DYNAMIC
LEARNING MAPS

Primary disability category bar chart (Valid Percent): Autism 23.3, Deaf-blindness .2, Developmental delay 3.3, Emotional disturbance 1.2, Hearing impairment .6, Intellectual disability 43.8, Multiple disabilities 14.0, Orthopedic impairment .6, Other health impairment 6.3, Specific learning disability 4.3, Speech or language .6, Traumatic brain injury .8, Visual impairment .3, Noncategorical .5

The figure to the left depicts the percentage of students classified in each primary disability category

➢ The majority of students in the sample were classified as a student with Autism, an intellectual disability, or multiple disabilities
➢ While nominal, some classifications were unexpected
  ➢ Specific learning disability
  ➢ Sensory classifications
  ➢ Emotional disturbance

Multiple Response: Computer Access

- Standard keyboard using fingers — 77.6%
- Standard keyboard using pointer — 8.3%
- Keyboard with large keys — 4.7%
- Alternative keyboard — 2.9%
- Touch screen — 35.2%
- Standard mouse — 58.6%
- Head mouse — .8%
- Eye gaze technology — .8%
- Sip and puff technology — .0%
- Voice recognition software — .6%
- Switches — 8.0%

The figure to the left describes the percentage of students that can access a computer using a specific tool

➢ The data was collected under a multiple response format--consider each access mechanism separately
➢ The majority of students can access a computer through a conventional tool
➢ Less than 4% of the sample has not had the opportunity to access a computer
➢ The DLM technology enhanced items will be accessible to students that rely on switches with scanning

Assessment Considerations

- Deaf or Hard of Hearing — 4.7%
- Blind or low vision — 6.9%
- Requires enlarged print — 3.0%
- Requires tactile graphics — 2.7%
- Requires or uses Braille — 0.3%
- Does NOT use speech expressively — 24.1%
- Uses Sign-language — 7.9%
- Uses an AAC device — 18.9%
- Has a behavior intervention plan — 14.1%
- Interfering health or care issue — 33.0%

The figure to the left depicts the percentage of students with specific characteristics related to assessment needs

➢ The DLM development team is considering the unique needs of each student
➢ Student needs will guide the presentation of items and assistive tools
➢ Administration of small item-sets, with a system pause and an exit option, will minimize frustration

Approximate Reading Level

Reading Level	High	Middle	Elem
Does not read any words when presented in print or Braille (not including environmental signs or logos)	18%	19%	22%
Reads only a few words or up to pre-primer level	13%	16%	23%
Primer to first grade level	14%	18%	28%
Above first grade level to second grade level	15%	19%	17%
Above second grade level to third grade level	21%	18%	8%
Above third grade level	19%	10%	2%

■ High ■ Middle ■ Elem

The figure to the left presents the percentage of students performing at each approximate reading level by grade band

➢ Although the percentage of high school students rated as reading 'at or above the second grade level' surpasses the percentage of elementary and middle school students, the graphic highlights that students within a grade band possess varied knowledge, skills, and abilities (KSA)
➢ A student's grade of record does not provide enough information to present items targeted to the student's unique KSA

DYNAMIC
LEARNING MAPS

Supplemental Handout
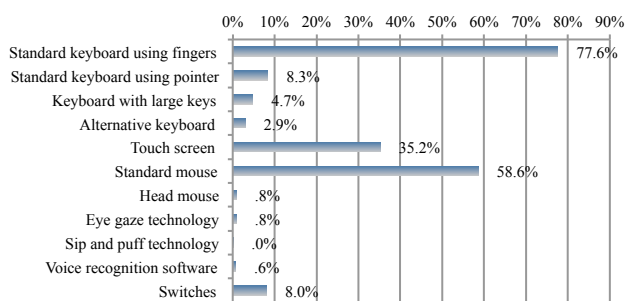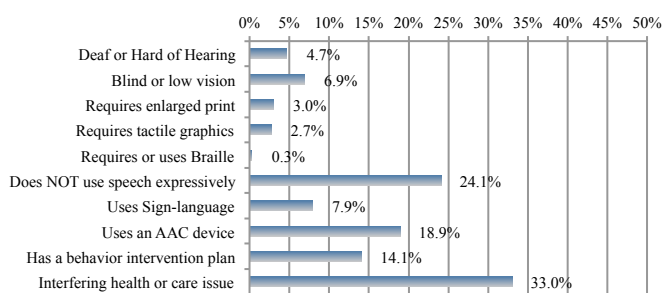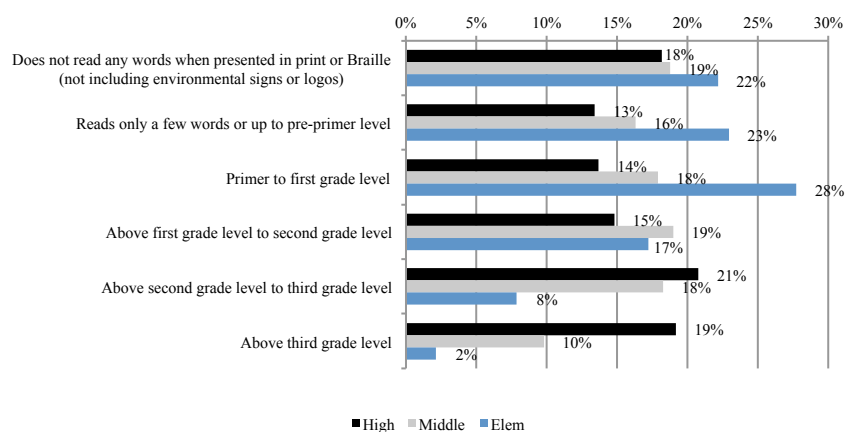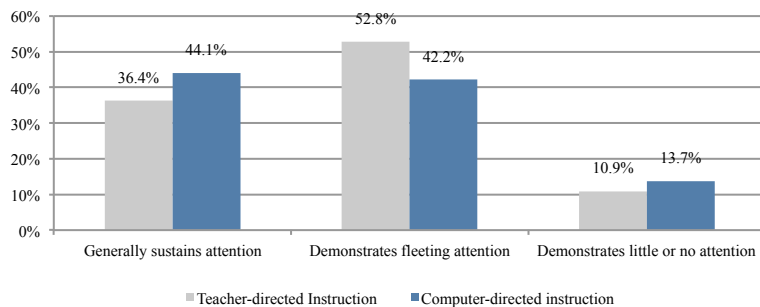## The First Contact Census Student Characteristics
44,782 valid records as of 6/04/2013

Attention to Type of Instruction

	Generally sustains attention	Demonstrates fleeting attention	Demonstrates little or no attention
Teacher-directed Instruction	36.4%	52.8%	10.9%
Computer-directed instruction	44.1%	42.2%	13.7%

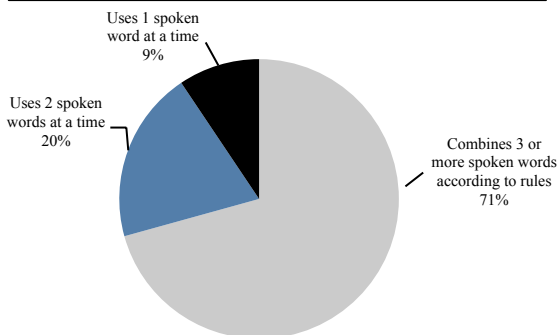**The figure to the left presents the percentage of students attending to each type of directed instruction**

➢ Greater than 40% of the students demonstrate fleeting attention to either teacher-directed instruction or computer-directed instruction. The students in this category require repeated prompts to sustain attention

➢ Greater than 10% of the students demonstrate little or no attention to either type of directed instructional activities

Highest Level of Expressive Communication with Speech

- Uses 1 spoken word at a time — 9%
- Uses 2 spoken words at a time — 20%
- Combines 3 or more spoken words according to rules — 71%

The figure to the left presents the percentage of students within each level of expressive communication with speech (given that he/she uses speech)

➢ The majority of students who use speech to meet their communication needs do so by regularly combining 3 or more words according to grammatical rules
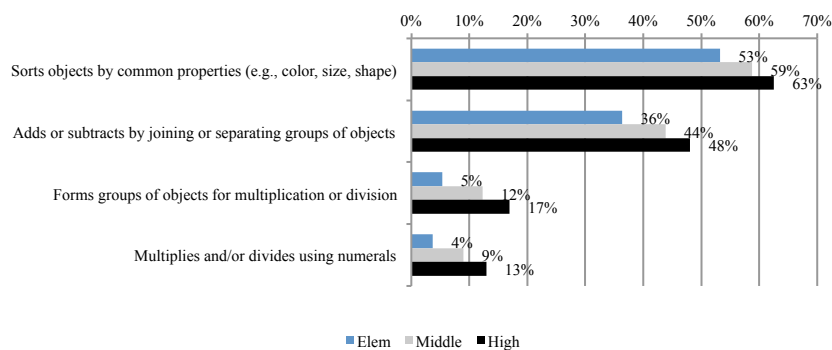
Type of Sign Language

- American Sign Language — 60.3%
- Signed Exact English — 4.4%
- Hybrid or personalized sign system — 35.3%
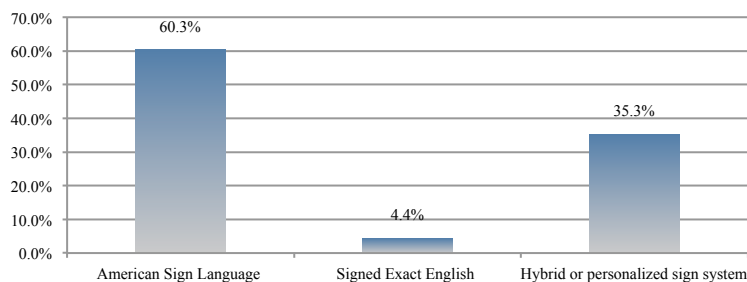
The figure to the left presents the percentage of students that use a specific type of sign language (given that he/she uses sign language)

➢ The data represents the students' primary sign system
➢ Of the students who use sign language, approximately 7% of the rated sample, the majority use American Sign Language

Mathematics: Student demonstrates the skill greater than 80% of the time

	Elem	Middle	High
Sorts objects by common properties (e.g., color, size, shape)	53%	59%	63%
Adds or subtracts by joining or separating groups of objects	36%	44%	48%
Forms groups of objects for multiplication or division	5%	12%	17%
Multiplies and/or divides using numerals	4%	9%	13%

The figure to the left presents the percentage of students that perform a mathematics skill greater than 80% of the time by grade band

➢ This category of performance signifies that the student is close to skill mastery
➢ This is a multiple response item type, consider each skill differently
➢ An expected trend is depicted within the chart
  ➢ The most complex skill is demonstrated by the least number of students