Dynamic Learning Maps
Alternate Assessment: Process and Progress

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Session Outline

• Quick background about DLM

1. Learning Maps vs. similar tools (e.g., Learning Progressions)

2. Learning Map Development

3. Validating the Map - feedback from expert teachers
## Assessment Consortia

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<th>General Assessment</th>
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<td>SMARTER Balance</td>
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State Partners
Key features of the DLM

- Learning maps
- Dynamic assessment
- Instructionally relevant item types
- Instructionally embedded assessments
- Technology platform
The DLM Alternate Assessment System*

English Language Arts and Mathematics, Grades 3–8 and High School

**EMBEDDED TASKS ASSESSMENTS**

A series of more than 100 items/tasks per year embedded within instruction, each with various forms and scaffolds to allow for customization to student needs. Each task typically requires one to five minutes for completion.

**Two options for summative assessment**

- Instructionally embedded tasks used with all DLM students. States may choose to use aggregate data for summative purposes (state decision).*
- Summative assessment for accountability for those states that choose not to use the embedded tasks for accountability.

* Alternate assessment systems are those developed for students with the most significant cognitive disabilities and are based on alternate achievement standards.

** Research will be conducted to review the technical feasibility of using data from the tasks for summative accountability purposes.**
DLM Timeline

Dynamic Learning Maps Alternate Assessment System Timeline

- **October 2010**
  - Grant Awarded

- **October 2010**
  - Management and Governance Plan Created

- **February 2011**
  - Cooperative Agreement is Signed and Work Begins

- **March 2012**
  - TestBlueprints Developed and Development of Tasks for Learning Maps Begins

- **January/February 2012**
  - Common Core Essential Elements and Assessment Achievement Level Descriptors Developed

- **June 2012**
  - Pilot Testing Begins

- **September 2012**
  - Learning Maps Developed

- **Spring 2015**
  - Stand-Alone Summative Test Available

- **July 2014**
  - Test Delivery Software Ready for Use

- **August 2014**
  - Instructionally Embedded Testing Available

- **September 2015**
  - Evaluation of the Assessment System

- **August 2015**
  - Professional Development Program Validated

*Updated October, 2011*
Learning Maps vs. Progressions
What are Learning Maps?

Network of connected learning targets (nodes)

Maps students’ “knowledge terrain”
Maps allow for the integration of multiple skills...
Maps are the Cornerstone
Unveiling of the Learning Map

Learning Progression

- m-12: identify more than one
- m-13: use one-to-one correspondence
- m-80: arrange objects in pairs
- m-436: explain doubles
Learning Map

- m400: measure volume using non-formal units
- m296: demonstrate iteration of mass unit
- m404: measure volume using formal units
- m298: measure mass using non-formal units
- m374: explain repeated addition
- m235: determine the unknown in an addition equation
- m234: determine the unknown in a subtraction equation
- m924: explain division
- m922: explain division on number
- m261: estimate liquid volumes in liters
- m380: measure liquid volumes in liters
- m606: measure liquid volume in milliliters
- m981: estimate mass in ounces
- m456: subtract to solve two-step word problems involving masses
- m545: explain doubles
- m536: subtract to solve two-step word problems involving masses
- m402: demonstrate iteration of the volume unit
- m293: order more than two masses by direct comparison
- m880: arrange objects in pairs
- m815: represent multiplication with equations

IDEAs that Work
U.S. Office of Special Education Programs

DYNAMIC LEARNING MAPS
Learning Map
Learning Map
Learning Progression - ELA

- **ELA-358**: Can identify words that appeal to the senses in text
- **ELA-489**: Can demonstrate an understanding that words have multiple meanings
- **ELA-832**: Determine the connotative meaning of words and phrases in a text
- **ELA-833**: Analyze the impact of word choice on the meaning and tone of a text
Learning Map (filtered)
Map Drives the Assessment
Bayes-net Inference
Developing the Learning Map
Multi-disciplinary Team Completes the Following:

1. Review of Literature
2. Node Development and Placement
3. Connection Placement
1. Review of Literature

- Identify seminal literature
- Synthesize literature with expert knowledge
2. Node Development

Node

(Learning Target)
Node Development

Can recognize abstract symbols

- Cognitive Development
- Curriculum (specific content)
- Instruction (method of instruction)
3. Connection Placement

**Connection** = predicted relationship between skills

- Single direction
- Multiple connections
- Represents integrated approach to skill development
Validating the Map - Teacher Reviews
Content Reviews (K-12 ELA)

- **K-5 Educator Map Review**
  - September 2011

- **6-12 Educator Map Review**
  - January 2012

- **Special Educator Map Review**
  - June 2012

- **Beginning of Map Development**
  - Jan 2011

- **Expert Map Review**
  - September 2012

**Map Development**
K-12 Review
Special Educator Review
Expert Review

K-5 Educator Map Review
September 2011

6-12 Educator Map Review
January 2012

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June 2012

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Map Development
Validating the Map: an Educator’s Perspective
Reviewer Experience
The Project as a Whole

Authentic.
Not looking for predetermined answers.

Genuine.
“Tell us when you see something...”

Thorough.
Reviews, cross checks, multiple perspectives.
Experience as a Practitioner

Connections.
Working with other states

Vertical perspective.
Seeing content develop K-12

Support.
Seeing content details to help my students
The Map

Amazing.
So many nodes and so many paths

Informative.
I know what to do to help students

Challenging.
I must work diligently to see the map for my students.
What do my students need so they can progress?
Where are they now?
Where are they going?
Questions?

For more information, please contact: dlm@ku.edu

or

Go to: www.dynamiclearningmaps.org

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