Dynamic Learning Maps™: Instructional Implications

Gina Quintana
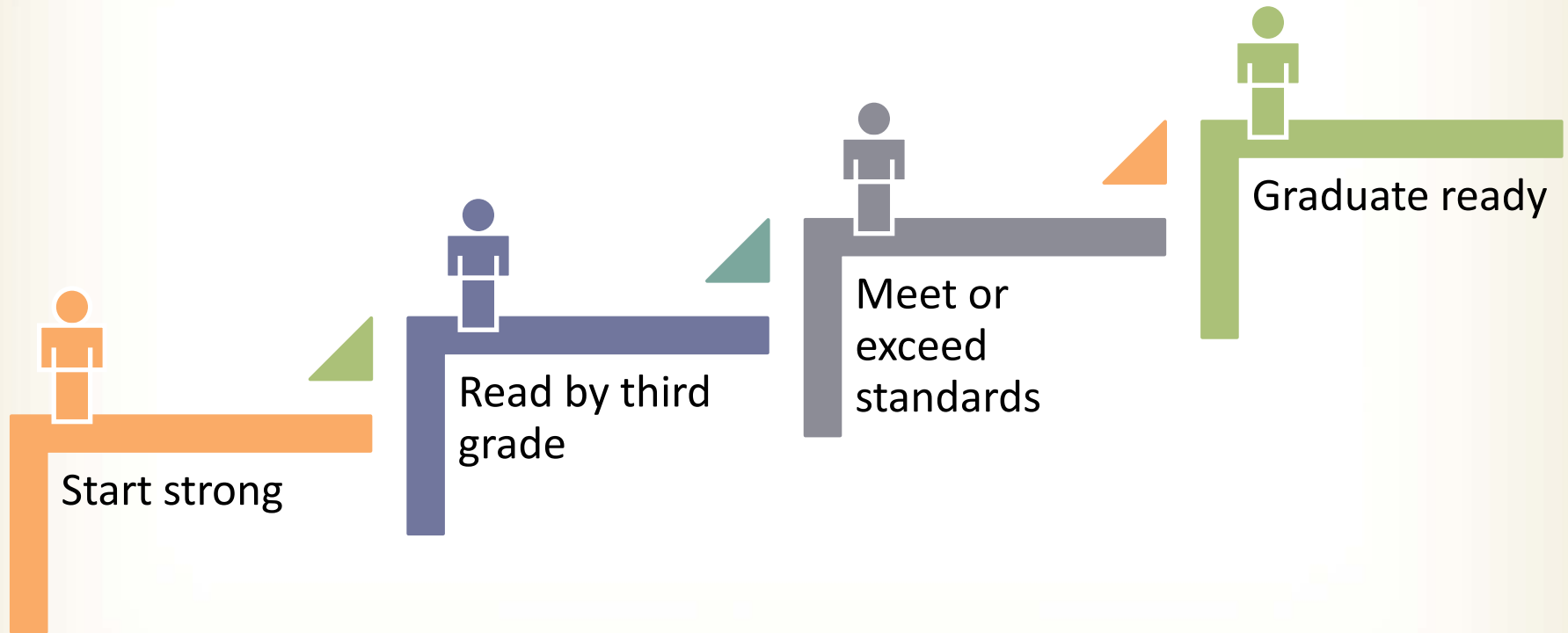Students with Significant Needs

Linda Lamirande
Accommodations & Assessment

Directors of Special Education   April 25, 2014

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CDE Strategic Goals:
Every Student Every Step of the Way

Start strong

Read by third grade

Meet or exceed standards

Graduate ready

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What is Our Learning Expectation for Today's Session?

What preparation resources are available?

DLM website

CDE Facilitated Training

Self-Directed Modules

Where are we going with it?

What is it?

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"THE SECRET OF CHANGE IS TO FOCUS ALL OF YOUR ENERGY, NOT ON FIGHTING THE OLD, BUT ON BUILDING THE NEW."

— SOCRATES

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Dynamic Learning Maps™ Alternate Assessment System Consortium

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Key Partners:

The Arc

Beach Center on Disability at KU

Center for Educational Testing and Evaluation at KU

Center for Literacy and Disability Studies at UNC-Chapel Hill
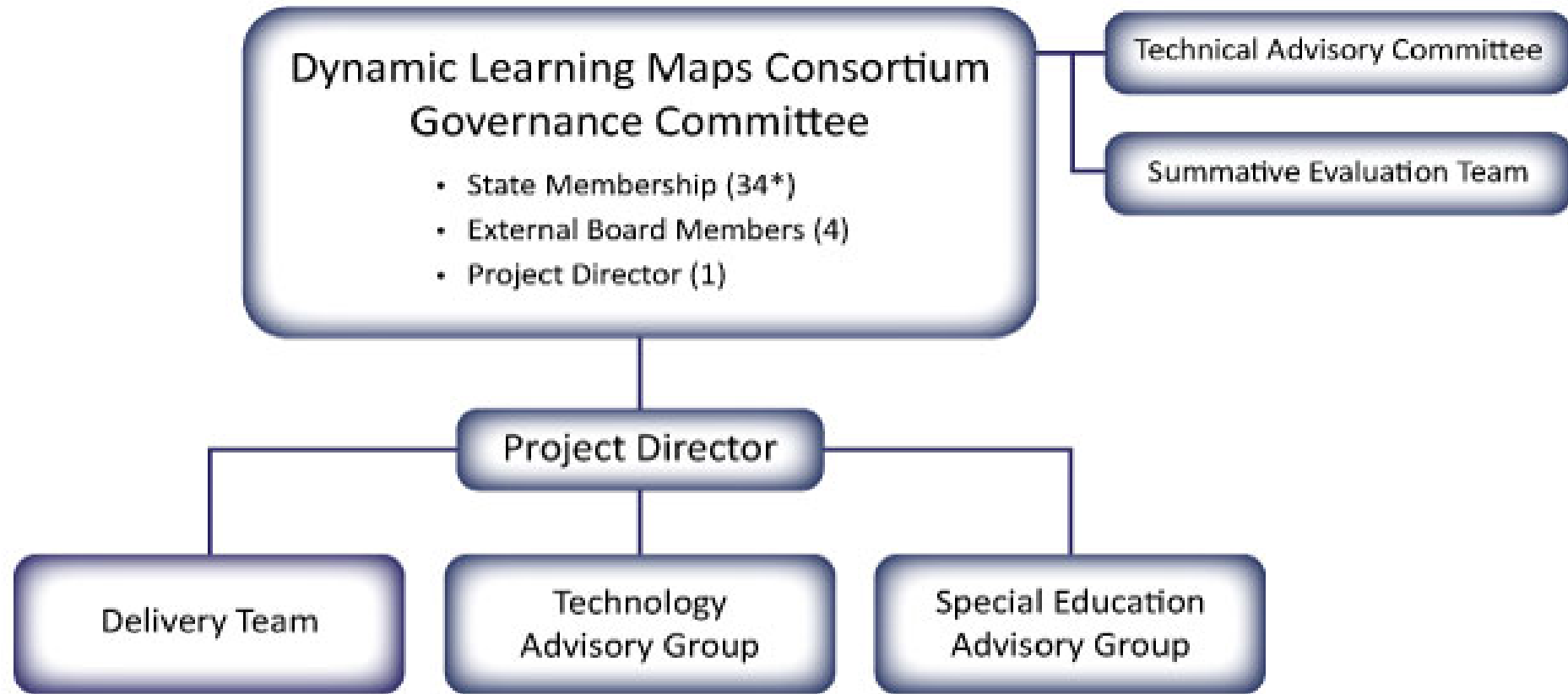
Center for Research on Learning at KU

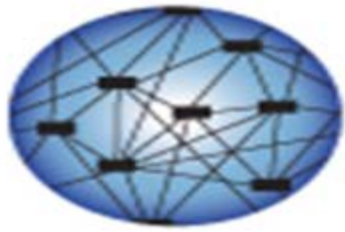Center for Research Methods and Data Analysis at KU

Edvantia

ORGANIZATIONAL CHART

The **Delivery Team** is led by the Center for Educational Testing and Evaluation (CETE) and includes experts from a wide range of assessment fields as well as key partners.

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Project Director & Delivery Team Leads

Neal Kingston

Meagan Karvonen

Sue Bechard

Karthick Palaniswamy

Angela Broaddus

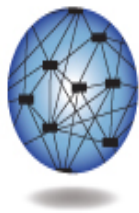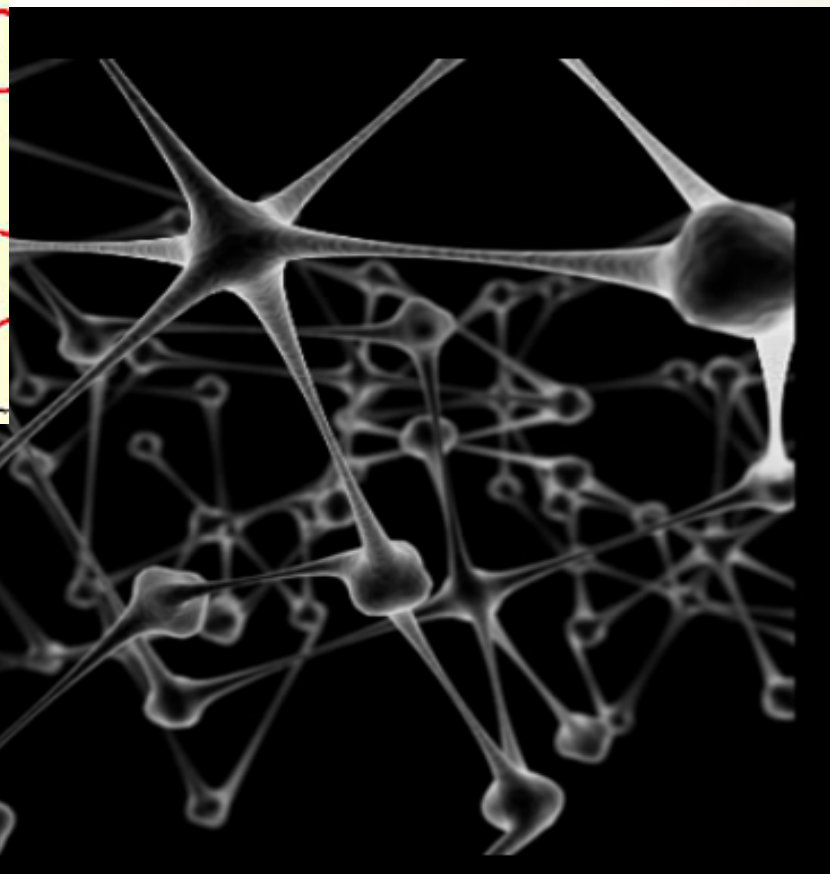Russell Swinburne Romine

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DLM MEMBER STATES

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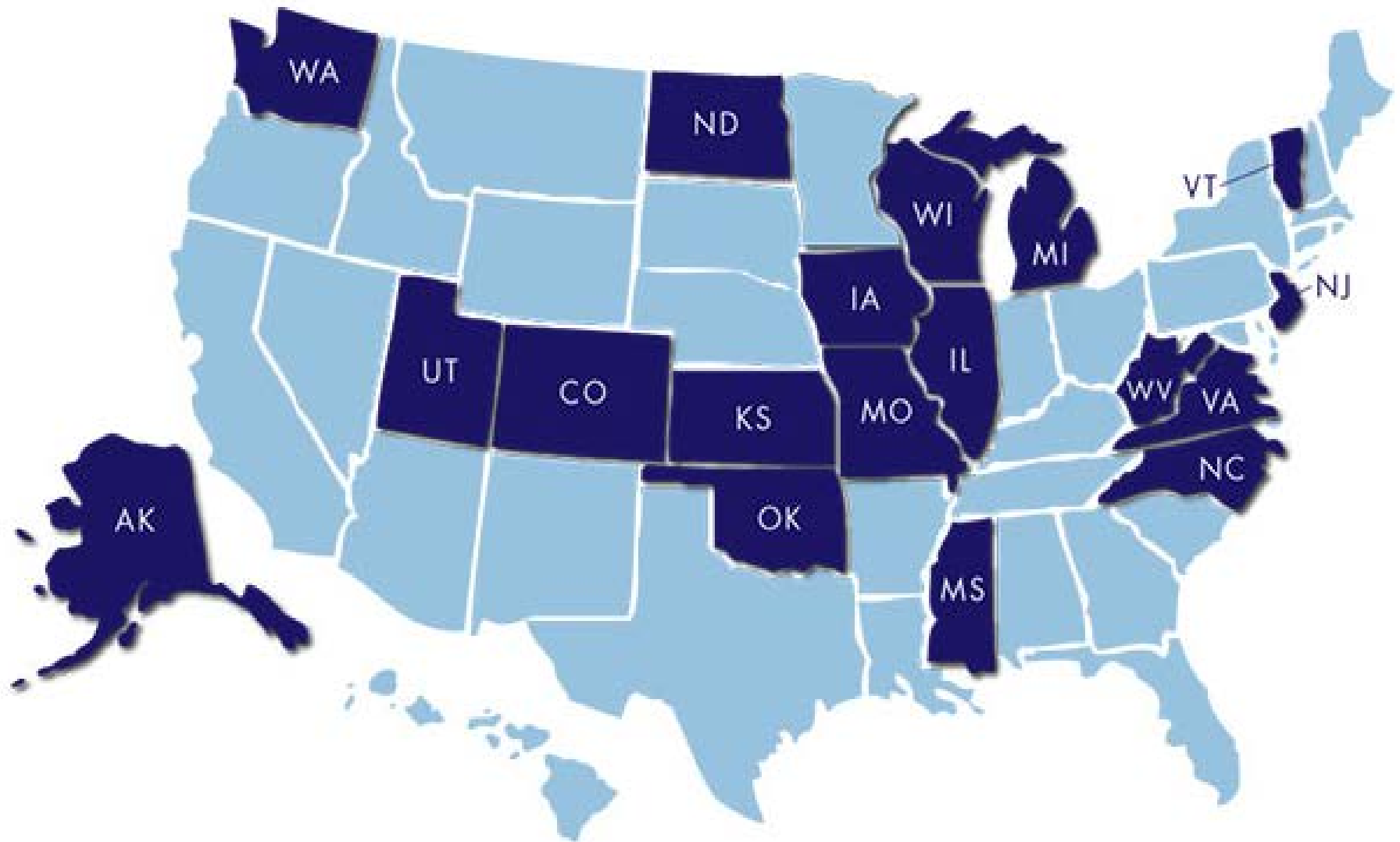
The DLM™ is guided by these core beliefs:

- The new DLM Alternate Assessment System will let students with a significant cognitive disability show what they know in ways that traditional multiple-choice tests cannot.

- The DLM system is designed to map a student's learning throughout the year. Items and tasks are embedded in day-to-day instruction so that testing happens as part of instruction.

- Colorado will have a Year-End Model with the summative assessment used for accountability; instructionally embedded testlets will also be available *DLM*

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Students with the most complex needs:

Students with the most complex needs

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What is a Learning Map?

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Colorado Academic Standards

Colorado Academic Standards

Colorado English Language Proficiency Standards (**CELPS**)

Common Core State Standards (**CCSS**)

21st Century Learner Skills

Post-Secondary Workforce Readiness (**PWR**)

Grade-level Skills & Evidence Outcomes (**EOs or GLEs**)

Alternate Standards-Extended Evidence Outcomes (**EEOs**)

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Alignment of ELA and Math Standards

Colorado Academic Standards

Colorado Academic Standards- Evidence Outcomes- (GLEs)

Alternate Standards-Extended Evidence Outcomes (EEOs)

Common Core State Standards (CCSS)

DLM – Essential Elements (EEs)

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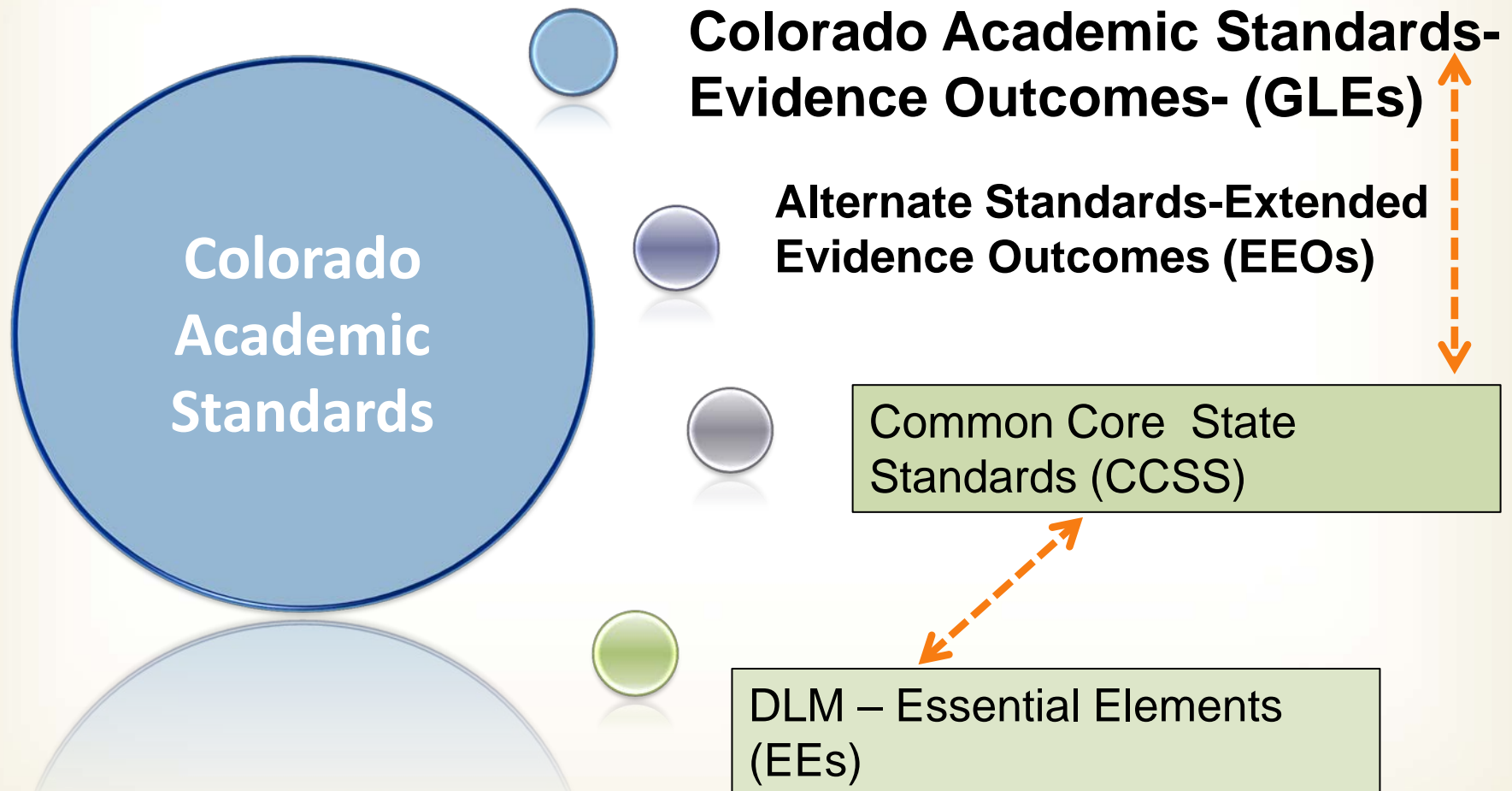
DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR THIRD GRADE

## Third Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**EE.RL.3.1** Answer who and what questions to demonstrate understanding of details in a text.
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	**EE.RL.3.2** Associate details with events in stories from diverse cultures.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**EE.RL.3.3** Identify the feelings of characters in a story.
Craft and Structure.	
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	**EE.RL.3.4** Determine words and phrases that complete literal sentences in a text.
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.	**EE.RL.3.5** Determine the beginning, middle, and end of a familiar story with a logical order.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	**EE.RL.3.6** Identify personal point of view about a text.
Integration of Knowledge and Ideas	
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	**EE.RL.3.7** Identify parts of illustrations or tactual information that depict a particular setting, or event.
RL.3.8 (Not applicable to literature)	**EE.RL.3.8** (Not applicable to literature)

Third Grade Mathematics Domain: Measurement and Data

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	
3.MD.1. Tell and write time to the nearest minute, and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	**EE.3.MD.1.** Tell time to the hour on a digital clock.
3.MD.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[13] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.[14]	**EE.3.MD.2.** Identify the appropriate measurement tool to solve one-step word problems involving mass and volume.
CLUSTER: Represent and interpret data.	
3.MD.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*	**EE.3.MD.3.** Use picture or bar graph data to answer questions about data.
3.MD.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	**EE.3.MD.4.** Measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks.

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A Portion of the Math Map
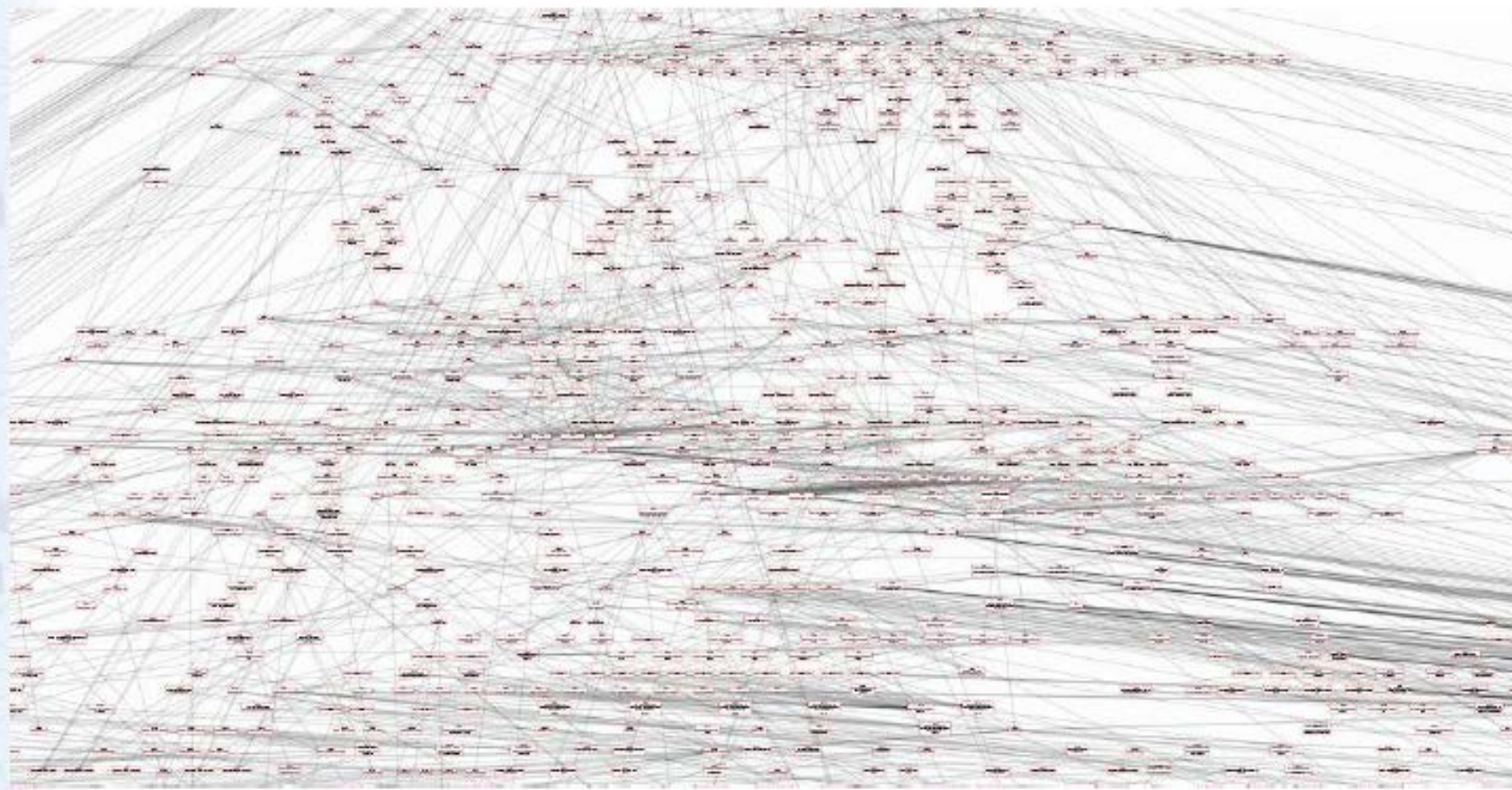
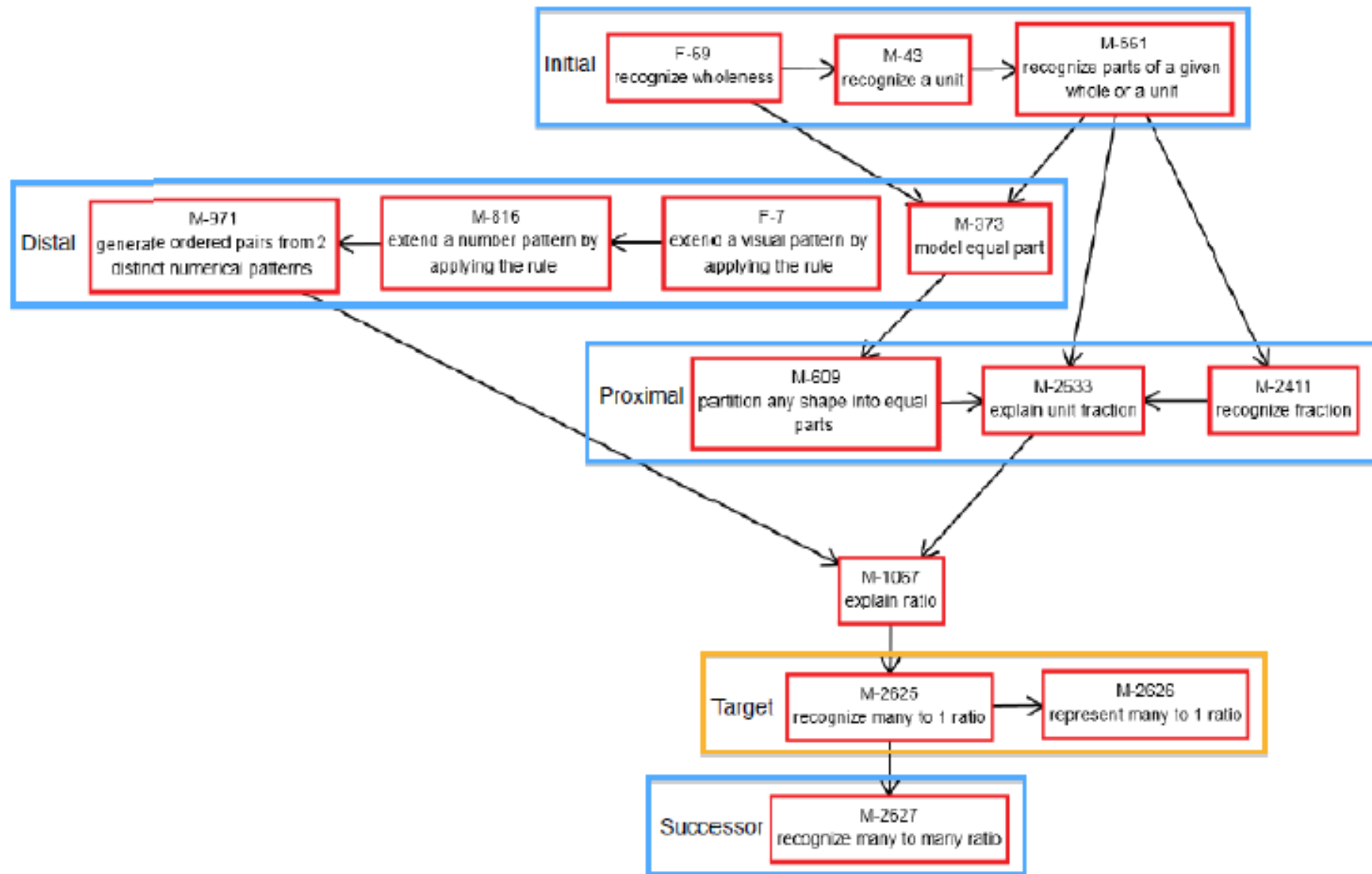| DLM – ELA Major Claims |
| --- |
| ELA C1: Students can comprehend text in increasingly complex ways.

Conceptual Areas in the Dynamic Learning Map:
      ELA.C1.1 Determine Critical Elements of Text
      ELA.C1.2 Construct Understandings of Text
      ELA.C1.3 Integrate Ideas and Information from Text |
| ELA C2: Students can produce writing for a range of purposes and audiences.

Conceptual Areas in the Dynamic Learning Map:
      ELA.C2.1 Use Writing to Communicate
      ELA.C2.2 Integrate Ideas and Information in Writing |
| ELA C3: Students can communicate for a range of purposes and audiences.

Conceptual Areas in the Dynamic Learning Map:
      ELA.C3.1 Use Language to Communicate with Others
      ELA.C3.2 Clarify and Contribute in Discussion |
| ELA C4: Students can engage in research/inquiry to investigate topics and present information.

Conceptual Areas in the Dynamic Learning Map:
      ELA.C4.1 Use Sources and Information
      ELA.C4.2 Collaborate and Present Ideas |

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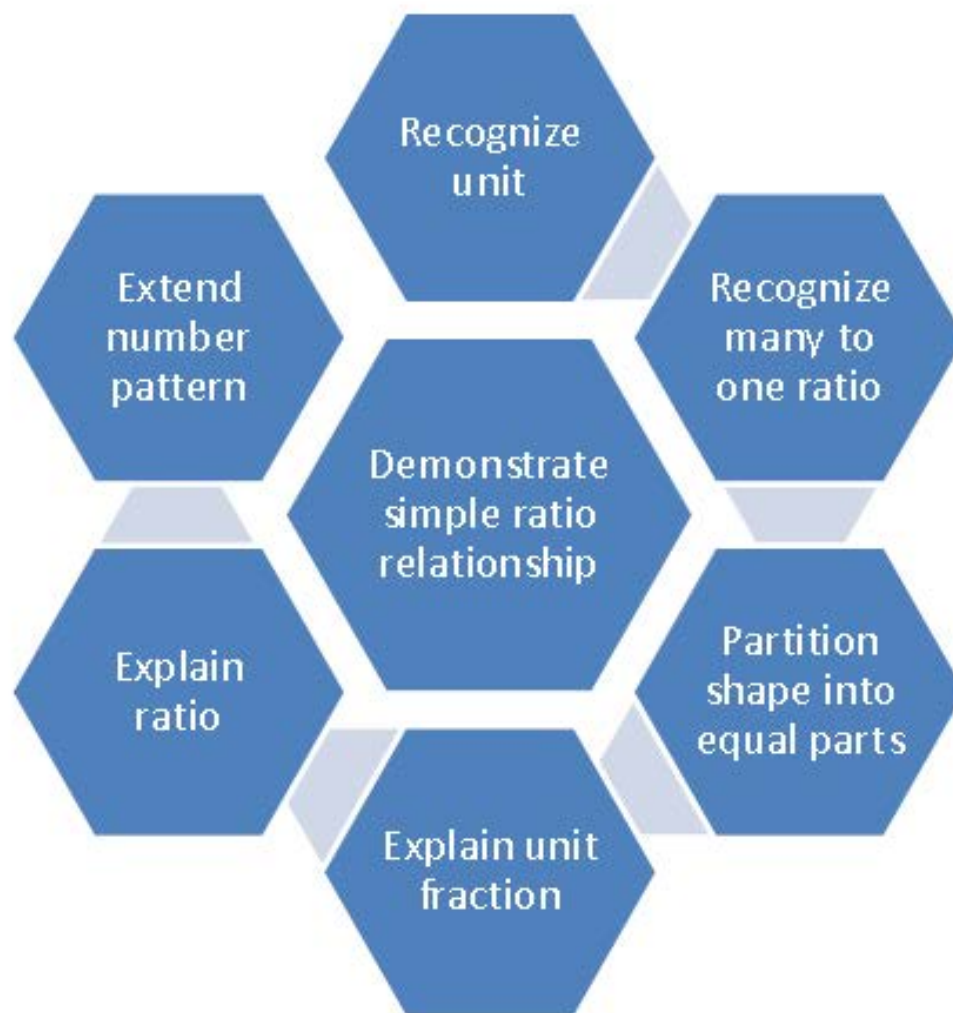
DLM Linkage Levels

- Successor

- Target

- Proximal Precursor

- Distal Precursor

- Initial Precursor

Video-Initial Precursor Items

M.EE.6.RP.1: Demonstrate a simple ratio relationship.

Initial
- F-69 recognize wholeness → M-43 recognize a unit → M-561 recognize parts of a given whole or a unit

Distal
- M-971 generate ordered pairs from 2 distinct numerical patterns ← M-816 extend a number pattern by applying the rule ← F-7 extend a visual pattern by applying the rule ← M-373 model equal part

Proximal
- M-609 partition any shape into equal parts → M-2533 explain unit fraction ← M-2411 recognize fraction

- M-1067 explain ratio

Target
- M-2625 recognize many to 1 ratio → M-2626 represent many to 1 ratio

Successor
- M-2627 recognize many to many ratio

Where can I find DLM Essential Elements?

- **Dynamic Learning Maps™ Essential Elements**

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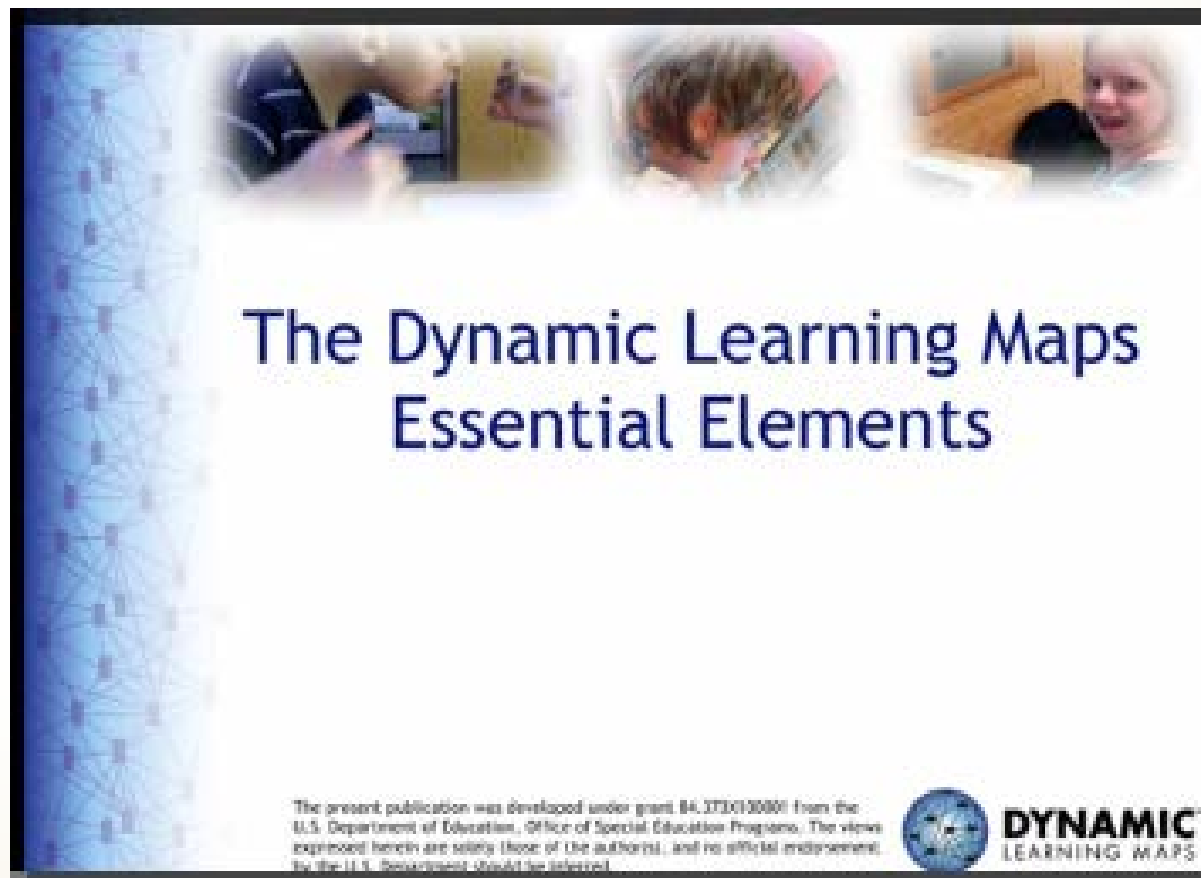
Test Features

Instructionally Embedded Assessment

Assessment Unit

Mira Monroe

Exceptional Student Services Unit

Gina Quintana

Linda Lamirande

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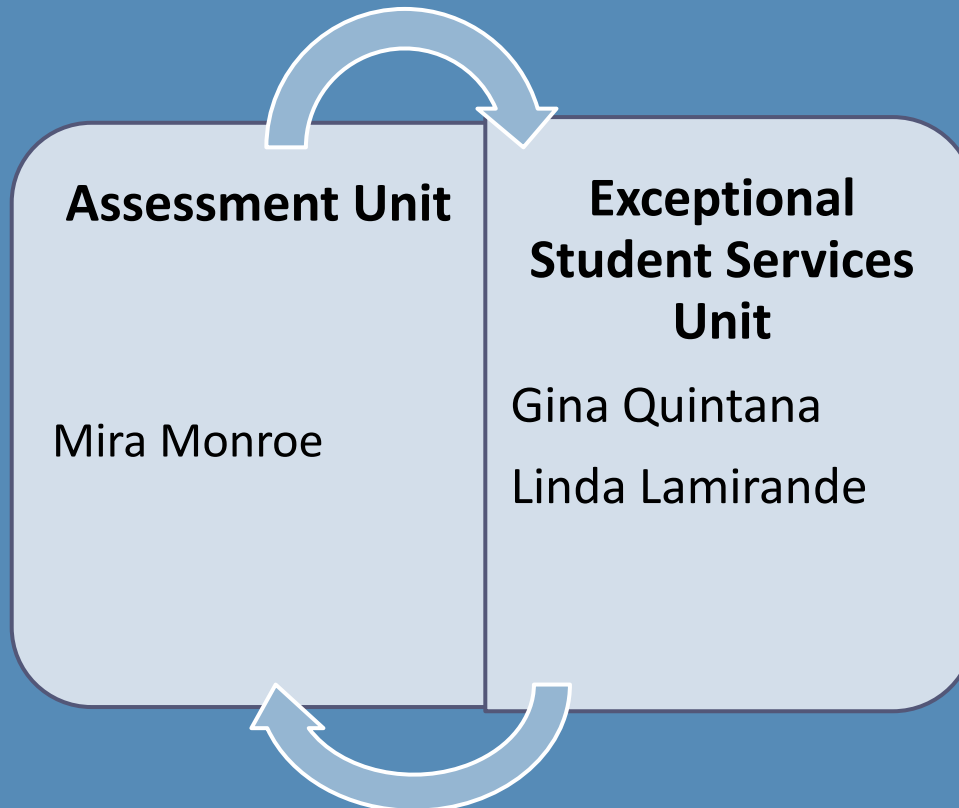
The *KITE platform* provides an online testing interface for students that includes practice items and formative tools

***Educator Portal* is the administrative application where staff and educators manage student data.**

Technology: KITE & Educator Portal

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Personal Learning Profile

Personal Needs and Preferences (PNP)

- Display
- Language & Braille
- Audio & Environment

First Contact

- Communication
- Academics
- Sensory characteristics
- Motor characteristics
- Computer access

DYNAMIC
LEARNING MAPS

General Principles for Accommodations

- The student should be expected to respond independently.

- Adaptations that are selected should be familiar to the student because they have been used during routine instruction.

Accessibility

- **Assessment is being designed by professionals who know this population**

- **Colorado involvement**

  State Management Team
  - *Item Review*
  - *Blind/low vision review*
  - *Field Test #3*

- **Various technology platforms supported**
- **More features under review and development**

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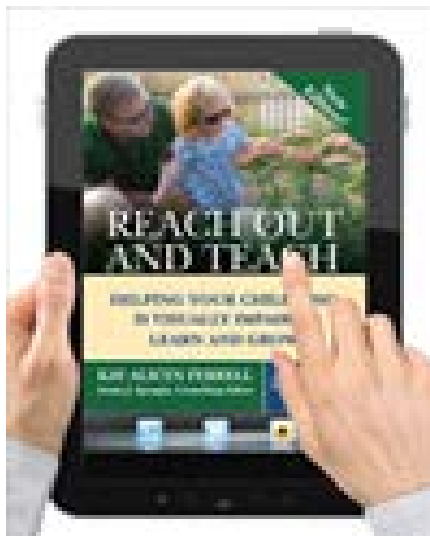
Instructionally Embedded Assessment

The Dynamic Learning Maps™ Alternate Assessment **System uses items and tasks that are embedded in day-to-day instruction**. As these embedded items and tasks are given to a student, the **student's learning is mapped throughout the year**. Because of this, testing and teaching happen at the same time. This gives teachers the opportunity to see what students know during the year when teachers still have time to **change instruction to better support student learning.**

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Testlets are designed around Linkage Levels
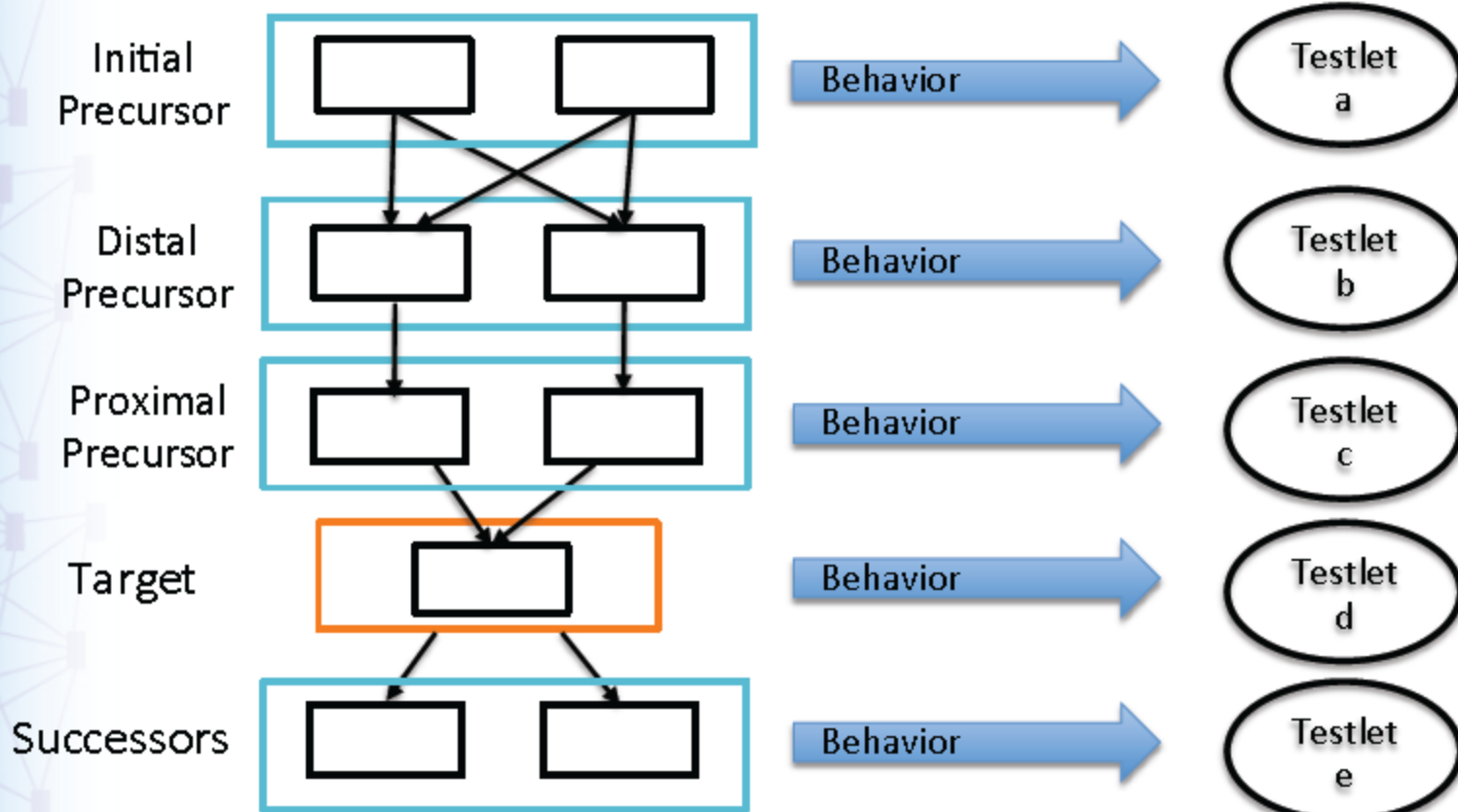
Structure of a Testlet

- Begins with engagement activity
- Reading: Text presented twice; questions embedded and at conclusion on 2nd read
- Math: series of questions or problems related to single topic

Overview of Testlets Videos

4th Grade ELA Example-Sue Bechard for CDE

Figure 2. single-select and multi-select multiple choice, with text or images as answer choices

Which is a circle?

Figure 3. matching items from two lists

Match the character to their story.

Mad Hatter		The Wonderful Wizard of Oz
Long John Silver		Treasure Island
Tin Woodman		Alice's Adventures in Wonderland
		The Jungle Book

Figure 4. sorting items or objects into categories by selecting and placing in the box

Sort the pictures below into **foods** and **drinks**.

Burger

Juice

Milk

Foods

Hot Dog

Drinks

Figure 5. sorting items or objects into categories by selecting the item you want to move and selecting again in the space you would like to move it to

Sort the words into **people** and **places** from *Peter Pan*.

Wendy Darling

Neverland

Captain Hook

People

Places

Mermaid Lagoon

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Figure 6. Teacher observation questions in which the teacher interacts directly with the student and reports the student's response into the assessment system.

Example 2: ELA question requiring materials

Educator Directions:

SHOW: one of the identical objects. Give the student a moment to explore the object.
SHOW: the second identical object and a different or new object.
SAY: "Which is the same?"

Record student response:

☐ Indicates the identical object

☐ Indicates the different or new object

☐ Indicates multiple objects

☐ Attends to other stimuli

☐ No response

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Recap of Year-End Model

August – April*	May*
Instructionally embedded testlets by state/teacher choice	Test on full breadth of blueprint

For Accountability:

Summative scores based only on these testlets

*Approximate. Exact windows TBD

IDEAs that Work
U.S. Office of Special Education Programs

DYNAMIC LEARNING MAPS

Resources

Supports for Professional Development

Where can I find more resources?

DLM Website

http://dynamiclearningmaps.org/

Frequently Asked Questions

- System Technology
- Test Design
- Common Core/Essential Elements

Professional Development Resources

- Introductory Video
- Self-directed Learning Modules
- Virtual Community of Practice

Where can I find more resources?

DLM Website

http://dynamiclearningmaps.org/

Facilitated Professional Development Modules via Webinar

- Claims and Conceptual Areas
- Common Core Overview
- DLM Essential Elements
- IEP Based on the DLM Essential Elements
- Symbols
- Who are Students with the Most Significant Disabilities?
- Universal Design for Learning
- Principles of Effective Instruction in English Language Arts
- Speaking and Listening
- Shared Reading
- Writing
- Standards for Mathematical Practice
- Counting and Cardinality
- Power of Ten-Frames
- *….More as they are developed by DLM*

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Where can I find more resources?

DLM Website

http://dynamiclearningmaps.org/

Assessing Students with a Disability Webpage

- **Kick-off Webinar**
- April 30
- 3:30-4:30
- Recorded version posted on the *Accessing Students with a Disability* webpage:

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2014 Summer Institute for Deaf-Blind and Significant Support Needs

LITERACY FOR STUDENTS WITH SIGNIFICANT SUPPORT NEEDS – LEVEL 2

Choice of Sessions:

June 16-17-18 AM

June 18 PM- 19 – 20

Dr. Karen Erickson

Dr. Penny Hatch

Center for Literacy and Disability Studies

University of North Carolina – Chapel Hill

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SAVE the DATE!

Common Core and the Special Education Student

- **Authors Mary Schillinger and Becky Wetzel are coming to Denver! Tentative Date is Sept. 25th for a presentation on Instructional Shifts for ELA and Math for administrators and teachers.**

- **Plan to send a campus team!**

- **CDE will provide one book for each AU!**

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