BENEFITS

Allows students to receive instruction that is highly relevant to them and assessments that are appropriate for them

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Informs IEP teams of a student's strengths and needs, allowing celebration of successes and assistance with planning future instruction

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Helps teachers gauge student progress in relation to state academic standards

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Enables schools to document academic growth

ALL CHILDREN CAN MEET HIGH STANDARDS

The Dynamic Learning Maps® (DLM®) Alternate Assessment Consortium provides accessibility by design and is guided by the core beliefs that all students are to have access to challenging, grade-level content, and that test administrators must adhere to the highest levels of integrity both in providing instruction and in administering the assessment based on this challenging content.

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All children participate in state accountability assessments.



DLM ESSENTIAL ELEMENTS

Essential Elements are specific statements of the knowledge and skills linked to general education grade-level expectations identified in college and career readiness standards.

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They build a bridge from grade-level content standards to grade-specific academic expectations for students with the most significant cognitive disabilities who often have multiple disabilities.

THE DLM ASSESSMENTS

Are administered in a few short testlets with only three to nine questions per testlet

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Allow students with the most significant cognitive disabilities to demonstrate what they know and can do in relationship to the standards during the required spring assessment window

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Provide teachers, parents, and other IEP members with timely information about a student's performance with the end-of year Individual Student Score Reports, which include a Performance Profile and a Learning Profile

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Are optionally available during the fall window where teachers can choose an Essential Element(s) and the level of complexity, develop and deliver instruction, assess the student when the teacher determines the student is ready, and receive immediate feedback results

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Department of Education



BELIEFS

Students with the most significant cognitive disabilities are a highly diverse population who learn through multiple pathways.

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Students taking the DLM alternate assessment require extensive, direct instruction and substantial supports to achieve measurable gains.

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These students learn academic content aligned to grade-level content standards but at reduced depth, breadth, and complexity.

CONTACT

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Assessments that Support Student Learning

DYNAMIC® LEARNING MAPS

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