



# DYNAMIC LEARNING MAPS

Presentation for  
SEAP

September 2, 2016

# Dynamic Learning Maps

- Dynamic Learning Maps (DLM) Alternate Assessment System was built by a large consortium of states, including Missouri.
- DLM is the format used for the state alternate assessment for students with the most significant cognitive disabilities.
- DLM is unique!

# Essential Elements

<b>Missouri Learning Standards (Adopted 2010, transitioning out)</b>	<b>Essential Element</b>	<b>Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation the 2016-17 School Year)</b>
<b>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea</b>	<b>EE.RI.3.2: Identify details in a text.</b>	<b>3.R.3.A.b: Explain using details or facts that support the main idea.</b>

# Blueprints

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

Conceptual Area	EE	DESCRIPTION
<b>ELA.C1.1</b>	<b>Choose at least three EEs, including at least one RL and one RI.</b>	
	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.
<b>ELA.C1.2</b>	<b>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.</b>	
	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.
<b>ELA.C1.3</b>	<b>Choose at least one EE (RL or RI).</b>	
	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.
<b>ELA.C2.1</b>	<b>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.</b>	
	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.

# Training for Educators

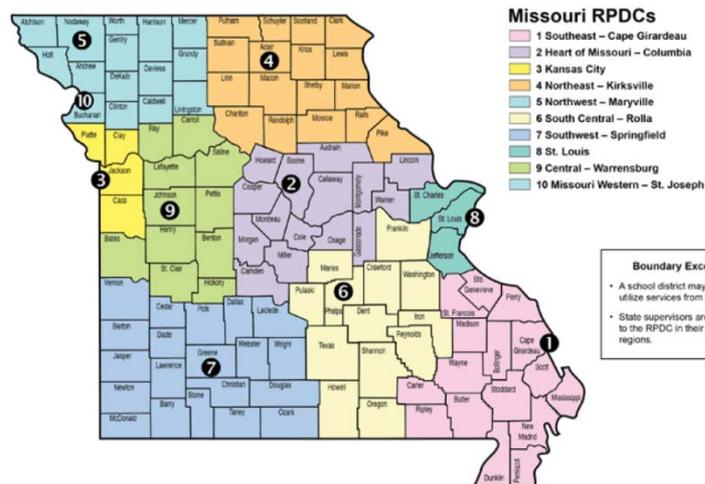


**DYNAMIC**  
LEARNING MAPS  
PROFESSIONAL DEVELOPMENT

## Part 1-SD: About the DLM System (Self-Directed)

Click the link below to start the module. After training, the post-test quiz will be available until it is successfully completed.

 [Part 1-SD Training \(Self-Directed\)](#)



# Required Test Administrator Training

- [Training.DynamicLearningMaps.org](https://Training.DynamicLearningMaps.org)
- New Test Administrators
  - 4 required modules
- Returning Test Administrators
  - 2 required module

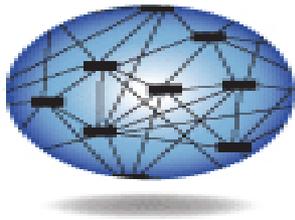
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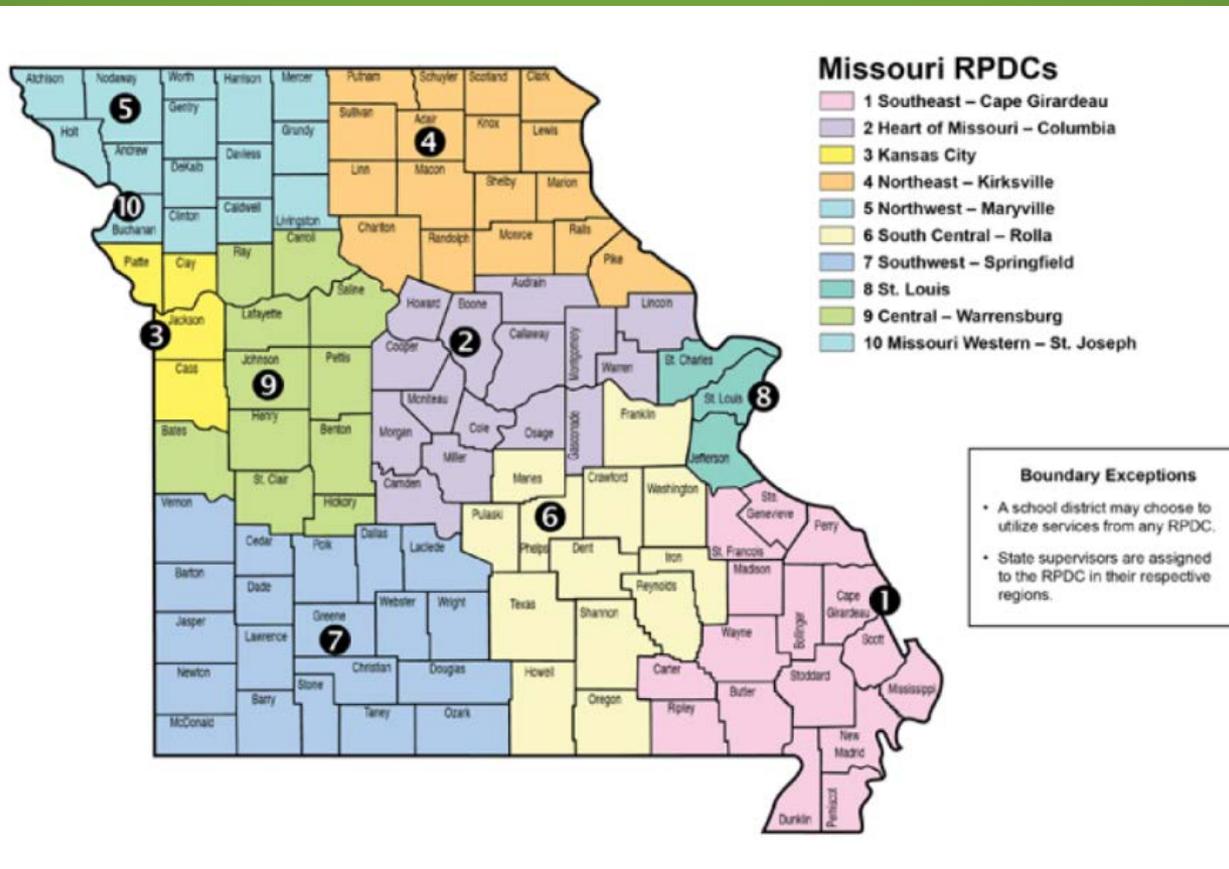
[Part 1-SD Training \(Self-Directed\)](#)

- DLM Professional Development
  - 50 modules
  - 30-45 minutes each
  - Self-Directed or Facilitated versions
- <http://dlmpd.com>



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LEARNING MAPS  
PROFESSIONAL DEVELOPMENT

# Regional Professional Development Centers



# Score Reporting

- Progress Reports
- Individual Student (Year End) Reports

# Science

Physical Science	Life Science	Earth/Space Science
Structure & Properties of Matter	Structure & Function	Earth & the Solar System
Forces and Motion	Growth & Development	Earth Materials & Systems
Conservation & Transfer of Energy	Interdependent Relationships in Ecosystems	Weather & Climate
	Inheritance & Variation of Traits	Natural Resources
	Adaptation	Human Impacts on Earth Systems

# Crosswalk

## 3<sup>rd</sup> Grade English Language Arts

MISSOURI LEARNING STANDARDS: GRADE LEVEL EXPECTATIONS		DLM ESSENTIAL ELEMENTS		DLM LINKAGE LEVELS
<b>READING</b>				
<b>1. Develop and apply skills to the reading process.</b>				
<b>R.1.A</b>	<b>A. Comprehension</b>			
<b>3.R.1.A</b>	Develop and demonstrate reading skills in response to text by:	<b>Not applicable.</b>	Not applicable.	Not applicable.
<b>3.R.1.A.a</b>	a. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	<b>EE.RL.3.7</b>	Identify parts of illustrations or tactual information that depict a particular setting or event.	This essential element is not currently being assessed.
<b>3.R.1.A.b</b>	b. Draw conclusions and support with textual evidence.	<b>EE.RL.3.1</b>	Answer who and what questions to demonstrate understanding of details in a text.	<p><b>Initial Precursor:</b></p> <ul style="list-style-type: none"> <li>Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.</li> </ul> <p><b>Distal Precursor:</b></p> <ul style="list-style-type: none"> <li>Can recognize when he or she encounters familiar people, objects, places, and events.</li> </ul> <p><b>Proximal Precursor:</b></p> <ul style="list-style-type: none"> <li>Can answer questions posed by others asking who and what about the key details in a familiar narrative.</li> </ul> <p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Can produce responses to questions seeking information on specific characters and what each of them did in a narrative by providing details on them.</li> </ul> <p><b>Successor:</b></p> <ul style="list-style-type: none"> <li>Can answer questions posed by others asking who, what, where, when, why, and how about the details in a narrative.</li> </ul>

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