The Dynamic Learning Maps Alternate Assessment System (DLM-AAS) is a comprehensive assessment system being designed to support student learning and to more validly measure what students with significant cognitive disabilities know and can do.

The DLM system uses a variant of evidence-centered design as the framework for designing the DLM-AAS. While evidence-centered design is multi-faceted, it starts with a set of claims regarding the important knowledge in the domains of interest (mathematics and English Language Arts) as well as an understanding of how that knowledge is acquired.

Two sets of claims have been developed for DLM; a set each for mathematics and English Language Arts. The claims organize the content of the Dynamic Learning Map and Common Core Essential Elements (both created by the DLM Consortium) that are central to the DLM-AAS.

Four claims each for English Language Arts and mathematics were identified. Together these claims encompass the conceptual and procedural knowledge we claim is important for students with significant cognitive disabilities to learn on their path to proficiency in English Language Arts (reading, writing, language, communication) and mathematics.

Within each of the claims, the DLM Consortium has identified

see Claims on page 2
conceptual areas that further define the knowledge and skills within each domain, the relationships between the knowledge and skills, and model how the knowledge and skills are acquired over time.

Each conceptual area is organized around common cognitive processes and provides additional insight into the specific knowledge components contributing to each claim. These conceptual areas connect the Dynamic Learning Map to the overall claims and identify large areas of conceptually related skills.

The Dynamic Learning Map consists of thousands of nodes (an identified piece of knowledge or skill). Some of these nodes are particularly important learning targets that form the Common Core Essential Elements, which are specific statements of content and skills linked to the Common Core State Standards grade-level specific expectations for students with significant cognitive disabilities. The other nodes reflect the knowledge and skill development that precedes and extends beyond those targets.

During the last several months, the DLM team worked to insure that the descriptions in the Common Core Essential Elements and their positions within the grade levels reflect the available research on learning and development as it is modeled in the Dynamic Learning Map.

An Example from the English Language Arts Domain

Claim #2: Students can produce writing for a range of purposes and audiences.*

This claim draws primarily on the Writing strand in the Common Core State Standards.

*NOTE: The writing addressed in Claim 2 and the related conceptual areas do not refer to the physical act of writing with a pencil, instead the focus here is on producing text which will likely involve computers and other assistive technologies for many students with significant cognitive disabilities.

Conceptual Areas for Claim #2

Conceptual Area 1: Use writing to communicate

This conceptual area addresses the knowledge and skills related to using writing to communicate.

Conceptual Area 2: Integrate ideas and information in writing

This conceptual area addresses the knowledge and skills related to integrating ideas and information in writing.

Essential Elements for Claim #2:

Those Essential Elements that specifically describe the knowledge and skills related using writing to communicate and integrating ideas and information in writing across grade levels.

Dynamic Learning Maps Consortium

PHONE: 785.864.7093  FAX: 785.864.3566  EMAIL: dlm@ku.edu

Center for Educational Testing & Evaluation
University of Kansas
1122 W. Campus Rd.
735 Joseph R. Pearson Hall
Lawrence, KS 66045

WEBSITE: www.dynamiclearningmaps.org

The present publication was developed under grant 84.373X100001 from the U.S. Department of Education, Office of Special Education Programs. The views expressed herein are solely those of the author(s), and no official endorsement by the U.S. Department should be inferred. The University of Kansas prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression and genetic information in the University’s programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Director of the Office of Institutional Opportunity and Access, IOA@ku.edu, 1246 W. Campus Road, Room 153A, Lawrence, KS, 66045, (785) 864-6414, 711 TTY.