

Dynamic Learning Maps™ Participation Guidelines For Kansas

Participation in the Dynamic Learning Maps Alternate Assessment requires a yes answer to each of the following questions. Participating in Dynamic Learning Maps is determined by the IEP team and if the student qualifies the student will take an alternate in all content areas.

Participation Criterion	Participation Criterion Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
<p>1. The student has a Significant Cognitive Disability* (Intellectual Disability)</p> <p><i>* see back of sheet</i></p>	<p>Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p> <p><i>Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	Yes / No
<p>2. The student is primarily being instructed (or taught) using the DLM Essential Elements as content standards</p>	<p>Goals and instruction listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.</p>	Yes / No
<p>3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.</p>	<p>The student</p> <ul style="list-style-type: none"> a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and b. uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings. 	Yes / No

The following are **not** allowable (or acceptable) considerations for determining participation in the Dynamic Learning Maps Alternate Assessment.

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

What is a Significant Cognitive Disability?

The term “significant cognitive disability” is not a new separate category of disability. It is a designation given to a small number of students with disabilities **for purposes of participation in the statewide student assessment program**. This subgroup of students referred to in the Individuals with Disabilities Education Act and the Elementary and Secondary Education Act as having “significant cognitive disabilities” constitutes less than one percent of the student population. The students are (1) within one or more of the existing categories of disability under the Individuals with Disabilities Education Act (IDEA) (e.g., autism, multiple disabilities, traumatic brain injury, Intellectual Disability); and (2) whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with systematic instruction.

Learner Characteristics

- Severe cognitive disability and significant deficits in communication/language and **significant deficits in adaptive behavior**
- Significant cognitive disability impacts learning, memory, judgement, and processing which impacts learning acquisition.
- Perform substantially below grade level expectations on the academic content standards for the age appropriate grade they are enrolled, even with the use of accommodations.
- Require extensive specially designed and individualized instruction or substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum
- Population requires more time for processing, opportunities to generalize language, time to learn and process language, and alternate ways to communicate including augmentative and alternative communication to supplement or replace speech or writing

Educational Considerations

- Individualized Education Plan (IEP) teams are responsible for making the determination of a significant cognitive disability for the purpose of participation in statewide student assessments.
- Requires the IEP team to complete the DLM Participation Guidelines for Kansas form
- Requires a “yes” answer to all three participation criterion on the DLM Participation Guidelines for Kansas
- Dynamic Learning Maps used as the assessment tool in all content areas during the statewide student assessments
- DLM Essential Elements are the enrolled grade level content standards linked to the IEP goals and instruction.
- Address knowledge and skills that are appropriate and challenging for the student
- Reduced exposure to the full depth and breadth of the curriculum
- Students performing “at target” or “advanced” on both English language arts and mathematics on the DLM year-end report should be transitioned to the general assessment with appropriate accommodations in order to ensure students are being appropriately challenged.
- Students instructed on general education content standards are not eligible for the DLM assessment.

Helpful Websites

Definition of Significant Cognitive Disability

<http://naac.cast.org/glossary?word=Significant+cognitive+disabilities>

KSDE Dynamic Learning Maps Page

<http://www.ksde.org/Default.aspx?tabid=887>

Dynamic Learning Maps

<https://dynamiclearningmaps.org/kansas>

Contact information

<http://www.ksde.org/Default.aspx?tabid=506>

Cary Rogers, Education Program Consultant

Special Education and Title Services Team

crogers@ksde.org

785-296-0916