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

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Agenda

• Access for All Students
• Overview of the Dynamic Learning Maps Alternate Assessment System
• Tasks for Coordinators to Complete Prior to Testing
• Tasks for Teachers to Complete Prior to Testing
Dynamic Learning Maps Alternate Assessment System

ACCESS FOR ALL STUDENTS

• Regulations
• Student Population
Regulations

34 CFR Part 200 Title I – Improving the Academic Achievement of the Disadvantaged

The Individuals with Disabilities Act (IDEA)

Section 504 of the Rehabilitation Act of 1973

Require inclusion of all students with disabilities in the State assessment system. Most of these students spend the majority of their time in general education classrooms and receive instruction from regular classroom teachers. Regardless of where students receive instruction, all students with disabilities should have access to, participate in, and make progress in, the general curriculum. Thus, all students with disabilities must be included in the measurement of AYP toward meeting the State's standards.
Student Population

The DLM-AA is for students with the most significant cognitive disabilities.
Dynamic Learning Maps Alternate Assessment System

OVERVIEW OF THE DLM SYSTEM

- Learning Maps
- Claims
- Conceptual Areas
- Essential Elements and Other Nodes
- Instructionally Embedded Assessments
- Year-End Assessments
- Assessment Items
- Testlets
- Sample: Individual Student Progress Report
DLM System

Learning Maps

Claims

Conceptual Areas

EEs (and Other Nodes)
Portion of the Learning Map
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 (EEs) are embedded within the learning map
Claims and Conceptual Areas

- **Claims**: Overt statements about what is intended for students to learn and what the DLM assessments will measure.
- **Conceptual Area**: Connect the learning map to the overall claims and identify large areas of conceptually related skills in the maps.

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## English Language Arts

<table>
<thead>
<tr>
<th>Major Claims</th>
<th>Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can comprehend text in increasingly complex ways</td>
<td>Determining critical elements of text</td>
</tr>
<tr>
<td></td>
<td>Constructing understandings of text</td>
</tr>
<tr>
<td></td>
<td>Integrating ideas and information from text</td>
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<tr>
<td>Students can produce writing for a range of purposes and audiences</td>
<td>Using writing to communicate</td>
</tr>
<tr>
<td></td>
<td>Integrating ideas and information in writing</td>
</tr>
<tr>
<td>Students can communicate for a range of purposes and audiences</td>
<td>Using language to communicate to others</td>
</tr>
<tr>
<td></td>
<td>Clarifying and contributing to discussion</td>
</tr>
<tr>
<td>Students can investigate topics and present information</td>
<td>Using sources and information</td>
</tr>
<tr>
<td></td>
<td>Collaborating and presenting ideas</td>
</tr>
</tbody>
</table>
**Mathematics**

<table>
<thead>
<tr>
<th>Major Claims</th>
<th>Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate increasingly complex understanding of number sense</td>
<td>Understand number structures (counting, place value, fraction)</td>
</tr>
<tr>
<td></td>
<td>Compare, compose, and decompose numbers and sets</td>
</tr>
<tr>
<td></td>
<td>Calculate accurately and efficiently using simple arithmetic operations</td>
</tr>
<tr>
<td>Students solve increasingly complex mathematical problems, making productive use of algebra and functions</td>
<td>Use operations and models to solve problems</td>
</tr>
<tr>
<td></td>
<td>Understand patterns and functional thinking</td>
</tr>
<tr>
<td>Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles</td>
<td>Understand and use geometric properties of two- and three-dimensional shapes</td>
</tr>
<tr>
<td></td>
<td>Solve problems involving area, perimeter, and volume</td>
</tr>
<tr>
<td>Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures</td>
<td>Understand and use measurement principles and units of measure</td>
</tr>
<tr>
<td></td>
<td>Represent and interpret data displays</td>
</tr>
</tbody>
</table>
DLM System

Learning Maps

Claims

Conceptual Areas

EEs (and Other Nodes)
EEs on the Learning Map
Common Core Essential Elements (EEs)

• Build a bridge from the New Illinois Learning Standards Incorporating the Common Core in ELA and Mathematics to academic expectations for students with the most significant cognitive disabilities

• Specific statements of the grade-level content and skills students are expected to know and do
Common Core Essential Elements (EEs)

- Reduced in depth, breadth, complexity
- Provide appropriate level of rigor and challenge
- Focus on the skills (with multiple means of demonstration)
- Serve as a starting point for defining achievement targets
Common Core Essential Elements (EEs)

• 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
Common Core Essential Elements (EEs)

• Not functional or pre-K skills, or instructional descriptions

• Not curriculum or learning progressions

• Not restated as goals or benchmarks on IEPs

• Not separate from the grade-level college- and career-readiness standards
Nodes

• Within Conceptual Areas
  – Nodes in the map that most closely link with the EE targets are specified
  – Nodes preceding and extending beyond the EE targets are specified
Instructionally Embedded Assessments

• Align to the New Illinois Learning Standards Incorporating the Common Core Essential Elements for English language arts and mathematics (EEs)

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

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

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

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

• Measure what students know and can do

• Replace the IAA
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.
Assessment Items

• Grouped together in **Testlets**
  – Assess one or more EEs
  – Contain 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 EEs
  – Aligned to nodes in the learning map

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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>
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<tr>
<td></td>
<td>Attend to object characteristics</td>
<td>Identify familiar people, objects, places, and events</td>
<td>Answer who and what questions and identify details in a familiar story</td>
<td>Answer who and what questions about story details</td>
<td></td>
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</tr>
<tr>
<td>RL.3.2</td>
<td>Associate details with events in stories from diverse cultures.</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Seek absent objects</td>
<td>Identify familiar people, objects, places, or events</td>
<td>Associate details with events in a familiar story</td>
<td>Associate details with events in diverse stories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL.3.3</td>
<td>Identify the feelings of characters in a story.</td>
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</tr>
<tr>
<td></td>
<td>Identify feeling states in self</td>
<td>Identify feeling words</td>
<td>Identify the feelings of characters in familiar stories</td>
<td>Identify the feelings of characters in a story</td>
<td></td>
<td></td>
</tr>
<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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<tr>
<td></td>
<td>Express interest in book sharing</td>
<td>Differentiate between text and pictures</td>
<td>Identify details and beginning, middle, and end of a familiar story with a logical order</td>
<td>Identify beginning, middle, and end of a story with a logical order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IRL.3.1</td>
<td>Answer who and what questions to demonstrate understanding of details in a text.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attend to object characteristics</td>
<td>Identify familiar people, objects, places, or events</td>
<td>Identify concepts and main information in a text</td>
<td>Answer who and what questions to demonstrate understanding of details in a text</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- = mastered  | = current instructional goal  | = not taught or assessed

**Areas:** CE = Determining Critical Elements of Text  
**CU** = Constructing Understandings of Text  
**IIT** = Integrating Ideas and Information from Text  
**WGC** = Using Writing to Communicate
Dynamic Learning Maps Alternate Assessment System

TASKS FOR COORDINATORS TO COMPLETE PRIOR TO TESTING

• Trainings
• Educator Portal User Accounts
• Activating Educator Portal User Account
• Creating Teacher and Other User Accounts
• Pre-ID File in SIS
• Roster Students
Trainings

- Trainings and Professional Development delivered through Educator Portal
- Additional presentations for Illinois will be provided
  - [http://dynamiclearningmaps.org/illinois](http://dynamiclearningmaps.org/illinois)
  - [http://www.isbe.net/assessment/dlm.htm](http://www.isbe.net/assessment/dlm.htm)
The district’s contact in the Entity Profile System (EPS) will receive the first Educator Portal user account. This user is responsible for creating the testing coordinator user account.
Activating Educator Portal User Account

------------- Original message -------------
From: <KITE-support@ku.edu>
Date: Tue, Jan 21, 2014 at 3:00 PM
Subject: Activate your Account for KITE Assessment Administration
To: lastname, firstname

Your account has been approved for access to KITE.
Your username is your email address with all lowercase letters.
To activate your account and set up your password click on the following link.

http://educator.cete.us/AART_activate.htm?an=14984efe-2085-4cf0-ab60-62654b38dbfc

Please contact your local Assessment Coordinator or administrator if you did not request this account or are uncertain why you are receiving this email.
This link to activate your account will expire in 20 days.
Creating Teacher and Other User Accounts

• Create:
  - Teacher
  - Para-professional (optional)

• Live Webinar Training Scheduled:

  **Introduction for Test Coordinators to the Assessment Data Systems for PARCC and DLM**

  Friday, September 19, 2014 10:00 AM - 11:00 AM CDT - [Show in my Time Zone](http://www.isbe.net/assessment/default.htm)

  [http://www.isbe.net/assessment/default.htm](http://www.isbe.net/assessment/default.htm)
Pre-ID File in SIS

• Student data pulled from the Student Information System (SIS) nightly
  – Allows for optional participation in:
    • Field Testing
    • Instructionally Embedded Assessments
  – Required for participation in:
    • Year-End Assessments
Roster Students

- English Language Arts
- Mathematics
Dynamic Learning Maps Alternate Assessment System

TASKS FOR TEACHER TO COMPLETE PRIOR TO TESTING

• Training
• Personal Learning Profile
• Accommodations
Training

• Trainings and Professional Development delivered through Educator Portal
• Additional presentations for Illinois will be provided:
  – http://dynamiclearningmaps.org/illinois
  – http://www.isbe.net/assessment/dlm.htm
Required Training

Training is required for those who will administer DLM Alternate Assessments in 2014-15 and delivered in Educator Portal. Test administrators must successfully complete seven modules with a passing score on each module’s post-test quiz before testing begins. Total training time is estimated at just under four hours.

Guide to DLM Required Training & Professional Development 2014-15

Modules should be completed in the order listed.
1. Overview of the DLM System
2. Test Security
3. Accessibility for All Students
4. How the Assessment Works
5. Preparing for the Test
6. Computer Delivered Testlets
7. Teacher Administered Testlets
Personal Learning Profile

Personal Needs and Preferences Profile (PNP)

- Display Enhancements
- Language and Braille
- Audio and Environment Supports
- Other Supports

First Contact Survey

- Sensory Characteristics
- Motor Characteristics
- Computer Access
- Communication
- Academics
- Attention

Completed in Educator Portal for each student
Accommodations

- Human Read Aloud
- Signed Interpretation of Text
- Test Administrator Enter Response for Student
- Team Defined
Dynamic Learning Maps Alternate Assessment System

GENERAL INFORMATION

• Upcoming Dates
• Contacts
Upcoming Dates

• Field Testing (optional)
  – October 13 – October 31, 2014
  – November 10 – December 19, 2014
  – January 5 – March 13, 2015

• Instructionally Embedded Assessments (optional)
  – November 10 – December 19, 2014
  – January 5 – March 13, 2015

• Year-End Assessments (Required)
  – March 23 – May 1, 2015
Contacts

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