



About Us:

The Dynamic Learning Maps Alternate Assessment System Consortium is made up of 15 states and additional partner agencies developing the Dynamic Learning Maps Alternate Assessment System, a computer-based assessment for the 1 percent of the K-12 public school student population with significant cognitive disabilities for whom, even with accommodations, general state assessments are not appropriate.

Led by the Center for Educational Testing and Evaluation at the University of Kansas, DLM is funded through a five-year-grant awarded in late 2010 by the U.S. Department of Education, Office of Special Education Programs. The assessment will be implemented during the 2014-2015 school year.

The DLM Consortium is one of two multistate consortia to receive federal grants to create a next-generation alternate assessment linked to Common Core State Standards in math and English Language Arts for the 1 percent population. DLM member states are involved during every phase of DLM-AAS development.

DLM Consortium States

Illinois • Iowa • Kansas
Michigan • Mississippi
Missouri • New Jersey
North Carolina • Oklahoma
Utah • Vermont
Virginia • Washington
West Virginia • Wisconsin



Claims, Conceptual Areas, and Essential Elements

The Dynamic Learning Maps Alternate Assessment System (DLM-AAS) is a comprehensive assessment system being designed to support student learning and to more validly measure what students with significant cognitive disabilities know and can do.

The DLM system uses a variant of evidence-centered design as the framework for designing the DLM-AAS. While evidence-centered design is multi-faceted, it starts with a set of claims regarding the important knowledge in the domains of interest (mathematics and English Language Arts) as well as an understanding of how that knowledge is acquired.

Two sets of claims have been developed for DLM; a set each for mathematics and English Language Arts. The claims organize the content of the Dynamic Learning Map and Common Core Essential Elements (both created by the DLM Consortium) that are central to the DLM-AAS.

Four claims each for English Language Arts and mathematics were identified. Together these claims encompass the conceptual and procedural knowledge we claim is important for students with significant cognitive disabilities to learn on their path to proficiency in English Language Arts (reading, writing, language, communication) and mathematics.

Within each of the claims, the DLM Consortium has identified

Claims & Conceptual Areas:

- **Organize** the content of the Dynamic Learning Map and the Common Core Essential Elements
- **Communicate** our goals for student learning
- **Provide** a framework for organizing teaching and learning both within and across grades

Helpful Terms:

Claims: statements of what we intend students to learn and the DLM assessment to measure

Conceptual Areas: subareas of the claims that identify large areas of conceptually related skills

The Dynamic Learning Map: a massive network of knowledge and skill development within mathematics and English Language Arts that reflects the research in each domain, plus the foundational skills that contribute to later domain-specific development

Common Core Essential Elements: specific statements of knowledge and skills that are linked to the grade-level specific expectations in the Common Core State Standards. Essential Elements build a bridge from the Common Core State Standards to expectations for students with the most significant cognitive disabilities.

conceptual areas that further define the knowledge and skills within each domain, the relationships between the knowledge and skills, and model how the knowledge and skills are acquired over time.

Each conceptual area is organized around common cognitive processes and provides additional insight into the specific knowledge components contributing to each claim. These conceptual areas connect the Dynamic Learning Map to the overall claims and identify large areas of conceptually related skills.

The Dynamic Learning Map consists of thousands of nodes (an identified piece of knowledge or skill). Some of these nodes are particularly important learning targets that form the Common Core Essential Elements, which are specific statements of content and skills linked to the Common Core State Standards grade-level specific expectations for students with significant cognitive disabilities. The other nodes reflect the knowledge and skill development that precedes and extends beyond those targets.

During the last several months, the DLM team worked to insure that the descriptions in the Common Core Essential Elements and their positions within the grade levels reflect the available research on learning and development as it is modeled in the Dynamic Learning Map.

Claim #2: Students can produce writing for a range of purposes and audiences.*

This claim draws primarily on the Writing strand in the Common Core State Standards.

**NOTE: The writing addressed in Claim 2 and the related conceptual areas do not refer to the physical act of writing with a pencil, instead the focus here is on producing text which will likely involve computers and other assistive technologies for many students with significant cognitive disabilities.*

Conceptual Areas for Claim #2

Conceptual Area 1: Use writing to communicate

This conceptual area addresses the knowledge and skills related to using writing to communicate.

Conceptual Area 2: Integrate ideas and information in writing

This conceptual area addresses the knowledge and skills related to integrating ideas and information in writing.

Essential Elements for Claim #2:

Those Essential Elements that specifically describe the knowledge and skills related using writing to communicate and integrating ideas and information in writing across grade levels.

Dynamic Learning Maps Consortium

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