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

October 13, 2022

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

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

• IDEA
  • All students must 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)
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 - grade-aligned standards-based instruction
The General Education Curriculum—Not an Alternate Curriculum!

TIES Center Brief#5
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.
Providing Meaningful General Education Curriculum

Access to Students with Significant Cognitive Disabilities

The Individuals with Disabilities Education Act (IDEA) requires all students with disabilities to be provided access to the general education curriculum. The goal of special education services is to enable students with disabilities to make progress in the same grade level curriculum as their peers. What does this mean for students with the most significant cognitive disabilities who participate in the state’s alternate assessment based on alternate achievement standards (AA-AltAS) or who may take the AA-AltAS when they reach third grade?

Many states and districts have erroneously concluded that students with the most significant cognitive disabilities need a different curriculum to successfully learn academics. This conclusion might have been reached because of the use of the term “alternate” to describe the achievement standards on which
Instructionally Embedded Assessment

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Assessment Cycle

1. Instruct
2. Assess
3. Evaluate
4. Report

*cycle continues throughout both assessment windows*
Linkage Levels: ELA and Mathematics

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

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

Least Complex

Most Complex
Linkage Levels: Science

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

Least Complex  Most Complex

Initial (I)  Precursor (P)  Target (T)
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

<table>
<thead>
<tr>
<th>Computer-Delivered</th>
<th>Teacher- Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Intended for the student to interact with the computer independently or with support</td>
<td>• Used at lower linkage levels or when the content is not easily accessed with onscreen info</td>
</tr>
<tr>
<td>• NOT assessing the student’s ability to use the technology</td>
<td>• Provide the test administrator with a script to follow</td>
</tr>
<tr>
<td>• Most common</td>
<td></td>
</tr>
</tbody>
</table>

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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.
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

**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

<table>
<thead>
<tr>
<th>DLM Text Title</th>
<th>Familiar or Unfamiliar?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Informational Text</td>
<td>Familiar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DLM Source Book</th>
<th>Accessibility supports NOT allowed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ramona Quimby, Age 8</td>
<td>Definitions (see “Other Comments”)</td>
</tr>
</tbody>
</table>

**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

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KSDE DLM website

Dynamic Learning Maps (DLM) & Essential Elements

The KSDE project is guided by the core belief that all students should have access to challenging, grade-level content. The DLM Alternate Assessment System will be available to students with significant cognitive disabilities once scores from AACPAS assessments are made available. The DLM alternate assessment is aligned to state standards that students take every year. Every student will use forms and tools that are modified in day-to-day instruction. In this way, testing happens as part of instruction, which both informs and enhances daily instruction.


Essential Elements are grade-level specific expectations about what students with the most significant cognitive disabilities should know and be able to do. Essential Elements are related to college- and career-readiness standards for students in the general population at a reduced depth, breadth, and complexity.

- Commonly tested Essential Elements for ELA (Language Arts) (PDF)
- Commonly tested Essential Elements for Math (Mathematics) (PDF)
- Commonly tested Essential Elements for Science (Science) (PDF)
- Commonly tested Essential Elements for Social Studies (Social Studies) (PDF)
- Commonly tested Essential Elements for Writing (Writing) (PDF)

Tools and Resources for IEP Teams

- Dynamic Learning Maps (DLM) Fact Sheet (PDF)
- IEP Team Resources: T/AQ (PDF)
- IDEA (PDF)

Tools for Administrators

- DLM Test Administration Checklist (PDF)
- How to Create Individual Plans for the DLM Alternate Assessment (PDF)
- DLM Test Administration and Grading (PDF)
- DLM Test Administration and Scoring (PDF)

Tools for Students

- DLM Alternate Assessment (DLM) (Spanish) (PDF)
- DLM Reference Guide (PDF)

Tools for Educators

- NCCSKS Alternate Assessment (NCCSKS) (PDF)
- NCCSKS Alternate Assessment (NCCSKS) (Spanish) (PDF)

Tools for Parents

- NCCSKS Alternate Assessment (NCCSKS) (PDF)

Tools for Teachers

- NCCSKS Alternate Assessment (NCCSKS) (PDF)

Tools for Administrators

- DLM Test Administration Checklist (PDF)
- DLM Test Administration and Grading (PDF)

For information about Kansas and Dynamic Learning Maps please contact Cary Roglow at crrog@ksde.org

DLM Tiered Technical Assistance Resources

- DLM Test Administration (DLM) (PDF)
- DLM Alternate Assessment (DLM) (PDF)
- NCCSKS Alternate Assessment (NCCSKS) (PDF)
- NCCSKS Alternate Assessment (NCCSKS) (Spanish) (PDF)
- NCCSKS Alternate Assessment (NCCSKS) (Spanish) (PDF)
Dynamic Learning Maps® Alternate Assessment

We provide an instructionally relevant assessment and report assessment results to help guide instruction.

Test Updates

Member States
# ELA - Assessment Resources

## Kansas

### Filter Results

**Role**
- All
- Teacher
- Assessment Coordinator
- Data Manager
- Technology Manager
- Parent

**Resource Category**
- All
- Assessment Resources
- Instructional Resources
- District Staff Resources
- Scoring and Reporting
- Professional Development

**Content Area**
- All
  - English Language Arts
  - Mathematics
  - Science

### Resources

- [Complete List of Essential Elements for English Language Arts](#pdf): comprehensive list of all ELA Essential Elements currently part of the DLM learning map model.
- [Currently Tested Essential Elements for English Language Arts](#pdf): these FAQs provide the nodes at each content level and a mind-map showing the pathways between the nodes.
- [DLM At-Home Teaching Resources for Parents](#pdf)
- [DLM At-Home Teaching Resources for Teachers](#pdf)
- [DLM Familiar Texts for English Language Arts](#pdf): resources and source books to assist in teaching students to comprehend text through listening or reading.
- [DLM Writing Testlet Overview](#pdf): training video designed to provide test administrators with specific information about DLM writing tasks.
- [English Language Arts Selection Record](#docx)
- [Kansas ELA and Mathematics Essential Elements Blueprint/Selection Record](#pdf): list of available ELA and mathematics Essential Elements and the requirements for coverage within each conceptual area.
- [Essential Elements by Linkage Level Data for Kansas](#pdf)
## Mathematics – Assessment Resources

### Kansas

#### Model
Instructionally Embedded

#### 2022-23 Testing Windows
Fall: 9/12/22–12/16/22
Spring: 3/6/23–4/6/23

#### Testing Subjects
English Language Arts, Mathematics, Science

#### Contacts
June Swingle, Assessment
Cory Rogers, Special Education

### Filter Results

#### Role
- All
- Teacher
- Assessment Coordinator
- Data Manager
- Technology Manager
- Parent

#### Resource Category
- All
- Assessment Resources
- Instructional Resources
- District Staff Resources
- Scoring and Reporting
- Professional Development

#### Content Area
- All
- English Language Arts
- Mathematics
- Science

### Resources

- **Complete List of Essential Elements for Mathematics** (pdf)
- Comprehensive list of all Mathematics Essential Elements currently part of the K-12 learning map model

- **Currently Tested Essential Elements for Mathematics**
  Lists of KAs for each Mathematics Essential Element available for assessment. These KAs provide the nodes at each linkage level and a mini-map showing the pathways between the nodes

- **K-12 Essential Elements Data** (pdf)
- Materials Collections for Mathematics for Instructionally Embedded Model States
  List of materials commonly needed in Mathematics teachers

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Science – Assessment Resources

Kansas

Model
Instructionally Embedded

2022-23 Testing Windows
Fall: 9/13/22–12/16/22
Spring: 2/6/23–4/28/23

Testing Subjects
English Language Arts, Mathematics, Science

Contacts
Julie Dixon, Assessment
Corey Rogers, Special Education
Kansas Department of Education

Filter Results

Role
- All
- Teacher
- Assessment Coordinator
- Data Manager
- Technology Manager
- Parent

Resource Category
- All
- Assessment Resources
- Instructional Resources
- District Staff Resources
- Scoring and Reporting
- Professional Development

Content Area
- All
- English Language Arts
- Mathematics
- Science

Resources

Blueprint Science Phase I – General (pdf) 06/18/2020
range of science Essential Elements (EEs) assessed

Currently Tested Essential Elements for Science
List of PAs for each Science Essential Element available for assessment. These PAs provide the nodes at each linkage level and a mini-map showing the pathways between the nodes

Development of DLM Essential Elements for Science (pdf) - a short description of how Essential Elements in Science were developed

DLM At-Home Teaching Resources for Parents (pdf)

DLM At-Home Teaching Resources for Teachers (pdf)

Essential Elements by Linkage Level Data for Kansas (pdf)

Essential Elements for Science (pdf)

Guide to Practice Activities and Released Tests (pdf) HDA Compliant 08/02/2022
formulates educators and students with texts and student portal

Materials Collections for Science
list of materials commonly tested in Science classrooms

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Instructional Resources for IE Model States

Looking for resources for your state? Go to your state's page directly:

Does my state use the IE or YE model?
The instructional resources on this page are for states using the Instructionally Embedded model.
An asterisk (*) by the resource means your state may offer a custom version. To check for custom resources, go to your state's DLM webpage and filter on Instructional Resources.

English Language Arts  Mathematics  Science

English Language Arts
Select Category

Essential Elements
Familiar Texts
Writing
Collections
Tests

Complete List of Essential Elements for English Language Arts (pdf)
PDFs containing comprehensive lists of all Essential Elements currently part of the DLM learning map model

Currently Tested Essential Elements in English Language Arts
These PDFs provide the nodes at each linkage level and a mini-map that shows the pathways between the nodes

*English Language Arts Blueprint for Instructionally Embedded States (pdf)
Pool of available ELA Essential Elements (EES) and the requirements for coverage within each conceptual area
Familiar Texts

- Found on the DLM website (filter – teacher, instructional resources, ELA) and DLM professional development site
- 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
About Familiar Text
(information by grade level and EE)

ELA.EE.RL.4.1
Use details from the text to recount what the text says.

**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. Home includes 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 play routines, like taking a walk or going to the park.

**DLM-Specific Text Descriptions**

<table>
<thead>
<tr>
<th>Collection Source Books</th>
<th>Corresponding DLM Book Title</th>
<th>DLM Book Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Big Bookhouse</td>
<td>Learning From Family</td>
<td>Omakayas was a young girl who was adopted by a Native American family. Mom and Dad worked very hard and traded goods in the village. Omakayas learned from Mom and Dad how to make and trade goods.</td>
</tr>
<tr>
<td>Bud, Not Buddy</td>
<td>Searching for Herman</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 Nothing</td>
<td>The School Project</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.</td>
</tr>
<tr>
<td></td>
<td>Fudge’s Birthday</td>
<td>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></td>
<td>Fudge’s New Shoes</td>
<td>Fudge went to the shoe store with his mom and brother, Peter. Fudge needed a new pair of sandals. Peter helped Fudge pick out sandals that fit just right.</td>
</tr>
</tbody>
</table>
Dynamic Learning Maps Professional Development

Provided by the Center for Literacy and Disability Studies

Exemplar Text Supports  Instructional Resources  Professional Development  FAQs  Blog
Professional Development Modules

- 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)
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
Instructional Resources

• DLM Essential Elements Unpacking
• Text Resources (Anchor-Read-Apply, familiar texts, exemplar text, shared reading vignettes)
• Communication Supports
• Writing Resources
• Lesson Supports
Exemplar Text Supports

• Professional Development Site

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

Project Core website
Writing Resources

- Eye Gaze Frames
- Flip Charts
- Description of Alternate Pencils
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
• Facebook Group – DLM Instructional Supports
Deaf-Blind Model Classroom

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

- Alternative Pencils
- Deaf-Blind Model Classroom Resources
- DLM Core Vocabulary
- Early Childhood Resources
- Emergent Literacy Interaction Inventory
- Emergent Literacy Goals

- New Voices Teacher Resources
- Tactual Book Directions
- Remnant Books
- Top Tools from the Trenches
- Predictable Chart Writing
Initial and Distal Precursors and Lesson Supports

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

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

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Other resources
Comprehensive Literacy for All
Karen A. Erickson & David A. Koppenhaver

- Comprehensive Literacy for All Book Study
- Facebook Group – Comprehensive Literacy for All Book Study
- Project Core Alphabet Knowledge and Phonological Awareness, Shared Reading, Predictable Chart Writing, Independent Reading, Independent Writing (PD modules)
Subscribe to KAA listserv

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
Future DLM Webinars

Join Zoom Meeting
Meeting ID: 897 7927 3623
Passcode: 947213
One tap mobile: +13462487799,,89779273623#,,,,0#,,947213# US (Houston)

**ALL WEBINARS BEGIN 3:00 P.M. CENTRAL STANDARD TIME**

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

- December 1, 2022 - DLM fall test window wrap-up – What needs to be finished by Dec 16?
- February 9, 2023 - DLM spring window
- April 13, 2023 - DLM wrap-up – What needs to be finished by April 28?
Contact Information

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Services Team
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