

Theory of Action

Beliefs

Inputs

Processes

Outputs

Short-term Outcomes 2017-2020

Intermediate Outcomes Long-term Outcomes

Students with Significant Cognitive Disabilities (SWSCD) can learn to integrate and build upon background knowledge

SWSCD are a highly diverse group who learn through multiple pathways

SWSCD need to be taught appropriately challenging content linked to college, career, and citizenship standards that will prepare them for postsecondary opportunities

Assessment must be closely integrated with instruction in order to have positive instructional impacts

Evidence-based research is the foundation to developing a dynamic alternate assessment system

Assessments must be designed to promote accessibility for the diverse population of SWSCD

Agile, interactive development approaches are efficient and effective

Improved outcomes for SWSCD require educators to have deep knowledge and skills

College and Career Readiness Standards that describe knowledge, skills, and abilities in ELA and math

Computer interoperability standards (APIP and QTI)

Research on cognitive processes and academic domains

Research on Evidence-Centered Design principles

Research on accessibility

Research on instruction for SWSCD

Research on SWSCD including English learners

Principles of universal design for learning and universal design for assessment

Input from diverse stakeholder groups

Maintain DLM Essential Elements (EEs) that link to College and Career Readiness Standards

Develop large finegrained learning map

Use an iteractive test development cycle

Develop Essential Element Concept Maps (EECMs) to support test development

Create instructionally relevant testlets for use in instructionally embedded and end of year assessments

Develop processes for evaluating and assuring technical quality

Use computerized system to integrate map, testlets, test delivery, assessment management and professional development (PD)

Develop and implement PD program

Perform and document research in support of the assessment system

Integrate evidence to support design choices

DLM Essential Elements

Essential Element
Concept Maps

Blueprints

Testlets for instructionally embedded and year-end assessment

Personal Learning Profiles that provide the system with information to promote accessibility

Computerized system that delivers an integrated assessment

Useful on-demand reports with information about student status and growth for a variety of audiences and purposes

Supports for instructional decision-making and implementation

Focused and flexible PD program that addresses instruction and assessment implementation

Technical documentation

Resources for preservice education and parents

Evidence supports the validity of score inferences

Teachers have knowledge and skills to implement effective instruction for SWSCD

Students have improved academic outcomes

Teachers use results to make instructional decisions

District and states use results to make resource decisions

Parents use results to make decisions that support academic progress and educational outcomes for their children SWSCD make growth throughout their academic career and are prepared for postsecondary options

Parents, teachers, and others have higher expectations for students' academic learning

Validity of inferences is supported by multiple categories of evidence

The Community of Practice sustains and expands

Teachers may use the DLM system as part of their routine practice

Teachers understand how to build breadth and depth of conceptual understanding and make useful decisions from diagnostic information

Teachers think differently about how to educate SWSCD in the context of learning maps

The educational experiences of SWSCD are improved

In DLM states, preservice education incorporates DLM consortium practices so the next generation of teachers is prepared to effectively teach SWSCD