Please sit near a partner for session activities...

Dynamic Learning Maps Assessment
Dynamic Learning Maps
Assessment: Supporting Access to Literacy for Students with Significant Cognitive Disabilities

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Session Overview

• **Background** -
  – Who’s in the assessment consortia?
  – What is the DLM-AAS?

• **Activity** - making a mini map!

• **Traditional Assumptions** about Literacy

• **How was the DLM-AAS developed?**

• **Activity** - inaccessible nodes

• **New Approach** - how will the DLM-AAS support access to literacy?
Common Standards

COMMON CORE STATE STANDARDS
FOR

English Language Arts
&
Literacy in History/Social Studies,
Science, and Technical Subjects
## Assessment Consortia

<table>
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<th>General Assessment</th>
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DLM State Participants
Overview of Dynamic Learning Maps

DLM Assessment System

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

BEGINNING OF YEAR

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.

END-OF-YEAR ADAPTIVE ASSESSMENT

DYNAMIC LEARNING MAPS
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**
  - 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

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

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

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

- **September 2015**
  - Evaluation of the Assessment System
Section of the ELA Map
Maps are an internal system
Why are we doing this?

Linear Progression
Centralizes notion of “superhighway”

Learning Map
Delineates *multiple* pathways
Map Drives the Assessment
Bayes-net Inference
Activity - Making Maps
Recognize words as visual icons

Reads short stories independently
Directions: Place These Nodes

a) Reads words instantly because of underlying alphabetic skills
b) Partially segments phonemes within words (beginning/end sounds)
c) Reads high frequency words (memorize orthography)
d) Segments all individual phonemes within words (including medial sounds)
Recognize words as visual icons

? 

Reads short stories independently
Our Attempt at Placement

- Recognize words as visual icons
- b) Partially segments phonemes within words (beginning/end sounds)
  - c) Reads high frequency words (memorize orthography)
  - d) Segments all individual phonemes within words (including medial sounds)
  - a) Reads words instantly because of underlying alphabetic skills
  - Reads short stories independently
Traditional Assumptions about Literacy Development
Chall’s Stages of Reading

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
Ehri’s Phases of Sight Word Reading

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

Ehri, 2001
Map: Main Idea

ELA-764: Can retell details of a story in some order
ELA-748: Can make a prediction during a shared book activity
ELA-39: Can identify concrete details in a story characters objects
ELA-354: Can identify the characters setting and major events of a story
ELA-376: Can recognize the similarities and differences in the experiences a character has between familiar stories
ELA-24: Can express interest in listening to simple stories during a shared reading activity
ELA-970: Can identify a concrete fact in early informational texts
ELA-997: Can explain the relationships between concrete facts or details
ELA-800: Can identify the topic of a paragraph in an informational text
ELA-382: Can identify details that defend an argument
ELA-401: Can identify the main idea in a single paragraph when it appears explicitly in the first sentence
Map Development
Multi-disciplinary Team Completes the Following:

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

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

Node
(Learning Target)

Curricular

Cognitive Development

Instruction
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
Educator Review
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
Special Educator Review

K-5 Educator Map Review
September 2011

6-12 Educator Map Review
January 2012

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September 2012

Map Development
Expert Review

- K-5 Educator Map Review
  September 2011

- 6-12 Educator Map Review
  January 2012

- Special Educator Map Review
  June 2012

- Expert Map Review
  September 2012

Map Development
A New Approach – Supporting Access
Multiple Routes within Typical Development

- Recognize words as visual icons
- b) Partially segments phonemes within words (beginning/end sounds)
- c) Reads high frequency words (memorize orthography)
- d) Segments all individual phonemes within words (including medial sounds)
- a) Reads words instantly because of underlying alphabetic skills

Reads short stories independently
Multiple Routes within Typical Development

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

Reads short stories independently
What about students with SCD AND sensory differences?
Activity - inaccessible nodes
Are any of these nodes inaccessible?

- **a)** Reads words instantly because of underlying alphabetic skills
- **b)** Partially segments phonemes within words (beginning/end sounds)
- **c)** Reads high frequency words (memorize orthography)
- **d)** Segments all individual phonemes within words (including medial sounds)

**Reads short stories independently**
An Alternate Route
(SCD w/ Deaf/hard of hearing)

Recognize words as visual icons

Manipulates intrasyllabic units through an alternative coding system

a) Reads words instantly because of underlying alphabetic skills
b) Partially segments phonemes within words (beginning/end sounds)
c) Reads high frequency words (memorize orthography)
d) Segments all individual phonemes within words (including medial sounds)

Reads short stories independently
Kearns Study (2011)

• 1% Population can be described as...
  – Symbolic (67%): can use oral speech or augmentative and alternative communication (AAC) to communicate a wide variety of intents
  – Emergent Symbolic (23%): can use objects, pictures, signs, and gestures in addition to oral speech to communicate intents
  – Pre-symbolic (10%): can use cries, facial expressions, and body movements, but the intent of their communicative output had to be interpreted by the listener/observer
Student on the Alt. Assessment

- Significant cognitive disability
- Visual impairment
- Hearing impairment

How does this impact the map (i.e., the items a student is driven to)?
Inaccessible Nodes

- ELA-24: Can express interest in listening to simple stories during a shared reading activity.
- ELA-756: Can name objects in pictures during a shared reading activity.
- ELA-757: Can use a picture as a source of information.
- ELA-414: Can identify which part of a text an illustration describes.
- ELA-410: Can describe the characters, setting, and events of a story based on illustrations and details from the text.
- ELA-369: Can recognize the difference between story books and information books.
- ELA-177: Can identify most common sounds of consonants.
- ELA-179: Can identify letter names.
- ELA-181: Can copy upper and lower case letters.
- ELA-418: Can distinguish between information presented in a text and illustrations.
- ELA-259: Capitalizes the first letter of a sentence.

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

DYNAMIC LEARNING MAPS
Inaccessible Nodes

ELA-781
Can identify the five sounds that represent vowels

ELA-780
Can identify common vowel sounds

ELA-89
Can demonstrate phoneme matching ability

ELA-96
Can demonstrate partial segmentation

ELA-807
Can orally blend sounds in a single syllable word

ELA-99
Can produce invented spellings

ELA-108
Can isolate initial medial and final phonemes in a single syllable word

ELA-90
Can add or delete sounds in a single syllable word to make new words

ELA-120
Can use full alphabetic decoding in a single syllable word

ELA-1048
Can correctly differentiate the vowel sounds long or short in single syllable spoken words

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

DYNAMIC LEARNING MAPS
Where are we now?

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Updated October, 2011
THANK YOU!

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

or

Go to: www.dynamiclearningmaps.org

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