

DLM-AAS: A New Generation of Assessment for Students with Significant Cognitive Disabilities

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DYNAMIC
LEARNING MAPS

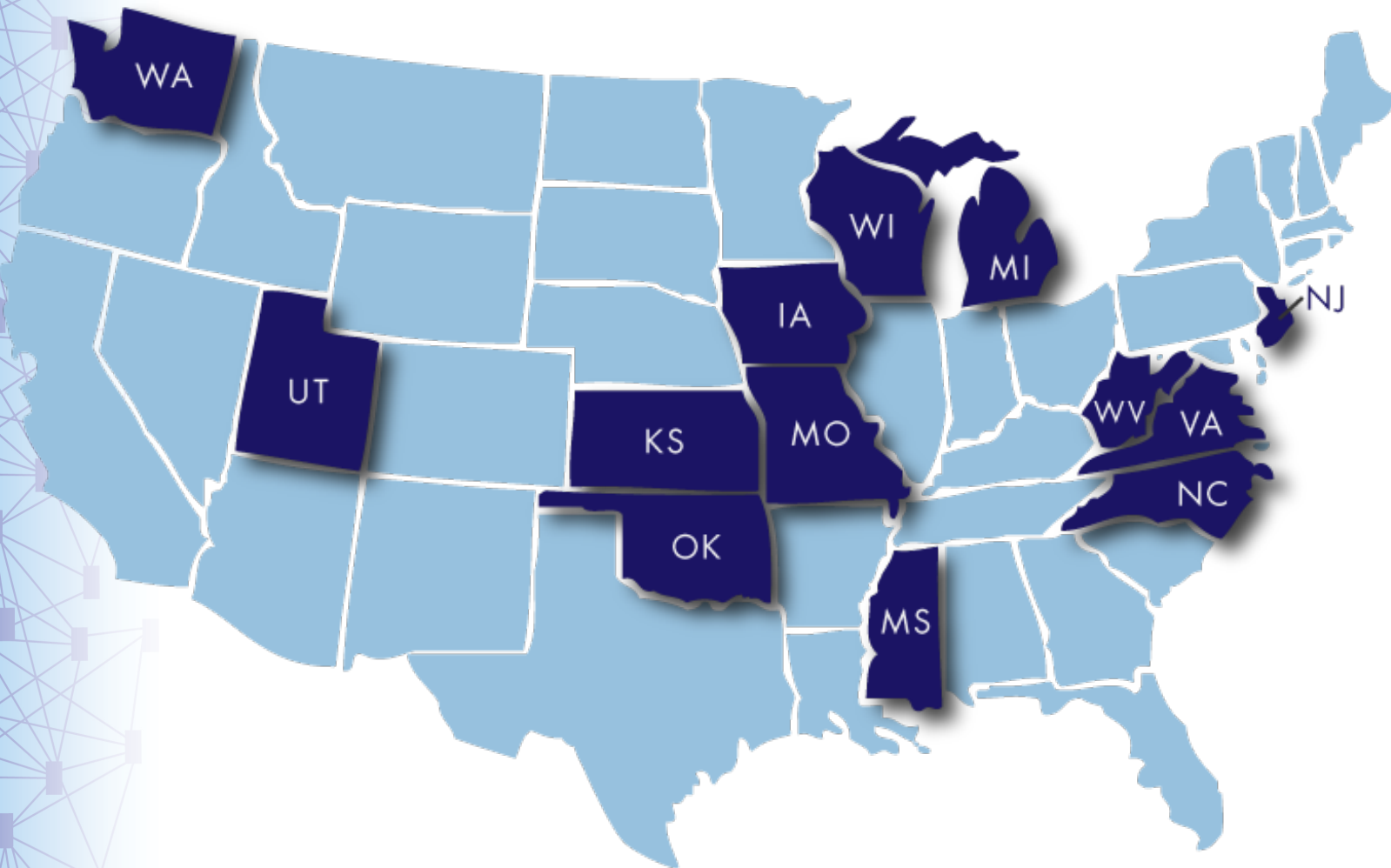
Overview

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?

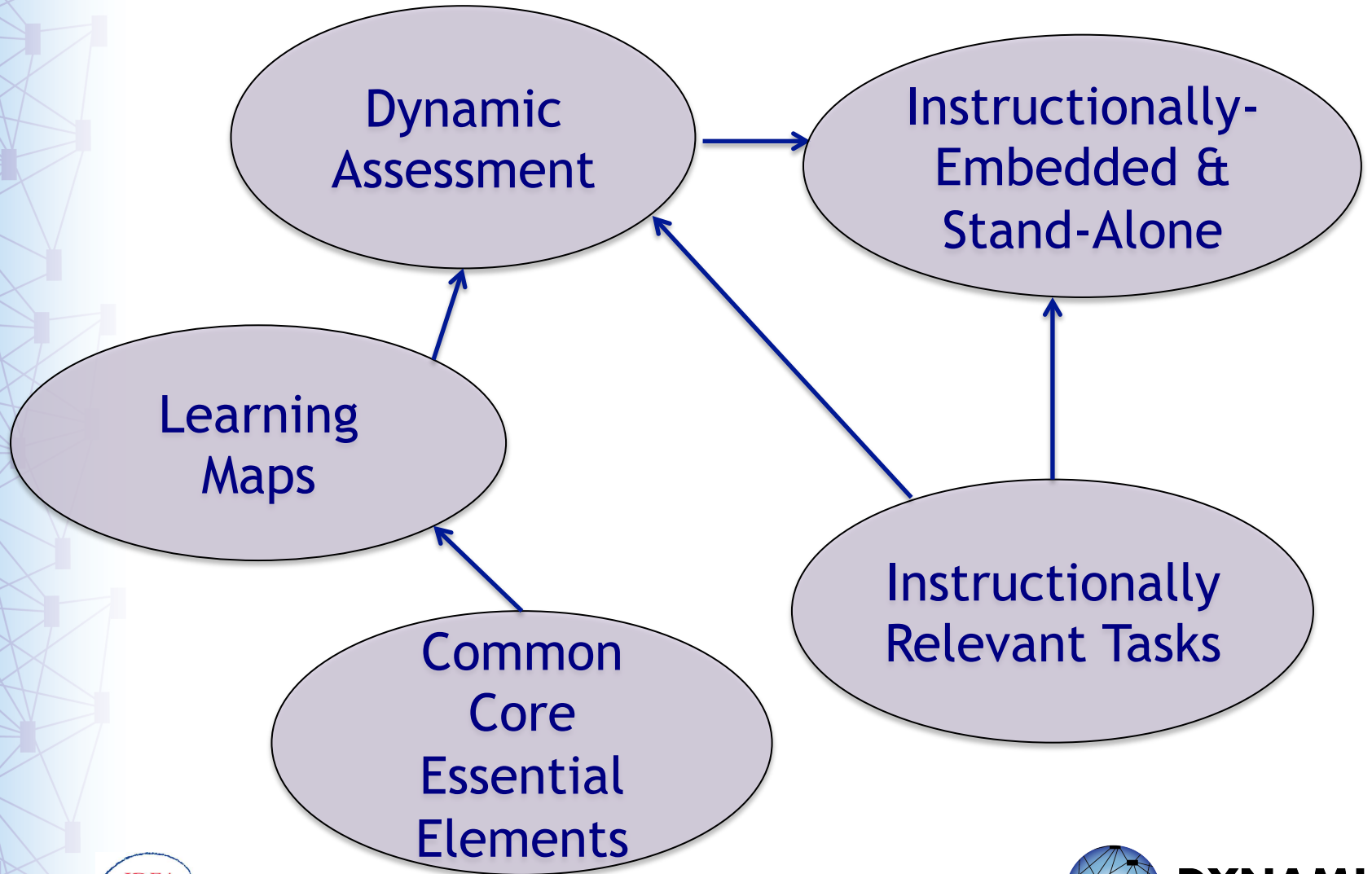


1) *Big Picture:* What is the
Dynamic Learning Maps
Alternate Assessment Consortium?

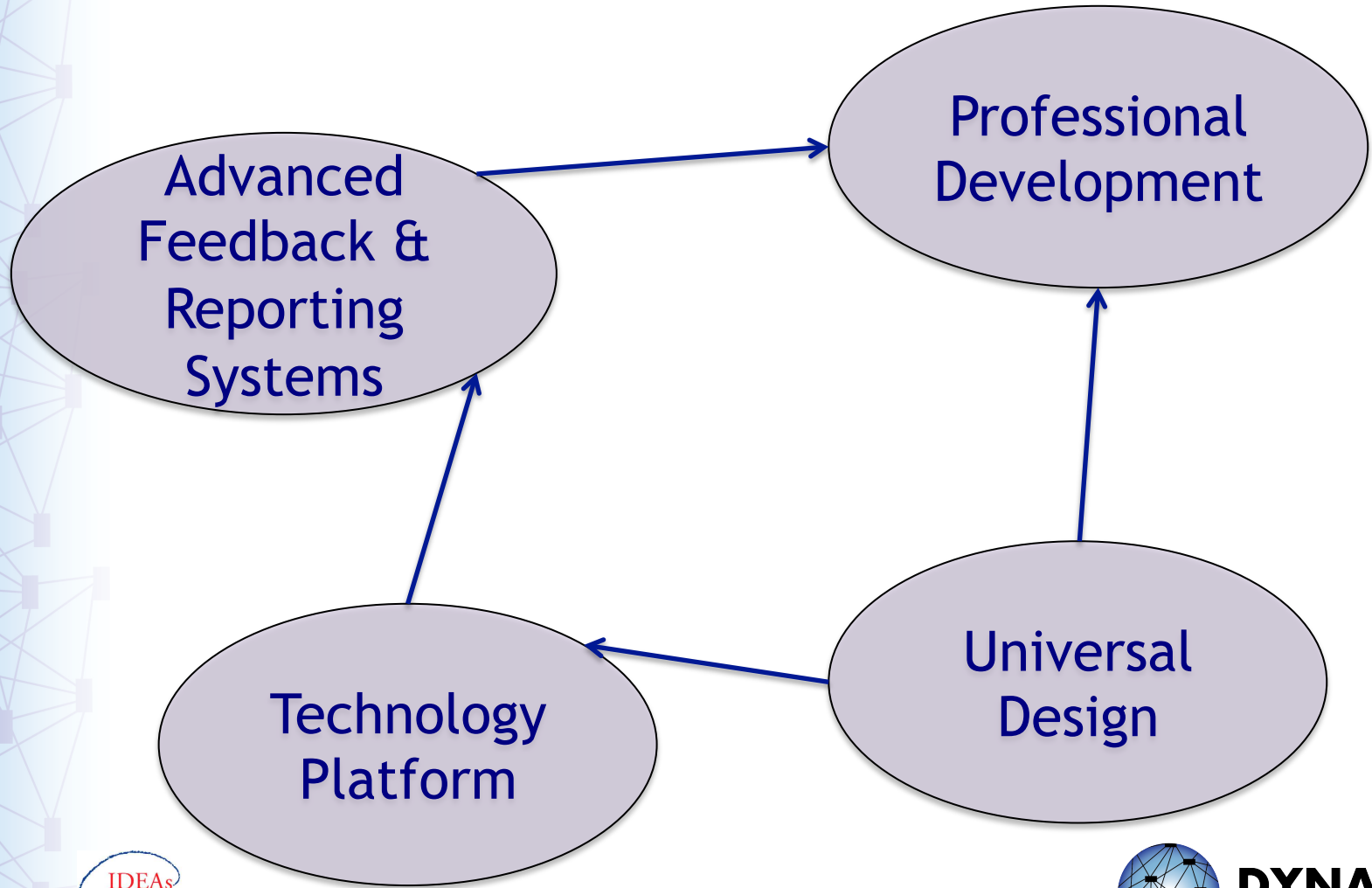
State Participants



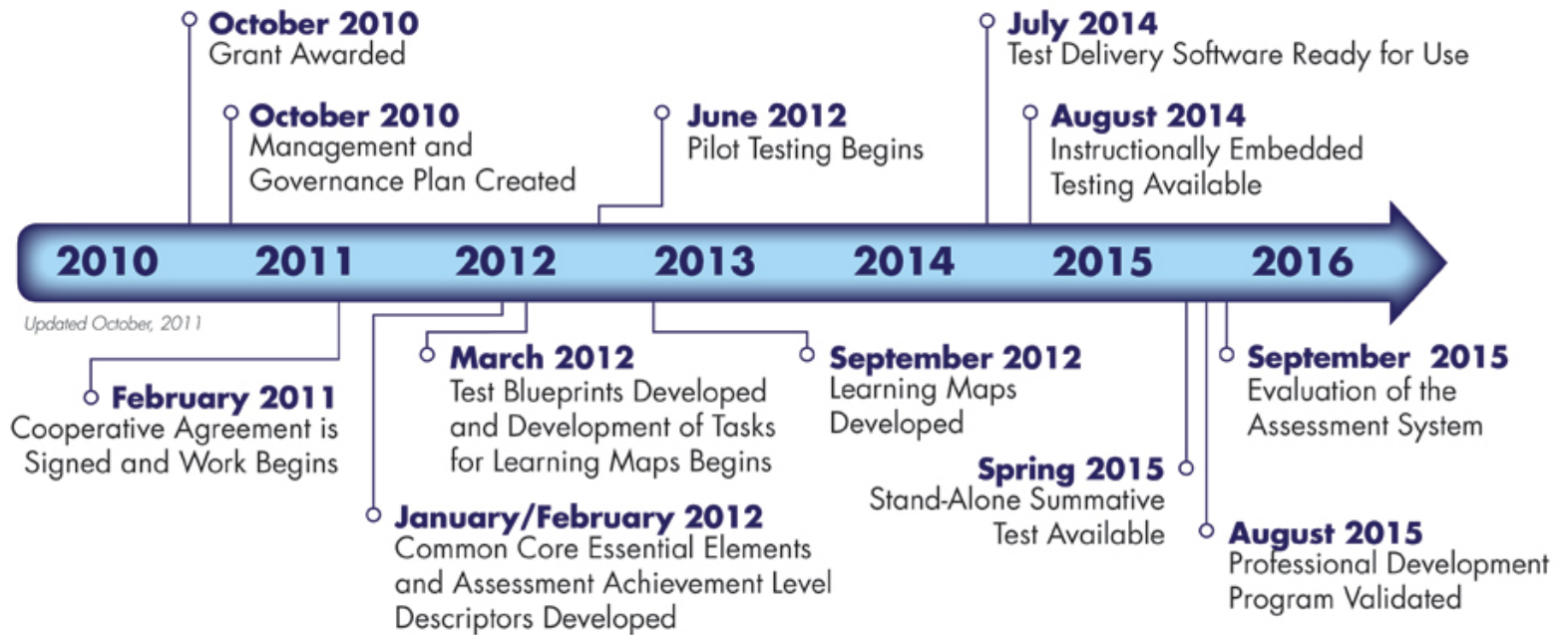
Key Features



Key Features



Dynamic Learning Maps Alternate Assessment System Timeline



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

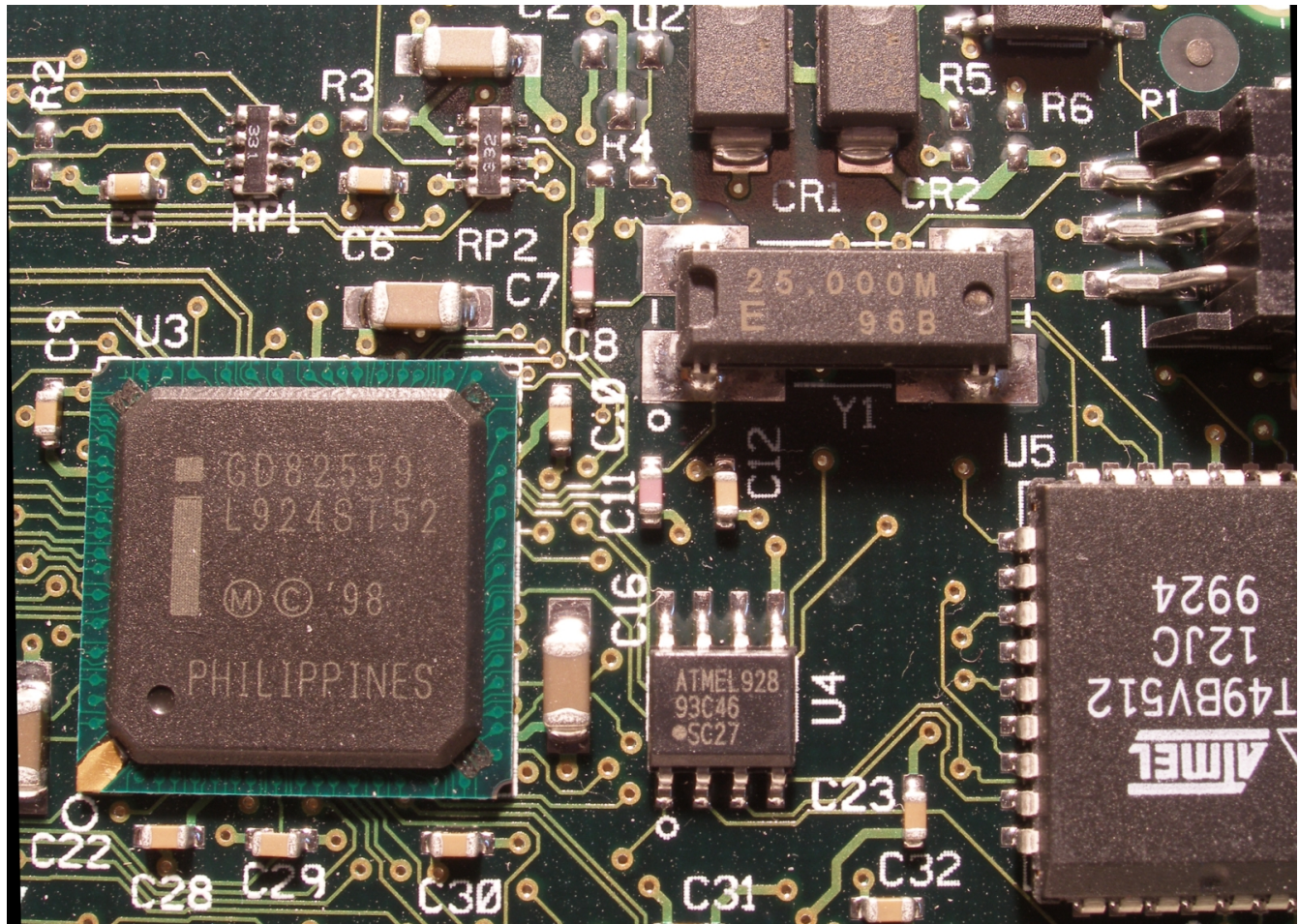


What are Learning Maps?

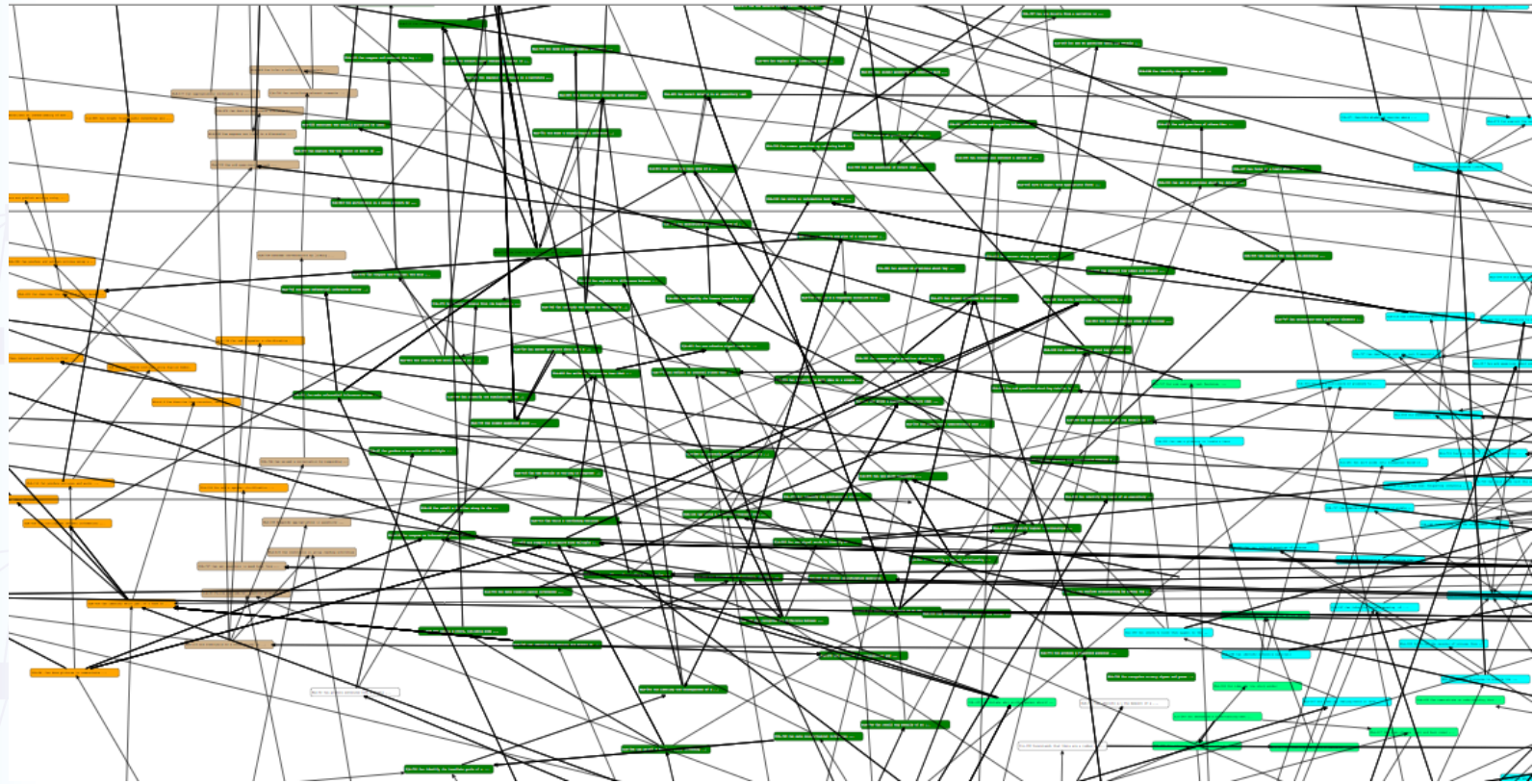
- Network of connected learning targets (nodes)
- Maps students' “knowledge terrain”



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).



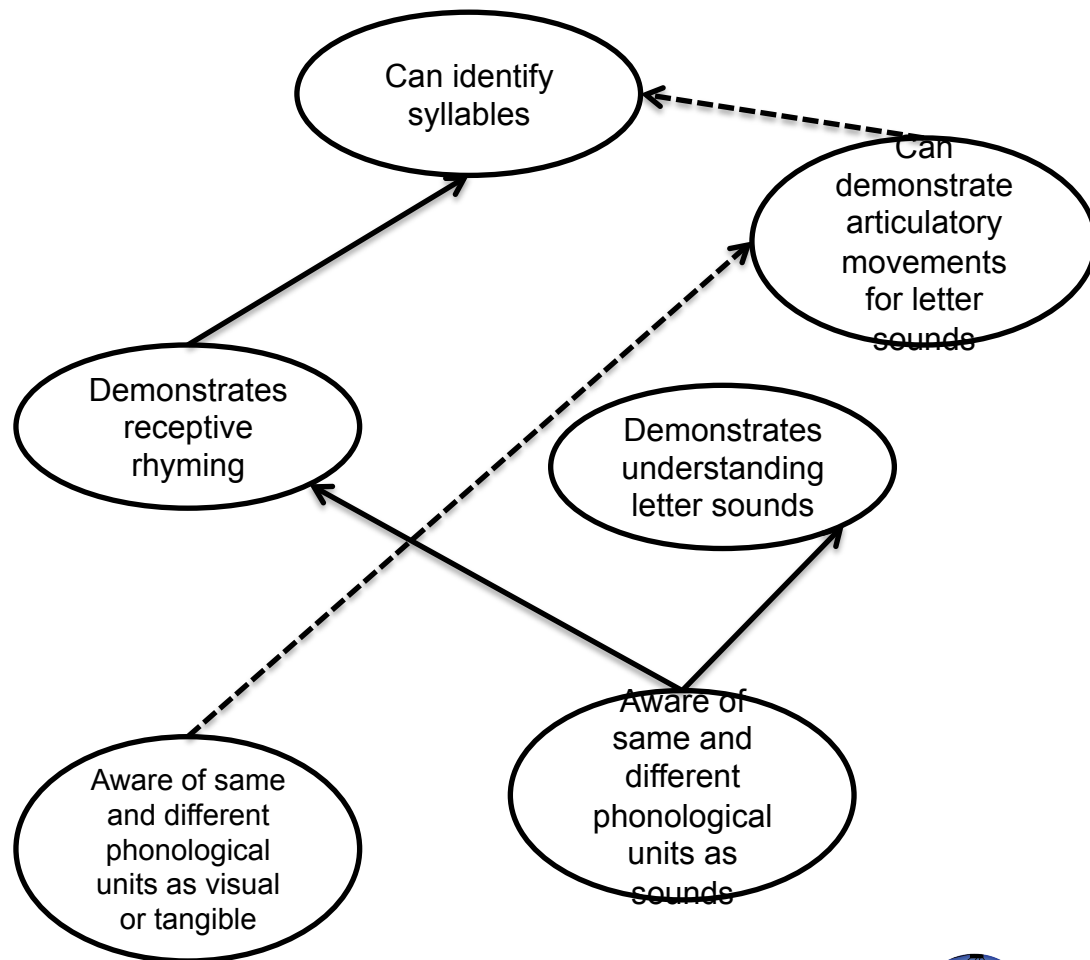
3) *Measuring multiple routes:*
How can we document all
student's learning?

CCSS Standard

Reading Foundations for Kindergarten

*–Demonstrate understanding
of spoken words, **syllables**
and sounds.*

Multiple Pathways ELA



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)

Using Alphabets...

Knowing -ink says
“*ink*”

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

Ink
Think
Pink
Wink
Slink
hoodwink

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**.

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-Dezell, Flowers, & Baker, 2010; D. M. Browder, Ahlgrim-Dezell, 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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