Multiple Pathways to Literacy: The Dynamic Learning Maps Alternate Assessment System

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Session Overview

- **Traditional Assumptions** about Literacy
- **Background** - what is the DLM-AAS?
- **How was the DLM-AAS developed?**
- **New Approach** - how will the DLM-AAS use multiple pathways to assess ELA skills?
Traditional Assumptions
Stages of Reading Development

Stage 0 - Pre-reading
Stage 1 - Initial Reading
Stage 2 - Confirmation & Fluency
Stage 3 - Reading for Learning the New
Stage 4 - Multiple Viewpoints
Stage 5 - Construction & Reconstruction
Phases of Sight Word Reading

- Consolidated Alphabetic
- Partial Alphabetic
- Full Alphabetic
- Pre-alphabetic

Ehri, 2001
What about students who don’t follow a linear trajectory?
Enter DLM....A new approach to Alternate Assessment
Background
What is the DLM-AAS?
Overview of Dynamic Learning Maps

DLM Assessment System

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

**DIGITAL LIBRARY** of learning maps; professional development resources; guidelines for IEP development and student selection for the alternate assessment; instructionally relevant tasks with guidelines for use materials, accommodations, and scaffolding; automated scoring (for most) and diagnostic feedback; and online reporting system.

**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.

*Research will be conducted to review the technical feasibility of using data from the tasks for summative accountability purposes.
Overview of Dynamic Learning Maps

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**: Test Blueprints 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
Why are we doing this?

Linear Progression
Centralizes notion of “superhighway”

Learning Map
Delineates *multiple* pathways
The Map (a portion)
Maps are an internal system
Map Drives the Assessment
Bayes-net Inference
Why the focus on learning maps?

Predicted Hypotheses about Student Skill Acquisition

Item

Instruction
Map Development
Multi-Disciplinary Team Completes the Following:

1. Review of Literature
2. Node Development
3. Connection Placement
4. Review by Experts
1. Review of Literature

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

- Curriculum
- Cognitive Development
- Instruction

Node
(Learning Target)
COMMON CORE STATE STANDARDS FOR

English Language Arts &
Literacy in History/Social Studies,
Science, and Technical Subjects
3. Connection Placement

**Connection** = predicted relationship between skills
✓ Single direction
✓ Multiple connections
✓ Represents integrated approach to skill development
4. Map Reviews
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5 Educator Map Review</td>
<td>September 2011</td>
</tr>
<tr>
<td>6-12 Educator Map Review</td>
<td>January 2012</td>
</tr>
<tr>
<td>Special Educator Map Review</td>
<td>June 2012</td>
</tr>
<tr>
<td>Beginning of Map Development</td>
<td>Jan 2011</td>
</tr>
<tr>
<td>Expert Map Review</td>
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</tbody>
</table>

Map Development
K-5 Educator Map Review
September 2011

6-12 Educator Map Review
January 2012

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Map Development
A New **Approach** - Multiple and Alternate Paths
Routes to Skills Acquisition

- **Recognize words as visual icons**
  - Reads words instantly because of underlying alphabetic skills
  - Partially segments phonemes within words (beginning/end sounds)
  - Reads high frequency words (memorize orthography)

- **Reads short stories independently**
  - Segments all individual phonemes within words (including medial sounds)

- **Reads short stories independently**

*Dynamic Learning Maps*
Multiple Routes within Typical Development

- Reads high frequency words (memorize orthography)
- Reads words instantly because of underlying alphabetic skills
- Segments all individual phonemes within words (including medial sounds)
- Partially segments phonemes within words (beginning/end sounds)
- Recognize words as visual icons
- Reads short stories independently
An Alternate Route (Deaf/hard of hearing)

- Recognize words as visual icons
- Reads words instantly because of underlying alphabetic skills
- Partially segments phonemes within words (beginning/end sounds)
- Reads high frequency words (memorize orthography)
- Reads short stories independently
- Manipulates intrasyllabic units through an alternative coding system
- Segments all individual phonemes within words (including medial sounds)
- Recognize words as visual icons
- Partially segments phonemes within words (beginning/end sounds)
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THANK YOU!

For more information
Go to: www.dynamiclearningmaps.org

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