New Jersey DLM Participation Criteria for the 20___ - 20___ School Year

Effective Spring 2026

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

The Dynamic Learning Maps (DLM) assessments are based on the Essential Elements and measure a student's performance on alternate achievement standards. Essential Elements are grade-level-specific expectations related to college-and career-readiness standards for students in the general population. The DLM assessments measure performance on the Essential Elements.

Students who participate in the DLM assessments are not precluded from participating in the menu of options available to meet the state assessment requirement for graduation.

Factors to Determine Participation in DLM

The following factors shall **not** be used to determine participation in the DLM:

- Multilingual Learner (ML) status
- Anticipated disruptive behavior during testing
- Poor attendance or extended absences
- Anticipated poor performance on the general statewide assessment
- Impact of the student's score on the accountability system
- Need for accommodations to participate in the general statewide assessment
- Administrative decision

The following factors may not be the **sole** criteria used to determine participation in the DLM:

- Student's disability category
- Percent of day in special education
- Academic and related services the student receives
- Instructional setting

Directions

1. Determine initial eligibility by completing Part A.
2. If found eligible, complete Part B and Part C. You may use one form for multiple content areas.
3. Make sure to complete the chart Part D for determinations and assurances.
4. Retain the participation criteria document in the student's record.

Part A
Determining Initial Eligibility

Student Name: _____ **Grade:** _____

Content Area(s): Math ☐ English Language Arts ☐ Science ☐

1. Does the student have a current individualized education program (IEP)?	
☐ No, the student does not have an IEP.	☐ Yes, the student has a current IEP.
Stop here. The student is not eligible for the DLM.	**Proceed to the next statement.**

2. Review the student's determined eligibility and classification (N.J.A.C. 6A:14-3.5(c))		
Student meets state eligibility criteria under the following disability category designations: Auditory Impairment Emotional Regulation Impairment Orthopedic Impairment Specific Learning Disability Eligible for Speech-Language Services (only) **Stop here. The student is not eligible for participation in the DLM.**	Student meets state eligibility criteria under the following disability category designations: Communication Impairment Other Health Impairment Social Maladjustment Visual Impairment A student identified with these disability categories **very rarely** will be a student with a most significant intellectual disability, and therefore, rarely, if ever, qualify for the DLM. **Proceed to Part B with Caution.**	Student meets state eligibility criteria under the following disability category designations: Autism Deaf/Blindness Intellectual Disability Multiple Disabilities Traumatic Brain Injury A student with any one of these disabilities **may** have a significant intellectual disability. However, fewer than half of the students in these categories may have a **significant** intellectual disability that would qualify them for the DLM. **Proceed to Part B.**

Part B
Determining if the Student Has a Most Significant Intellectual Disability

The student has a disability that significantly impacts intellectual functioning and adaptive behavior.					
ELA		**Math**		**Science** ☐ N/A, the student is not in a Science testing grade level (Grade 5, 8 or 11)	
☐ No	☐ Yes	☐ No	☐ Yes	☐ No	☐ Yes
Stop here. The student is not eligible to take the DLM for ELA.	**Proceed to Part C – Question 1.**	**Stop here. The student is not eligible to take the DLM for Math.**	**Proceed to Part C – Question 1.**	**Stop here. The student is not eligible to take the DLM for Science.**	**Proceed to Part C – Question 1.**

** The district must ensure they have supporting documentation**

Note: Use the companion guide "Alternate Assessment Eligibility Determination Roadmap" to thoroughly understand and accurately answer each eligibility statement, ensuring informed decision-making.

Part C
Determining If the Student Has a most Significant Intellectual Disability

Use the companion guide "Alternate Assessment Eligibility Determination Roadmap" to thoroughly understand and accurately answer each eligibility statement, ensuring informed decision-making.

1. The student is taught using the Alternate Achievement Standards (Essential Elements).

ELA		Math		Science	
				☐ N/A, the student is not in a Science testing grade level (Grade 5, 8 or 11)	
☐ No	☐ Yes	☐ No	☐ Yes	☐ No	☐ Yes
Stop here. The student is not eligible to take the DLM for ELA.	**Proceed to Statement 2.**	**Stop here. The student is not eligible to take the DLM for Math.**	**Proceed to Statement 2.**	**Stop here. The student is not eligible to take the DLM for Science.**	**Proceed to Statement 2.**

2. The student requires extensive, repeated individualized instruction and support that is not of a temporary or transient nature.

ELA		Math		Science	
				☐ N/A, the student is not in a Science testin2g grade level (Grade 5, 8 or 11)	
☐ No	☐ Yes	☐ No	☐ Yes	☐ No	☐ Yes
Stop here. The student is not eligible to take the DLM for ELA.	**Proceed to Statement 3.**	**Stop here. The student is not eligible to take the DLM for Math.**	**Proceed to Statement 3.**	**Stop here. The student is not eligible to take the DLM for Science.**	**Proceed to Statement 3.**

3. The student uses substantially adapted materials and individualized methods of accessing information.

ELA		Math		Science	
				☐ N/A, the student is not in a Science testing grade level (Grade 5, 8 or 11)	
☐ No	☐ Yes	☐ No	☐ Yes	☐ No	☐ Yes
Stop here. The student is not eligible to take the DLM for ELA.	**Proceed to Statement 4.**	**Stop here. The student is not eligible to take the DLM for Math.**	**Proceed to Statement 4.**	**Stop here. The student is not eligible to take the DLM for Science.**	**Proceed to Statement 4.**

4. The student's significant intellectual disability will impact post-school outcomes. (e.g., supported housing and/or supported employment).					
ELA		**Math**		**Science**	
				☐ N/A, the student is not in a Science testing grade level (Grade 5, 8 or 11)	
☐ No	☐ Yes	☐ No	☐ Yes	☐ No	☐ Yes
Stop here. The student is not eligible to take the DLM for ELA.	**The student may be eligible to take the alternate assessment.**	**Stop here. The student is not eligible to take the DLM for Math.**	**The student may be eligible to take the alternate assessment.**	**The student is not eligible to take the DLM for Science.**	**The student may be eligible to take the alternate assessment.**
Complete Part D					

** The district must ensure they have supporting documentation for each of the four statements above**

Part D
Determinations and Assurances

Assessment Determination

Indicate which assessment the student will be taking in each content area. In accordance with N.J.A.C. 6A:14-3.7(e)7, the IEP must document the determination as to whether a student will participate in the general statewide assessment with accommodations or the alternate assessment. To participate in the alternate assessment, all statements from Part B and Part C are required to be "yes."

Content Area	General Statewide Assessment	Dynamic Learning Maps (DLM)
Math	☐	☐
English Language Arts	☐	☐
Science	☐	☐

IEP Team Agreement

List the name and title of each team member and indicate agreement/disagreement with the determination to participate in the DLM assessment.

Name	Title	Agree with Assessment Determination
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No

Administrator Certification

Name:	
Title:	
Signature:	
Date (mm/dd/yy):	