

“All Children Can Meet High Standards”

“We are developing the DLM™ assessment where supporting instruction is in the very design of the assessment, not an afterthought, so that all children can meet high standards.”

Neal Kingston
DLM™ Project Director



Beliefs

Students with Significant Cognitive Disabilities are a highly diverse group who learn through multiple pathways.

Students with Significant Cognitive Disabilities need to be taught to challenging levels that will prepare them for the future.

A valid and reliable assessment system provides models for creating access and guiding instruction to challenging levels.



DYNAMIC™
LEARNING MAPS

Alternate Assessment



Dynamic Learning Maps™ Alternate Assessment System Consortium

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DLM™ Parent Information



All children participate in state accountability assessments. The Dynamic Learning Maps™ Alternate Assessment System (DLM™) is an instructionally relevant system that supports student learning and measures what students with significant cognitive disabilities know and can do. The system uses the DLM™ Essential Elements to support the design of individualized experiences for each student by presenting questions and tasks that are appropriate for a student's needs and abilities.

DLM™ Supports Student Learning



What are DLM™ Essential Elements?

The DLM™ Essential Elements are:

- Specific statements of the content and skills students with significant cognitive disabilities are expected to know and be able to do
- Intended to provide links between the general education content standards and grade-specific expectations

What does an “instructionally relevant” assessment mean?

The DLM™ assessment system:

- Provides a student with similar instructional and assessment experiences
- Provides teachers, parents and other IEP members with information about a student's performance
- Is used to make appropriate instructional decisions

How will my child benefit from participating in the assessment?

The DLM™ instructionally relevant assessment:

- Enables a student's school to document academic growth
- The IEP team may use the information to celebrate successes,
- To gauge student progress in relation to state academic standards