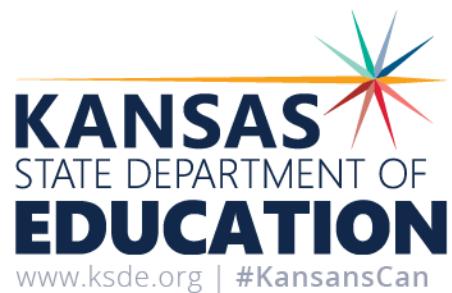




DLM Update



- April 9, 2021

Kansas leads the world in the success of each student.

Monitoring Test Completion

- Spring test window closes May 7, 2021
 - ELA and math – expectation is to meet the blueprint requirements in both subjects
 - Science (Grades 5, 8, 11) – complete the 9 testlets that the computer sends to the student
 - Complete any field tests that are sent to the student
 - Opportunity to submit writing samples – not required, but encouraged
 - Complete the teacher surveys



Data Extract – DLM Instructionally Embedded Monitoring

State	District	School ID	School Name	Grade	Student Last Name	Student First Name	Student State ID	Window	ELA Educator Last Name	Blueprint Requirement ELA % Met	Total Number of ELA Testlets Taken	ELA Blueprint Requirement 1	ELA Blueprint Requirement 2	ELA Blueprint Requirement 3	ELA Blueprint Requirement 4	Math Educator Last Name	Blueprint Requirement Math % Met	Total Number of Math Testlets Taken	Math Blueprint Requirement 1	Math Blueprint Requirement 2	Math Blueprint Requirement 3	Math Blueprint Requirement 4	Science Educator Last Name	Science Testlets Completed
Kansas				6				Fall Window		50	4	Met	Not Met	Not Met	Met		25	3	Not Met	Not Met	Not Met	Met	NA	NA
Kansas				8				Fall Window		100	7	Met	Met	Met	Met		100	7	Met	Met	Met	Met		0
Kansas				8				Fall Window		100	7	Met	Met	Met	Met		100	7	Met	Met	Met	Met		0



Remote learners

- DLM instructionally embedded testlets can not be administered remotely without the teacher present due to test security, validity, accessibility supports, and materials and familiar objects needed to complete the testlets.
- Students still need to be enrolled and rostered to the teacher
- Teachers need to complete the First Contact Survey and assign 1 ELA and 1 math testlet.
- Test coordinator can then enter SC-19 to reflect the student could not test due to COVID-19 (Special Circumstance Codes for Kansas)
- Test coordinator emails KSDE with the SSID, SC code, and reason.
- SC codes need to be entered for the spring test window before May 7th



Updated Participation Guidelines for 2021-2022

Parent Notification Component

DLM Participation Guidelines



KANSAS STATE DEPARTMENT OF EDUCATION
GUIDELINES

Dynamic Learning Maps

PARTICIPATION GUIDELINES FOR KANSAS



The criteria for participation in Kansas' Alternate Assessment/Dynamic Learning Maps (DLM) reflect the pervasive nature of a student with a **most significant cognitive disability in the state**. Individualized Education Program (IEP) teams must select the alternate assessment as the only option for **ALL** subject content areas assessed.

The following aren't allowable (or acceptable) considerations for determining participation in the DLM Alternate Assessment.

1. A specific disability category or label.
2. Poor attendance or extended absences.
3. Native language/social/cultural or economic difference.
4. Expected poor performance on the general education assessment.
5. Academic and other services student receives.
6. Educational environment or instructional setting.
7. Percent of time receiving special education.
8. English Language Learner (ELL) status.
9. Low reading level/achievement level.
10. Student's anticipated disruptive behavior.
11. Impact of student scores on accountability system.
12. Administrator decision.
13. Anticipated emotional duress.
14. Need for accommodations (e.g., text to speech, assistive technology/AAC) to participate in assessment process.



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MAR. 17, 2021

DYNAMIC LEARNING MAPS PARTICIPATION GUIDELINES FOR KANSAS

Name of Student: _____ Date: _____

The student is eligible to participate in the DLM if ALL responses below are marked YES.

CRITERIA	YES	NO	SUPPORTING EVIDENCE
1. Cognitive assessment data supports a most significant cognitive disability (intellectual disability). PARTICIPATION CRITERION DESCRIPTORS: Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning. Typically functioning 2 ½ or more Standard Deviations (SD) below the mean.	<input type="checkbox"/>	<input type="checkbox"/>	
2. Adaptive assessment data supports a most significant deficit in adaptive behavior. PARTICIPATION CRITERION DESCRIPTORS: Review of student records indicate a disability or multiple disabilities that significantly impact adaptive behavior (those skills and behaviors essential for someone to live independently and to function safely in daily life). Typically functioning 2 ½ or more SD below the mean.	<input type="checkbox"/>	<input type="checkbox"/>	
3. The student is primarily being instructed (or taught) using the DLM Essential Elements as content standards. PARTICIPATION CRITERION DESCRIPTORS: Present levels and measurable goals listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.	<input type="checkbox"/>	<input type="checkbox"/>	
4. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in ALL grade-and age-appropriate curriculum at a reduced depth, breadth and complexity. PARTICIPATION CRITERION DESCRIPTORS: The student: a. Requires extensive, repeated, individualized instruction and support that is neither temporary nor limited to specific content areas. AND	<input type="checkbox"/>	<input type="checkbox"/>	
b. Uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	<input type="checkbox"/>	<input type="checkbox"/>	

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DLM Participation Guidelines Continued



DYNAMIC LEARNING MAPS PARTICIPATION GUIDELINES FOR KANSAS

CRITERIA	YES	NO	SUPPORTING EVIDENCE
<p>5. Parent/legal education decision-maker notification includes discussion of ALL of the following areas.</p> <ul style="list-style-type: none"> The differences between the alternate achievement standards and academic content standards for the grade in which the student is enrolled, including any effects of State and local policies on the student's education resulting from taking an alternate assessment aligned with alternate academic achievement standards; <p>AND</p> <ul style="list-style-type: none"> That the student's achievement will be measured based on alternate achievement standards; <p>AND</p> <ul style="list-style-type: none"> How the student's participation in alternate standards and assessment(s) may delay or otherwise affect the student from completing the requirements for a regular high school diploma; <p>AND</p> <ul style="list-style-type: none"> That the student will not be prevented from attempting to complete the requirements for a regular high school diploma. <p>AND</p> <ul style="list-style-type: none"> The LEA provided the parent(s)/legal education decision-maker with ALL of the above information in an understandable and uniform format and in a written language or oral translation that the parent(s)/legal education decision-maker can understand. 	<input type="checkbox"/>	<input type="checkbox"/>	



Please sign and date that all criteria have been discussed.

Parent/legal education decision-maker: _____ Date: _____

Parent/legal education decision-maker: _____ Date: _____

DYNAMIC LEARNING MAPS PARTICIPATION GUIDELINES FOR KANSAS

What is a most significant cognitive disability?

The term "most significant cognitive disability" isn't a separate category of disability. It is a designation given to a small number of students with disabilities for purposes of participation in the statewide student assessment program. This subgroup of students referred to in the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA) as having the "most significant cognitive disabilities" constitutes **less than 1%** of the student population. The students are:

- Within one or more of the existing categories of disability under IDEA (e.g., Intellectual disability, autism, multiple disabilities), and
- Whose cognitive impairments and adaptive behaviors may prevent them from attaining grade-level achievement standards even with extensive direct individualized instruction and substantial supports.

Learner Characteristics

- A most significant cognitive disability with **co-existing deficits in both communication and adaptive behavior**. Typically functioning 2 1/2 or more SD below the mean.
- A most significant cognitive disability impacts learning, memory, judgment and processing which impacts learning acquisition.
- Perform substantially below grade level expectations on the academic content standards for the age-appropriate grade they are enrolled, even with the use of accommodations and modifications.
- Require extensive, specially designed individualized instruction, and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum (at a reduced depth, breadth and complexity).
- Requires more time for:
 - Processing
 - Opportunities to generalize language.
 - Time to learn and process language.
 - Alternate ways to communicate including augmentative.
 - Alternative communication to supplement or replace speech or writing.

Educational Considerations

- IEP teams are responsible for making the determination of a **most significant cognitive disability** for the purpose of participation in statewide student assessments.
- Requires the IEP team to complete the DLM Participation Guidelines for Kansas form.
- Requires a "yes" answer to **ALL** participation criterion on the DLM Participation Guidelines for Kansas.
- DLM is used as the assessment tool in **ALL** content areas during the statewide student assessments.
- The IEP goals and benchmarks/objectives are aligned to the enrolled grade-level DLM Essential Elements.
- The IEP addresses knowledge and skills that are appropriate and challenging for the student.
- Instruction using the Essential Elements reduces exposure to the full depth, breadth, and complexity of the **GENERAL** curriculum.
- Students performing "at target" or "advanced" on both English language arts and mathematics on the DLM year-end report may need transitioned to the general assessment with appropriate accommodations in order to be appropriately challenged.
- Students instructed on general education content standards aren't eligible for the DLM assessment.
- Parents/legal education decision maker are notified of the potential implications for participating in the alternate assessment.

Contact Information



Cary Rogers
Education Program Consultant
Special Education and Title Services Team
(785) 296-0916
crogers@ksde.org

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