DLM Webinar #3: How do I prepare my students for the DLM?

October 15, 2020

Kansas leads the world in the success of each student.
Fact or Myth
Standards – Myth or Fact?

• There are alternate content standards for students with significant cognitive disabilities.
The Truth About the Standards

• IDEA
  • All students have access to and make progress in the general education curriculum (“the same curriculum as for non-disabled students”)
  • Students receive access to general education “to the maximum extent appropriate…with children who are not disabled…” (§ 1414)
  • Content vs. performance (reduced depth, breadth, and complexity)
Content Standard

Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
Curriculum – Myth or Fact?

- There is no alternate curriculum for students with significant cognitive disabilities.
The Truth About Curriculum

• IDEA says that IEP goals are designed to “meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum.” (300.320(a)(2)(i)(A)), Any separate curriculum would be supplementary, not an alternate to Tier 1, to grade-aligned standards-based instruction.
The General Education Curriculum - Not an Alternate Curriculum!

The General Education Curriculum—Not an Alternate Curriculum!

Students with significant cognitive disabilities are to be provided access to and make progress in the grade-level general education curriculum. It should not be an alternate curriculum. Determining whether this is happening can be difficult.

The purpose of this Brief is to help parents determine whether their child with significant cognitive disabilities is provided meaningful access to the general education curriculum. It addresses the myth that students with the most significant cognitive disabilities who take the state's alternate assessments (AA) need an alternate curriculum. The myth is often the basis for TIES Center Brief #5.

https://files.tiescenter.org/files/TNcTi9iMCX/brief5 -the-general-education-curriculum-not-an-alternate-curriculum

Inappropriately educating these students in separate settings. (See TIES Center Brief #4: When Education in a Separate Setting Is Required)

This Brief highlights information that you need to know as you participate in discussions about opportunities for your child with significant cognitive disabilities. During Individualized Education Program (IEP) team meetings, parents should make sure that instruction for their child is based on the general education curriculum, not on alternate assessments. This means that school and classroom programs support access and progress in the general education curriculum. EF goals are not the

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State Performance Expectations – Myth or Fact?

- The alternate academic achievement standards are a performance measure, they are not content standards. Everyone has the same standards.
Resource for Standards Based Academic Instruction

https://files.tiescenter.org/files/4jT3KexfA_/ties-brief-4-providing-meaningful-general-education-curriculum-access-to-students-with-significant-cognitive-disabilities
Instructionally Embedded Assessment

Kansas leads the world in the success of each student.
cycle continues throughout both assessment windows
Linkage Levels: ELA and Mathematics

**Linkage Levels**
- Initial Precursor (IP)
- Distal Precursor (DP)
- Proximal Precursor (PP)
- Target (T)
- Successor (S)

**Items within a single testlet align to only one linkage level.**

**Least Complex**

**Most Complex**
Linkage Levels: Science

Items within a single testlet align to only one linkage level.

Linkage Levels:
- Initial (I)
- Precursor (P)
- Target (T)

Least Complex → Most Complex
Understanding the Testlets
Kite Suite

Educator Portal - teachers

Student Portal - students
Testlet Structure and Types

Every testlet has an engagement activity and test items/questions

**Computer - Delivered**
- Intended for the student to interact with the computer independently or with support
- NOT assessing the student’s ability to use the technology
- Most common

**Teacher - Administered**
- Used at lower linkage levels or when the content is not easily accessed with onscreen info
- Provide the test administrator with a script to follow
ELA Writing Testlets

- One ELA testlet per window must be a writing testlet.
- Essential Elements for writing are combined and assessed in one testlet.
- Linkage levels are also combined.
  - **Emergent** writing (EW) testlets combine Initial Precursor and Distal Precursor linkage levels.
  - **Conventional** writing (CW) testlets combine Proximal Precursor, Target, and Successor linkage levels.
- All writing testlets are teacher-administered.
- Writing testlets are not scored by the system until the end of year report, (will show a (-) on the progress report.
- There is a [writing helplet video](#) on the DLM website.
* When a writing EE plan is created the appropriate writing testlet to cover all writing EEs will be sent to the student (Initial and distal precursor levels send an emergent writing (EW) testlet; proximal precursor, target, and successor levels will send a conventional writing (CW) testlet).
Testlet Information Page

This is a secure testing document. Do not reproduce or redistribute. Shred after use.

**DYNAMIC LEARNING MAPS**

**FALL ELA RI.3.2 IP 10651**
Testlet Information Page: ELA10651

**Testlet Type:** Teacher-administered

**Number of Items:** 3

**Materials Needed:** Engagement Activity: three familiar objects. Item 1: one familiar object. Item 2: one familiar object not used in the previous item. Item 3: one familiar object not used in the previous items.

**Materials Use:** The student will seek a familiar object, once the object has been removed from immediate touch or view.

**Suggested Substitute Materials:** None

**DLM Text Title:** Fun on the Bus
**Type of Text:** Reading Informational Text
**Familiar or Unfamiliar?** Familiar
**DLM Source Book:** Ramona Quimby, Age 8

Accessibility supports NOT allowed:

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**FALL Math 3.G.2 PP 1638**
Testlet Information Page: Math1638

**Testlet Type:** Computer-delivered

**Number of Items:** 3

**Materials Needed:** See attached pages for alternate text and materials for administration to students who are blind or who have visual impairments and have difficulty with on-screen content.

**Materials Use:** None

**Suggested Substitute Materials:** None

**Calculator Use Allowed:** Not Applicable

**Math Vocabulary Used in the Testlet:** rectangle, circle, row, column, equal

**Accessibility supports NOT allowed:**
Definitions (see “Other Comments”)

**Other Comments:** Test administrator should not define the following word(s): divide.
Resources

https://dynamiclearningmaps.org/kansas
Note: Statespecific dates for the assessment windows are provided to the right of these tabs.

- Manuals and Blueprints
- Resources for Educators and District Staff
- Templates
- Scoring & Reporting
- Supplemental Resources

This area contains the Kansas specific documents. Kansas Essential Elements Blueprint/Selection Record, Essential Elements by Linkage Level Data, K2 Essential Elements Data, Participation Guidelines, Flow Chart, Rubric,
### EDUCATOR RESOURCE PAGE IE

#### for Arkansas, Iowa, Kansas, Missouri, and North Dakota

Educator resources are organized by subject. Select an icon below to display resources for English language arts or mathematics.

| English Language Arts | Math |

#### IE Resources

Helpful resources regarding the Instructionally Embedded Model may be found here.

#### Learning Map Resources

- Guide to the Foundational Area of the Learning Map (pdf)
- Foundational Maps, All Grades (pdf)
- Guide to Practice Activities and Released Testlets (pdf)

| Essential Elements | Familiar Texts | Writing | Collections Lists | Sample TIPs |
ELA Resources

<table>
<thead>
<tr>
<th>Essential Elements</th>
<th>Familiar Texts</th>
<th>Writing</th>
<th>Collections Lists</th>
<th>Sample TIPS</th>
</tr>
</thead>
</table>

**Essential Elements**

- Blueprint ELA (pdf)
- Complete list of Essential Elements for ELA (pdf)
- Currently tested Essential Elements for ELA
- ELA Selection Records (docx)
- Professional Development Modules Supporting Essential Elements (xlsx)

This is the KS blueprint/selection record. mini maps found here

This is not the KS selection record.

These tables (one tab each for Math and ELA) cross-reference specific professional development modules to Essential Elements. This gives teachers the ability to further enhance instruction on specific Essential Elements.
Mathematics Resources

[[Image: Mathematics Resources Diagram]]

This is the KS Blueprint/Selection Record.

**Essential Elements**

- Blueprint Math (pdf)
- Complete list of Essential Elements for Math (pdf)
- Currently tested Essential Elements for Math

Mini maps found here

Lists of PDFs for each Essential Element available for assessment. These PDFs provide the nodes at each linkage level and a mini-map that shows the pathways between the nodes.

This is not the KS Selection Record.

**Math Selection Records (docx)**

These tables (one tab each for Math and ELA) cross-reference specific professional development modules to Essential Elements. This gives teachers the ability to further enhance instruction on specific Essential Elements.
Science Resources

Science Professional Development Modules

Three science professional development modules are now available to states. The modules are hosted on the modules page of the DLM professional development website, on the Science tab, and are available in both facilitated and self-directed formats.

Essential Elements

- Currently Tasted Essential Elements for Science
  - lists of PDFs for each Essential Element available for assessment. These PDFs provide the nodes at each linkage level and a mini-map that shows the pathways between the nodes
- Development of DLM Essential Elements for Science (pdf)
  - a short description of how Essential Elements in science were developed
- Essential Elements for Science (pdf)
- General Science Blueprint Phase 1 (pdf)
  - pool of available preliminary Essential Elements (EEs) for Science
- Science Blueprint Phase 1 with Biology – DE and DC Only (pdf)
  - pool of available preliminary Essential Elements (EEs), including High School Biology, for Science
<table>
<thead>
<tr>
<th>Resources for Educators and District Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Staff Training Resources 📖</td>
</tr>
<tr>
<td>resources designed for district users, including Educator Portal how-to videos and role-specific training videos</td>
</tr>
<tr>
<td>Educator Resource Page for English Language Arts and Mathematics</td>
</tr>
<tr>
<td>resources and job aids to support test administrators</td>
</tr>
<tr>
<td>Educator Resource Page for Science</td>
</tr>
<tr>
<td>resources to support administrators testing in Science</td>
</tr>
<tr>
<td><strong>Educator Resource Videos 📹</strong></td>
</tr>
<tr>
<td>videos provide information about assessment format, accessibility, and Educator Portal procedures</td>
</tr>
<tr>
<td>Templates</td>
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<td>Scoring &amp; Reporting</td>
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<tr>
<td>Supplemental Resources</td>
</tr>
</tbody>
</table>
Practice and Release Testlets

Using Zoom with Practice and Release Testlets

• Login to Zoom to setup the meeting.
• Disable virtual background
• Disable participant recording
• Sent the meeting invite to the student who will be testing
• Start the meeting
• Enable microphones, verify volume settings, and enable screen sharing. Students will not be able to adjust these after Student Portal is initiated.
• Set your view to side-by-side so that you can see the students screen and the student side by side.
• Have the student or adult launch Student Portal, select “Practice First”, and to login using the demo student accounts (these are located in the Guide to Practice and Released Testlets)
• Instruct the student/adult to the desired testlet.
• If selecting login for spoken audio, student can not use a headset if the teacher wants to be able to hear the testlet read.
Test Updates  
02/04/2019 DLM Professional Development Webinars

The Dynamic Learning Maps® (DLM®) professional development team will be providing three more interactive webinars this spring to assist teachers with providing instruction to students that is aligned to the DLM Essential Elements in English language arts and mathematics.
Home >> Professional Development

PROFESSIONAL DEVELOPMENT

The Dynamic Learning Maps® (DLM®) Alternate Assessment Consortium offers professional development modules and a virtual community of practice to support educators who teach and assess students participating in the DLM system. Our professional development site is facilitated by our partners at the University of North Carolina.
Instructional Resources

https://www.dlmpd.com/instructional-resources/
Instructional Resources

- [https://www.dlmpd.com/instructional-resources/](https://www.dlmpd.com/instructional-resources/)
- DLM Essential Elements Unpacking
- Text Resources (familiar texts, exemplar text, shared reading vignettes)
- Communication Supports
- Writing Resources
- Initial and Distal Precursors Extended Descriptors
- Lesson Supports
Familiar Texts

- Found on the DLM website on the Educator Resource Page for English Language Arts, DLM professional development site, and on the Kansas Essential Elements Blueprint/Selection Record
- Listed by Grade
  - Include grade-level titles
    - Each subdivided into a series of stories and informational texts
- Will appear directly in a testlet, but may be downloaded/printed from the website for classroom use

GRADE 3
- About grade 3 familiar texts

Henry and Mudge
My Father’s Dragon
Ramona Quimby, Age 8

STORIES
- Drop Everything and Read
- Getting Sick
- Mary Boys School Supplies
- Max and Ava at Lunch
- Ramona and the Egg
- Ramona and the Parade
- Ramona and the Rainy Day
- Ramona and Willa Jean
- Ramona Gets Ready for School
- Ramona Goes to Bed
- Ramona’s Family
- Ramona’s First Day of School
- Ramona’s Letters
- Ramona’s New Sister
- The Extra Nice Day

INFORMATIONAL TEXTS
- Babysitting
- Book Reports
- Buses
- Cleaning the House
- Drawing
- Fun on the Bus
- Parades
- Riding on a Bus
- Selling and Buying
About Familiar Text
(information by grade level and EE)

Familiar Text

(Excerpt from the text)

Initial Precursor: Can identify familiar people, objects, places, and events.

General Text Description:
Texts include plots in mostly familiar settings such as home, school, or neighborhood. People, objects, and events are associated with these familiar settings. Examples include family members and home-based routines, like getting ready in the morning or helping with dinner. School includes teachers, friends, and school-based routines like packing a bag. The neighborhood includes friends, neighbors, and playing in the park.

DLM Specific Text Descriptions:

<table>
<thead>
<tr>
<th>Collection Source Title</th>
<th>Corresponding DLM Book Title</th>
<th>DLM Book Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Birch Tree House</td>
<td>Default Book Library</td>
<td>Onashe was a young girl who was adopted by a Native American family. Mom and Dad worked very hard and traded goods in the village. Onashe learned from Mom and Dad how to make and trade goods.</td>
</tr>
<tr>
<td>Dad, Not Daddy</td>
<td>Default Book Library</td>
<td>Bud was a young boy who was looking for his father. Bud planned out his trip at the library and then packed a bag for his trip.</td>
</tr>
<tr>
<td>Tales of a Fourth Grade Talking</td>
<td>Default Book Library</td>
<td>Peter was a boy in the fourth grade. He and his classmates were assigned a group project at school. They worked together to complete the assignment. Fudge was a little boy who was turning three. Peter was Fudge’s older brother. Mom planned a birthday party for Fudge. Grandma helped Fudge get dressed for his party.</td>
</tr>
<tr>
<td>The School Project</td>
<td>Default Book Library</td>
<td>Fudge went to the shoe store with his mom and brother, Fudge. Fudge needed a new pair of sandals, Peter helped Fudge pick out sandals that fit just right.</td>
</tr>
</tbody>
</table>

(Continued on the next page)
Exemplar Text Supports

- https://www.dlmpd.com/exemplar_text-supports/

Sarah, Plain and Tall by Patricia MacLachlan

Home. A list of different things a home can be for people.
Homesteaders. A book about homesteaders and how they lived.
Sarah, Plain and Tall. A retelling of the book Sarah, Plain and Tall.
Sarah, Plain and Tall Vocabulary. Vocabulary from the book Sarah, Plain and Tall, with definitions.
Then and Now. A book comparing a boy's life to the life of his grandfather.
Writing a Letter. A list of items needed to write a letter.
Tar Heel Reader Sarah, Plain and Tall Collection
Communication Supports

• Beginning Communicator Supports
• More about DLM Core Vocabulary
  • DLM Core Vocabulary Overview
  • DLM “First 40” Core Vocabulary
  • DLM Core Vocabulary-Resource
• 3D Printer Tactile Symbols for Core Vocabulary
• Link to Project Core website
• http://www.project-core.com/about-project-core/
Writing Resources

- Eye Gaze Frames
- Flip Charts
- Description of Alternate Pencils
  https://www.med.unc.edu/ahs/clds/products/available-for-purchase/
UNC School of Medicine – Projects
https://www.med.unc.edu/ahs/clds/projects/

- **Project Core**
  - Click to watch a short video about Project Core!

- **Professional Development Modules**

- **Teaching Supports and Implementation Resources**

- **Universal Core Communication Systems**
Deaf-Blind Model Classroom

Downloadable Teaching Resources for Students with Multiple Disabilities, Including Deaf-Blindness

- Adolescent Language & Literacy
- Alternative Pencils
- Articles
- Deaf-Blind Model Classroom Resources
- DLM Core Vocabulary
- Early Childhood Resources

- Links
- New Voices Teacher Resources
- Presentations and Handouts
- Tactual Book Kit Directions
- Vocabulary of Beginning Writers Tables
Initial and Distal Precursors

Math and ELA enhanced descriptions of the Initial and Distal precursors for the most frequently used Essential Elements.

Read More

Lesson Supports

Self-reflection and observation forms to help teachers reflect on their own teaching.

Read More
Professional Development Modules
This site was developed to provide professional development for educators working with students with significant cognitive disabilities. It focuses on teaching and learning in the areas of English language arts, mathematics and science, while also providing important information regarding components of the Dynamic Learning Maps® system. The modules on this site are part of the instructional professional development system. For information about the Dynamic Learning Maps Required Test Administrator Training, please link to your state from the main Dynamic Learning Maps web site.
Professional Development

Professional development site – http://dlmpd.com/
learning modules – organized by DLM claim and conceptual area or alphabetically
Individual Education Programs Linked to the DLM Essential Elements
DLM Claims and Conceptual Areas
Principles of Instruction in English Language Arts
Science Professional Development modules
Plus many, many more – each one takes 30-40 minutes (PDP points)
New Professional Development Packages

• Foundations of Instruction in DLM
• Getting Started with Students Working at an Initial Precursor Linkage Level
• From Shared Reading to Reading Comprehension
• From Emergent Writing to Written Composition
• Moving Students from Initial to Distal Precursor Linkage Levels in Mathematics
Sign up for DLM test updates
Subscribe to KAA listserv

https://jfe.qualtrics.com/form/SV_6Qcq2o2oGgPCO3P
Enter first name, last name, and email into form, then submit.

To sign up for KAA listserv, send this information:
Subject line: KAA Listserv
Body of message: Email address, First Name, Last Name, USD Number, USD Name
Send to this address: crogers@ksde.org
DLM webinars

Join Zoom Meeting
https://us02web.zoom.us/j/84035857112?pwd=bU9XaGYzMFMyMkoxeGYrTaTBkc2sxUT09
Meeting ID: 840 3585 7112
Passcode: Hvq6R8
One tap mobile: +13462487799,,84035857112#,,,,,,0#,,181519# US (Houston)

All webinars are recorded and posted on the KSDE DLM page afterwards.

ALL WEBINARS BEGIN 3:00 P.M.

**Content is subject to change at any time due to current**

- **December 3, 2020** DLM fall test window wrap-up – What needs to be finished by Dec 18?
- **February 4, 2021** DLM spring window
- **April 15, 2021** DLM wrap-up – What needs to be finished by April 30
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