Overview

1. **Big Picture**: What is the Dynamic Learning Maps Alternate Assessment Consortium?

2. **Learning Progressions vs. Learning Maps**: How are they different?

3. **Measuring multiple routes**: How can we document all student’s learning?

4. **Academics**: What kinds of skills can we expect students with SCD to acquire?
1) Big Picture: What is the Dynamic Learning Maps Alternate Assessment Consortium?
Key Features

- Dynamic Assessment
- Instructionally-Embedded & Stand-Alone
- Learning Maps
- Instructionally Relevant Tasks
- Common Core Essential Elements
Key Features

Advanced Feedback & Reporting Systems

Professional Development

Technology Platform

Universal Design
DLM Beliefs

• Students with SCD...
  – Need *access* to the Common Core State Standards
  – Are *diverse learners* and learn through *multiple* cognitive pathways
  – Need an assessment that is grounded in *evidence-based research*
  – Need a *valid* and *reliable* assessment linked to instruction
QUIZ - Question 1

What is the percentage of students with significant cognitive disability who are symbolic learners?

A. 80%
B. 20%
C. 8%
D. 50%

A! Research from Kearns et al., 2010 indicates that 80% of students with SCD are symbolic learners.
2) Learning Progressions vs. Learning Maps: How are they different?
Learning Progressions

- Vertical progression toward goal
- Sequenced building blocks
- Research-based
- Linked to high-quality assessments
Learning Progressions vs. Learning Maps

Centralizes notion of “superhighway”

Delineates *multiple* pathways
What are Learning Maps?

• Network of connected learning targets (nodes)

• Maps students’ “knowledge terrain”
Maps are an **Internal** System
Map Snapshot
QUIZ - Question 2

• TRUE or FALSE

– The DLM assessment is based on the philosophy that people must pass through discrete, linear, developmental stages as they acquire content.

FALSE! This describes outdated approaches to assessment (e.g., the developmental model).
3) **Measuring multiple routes:**

How can we document all student’s learning?
CCSS Standard

Reading Foundations for Kindergarten

–Demonstrate understanding of spoken words, syllables and sounds.
Multiple Pathways ELA

- Can identify syllables
- Demonstrates receptive rhyming
- Aware of same and different phonological units as visual or tangible
- Can demonstrate articulatory movements for letter sounds
- Demonstrates understanding letter sounds
- Aware of same and different phonological units as sounds
How to measure...?

• Instructionally relevant measurement using activities, including:
  – Identifying key features in text
  – Ordered steps or temporal information
  – Sorting tasks
  – Cloze activities
Meta-linguistic sorting task

• Which words start with the same “Buh” sound?

Ball
Dog
Cup
Book
4) **Academics**: What kinds of skills can we expect students with SCD to acquire?
Students with SCD can Learn Sight Words

• Taught to promote daily living skills (shopping, cooking, etc.)

• Much evidence exists to support this instruction (for a meta-analysis see - Browder, D. M., & Yan Ping, X., 1998)

BUT....
Our print system is *alphabetic*, therefore, access to the system requires alphabetic knowledge.
Self-teaching via Decoding = the *sine quo non* of reading acquisition (Share, 1995)

Knowing -ink says “ink”

The student can read these words *without* having to be explicitly trained on each word.

Using AlphabeTics...

Using Sight Word Instruction...

If you know the word “ink” as a visual icon (or was learned as a sight word)

...then the student will have to learn each of these words *individually*.

- Ink
- Think
- Pink
- Wink
- Slink
- hoodwink
Students with SCD can Learn Alphabetics

• Alphabetic learning *out-paces* sight word reading.

• Allows for the acquisition of *more* words.

(Bradford, Shippen, Alberto, Houchins, & Flores, 2006; D. Browder, Ahlgrim-Delzell, Flowers, & Baker, 2010; D. M. Browder, Ahlgrim-Delzell, Courtade, Gibbs, & Flowers, 2008)
But *the workplace* requires more than academics...
Students need *Employability Skills*

Including (from Wagner, 2008)...

- Critical thinking and problem solving;
- Collaboration; agility and adaptability;
- Initiative and entrepreneurialism;
- Effective oral and written communication;
- Accessing and analyzing information;
- Curiosity and imagination.
What should we expect from students with SCD?

MORE

...both in terms of academic skills and post-secondary opportunities.
THANK YOU!

For more information, please contact:

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or

Go to: www.dynamiclearningmaps.org

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