



DLM UPDATE

**A presentation
to the
Special Education Advisory Panel**

June 5, 2015

**Missouri Department of Elementary
and Secondary Education**

Dynamic Learning Maps Overview



- In 2010, the Dynamic Learning Maps Alternate Assessment System Consortium (DLM) was awarded a grant by the OSEP.
- IDEA requires that all students should have access to challenging grade-level content and be assessed.

Dynamic Learning Maps Overview

(continued)

- Student learning is mapped throughout the year.
- Items and tasks are embedded in day-to-day instruction.
- Testing is a part of instruction to inform teaching and benefit students.
- Teaching and testing happen at the same time.
- Students learn academic content aligned to grade level content standards, but at a reduced depth, breadth and complexity.

Dynamic Learning Maps overview (continued)

- A network of sequenced learning targets.
- Shows a learning landscape in which multiple skills are related to many others.
- Shows and allows multiple learning pathways.
- Recognizes there are alternate ways to learn the same skill.
- The content standards, derived from Missouri Learning Standards, are called the Essential Elements, and are the learning targets for grades 3-12 in English Language Arts (ELA) and mathematics.
- These are NOT functional standards.

Integrated Model vs. Year End Model

- Integrated Model
 - Educators have some choice of which Essential Elements are taught and assessed
 - Instructionally embedded assessments are used
 - In late spring, all students are retested on a small number of EEs, for which they were taught and assessed earlier in the year
- Year End Model
 - Students are tested only in late spring

Choosing the Essential Elements

Grade 3: Available Essential Elements and minimum expectation for each student's assessment

Conceptual Area	EE	DESCRIPTION
ELA.C1.1	Choose at least three EEs, including at least one RL and one RI.	
	EE.RL.3.1	Answer who and what questions to demonstrate understanding of details in a text.
	EE.RL.3.2	Associate details with events in stories from diverse cultures.
	EE.RL.3.3	Identify the feelings of characters in a story.
	EE.RL.3.5	Determine the beginning, middle, and end of a familiar story with a logical order.
	EE.RI.3.1	Answer who and what questions to demonstrate understanding of details in a text.
	EE.RI.3.2	Identify details in a text.
	EE.RI.3.3	Order two events from a text as "first" and "next".
	EE.RI.3.5	With guidance and support, use text features including headings and key words to locate information in a text.
ELA.C1.2	Choose two EEs in C1.2 (L, RL or RI) – EEs must be from different strands, i.e. RL and L, not RL and RL.	
	EE.RL.3.4	Determine words and phrases that complete literal sentences in a text.
	EE.RI.3.4	Determine words and phrases that complete literal sentences in a text.
	EE.RI.3.8	Identify two related points the author makes in an informational text.
	EE.L.3.5.a	Determine the literal meaning of words and phrases in context.
	EE.L.3.5.c	Identify words that describe personal emotional states.
ELA.C1.3	Choose at least one EE (RL or RI).	
	EE.RL.3.9	Identify common elements in two stories in a series.
	EE.RI.3.9	Identify similarities between two texts on the same topic.
ELA.C2.1	All students are assessed in both of these EEs through the writing assessment. In ITI, choose one Conventional EE or one Emergent EE. See Writing Testlet FAQ for more detail.	
	EE.W.3.2.a	Select a topic and write about it including one fact or detail.
	EE.W.3.4	With guidance and support produce writing that expresses more than one idea.

How are teachers trained to administer this test?

- This year, each teacher administering the DLM Alternate Assessment had to take and pass 7 required test administrator modules with at least 80% proficiency
- DLM provides 47 self-directed online learning modules
 - <http://secure.dynamiclearningmaps.org/unc/modules.html>
 - Example: Individual Education Programs Linked to the DLM Essential Elements

DLM Testing for Spring 2015

- Roughly 7,717 students tested in grades 3-12
 - The breakdown by grade and percentage of students tested using DLM will not be available until mid-July
- The Spring Summative Window ended May 29th

What is happening with Science?

- Missouri was among four states that participated in a small scale pilot this spring.
 - 164 Missouri students participated
 - 53-Elementary students
 - 57-Middle School students
 - 54-High School students
 - A total of 1506 students participated from the four volunteer states
- DLM has asked Missouri to participate in Science next year, but no decision has been made on this at this time.

Revisions and Updates

- Manuals
- Required Training
- Educator Portal

Standard Setting

- June 15-18, 2015
 - Four day process involving teachers who are both content specialists with Special Education experience and extensive MAP-A experiences.
 - Teachers from all states of the consortium
 - Missouri is well represented
 - Representatives from DESE Assessment will be attending to observe the process, though they will not be able to participate.

Achievement Level Descriptors

- Missouri will continue to use
 - Below Basic
 - Basic
 - Proficient
 - Advanced

- The Consortium is still working to finalize the student progress reports.

Technical Advisory Committee

□ Missouri TAC

- Meeting held March 18th in St. Louis
- Neal Kingston and Meagan Karvonen were present and reported about DLM.
- The TAC was very pleased with the product.

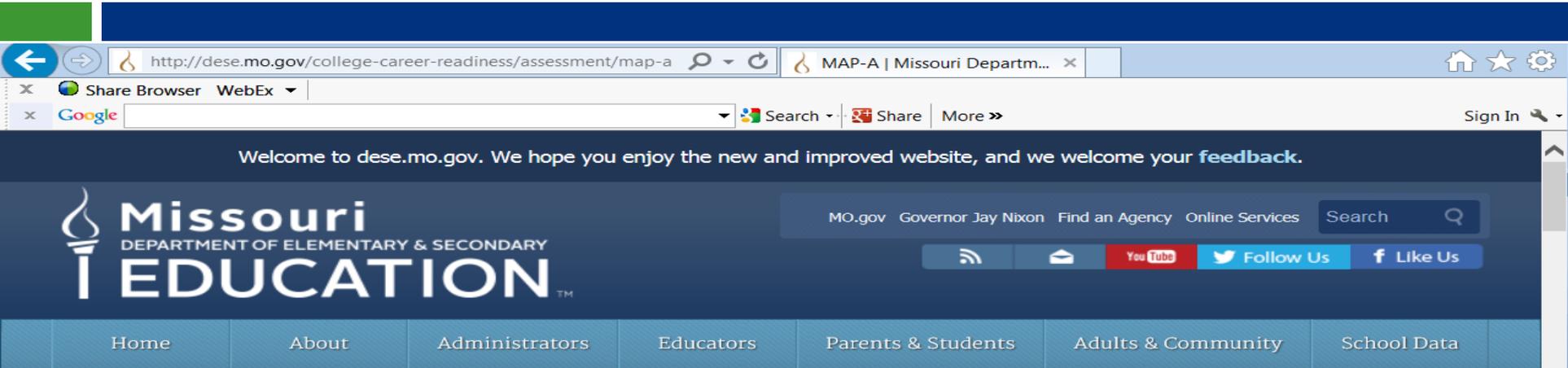
□ DLM TAC

- Meeting was held two weeks ago
- Everyone is waiting with high interest in the results of the achievement/standard setting in June and what cut scores will look like.

Essential Elements

- The Essential Elements are currently aligned with the Missouri Learning Standards.
- If/when the Missouri Learning Standards change, the Essential Elements will continue to align with the Missouri Learning Standards.

DESE website



The screenshot shows a web browser window with the URL <http://dese.mo.gov/college-career-readiness/assessment/map-a>. The browser's address bar includes navigation icons, a search bar, and social media links for YouTube, Twitter, and Facebook. The page header features the Missouri Department of Elementary & Secondary Education logo and a navigation menu with links for Home, About, Administrators, Educators, Parents & Students, Adults & Community, and School Data. A search bar is also present in the header.

MAP-A

[Home](#) » [College & Career Readiness](#) » [Assessment](#)

MAP-A Assessments

The MAP-Alternate Assessment (MAP-A) is designed to promote enhanced capacities and integrated life opportunities and is administered only to students with the most significant cognitive disabilities who meet grade level and eligibility criteria. No students may be tested outside of their assigned grade level. Student eligibility is determined by the student's Individualized Education Program (IEP) team using DESE-established eligibility criteria.

MAP-A measures student performance based on alternate achievement standards that are aligned with Missouri's Show-Me Standards. A student who is eligible for the MAP-A Assessment does not participate in any other

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THANK YOU!



Tiffani Muessig

Assistant Director, Effective Practices

573-751-0185

Tiffani.Muessig@dese.mo.gov