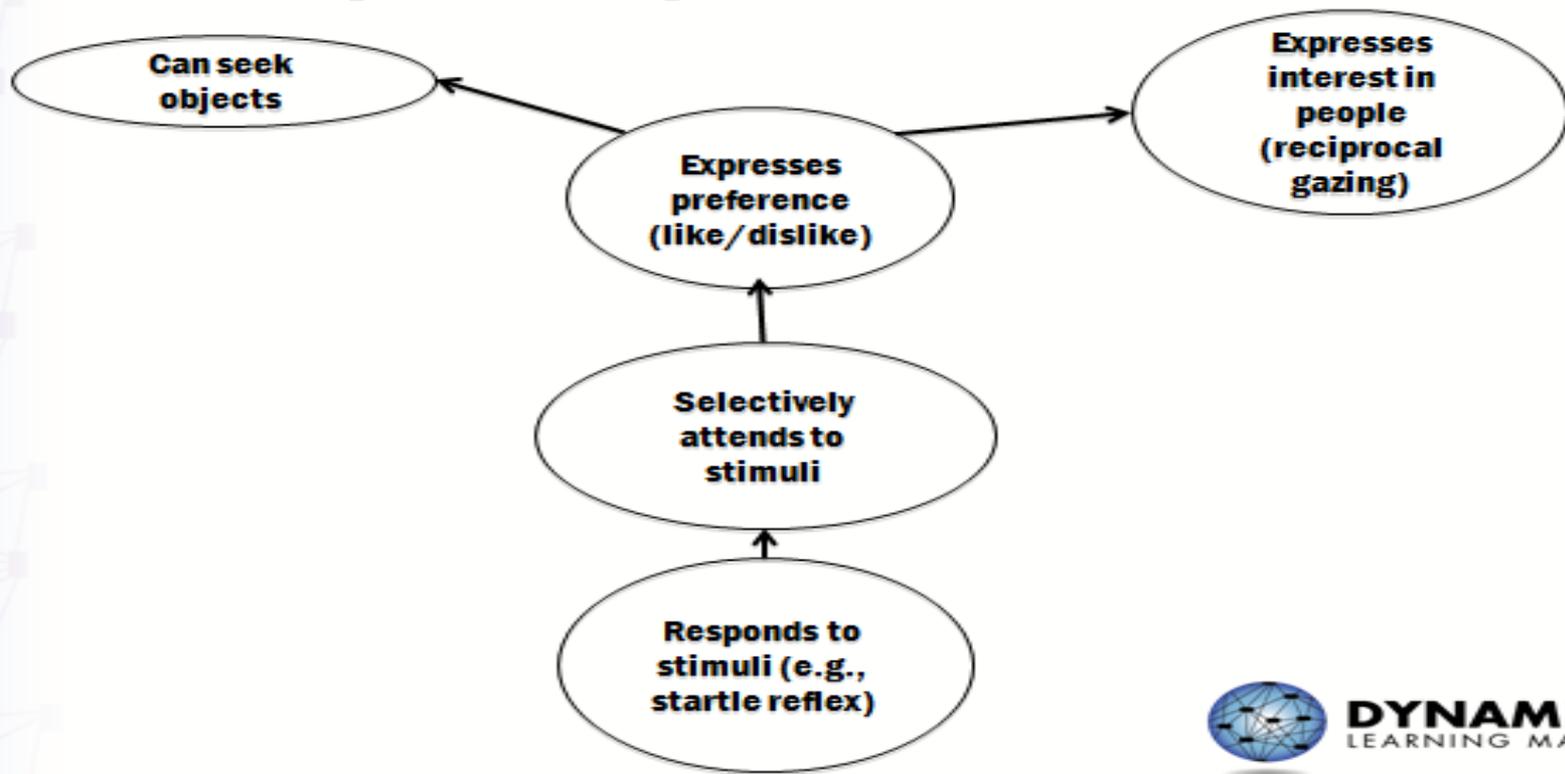
- Almost all students will be able to access the learning map at some level.
- Items have been developed at the initial precursor node level (pre-intentional behaviors – those skills and behaviors of infants from birth to three months of age).
- Not all students will achieve the target node for the Essential Elements.



Example of Precursor Nodes

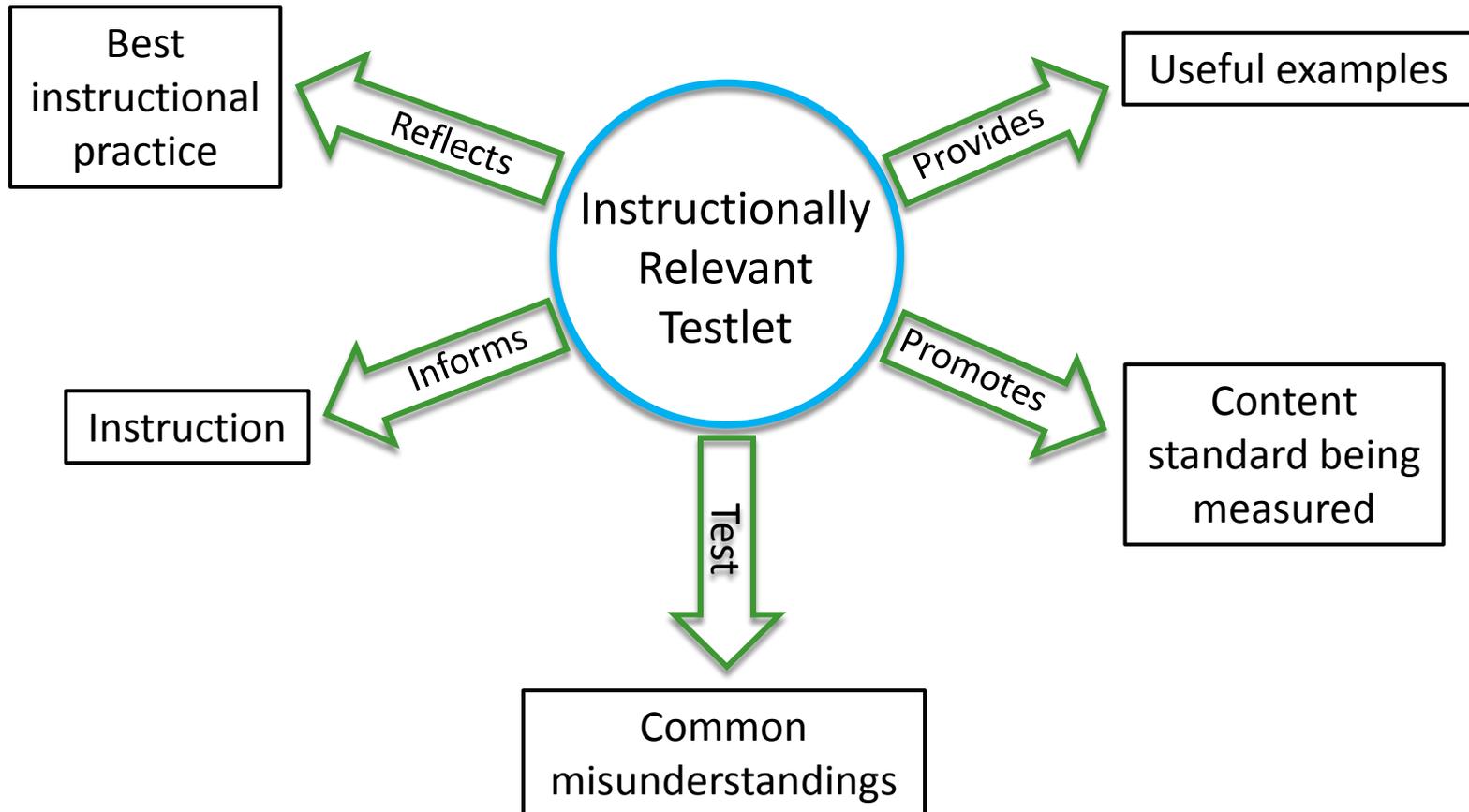
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Example of precursor nodes



Instructionally Relevant Item Types

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What is an Instructionally Relevant Testlet?

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- Is a set of 3-5 items and an engagement activity
- Used for instruction, as well as testing
- Increases the instructional relevance of the assessment
- Provides a better estimate of the students' knowledge, skills and abilities
- Provides more reliable and valid indicators of student performance than current status collection of evidence



ELA Essential Element from Fall Pilot

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Missouri Grade-Level Expectations (CC included)	Essential Elements	Node Linkage Progression
<p>ELA.RL.4.3 (English Language Arts Reading Literature Grade 4 Standard 3): “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character’s thoughts, words, or actions)”.</p>	<p>ELA.EE.RL.4.3 (Essential Element Reading Literature Grade 4 Standard 3): “Use details from the text to describe characters in the story”.</p>	<p>Successor Node: Can use details from the narrative to describe the characters, setting,, and events</p> <p>Target Node: Can use details from the text to describe characters in a narrative</p> <p>Proximal Precursor: Can identify the characters, setting, and major events of a story</p> <p>Distal Precursor: Can identify concrete details in a familiar story (characters, objects) + can name objects in pictures during a shared reading activity (supporting node)</p> <p>Initial Precursor: Can demonstrate understanding of object names</p>

Math Essential Element from Fall Pilot

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Missouri Grade-Level Expectations (CC included) Operations and Algebraic Thinking	Essential Elements Operations and Algebraic Thinking	Node Linkage Progression
<p>M.3.OA.4: (Math Grade 3 Operations and Algebraic Thinking Standard 4): “Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$”</p>	<p>M.EE.3.OA.4. (Math Essential Elements Grade 3 Operations and Algebraic Thinking Standard 4): “Solve addition and subtraction problems when result is unknown, limited to operands and results within 20.”</p>	<p>Successors:</p> <ul style="list-style-type: none">•Solve join problems•Solve part-part-whole problems <p>Target Node:</p> <ul style="list-style-type: none">•Determine the unknown in an addition equation <p>Proximal Precursor:</p> <ul style="list-style-type: none">•Recognize the addition sign•Explain the function of the addition sign•Recognize the equal sign

Math Essential Element (continued)

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Missouri Grade-Level Expectations (CC included) Operations and Algebraic Thinking

M.3.OA.4:

“Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$ ”

Essential Elements Operations and Algebraic Thinking

M.EE.3.OA.4.

“Solve addition and subtraction problems when result is unknown, limited to operands and results within 20.”

Node Linkage Progression

(Proximal Precursor: con't)

- Explain the function of the equal sign
- Represent addition with equations

Distal Precursor:

- Combine sets
- Demonstrate the concept of addition

Initial Precursor:

- Recognize wholeness
- Recognize separateness

Sample Math Item

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Essential Element for Mathematics Grade: 7

Standard: Statistics and Probability

Cluster 5-7: Investigate chance processes and development; use and evaluate probability models



M.EE.7.SP.5-7

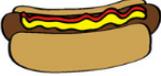
Investigate chance processes and development; use and evaluate probability models.

Andre's lunch choices are a salad, spaghetti, or a sandwich.

Lunch

Salad	
Spaghetti	
Sandwich	

Which is **possible** for Andre to choose for lunch?

		
	Salad	
		
Hotdog		Taco



M.EE.7.SP.3

Compare two sets of data within a single data display such as a picture graph, line plot, or bar graph

Sort the drinks. Decide if it is **possible** or **impossible** to choose each drink. Put the pictures of the drinks onto the chart.

Drink

- Milk 
- Juice 
- Water 

		Juice 	
		Possible	Impossible
Water 	Milk 		Soda 
			Coffee 



ELA.EE3.RL.5

With guidance and support, recognize familiar texts (e.g., storybooks, poems)

 **PLAY**

Jason and his mom go to the pet store. 

Jason and his mom buy a cat. 

Jason and his mom take the cat home. 

Drag what happened at the **beginning**, **middle**, and **end** of the story into the boxes on the right.

Jason and his mom take the cat home. 

Jason and his mom go to the pet store. 

Jason and his mom buy a cat. 

BEGINNING

MIDDLE

END



ELA.EE3.RL.5

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With guidance and support, recognize familiar texts (e.g., storybooks, poems)



Jason and his mom go to the pet store.



Jason and his mom buy a cat.



Jason and his mom take the cat home.



Which sentence is correct?

- At the **beginning** of the story, Jason and his mom take the cat home.
- In the **middle** of the story, Jason and his mom buy a cat.
- At the **end** of the story, Jason and his mom go to the pet store.



DLM Alternate Pathways

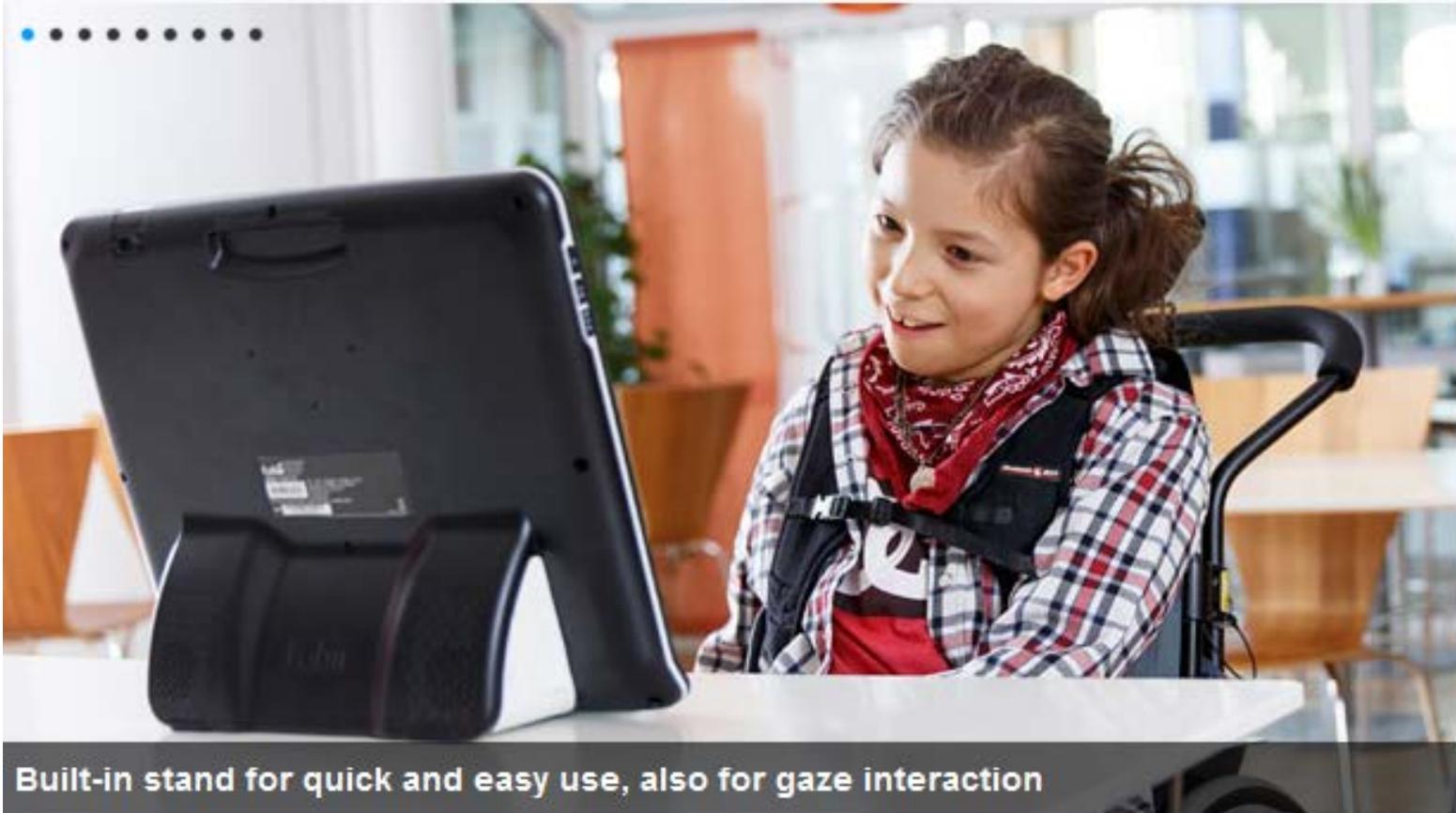
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- Alternate pathways include:
 - Access for students who are blind or visually impaired to understand highly visual images such as tables, charts, and graphs
 - Access for students who are deaf or hearing impaired to understand stories and items that have audio
 - Access for students who have physical disabilities to communicate their answers to a scribe



AAC Devices Have Given Freedom

44

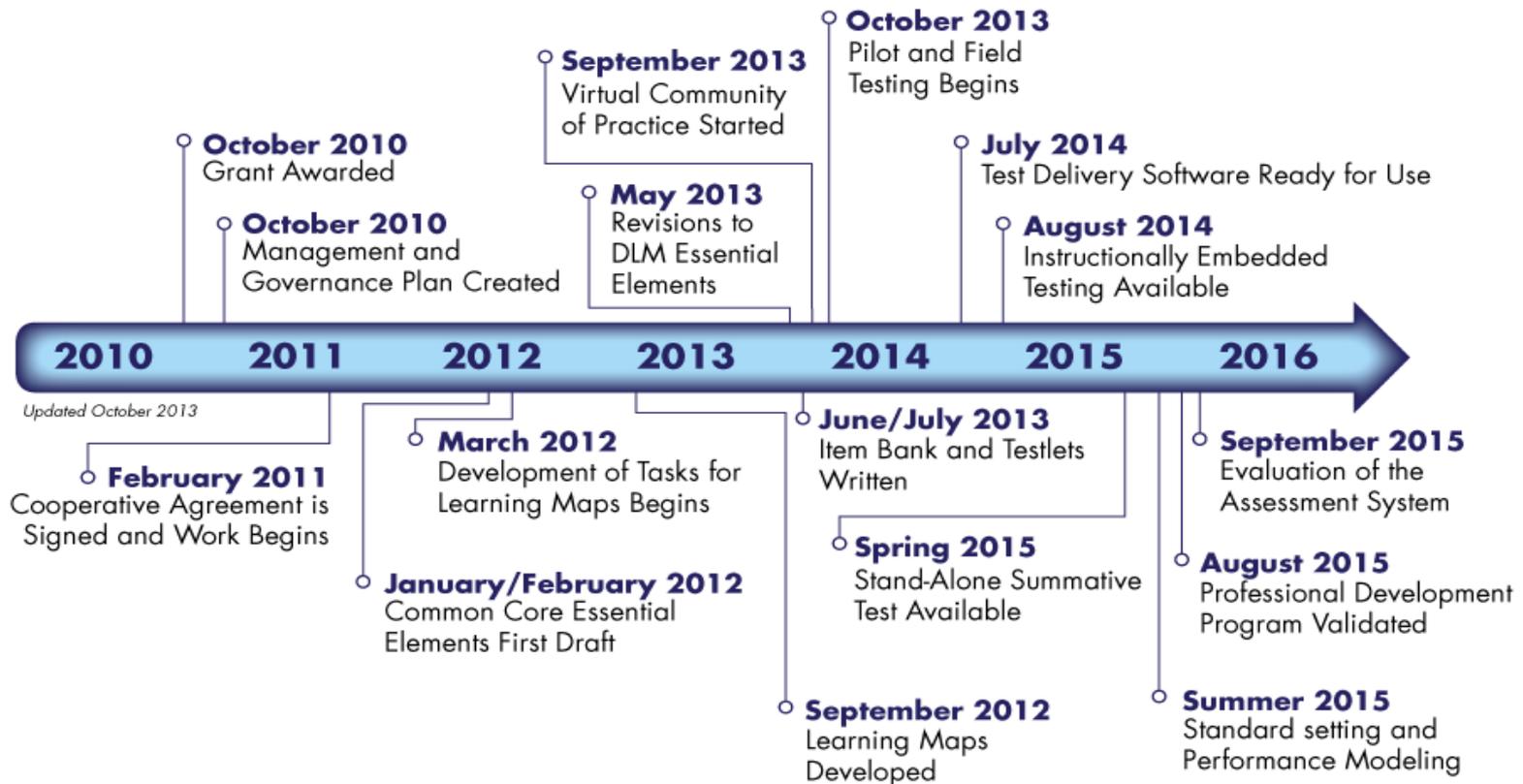


Built-in stand for quick and easy use, also for gaze interaction



So What's the Timeline?

Dynamic Learning Maps™ Alternate Assessment System Timeline



Fall 2013 Pilot Test

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- Small-Scale Pilot at a few buildings
 - Conducted at the Missouri School for the Severely Disabled and Union R-XI
 - Conducted in November 2013
 - Provided Feedback on the KITE system
 - Provided guidance on length of time for each testlet
 - Provided extensive educator feedback on KITE system and items



Spring 2014 Full-Census Field Test

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- Spring 2014 Field Test
 - Available to all Missouri districts, not just a few
 - All MAP-A students and teachers strongly encouraged to participate in all three windows
 - Participation in three windows is strongly encouraged to inform student progress in the dynamic map

Field Test 1: February 10-21, 2014

Field Test 2: March 17-April 11, 2014

Field Test 3: May 1 - end-of-school, 2014



Is the Field Test Mandated?

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- Missouri is provided an opportunity to participate without data repercussions.
- No student data is provided to DESE or the districts.
- No federal or state accountability is associated with the field tests.



Does a district have to participate in all three field test windows?

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- All MAP-A students and teachers strongly encouraged to participate in all three windows.
- Participation in three windows is needed to inform student progress in the dynamic map.
- All districts with MAP-A students are given a unique opportunity try out this assessment that is very different than the current status collection of data and provide feedback when system changes can still be made.



What Grades Are Field Tested?

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- Field Tests include grades 3-12
 - Grades 9 and 12 included to provide test data above and below grade level
 - Grade 9 and 12 not tested for federal and state accountability in 2015



School Year 2013-2014 MAP-A

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- Current status collection of evidence
 - Continues this year
 - Used for federal and state accountability
 - Communication Arts grades 3-8 and grade 11
 - Mathematics 3-8 and grade 10
 - Science grades 5, 8 and 11
 - Collection windows
 - January 3 - January 31
 - February 3 - February 28
 - Based on current APIs



School Year 2014-2015 New MAP-A

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- Instructionally relevant testlets begin August 2014
 - Used for instruction and operational data
 - One or two per week in ELA and mathematics
 - Based on new Essential Elements (replace current APIs)
- Spring 2015 online summative new MAP-A in ELA and mathematics
 - Used for federal and state accountability
 - ELA and mathematics grades 3-8 and grade 11 based on Essential Elements.
 - Date of 2015 summative assessment window TBD



What about Science?

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- The new MAP-A Science Assessment will not be ready for at least 3 to 4 years.
- Until further notice:
 - Continue to test Science with the current status collection of evidence in:
 - Grades 5, 8 and 11
 - January and February collection windows
 - Continue to use current Science APIs.



Professional Development Resources

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- Available consortium and DESE professional development resources:
 - Glossary of terms
 - Essential Elements
 - DESE weekly e-mail DLM updates
 - DLM website www.dynamiclearningmaps.org
 - DLM Frequently Asked Questions
<http://dynamiclearningmaps.org/pdf/State%20Inquiry%20FAQs%2020130821.pdf>
 - Self directed learning modules
<http://dynamiclearningmaps.org/unc/modules.html>



Foundational Learning Modules

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- Provide a cohesive system that emphasizes cognitive, linguistic, and conceptual development:
 - 8 foundational modules
 - Length varies 30-90 minutes each
 - Pre-Test and Post-Test included
- Bookmark website

<http://dynamiclearningmaps.org/unc/modules.html>



Targeted Short Learning Modules

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- Resources being developed over next two years:
 - Targeted to specific Essential Elements or groups of Essential Elements
 - Length varies 5-10 minutes each
 - Used for lesson plans
 - Used on an as-needed basis
 - English language arts: 22 modules aligned with 4 Claims and 9 Conceptual Areas
 - Mathematics: 19 modules aligned with 4 Claims and 9 Conceptual Areas
- Bookmark and check website often
<http://dynamiclearningmaps.org/unc/modules.html>



Resources for IEP Team Preparation

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- Modules for Individualized Education Program (IEP) team meeting preparation:
 - Watch Module 0: Who are Students with Significant Cognitive Disabilities?
 - Use Additional DESE guidance resources
<http://dese.mo.gov/webinar/webinar-02-28-13-SE.htm>
 - Alternate Assessment Flow Chart
 - Alternate Assessment Checklist
 - Alternate Assessment Decision-Making Guidance
 - Watch Module 7: Individual Education Programs Linked to the DLM Essential Elements



Virtual Community of Practice (Phase I)

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- Phase I in the development process:
 - Archive of monthly webinars for teachers
 - PD Team Blog
 - Monitored discussion threads
 - Communities (formed by participants)
 - Tar Heel Reader Exemplar Text Library
 - Lesson-planning Templates
 - DLM Core Vocabulary Support
 - Bookmark and check often <http://DLM pd.com/clds/>



Virtual Community of Practice (Phase II)

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- Phase II in the development process:
 - Teachers can contribute resources to the Community of Practice in Instructional Materials Exchange
 - DLM video library
 - Instructional Supports for Essential Elements and Linkage Nodes
 - Instructional Unit Examples
 - Inclusive Settings
 - Self-contained Settings
 - Instructional Materials Repository (materials created by DLM – linked to specific Essential Elements and Linkages)



The Next Generation of Alternate Assessments

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- ALL students are being prepared for life, work, and citizenship, including students with the most significant cognitive disability.
- Preparation for graduation begins the day the student enters school.
- Dynamic Learning Maps consortium is creating the next generation of alternate assessments as part of that preparation.
- We have a bigger focus on what students CAN do rather than what students cannot do.



Are we ready to meet the challenges?

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Yes, we are!!!

