

The Road Less Traveled for Alternate Assessments: Mapping Multiple Learning Pathways

*The **Dynamic Learning Maps** project is guided by the core belief that all students should have access to challenging grade-level content.*

A session presented at the Council of Exceptional Children
Annual Meeting

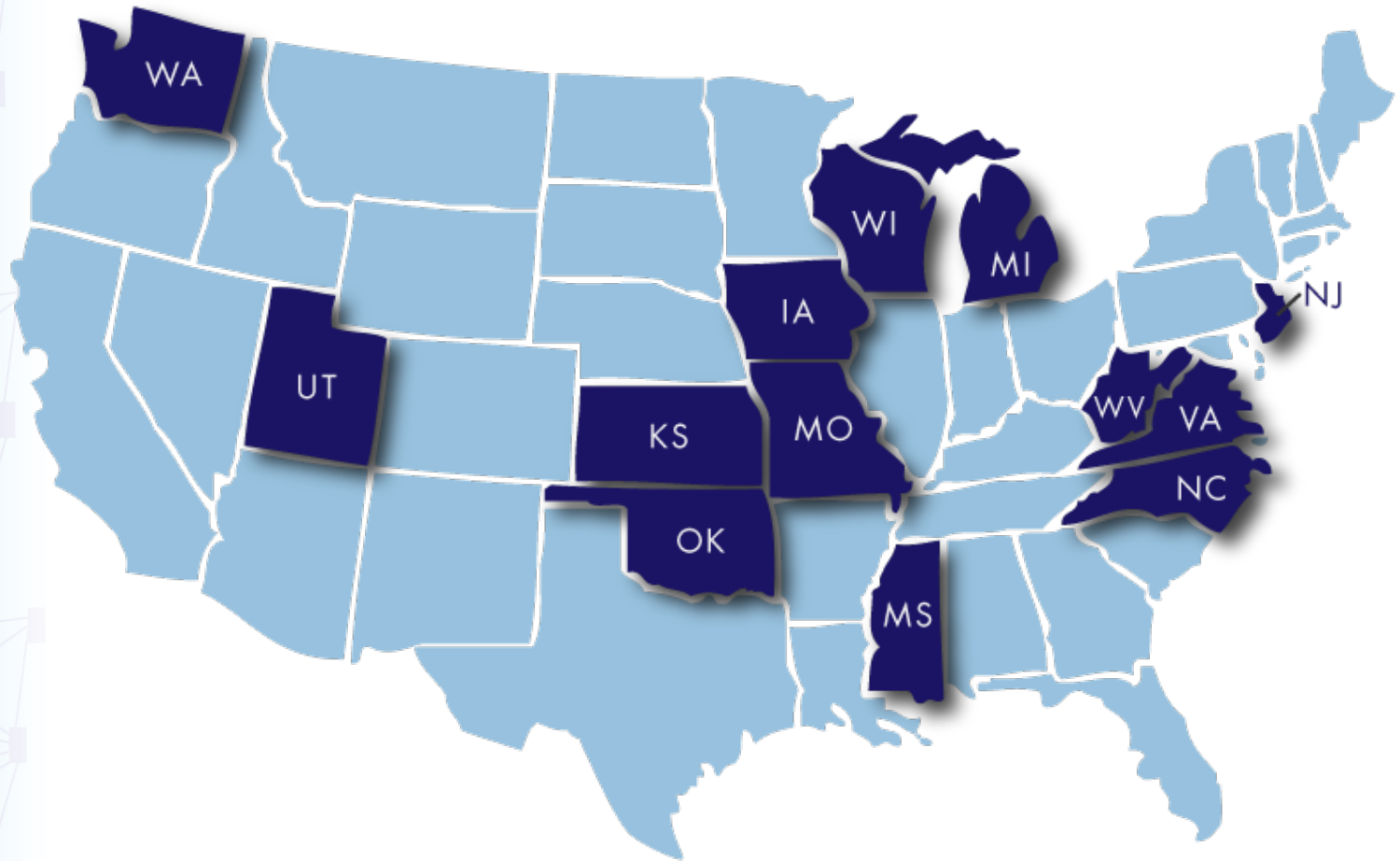
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State Participants



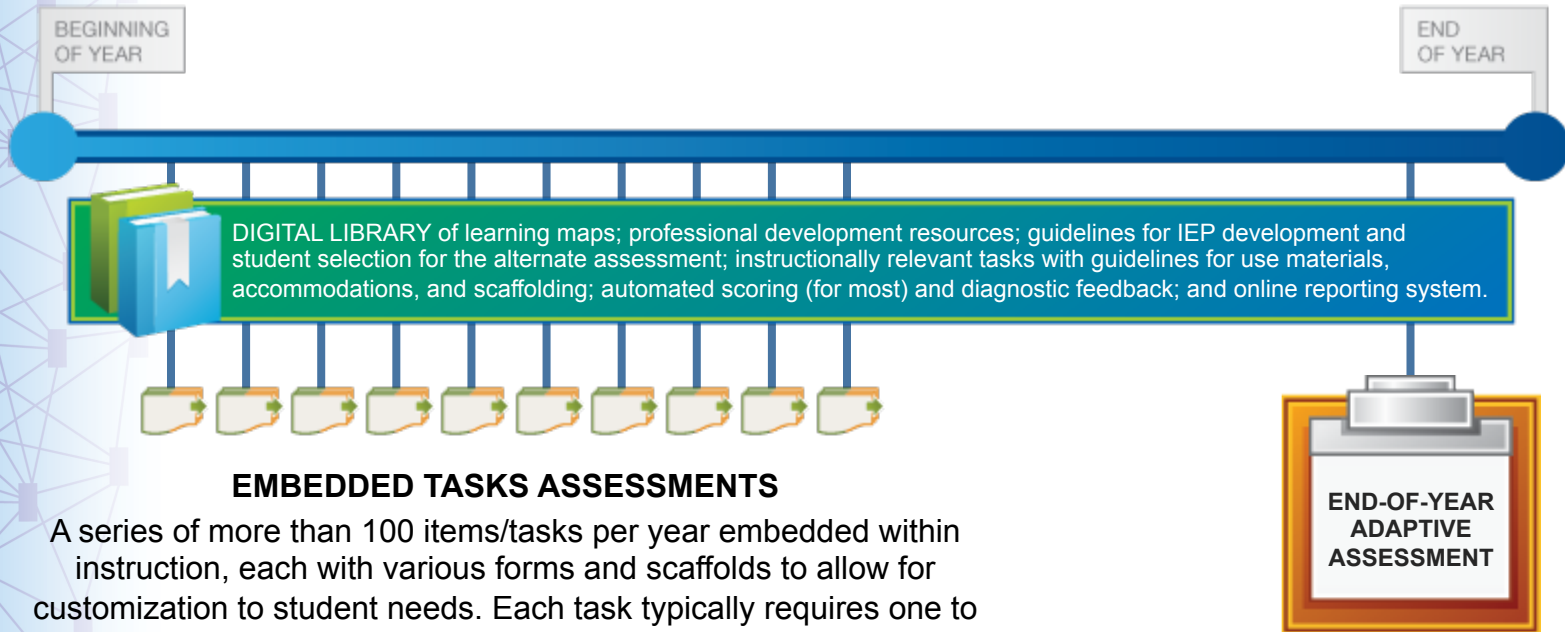
Key features of the DLM

- Learning maps
- Instructionally relevant item types
- Instructionally embedded assessments
- Technology platform
- Dynamic assessment

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.



Learning Map Development

Broadening the Mathematics Curriculum

NCTM Content Standards

- Number and Operation
- Algebra
- Geometry
- Measurement
- Data Analysis and Probability

NCTM Process Standards

- Problem Solving
- Reasoning and Proof
- Communication
- Connections
- Representation

The Least Dangerous Assumption

Students with significant cognitive disabilities
CAN learn mathematics content.

Browder, D.M., Spooner, F., Ahlgrim-DeLzell, L., Harris, A.A., & Wakeman, S. (2008). A meta-analysis on teaching mathematics to students with significant cognitive disabilities. *Exceptional Children*, 74(4), 407-432.

Jorgensen, C. (2005). The least dangerous assumption: A challenge to create a new paradigm. *Disability Solutions: A publication of Creating Solutions, A Resource for Families & Others Interested in Down Syndrome & Developmental Disabilities*, 6, 1-9.

Accommodations

- Some nodes/learning targets might require accommodation
 - Identify triangle
- The assessment items will be created with Universal Design for Learning
 - Multiple means of representation
 - Multiple means of action and expression
 - Multiple means of engagement

www.cast.org/udl/

Inaccessible Nodes?

Are there categorical differences that might make learning targets difficult or impossible to access?

Students

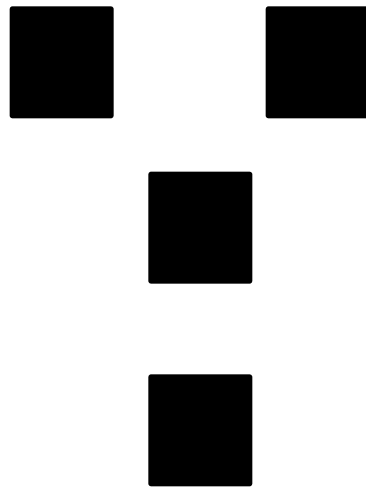
- with blindness
- with deafness
- with an autism spectrum disorder
- with an orthopedic impairment

“Sometimes the road less traveled is less traveled for a reason.”

-Jerry Seinfeld

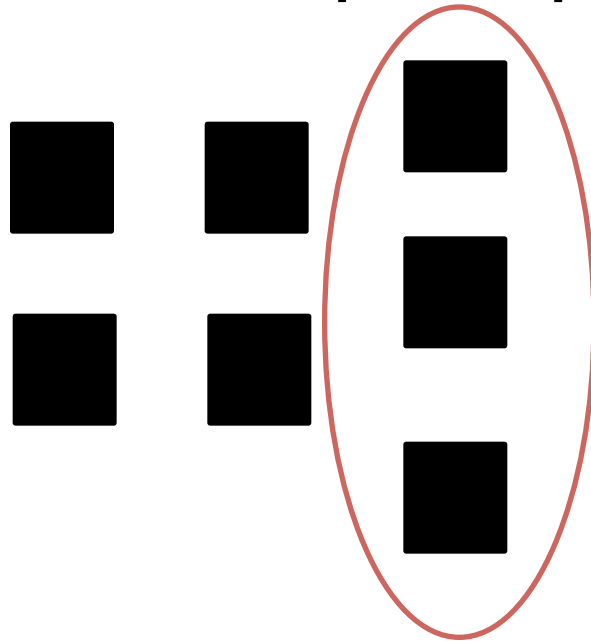
Perceptual Subitizing

When you “just see” how many objects are in a very small collection



Conceptual Subitizing

Seeing the parts and putting them together when the collection is beyond the limits of perceptual subitizing.



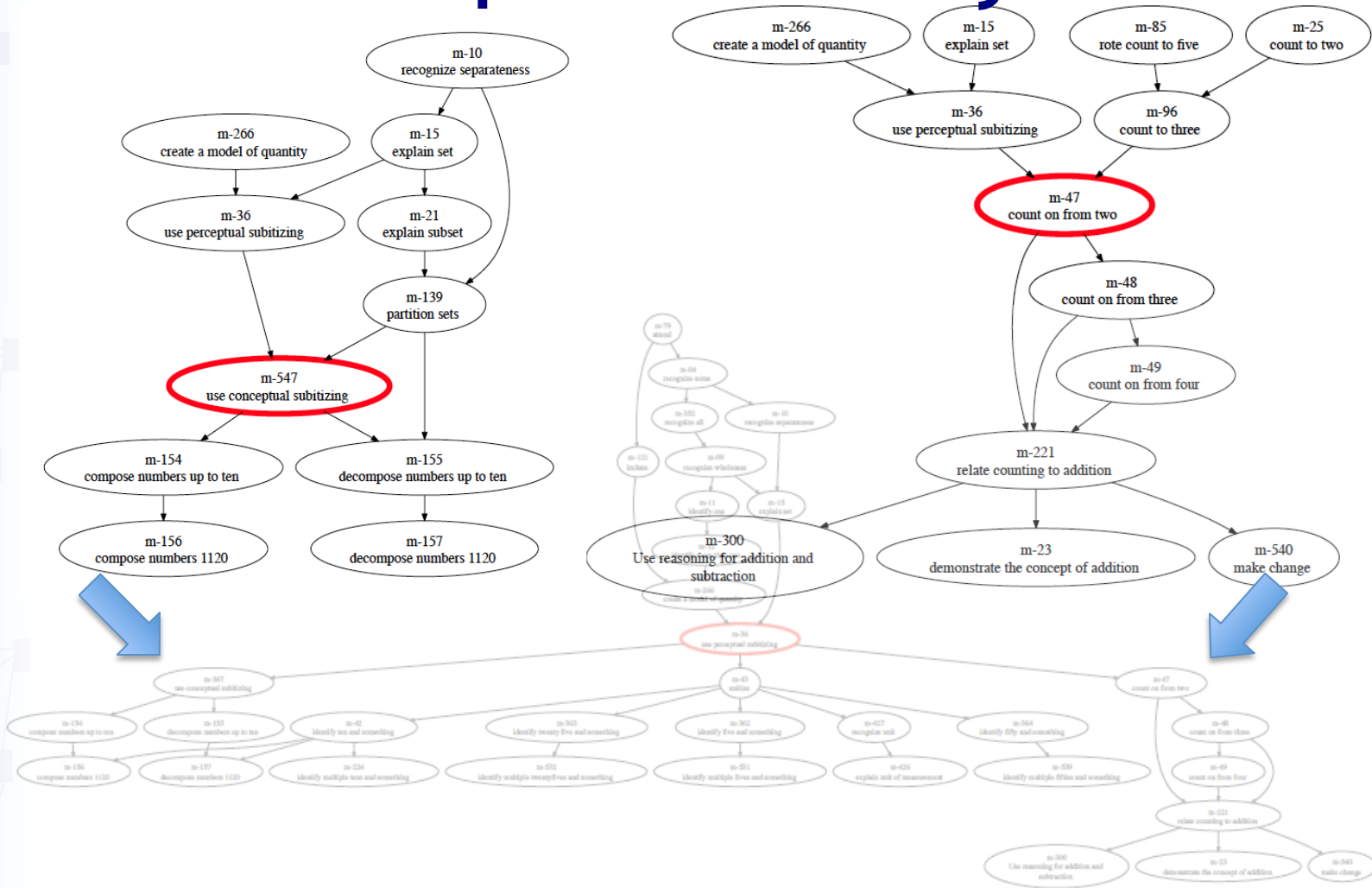
Student with Significant Cognitive Disabilities & Mathematics

May follow one of multiple pathways to a learning target.

Which Roads are Blocked?



Multiple Pathways



Student with Significant Cognitive Disabilities & Mathematics

May follow different learning pathways to acquire the same knowledge.



Learning Map Activity

In small groups:

- Analyze the small section of the learning map for nodes that may be inaccessible for students with specific disabilities.
- Use colored markers to identify inaccessible nodes and propose new nodes.

Map Node Analysis

- Students with deafness
- Students with blindness
- Students with an orthopedic impairment
- Students with an autism spectrum disorder

Be sure to make a color coded key for your poster.

Groups share

Did you find parts of the map that were inaccessible?

What does that mean for teachers related to instruction and or assessment?

Can you follow another pathway and still achieve the same learning targets?

Next Steps

At the next learning map review...

Working with experts to help us propose alternate pathways.

Keeping up with the project

www.dynamiclearningmaps.org

“Two roads diverged in a wood, and I -
I took the one less traveled by,
And that has made all the difference.”

-Robert Frost