Kick-Off the School Year with the Dynamic Learning Maps Alternate Assessment System

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The DLM-AA System

TRANSITION TO THE NEW STATE ASSESSMENT
Beginning in 2014-15, the DLM-AA will replace the Illinois Alternate Assessment (IAA).
The DLM-AA is for students with the most significant cognitive disabilities.
The DLM-AA System

THE DLM-AA SYSTEM FOR ILLINOIS
The DLM-AA System is comprised of two parts:

1. Instructionally embedded Assessments
2. Year-End Assessments
Instructionally Embedded Assessments

• Aligns to the Illinois Learning Standards
  Incorporating the Common Core Essential
  Elements for English language arts and
  mathematics (CCEE)

• Supports student learning by presenting
  questions and tasks that are appropriate for a
  student’s unique needs and abilities

• Measures what students know and can do
Year-End Assessments

• Aligns to the Illinois Learning Standards Incorporating the Common Core Essential Elements for English language arts and mathematics (CCEE) found in the blueprint

• Presents questions and tasks that are appropriate for a student’s unique needs and abilities

• Measures what students know and can do

• Replaces the IAA

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For 2014-15, Illinois is using the Year-End Assessments for State Accountability

Testing Window: 6-weeks
March 23 - May 1, 2015

This 6-week window allows district and school flexibility to create their own testing schedule within the test window based on their technology capabilities and school calendars.
2014-15 School Year

Instructionally Embedded Assessments

• Available throughout the school year beginning October
• Educator chooses CCEEs to test
• Provides a learning profile for the student showing mastery and current instructional goals
• Printable reports for documentation with parents or other educators

Year-End Assessment

• Spring testing window
• Student takes a series of testlets that cover all CCEEs in blueprint
• System selects entry point for student based on information provided by educator
• After each testlet taken, the system uses that new information about the student to decide which level of the next testlet should be delivered
The DLM-AA System

OVERVIEW
Learning Maps

- Feature multiple pathways toward the development of academic knowledge and understanding
- Nodes represent specific knowledge, skills, and understanding along the pathways
  - English language arts (ELA)
  - Mathematics
  - Foundational to the development of academic knowledge in ELA and Mathematics
- Common Core Essential Elements (CCEEs) are embedded within

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Common Core Essential Elements (CCEE)

• Challenging, grade-level learning targets

• Specific statements of the content and skills students are expected to know and do

• Provide links between the general education content standards and the grade-level expectations
Common Core Essential Elements (CCEE)

• 5 levels of assessment
  – Levels support the appropriate and accurate measurement of academic knowledge, skills, and understandings for students with pre-intentional and pre-symbolic communication as well as students who meet and exceed grade-level targets
Assessment Items

• Grouped together in Testlets
  – Assess one or more CCEEs
  – Contains 3 to 8 items and an engagement activity
  – Built on research-based learning maps that show the relationships between the knowledge and skills that are necessary to reach the CCEEs
  – Aligned to nodes in the learning map
Testlets

• Most testlets are in multiple choice format
  – Designed for direct student interaction via computer, using special devices

• Technology-enhanced items are used on a limited basis
  – For items that require certain types of skills, such as sorting or matching

• Some testlets are designed for administration by test administrator, outside the system
  – Test administrator records the responses
Sample Report: Individual Student Progress Report

NAME: Susie Smith  
SUBJECT: English Language Arts  
REPORT DATE: 01-23-2015

Susie's current performance in 3rd grade English language arts Essential Elements is summarized below. This information is based on all of the DLM tests she has taken between the beginning of the school year and January 23, 2015. The target level is the grade level expectation for students to have proficient understanding and application of the Essential Element.

<table>
<thead>
<tr>
<th>Area</th>
<th>Instructional Target</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4 (Target)</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.3.1</td>
<td>Answer who and what questions to demonstrate understanding of details in a text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Attend to object characteristics</td>
<td></td>
<td></td>
<td></td>
<td>Answer who and what questions about story details</td>
<td></td>
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<tr>
<td>RL.3.2</td>
<td>Associate details with events in stories from diverse cultures.</td>
<td></td>
<td></td>
<td></td>
<td>Associate details with events in a familiar story</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seek absent objects</td>
<td></td>
<td></td>
<td></td>
<td>Associate details with events in diverse stories</td>
<td></td>
</tr>
<tr>
<td>RL.3.3</td>
<td>Identify the feelings of characters in a story.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Identify feeling states in self</td>
<td></td>
<td></td>
<td></td>
<td>Identify character feelings and relate to emotions</td>
<td></td>
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<tr>
<td>RL.3.5</td>
<td>Determine the beginning, middle, and end of a familiar story with a logical order.</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Express interest in book sharing</td>
<td></td>
<td></td>
<td></td>
<td>Identify details of meaningful events in stories</td>
<td></td>
</tr>
<tr>
<td>RL.3.1</td>
<td>Answer who and what questions to demonstrate understanding of details in a text.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Attend to object characteristics</td>
<td></td>
<td></td>
<td></td>
<td>Identify familiar people, objects, places, or events</td>
<td></td>
</tr>
</tbody>
</table>

Legend:  
- = mastered  
- = not taught or assessed  

Areas: CE = Determining Critical Elements of Text  
CU = Constructing Understandings of Text  
IIT = Integrating Ideas and Information from Text  
VC = Using Writing to Communicate
The DLM-AA System

INFORMATION, MATERIALS, AND RESOURCES
Upcoming Trainings

Live Webinar Trainings
For Coordinators and Teachers:

Getting Ready for the Dynamic Learning Maps Alternate Assessment System for the 2014-15 School Year

Tuesday, September 9  9 – 11 a.m.
Thursday, September 11  1 – 3 p.m.
DLM WebPages

• [http://dynamiclearningmaps.org/illinois](http://dynamiclearningmaps.org/illinois)

• [http://www.isbe.net/assessment/dlm.htm](http://www.isbe.net/assessment/dlm.htm)
Questions

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