

Dynamic Learning Maps Alternate Assessment: Process and Progress

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National Conference on Student Assessment
June 28, 2012



The present publication was developed under grant 84.373X100001 from the U.S. Department of Education, Office of Special Education Programs. The views expressed herein are solely those of the author(s), and no official endorsement by the U.S. Department should be inferred.



DYNAMIC
LEARNING MAPS

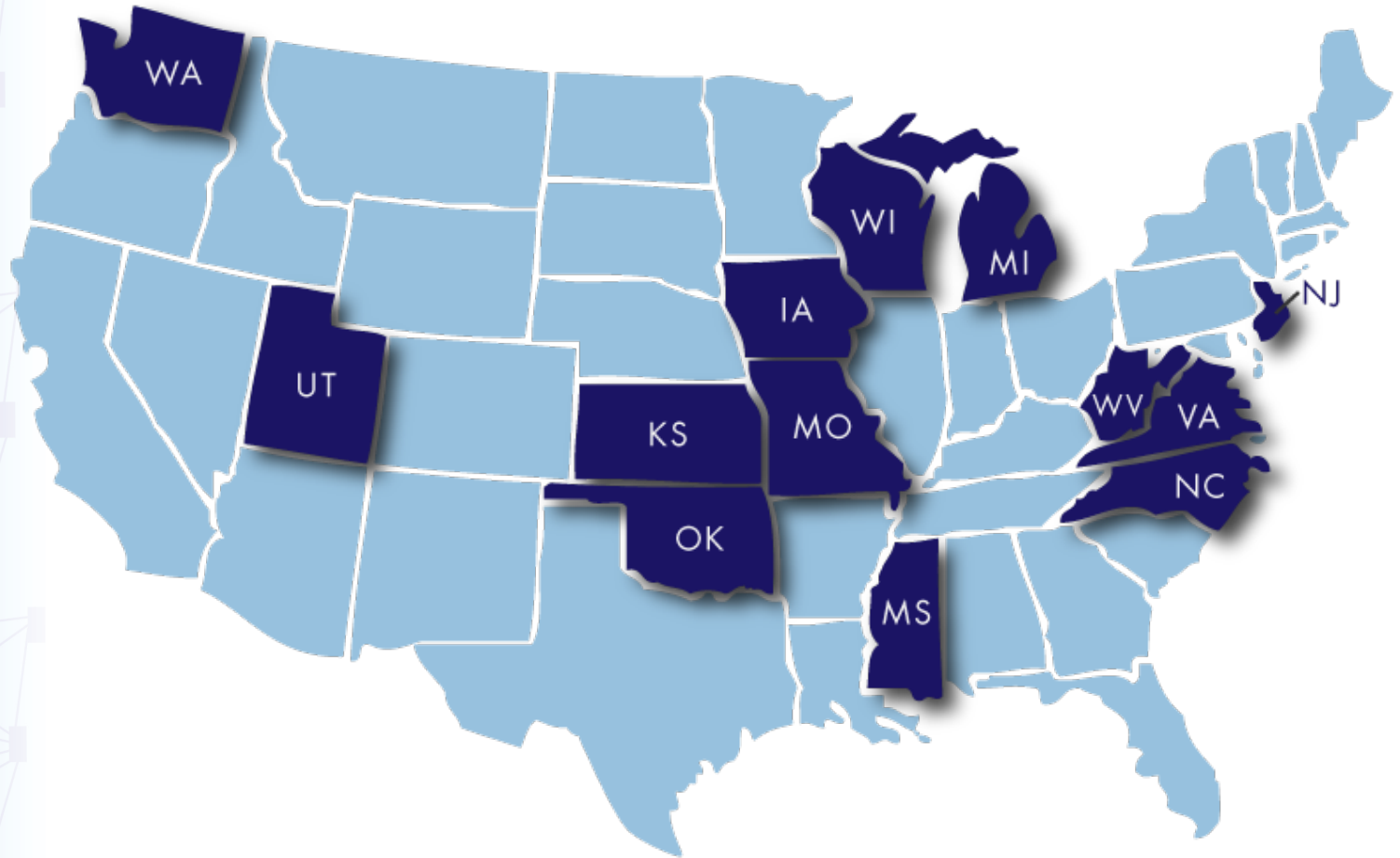
Session Outline

- 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

General Assessment	Alt. Assessment	EL Assessment
SMARTER Balance	DLM	ASSETS
PARCC	NCSC	

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

BEGINNING
OF YEAR


END
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.



END-OF-YEAR
ADAPTIVE
ASSESSMENT

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).*



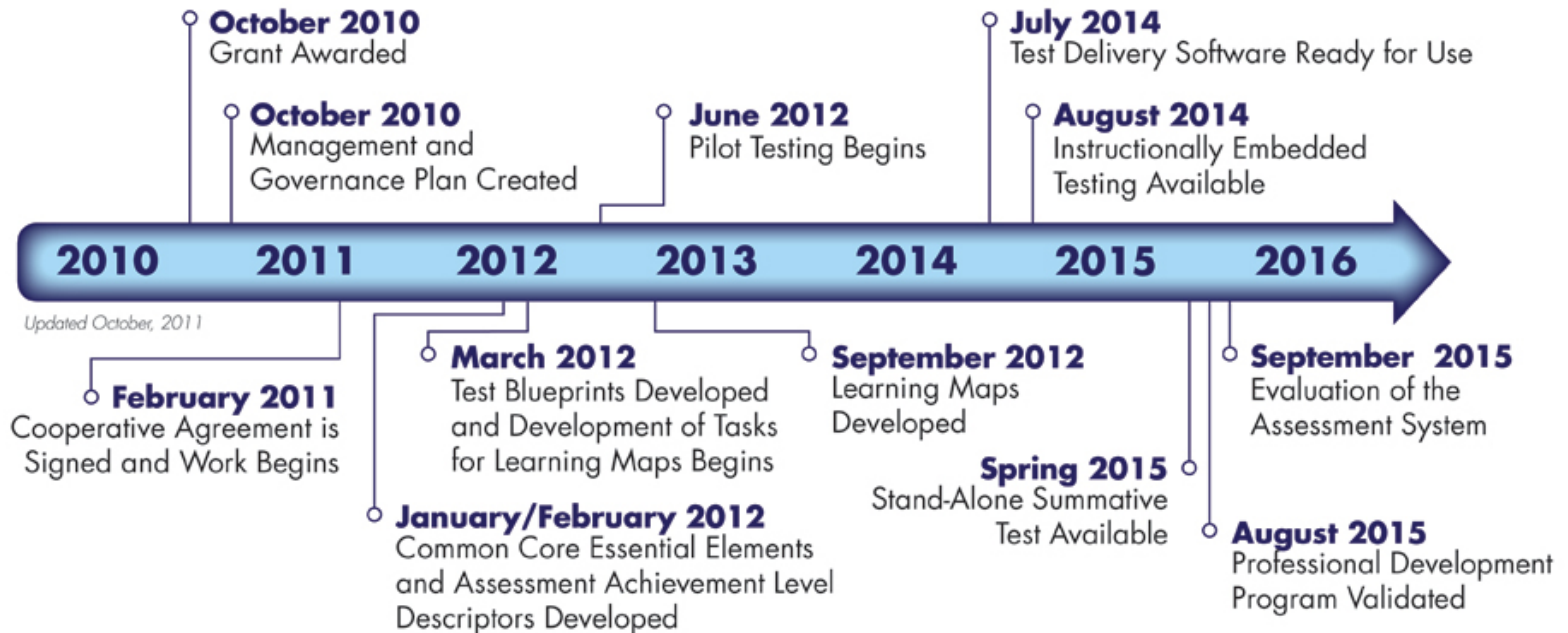
Summative assessment for accountability for those states that choose not to use the embedded tasks for accountability.

* 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



Learning Maps vs. Progressions

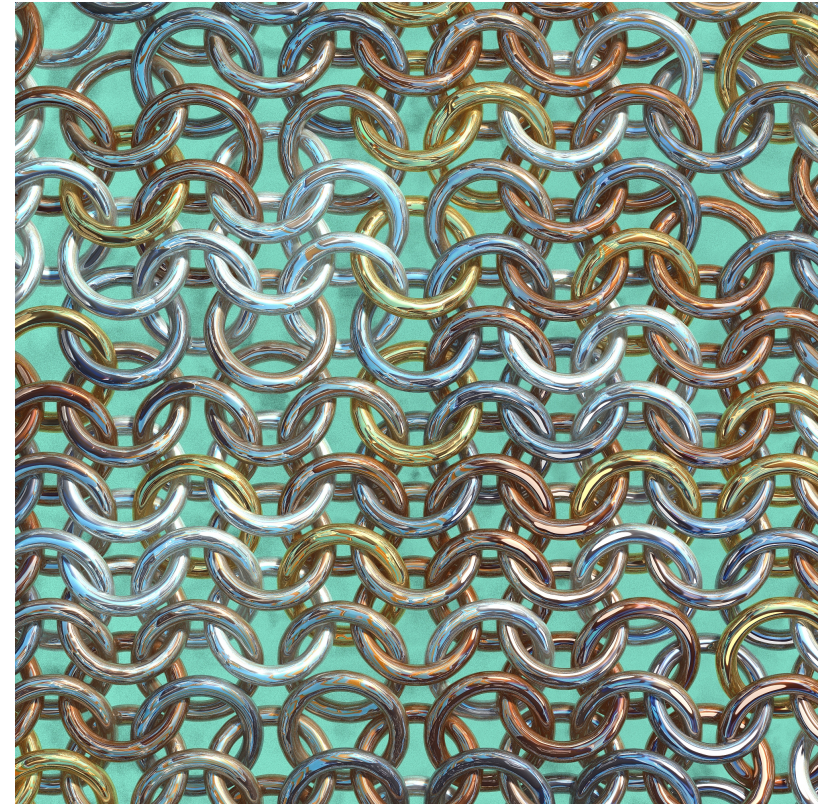
What are **Learning Maps**?

Network of
connected
learning
targets (nodes)

Maps students'
“knowledge
terrain”



Maps allow for the integration of multiple skills...



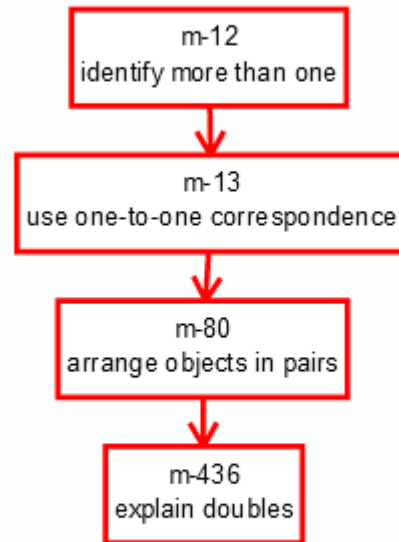
Maps are the Cornerstone



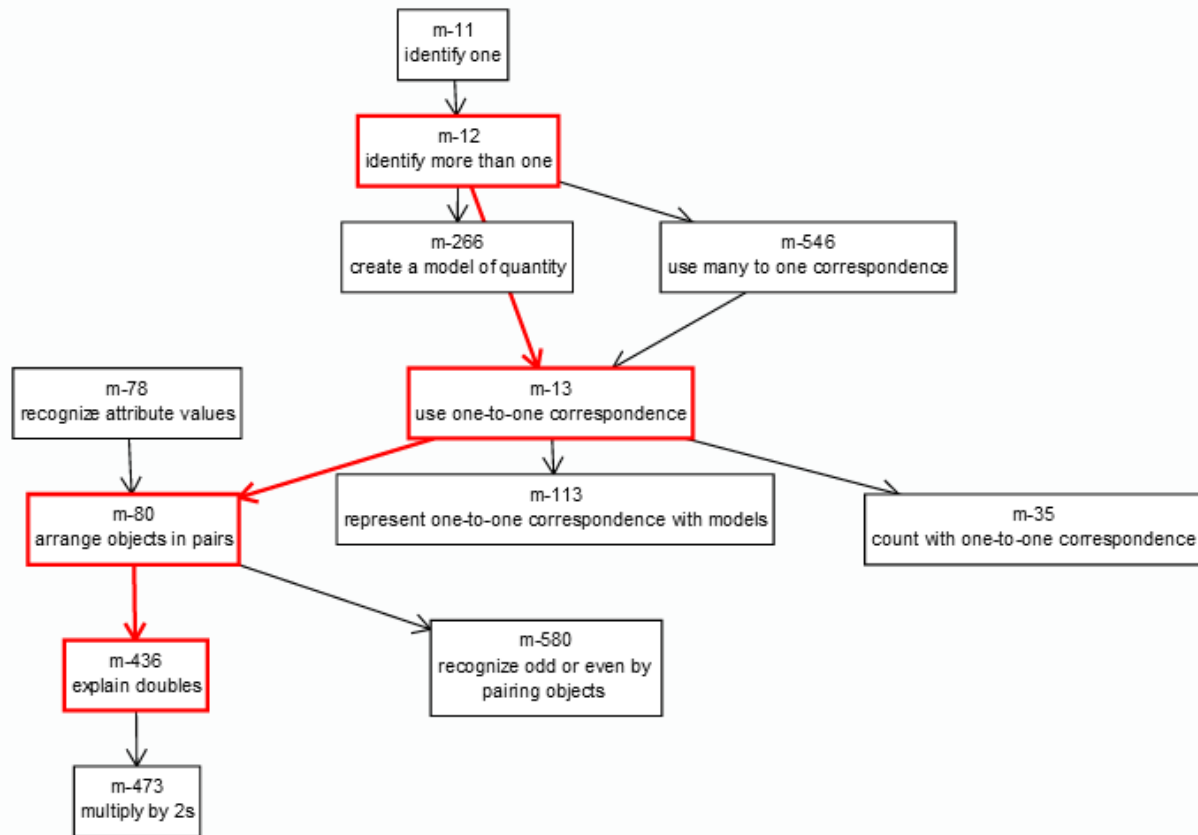
Unveiling of the Learning Map

- <http://dynamiclearningmaps.org/video/learningmapunveiling.html>

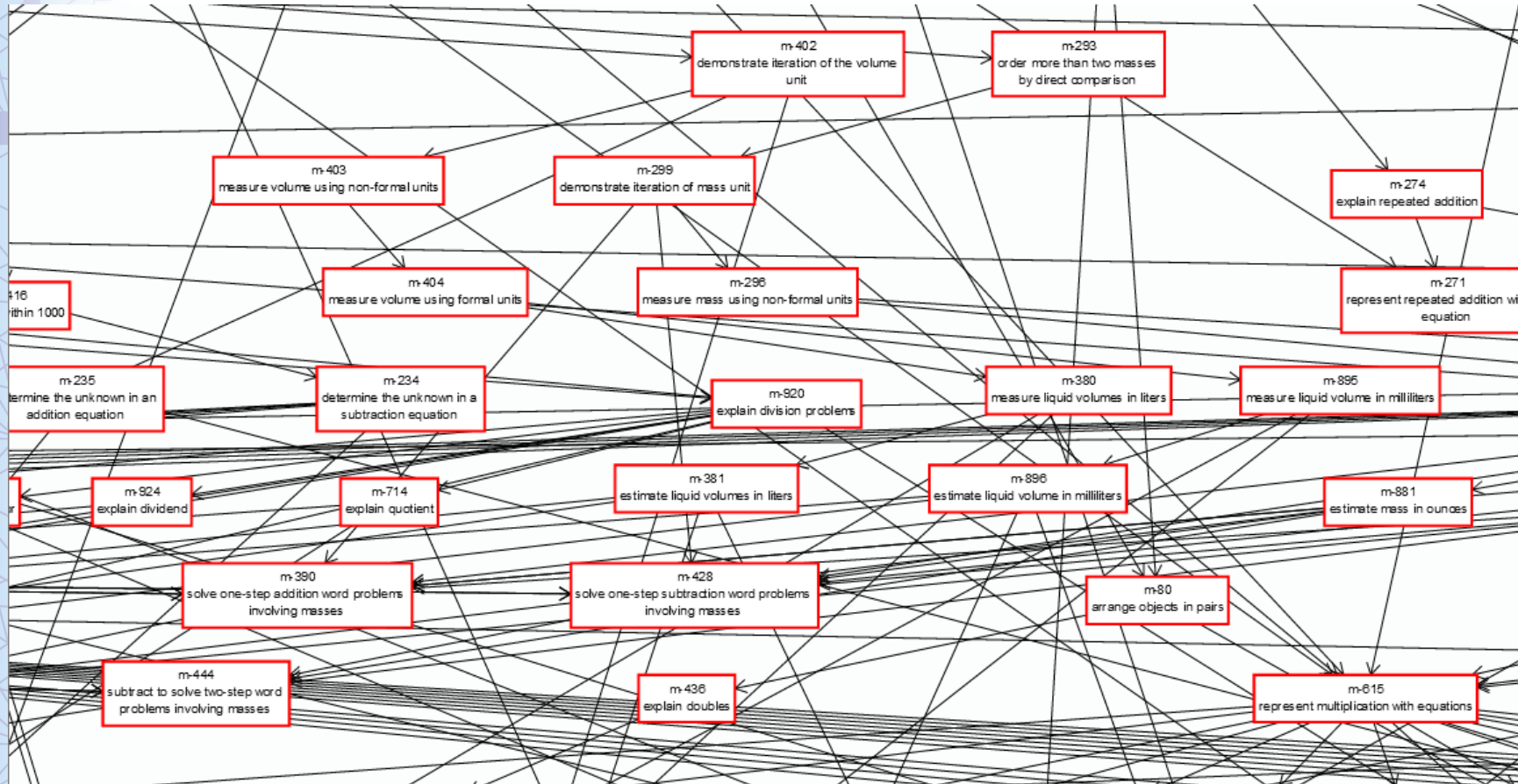
Learning Progression



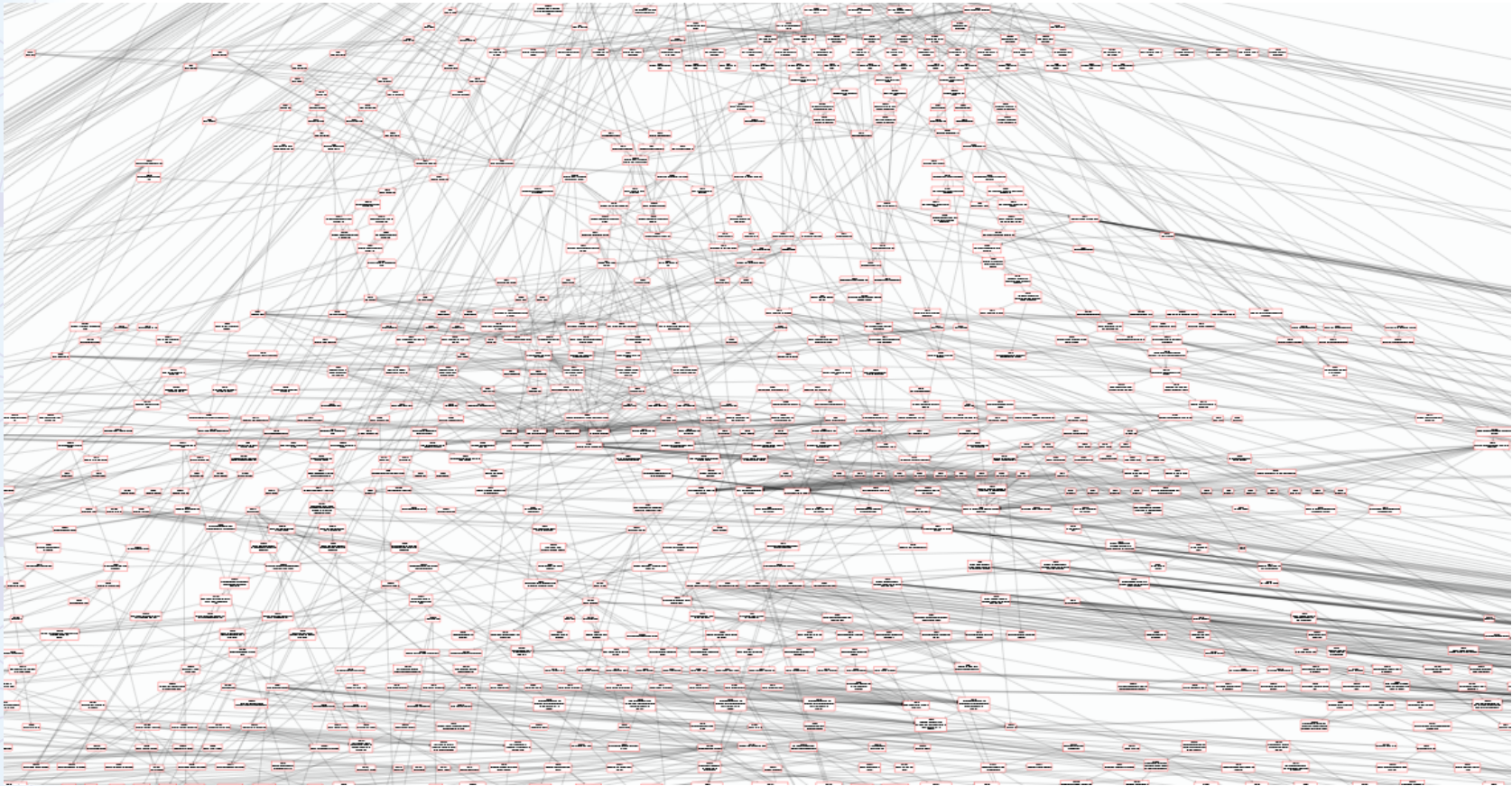
Learning Map (filtered)



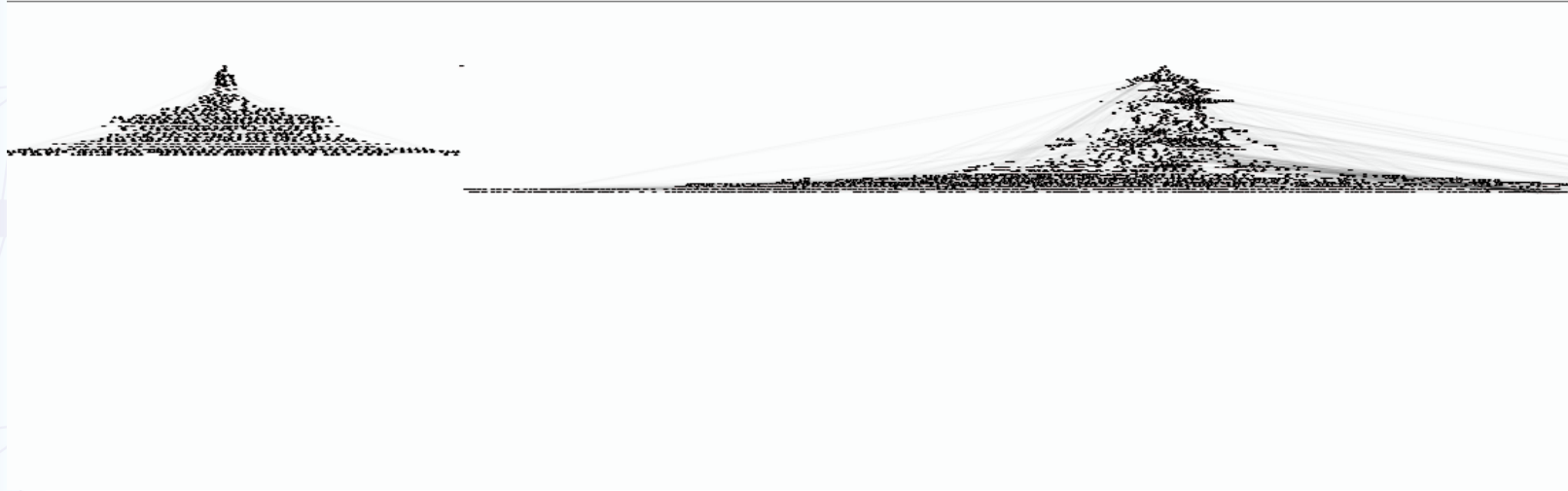
Learning Map



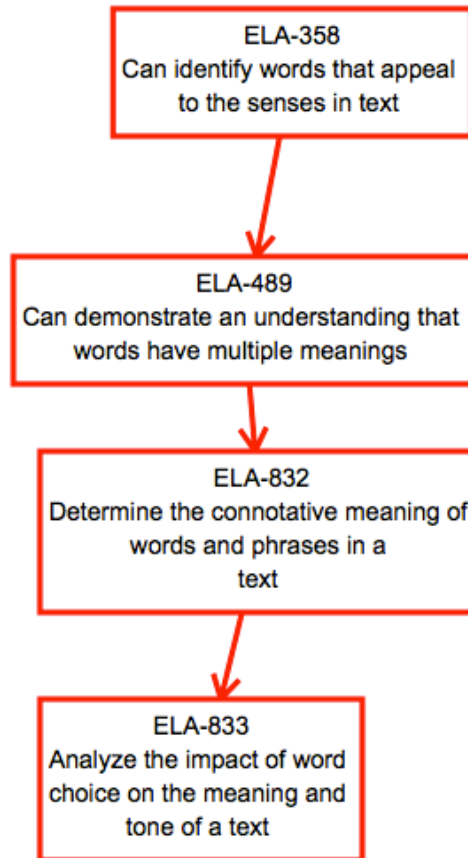
Learning Map



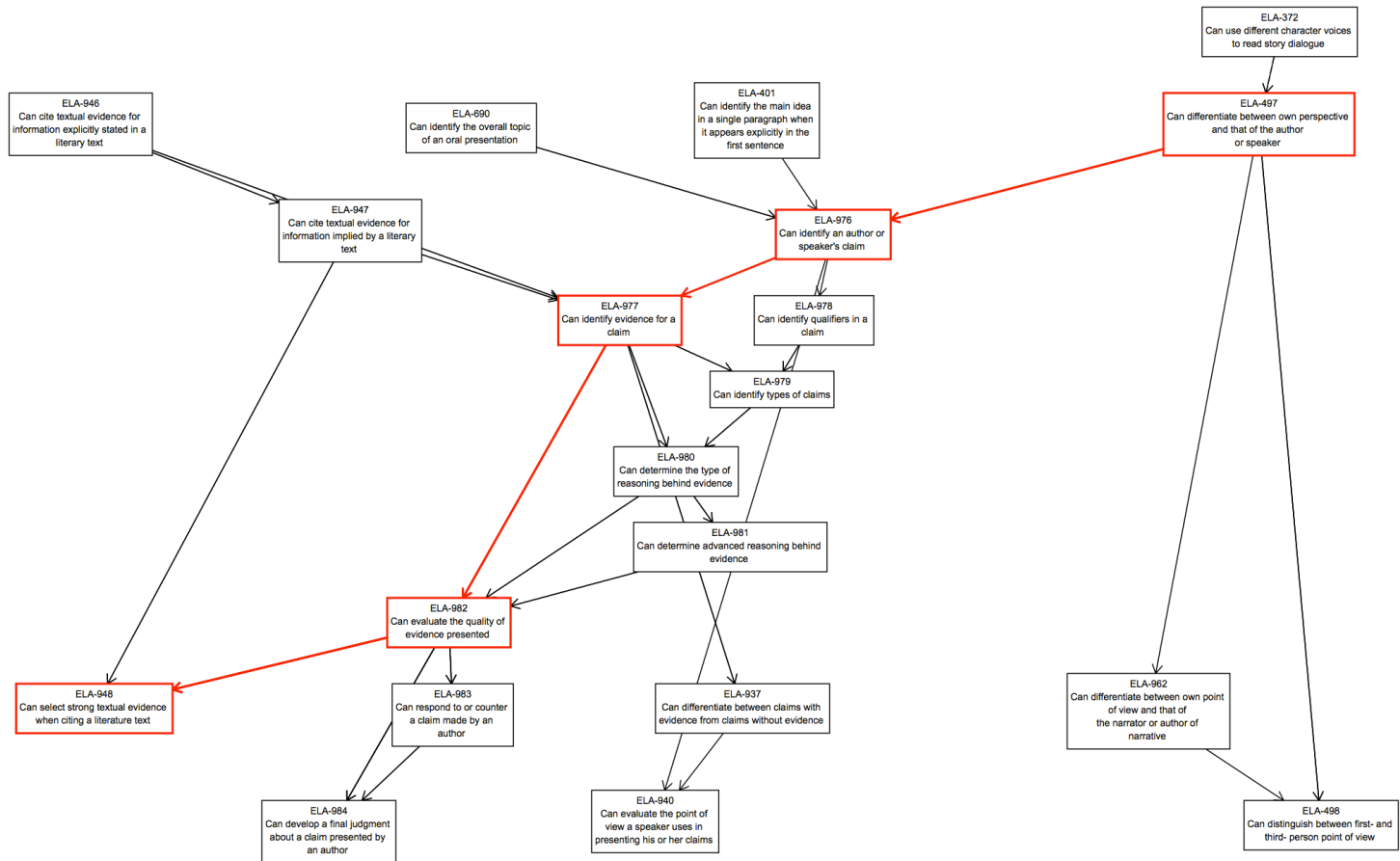
Learning Map



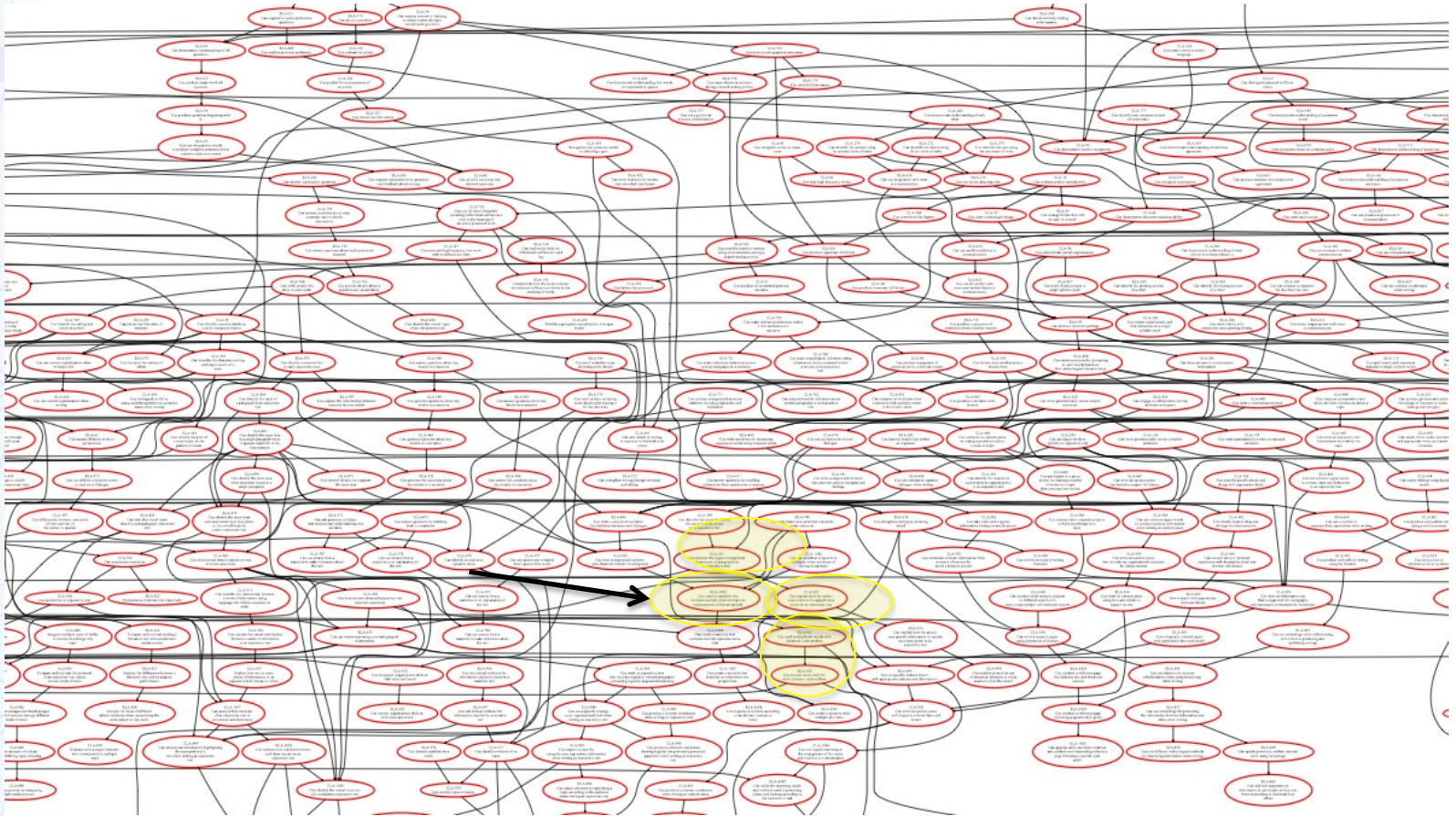
Learning Progression - ELA



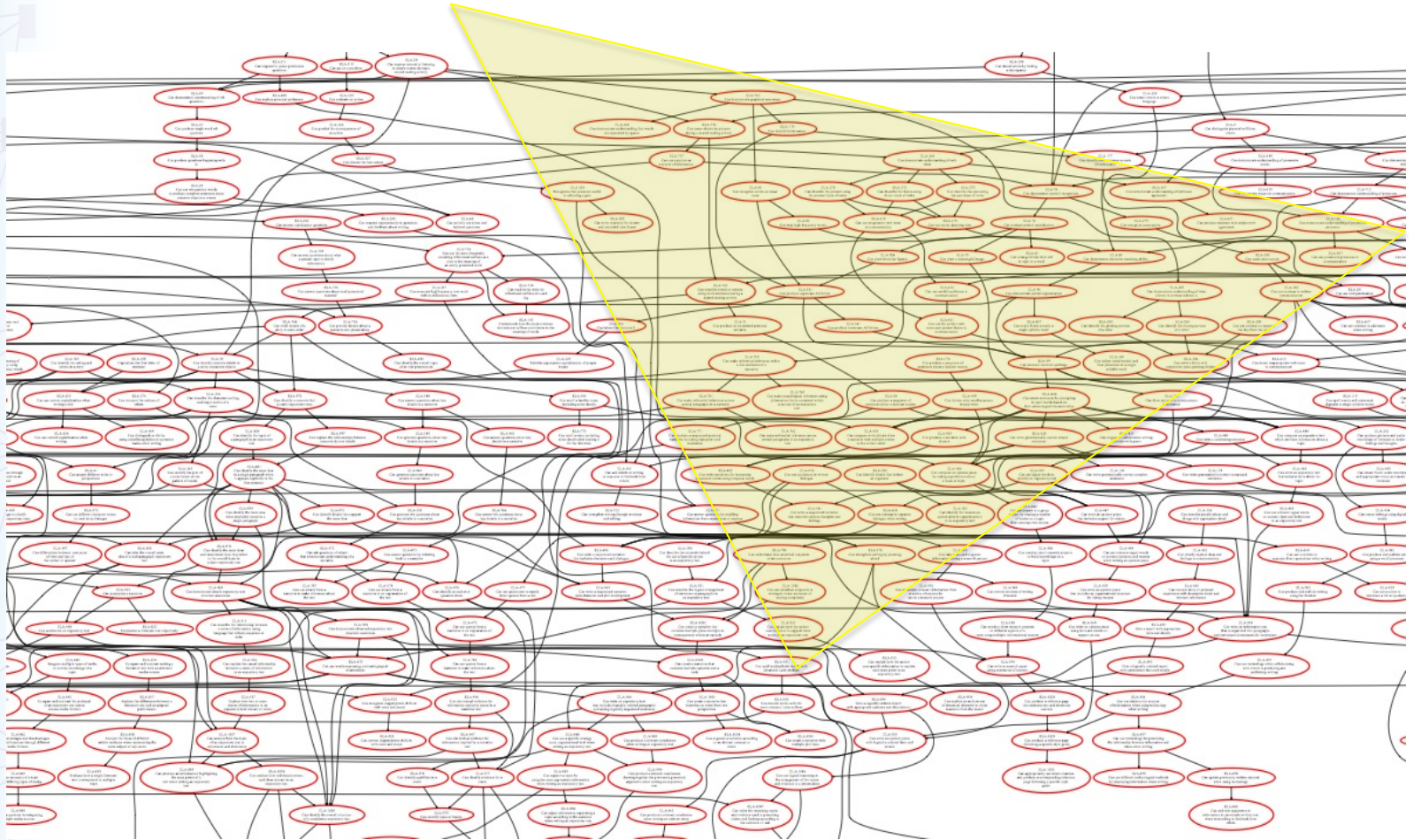
Learning Map (filtered)



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

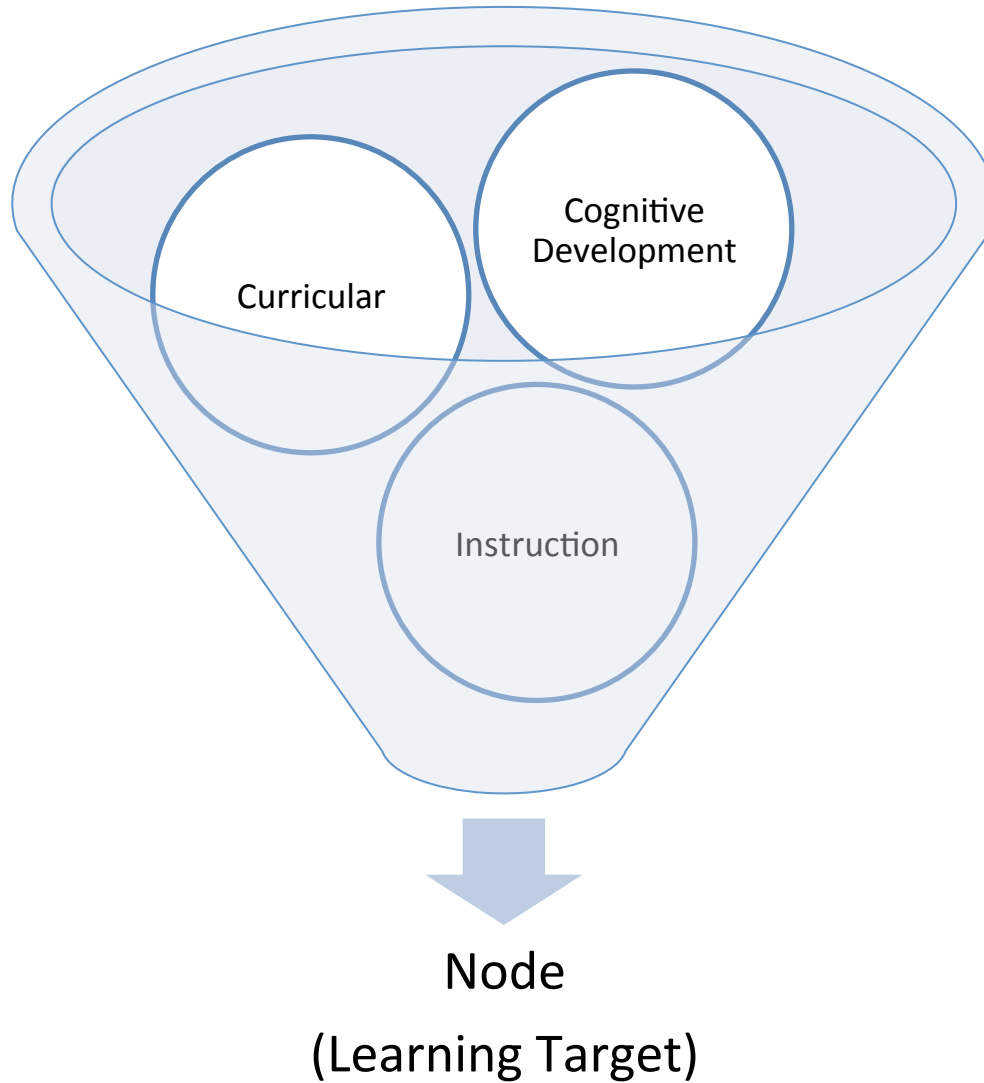


1. Review of Literature

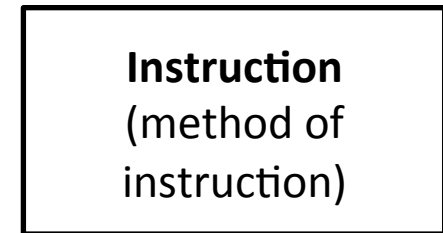
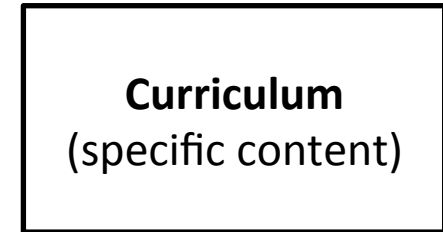
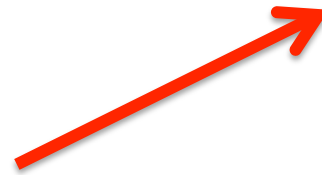
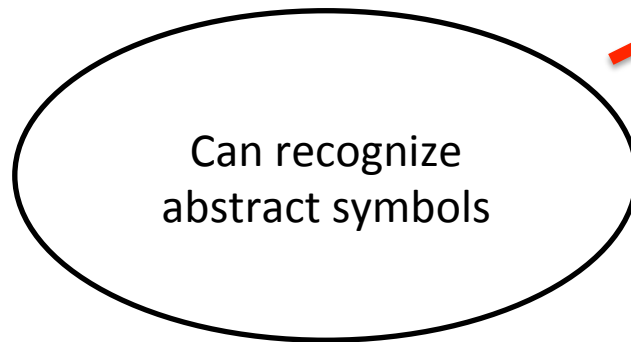
- ✓ Identify seminal literature
- ✓ Synthesize literature with expert knowledge



2. Node Development



Node Development



3. Connection Placement

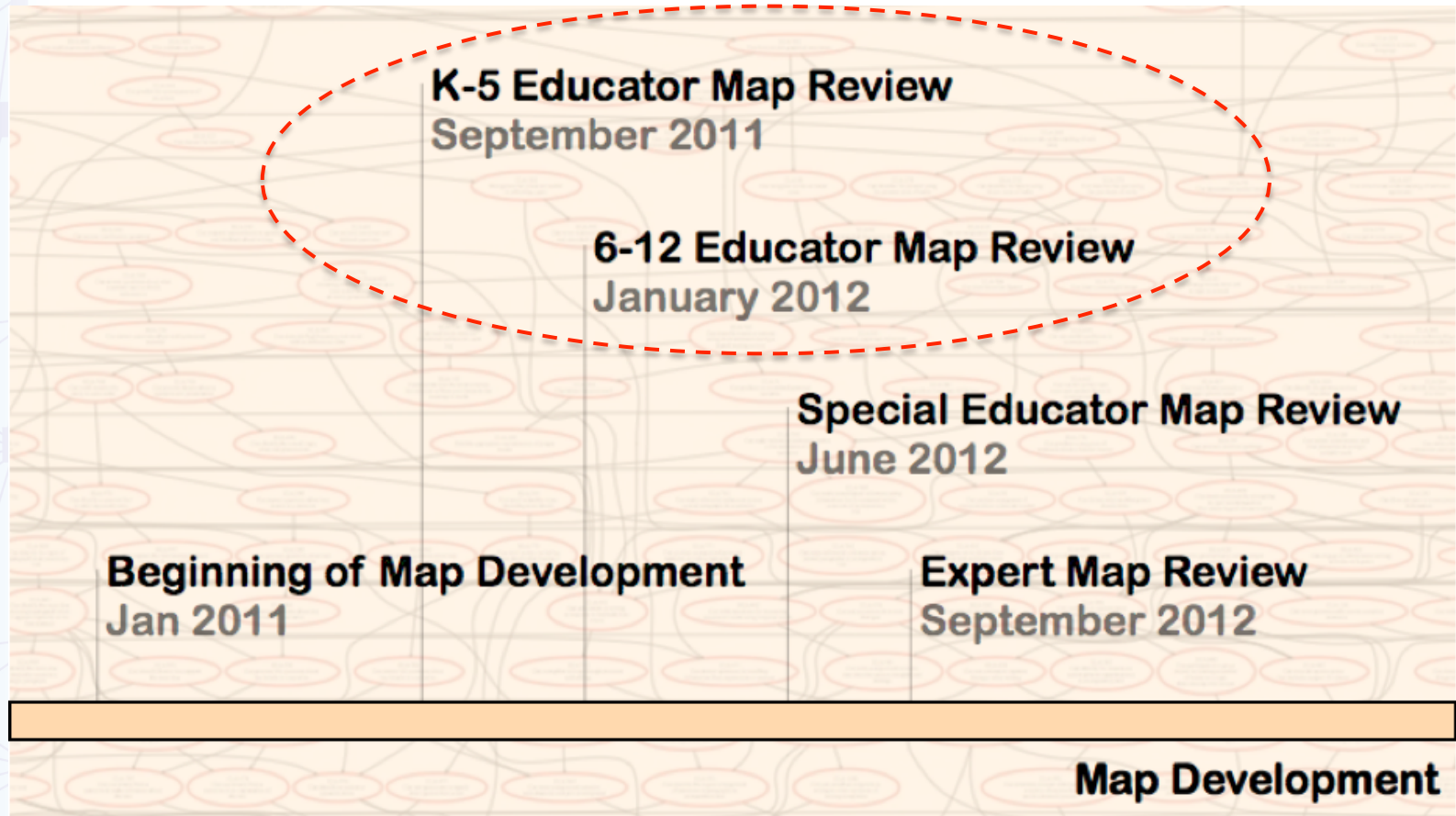
Connection = predicted relationship between skills

- ✓ Single direction
- ✓ Multiple connections
- ✓ Represents integrated approach to skill development



Validating the Map - Teacher Reviews

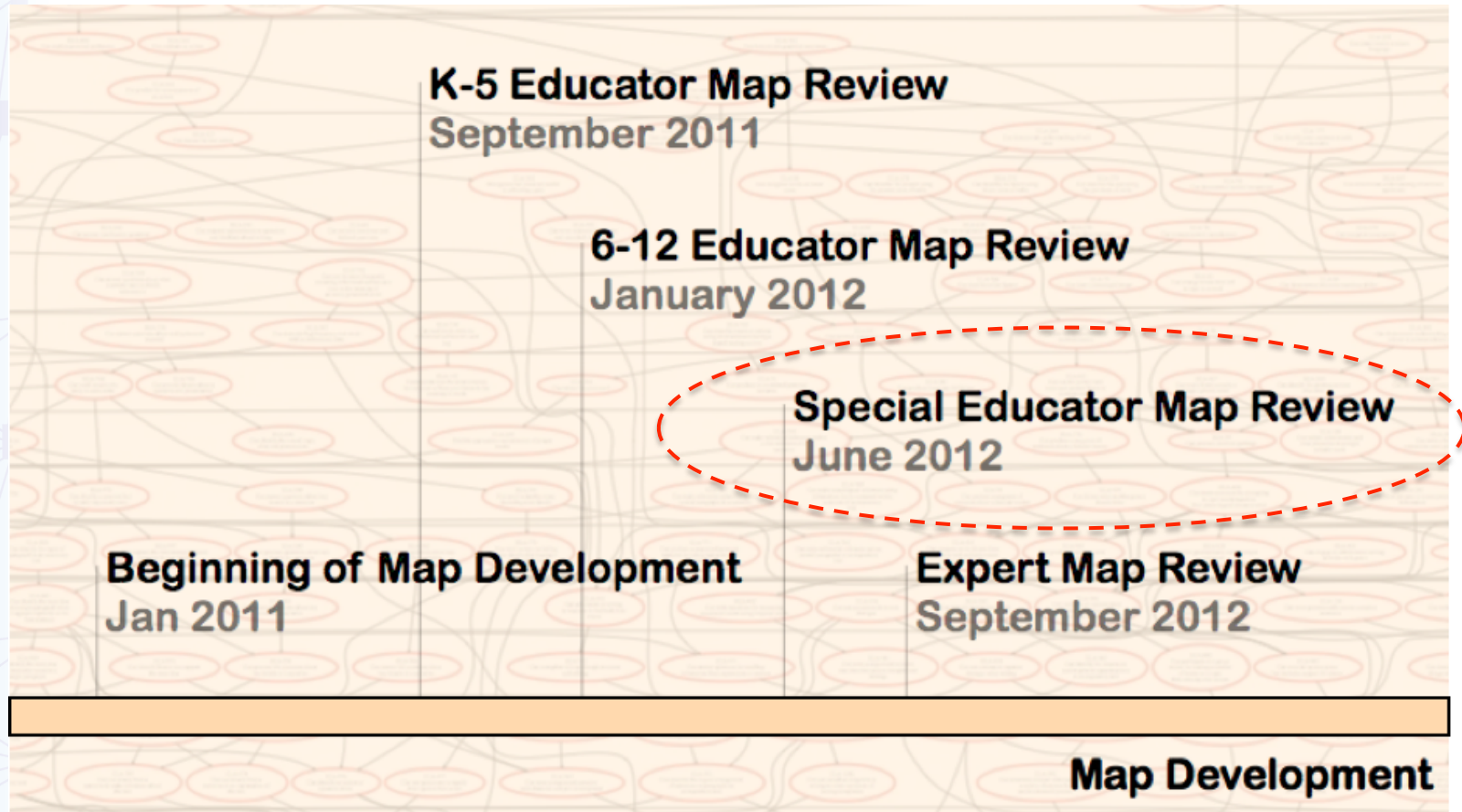
Content Reviews (K-12 ELA)



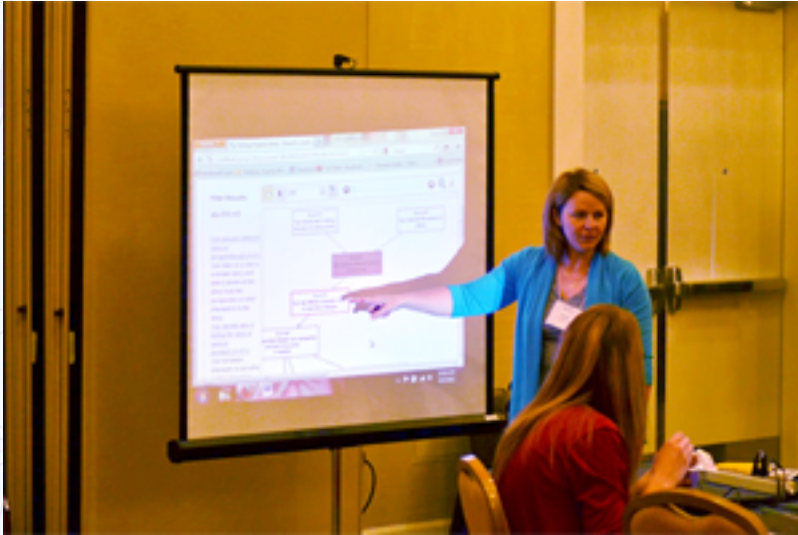
K-12 Review



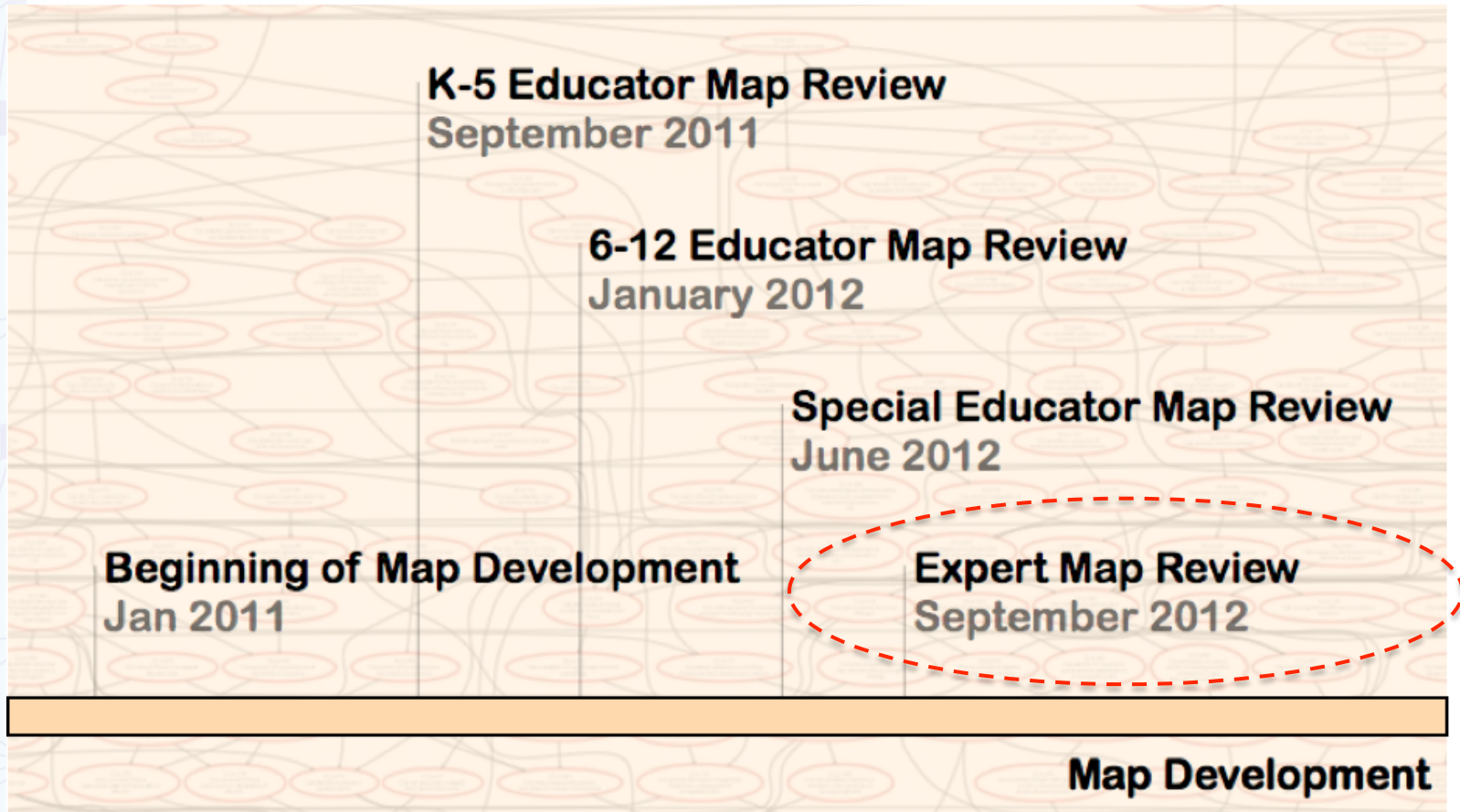
Special Educator Review



Special Educator Review



Expert Review



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:

d1m@ku.edu

or

Go to: www.dynamiclearningmaps.org



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