

How in the world can an alternate assessment meet the needs of students and parents?

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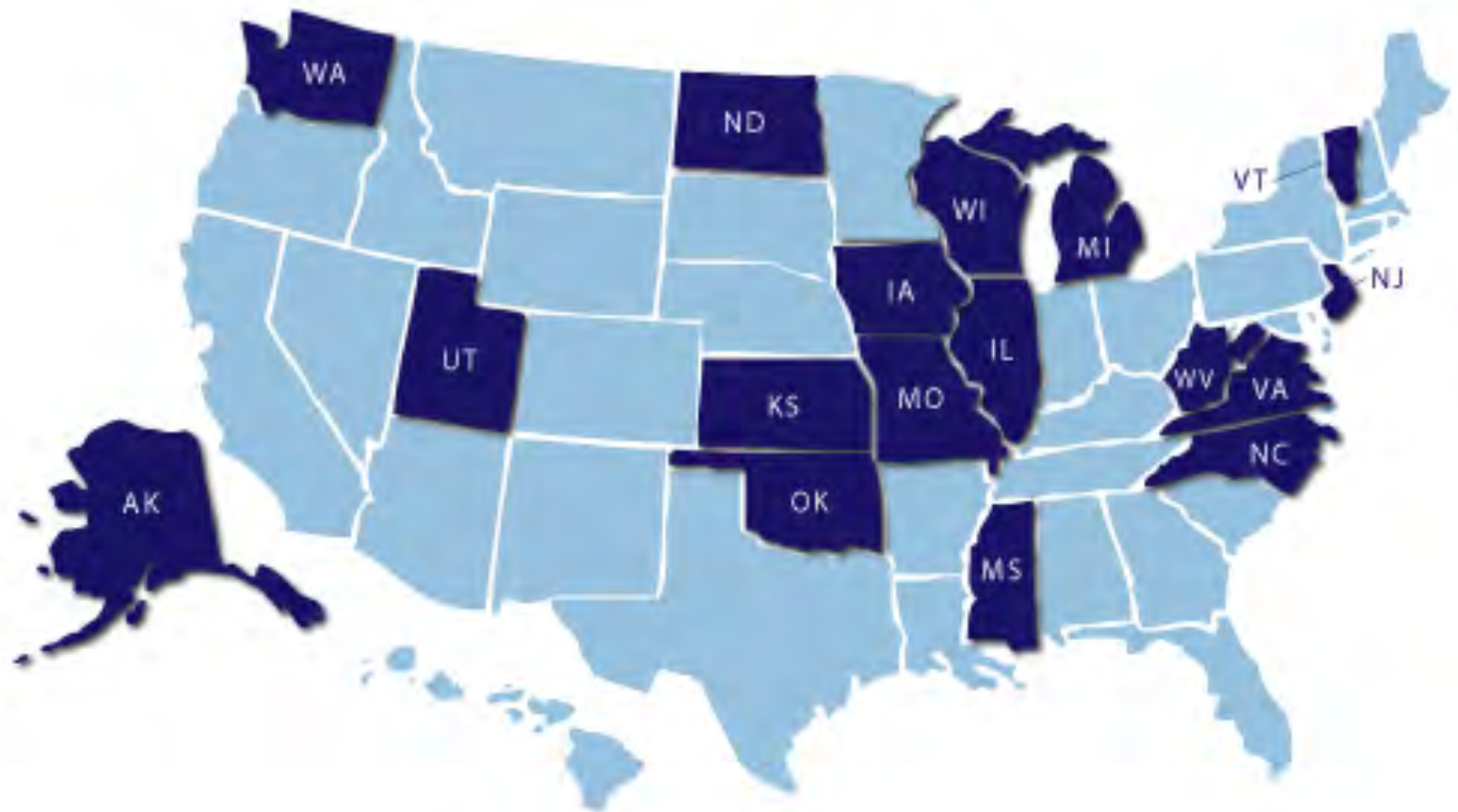


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DYNAMIC
LEARNING MAPS

Dynamic Learning Maps State Consortium



The first step in any 12 step program is to admit you have a problem



We have a problem

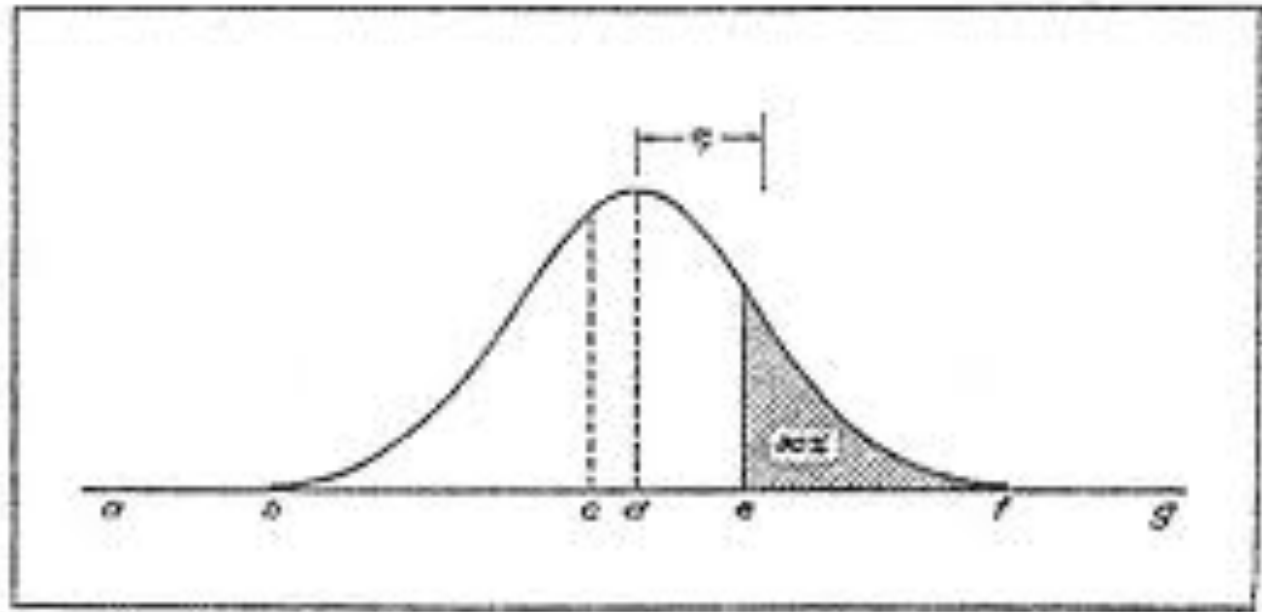


FIG. 1.

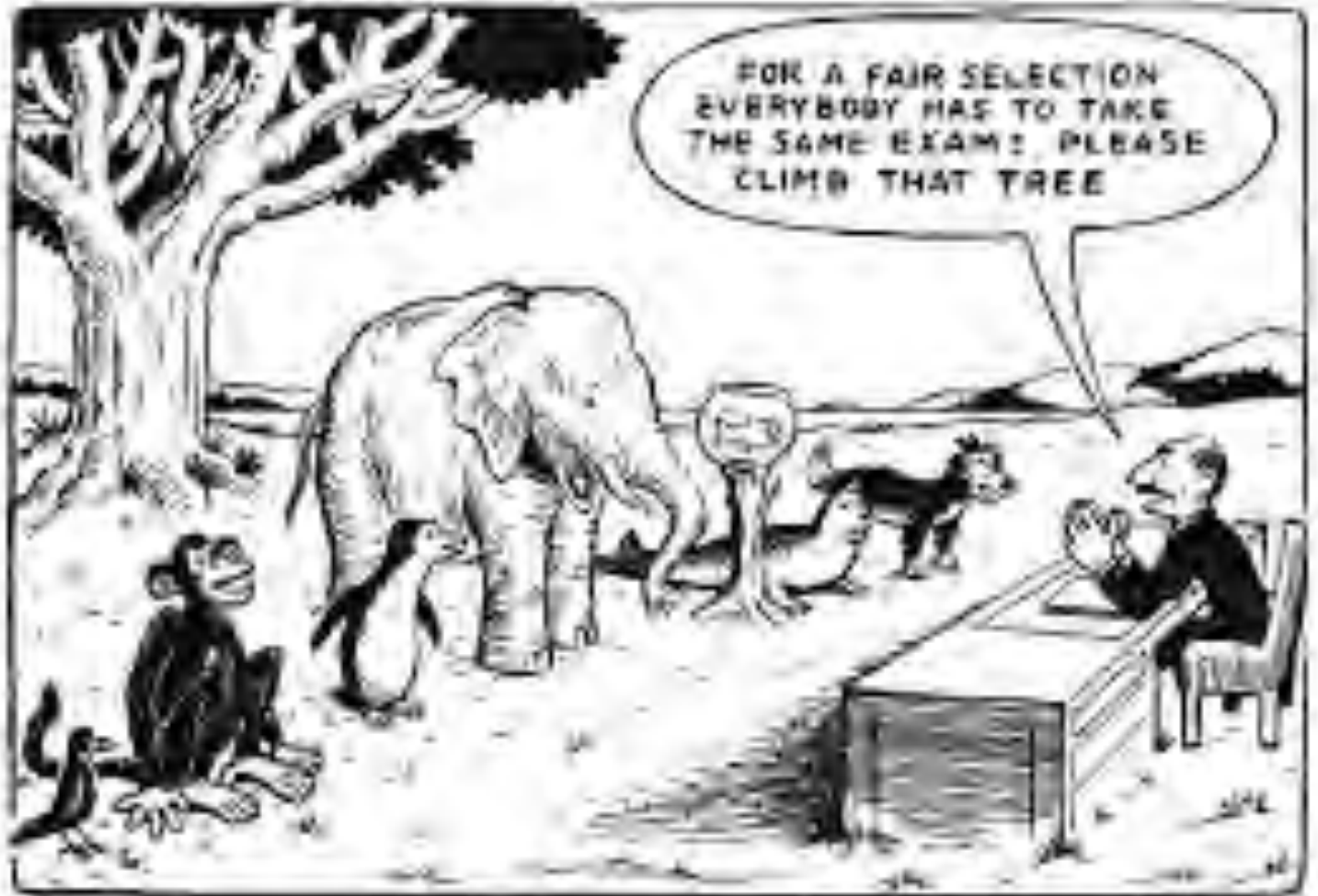
We have a problem



We have a problem

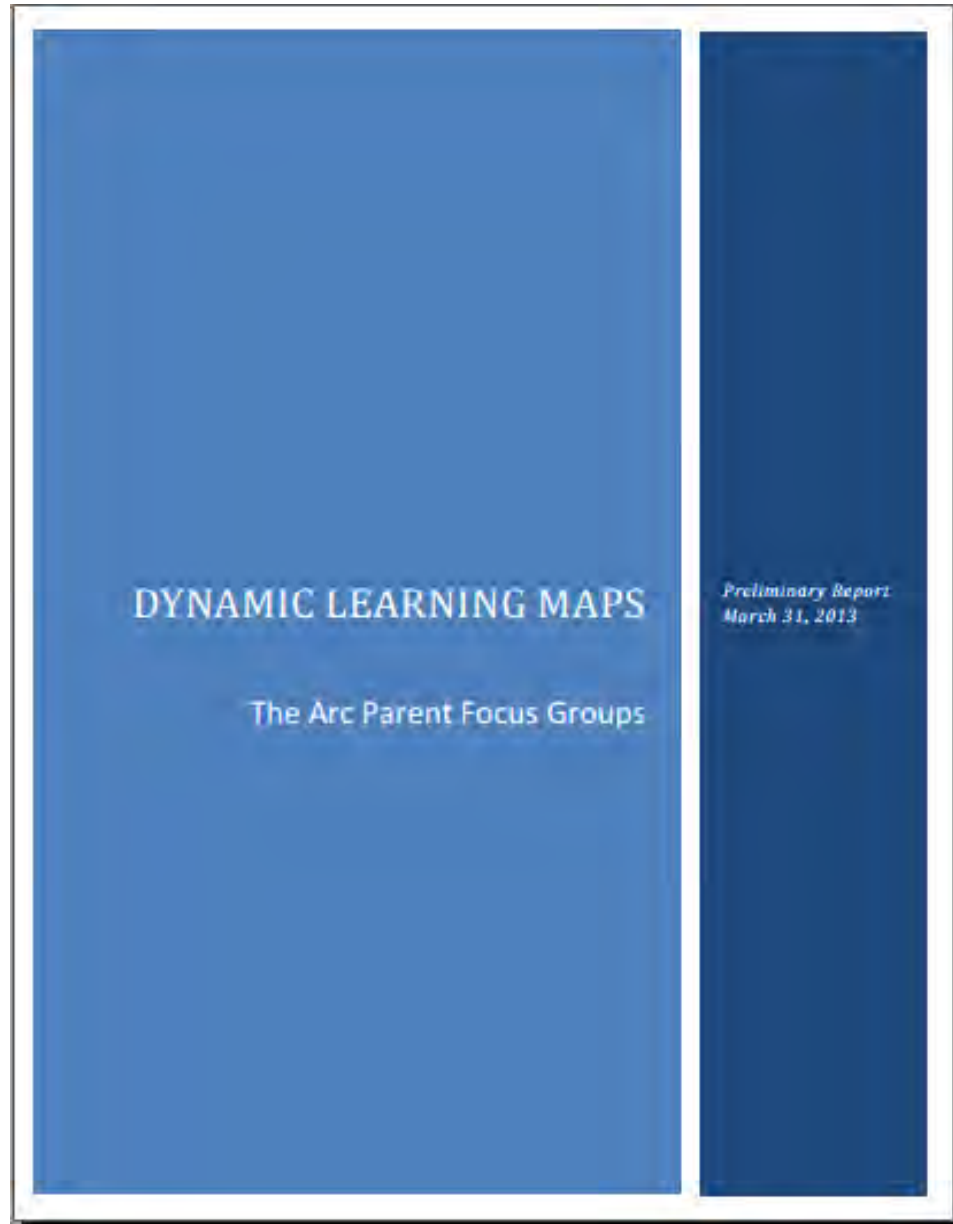


We have a problem





What do parents think?



“It’s for the state; it’s not for the child.”

“I don’t know what the purpose is and I don’t know that it actually helps my child other than the fact that I know his teacher has to do a whole lot more work and a whole lot more paperwork to get it done.”

Moderator: If you received any information about the test beforehand, before it was administered, what kind of information was it? Where did you get it, or how was it presented to you?

Mother 1: Nothing.

Mother 2: Nothing.

Mother 3: Nothing.

Mother 4: Mm-mm.

Mother 5: Nothing.

Mother 6: No.

Mother 7: I sit on the statewide Special Education Advisory Committee so it gets talked about on there and through our work with the [Family Training and Information Center]....But from the actual school staff not a word

The lack of connection to relevant material or future instruction in some cases seemed to frustrate schools and teachers as well, and parents picked up on this frustration.

One mother who had a good relationship with her child's teacher and IEP team remembered that they "sat around the table and just agreed - they too agreed - it had been a complete waste of time. So they did include us; they included us in agreeing that it had been a waste of all their times."

Parents unanimously said they were not using alternate assessment results to inform transition planning, and in almost all cases results were not tied to IEP goals or even brought up in an IEP meeting.

A typical response from a focus group when asked if results had been useful for planning was:

Mother 1: It's not used at all.

Mother 2: I never seen it used.

Mother 3: Mm-mm.

Mother 2: I don't have a record, either.

Mother 4: Never used.

Mother 5: Never even mentioned.

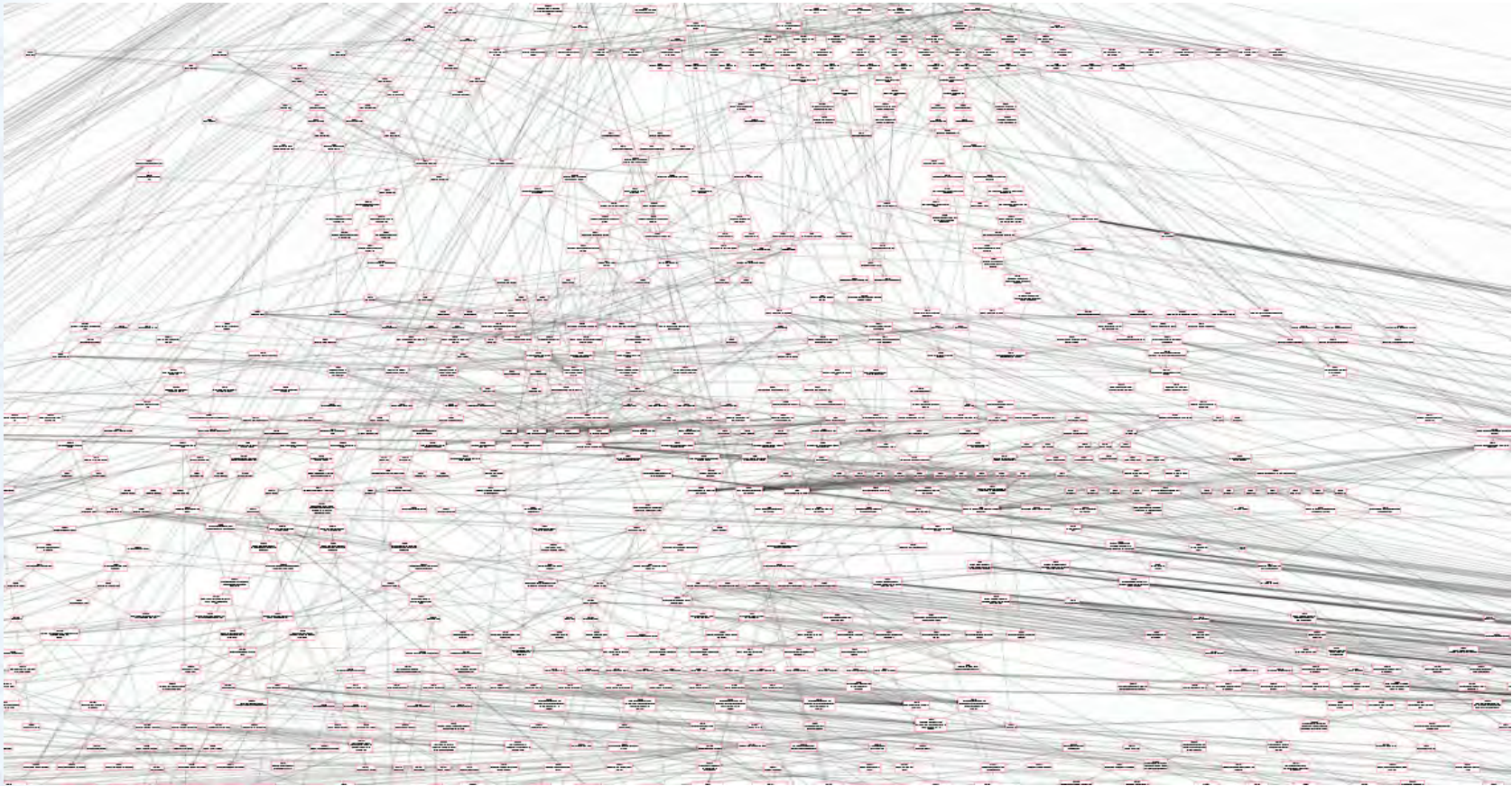
Portnoy's Complaint

Philip
Roth

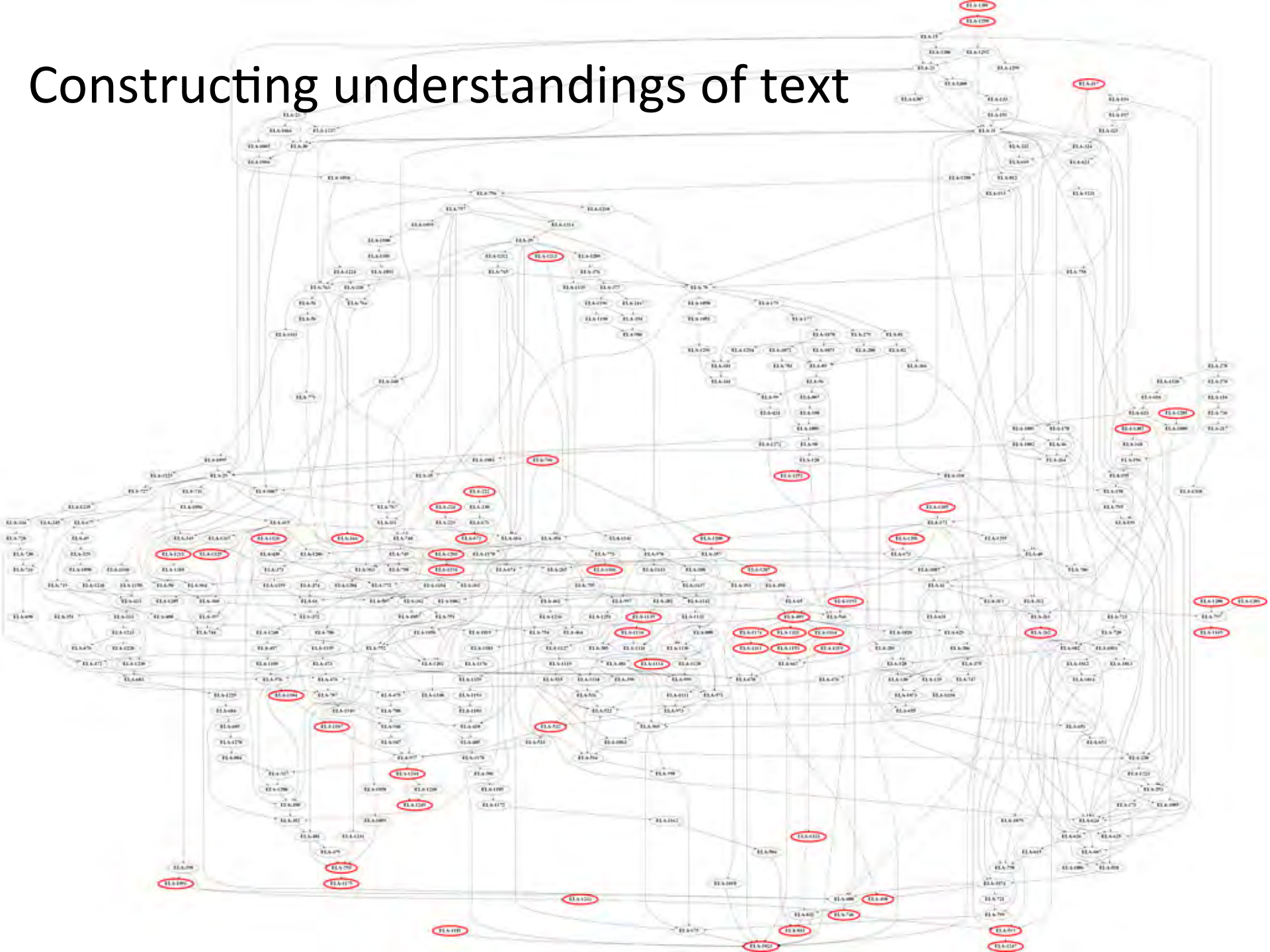
How might a better system work?

- Instructionally-embedded assessments
- Instructionally-relevant tasks
- Learning maps
- Essential Elements
- Dynamic assessment
- Professional development
- Technology platform to tie it all together
- Reporting: status and growth

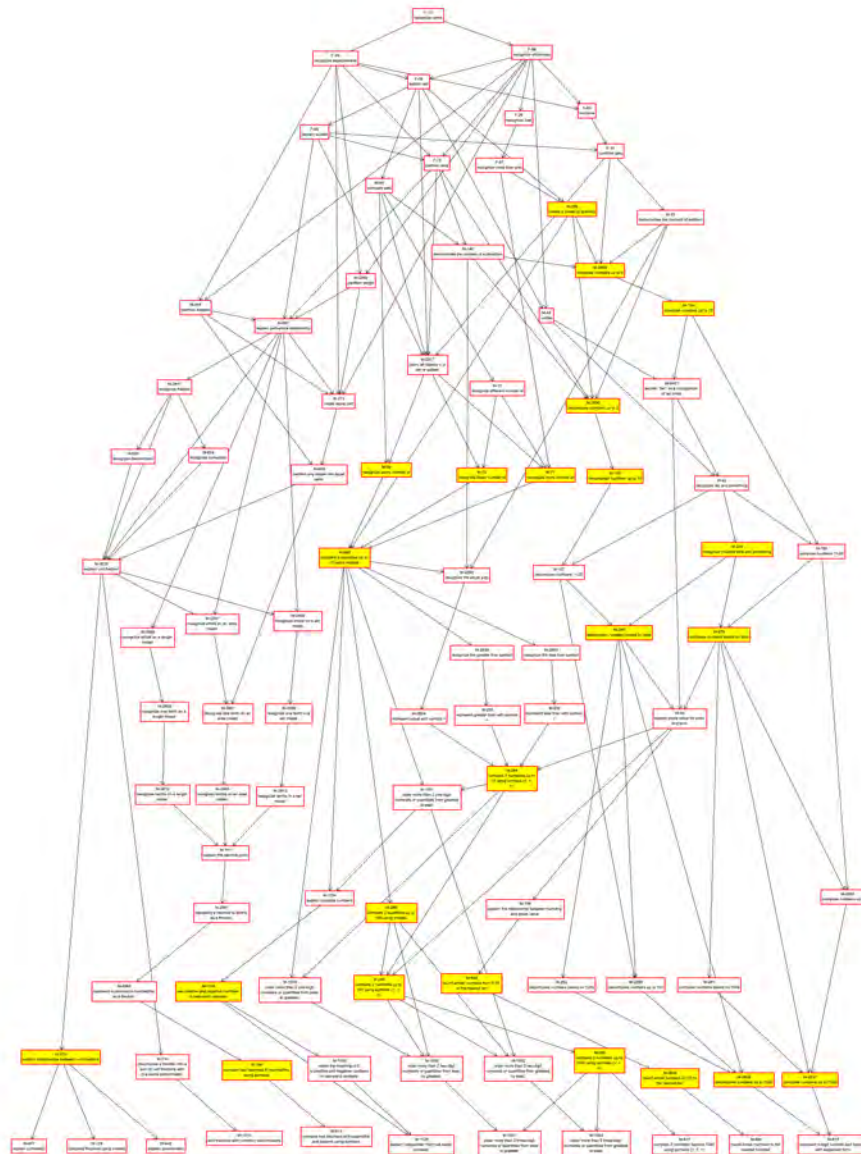
Learning Map



Constructing understandings of text



Math C1.3 In the Map



Geometry Example

Initial precursor

Recognize same

Recognize different

Target

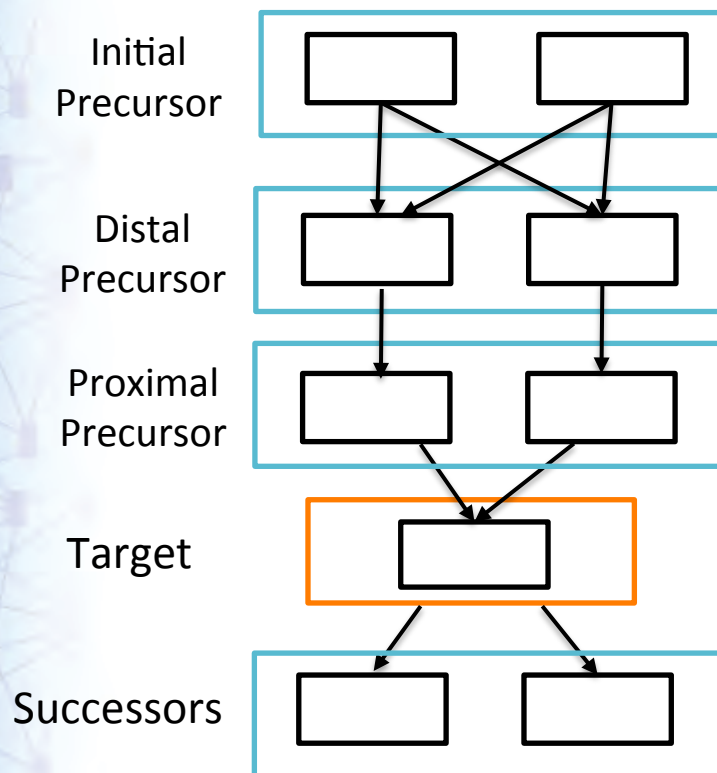
Recognize the shapes of two-dimensional cross-sections of three-dimensional objects

Successor

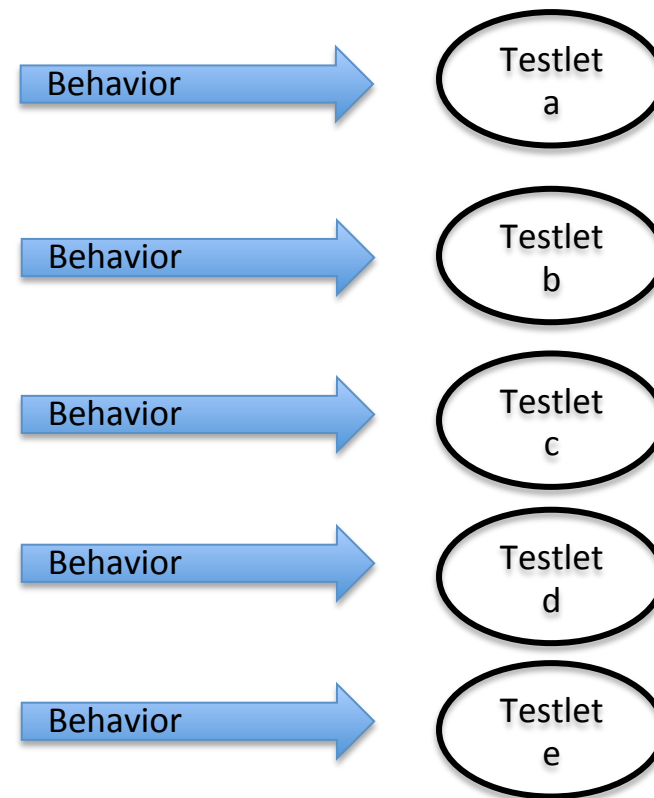
Calculate surface area of any three-dimensional figure

Instructionally Relevant Testlets

Connect the map...



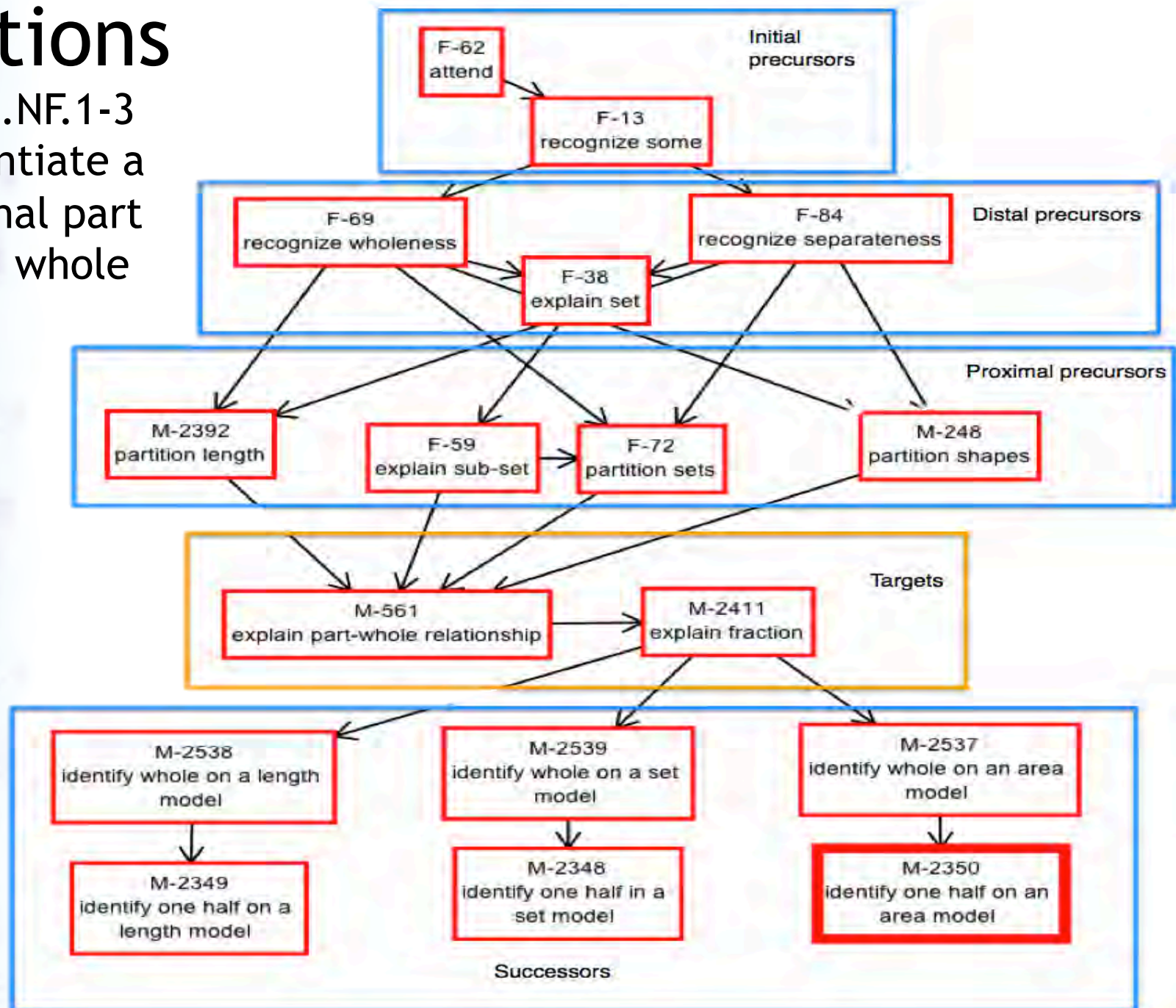
...to the items developed.



Fractions

M.EE.3.NF.1-3

Differentiate a fractional part from a whole

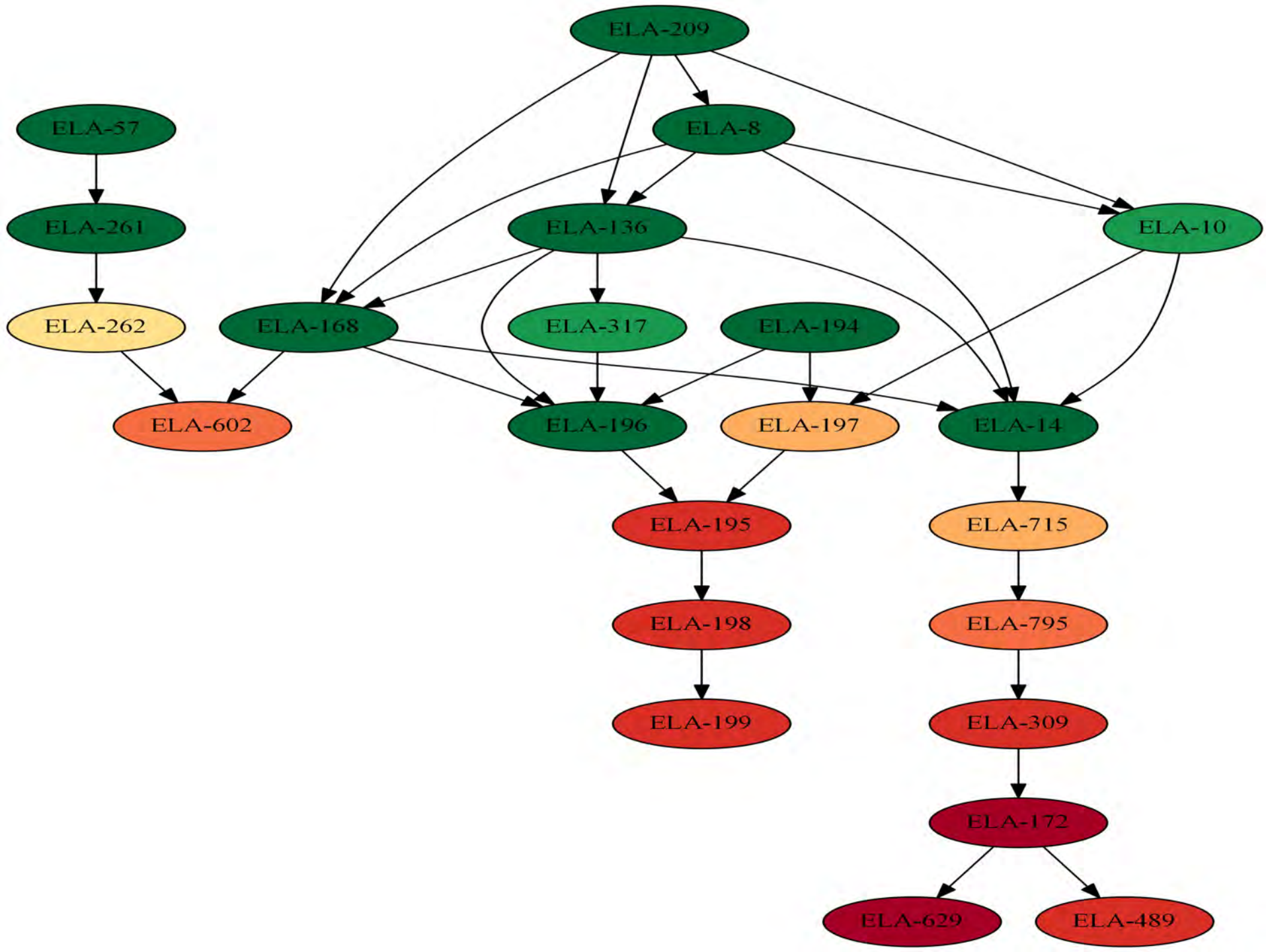


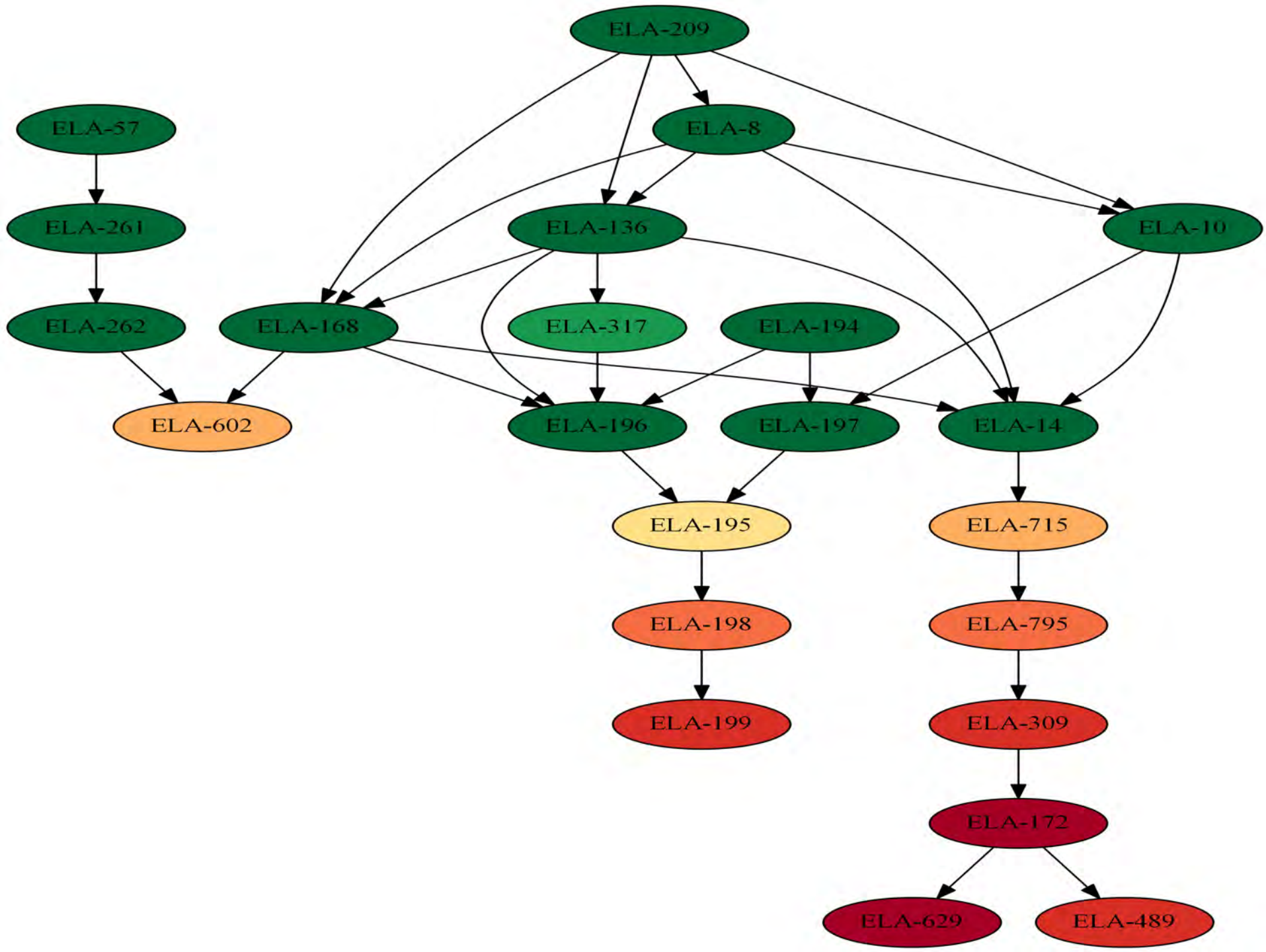
Reporting = Communicating

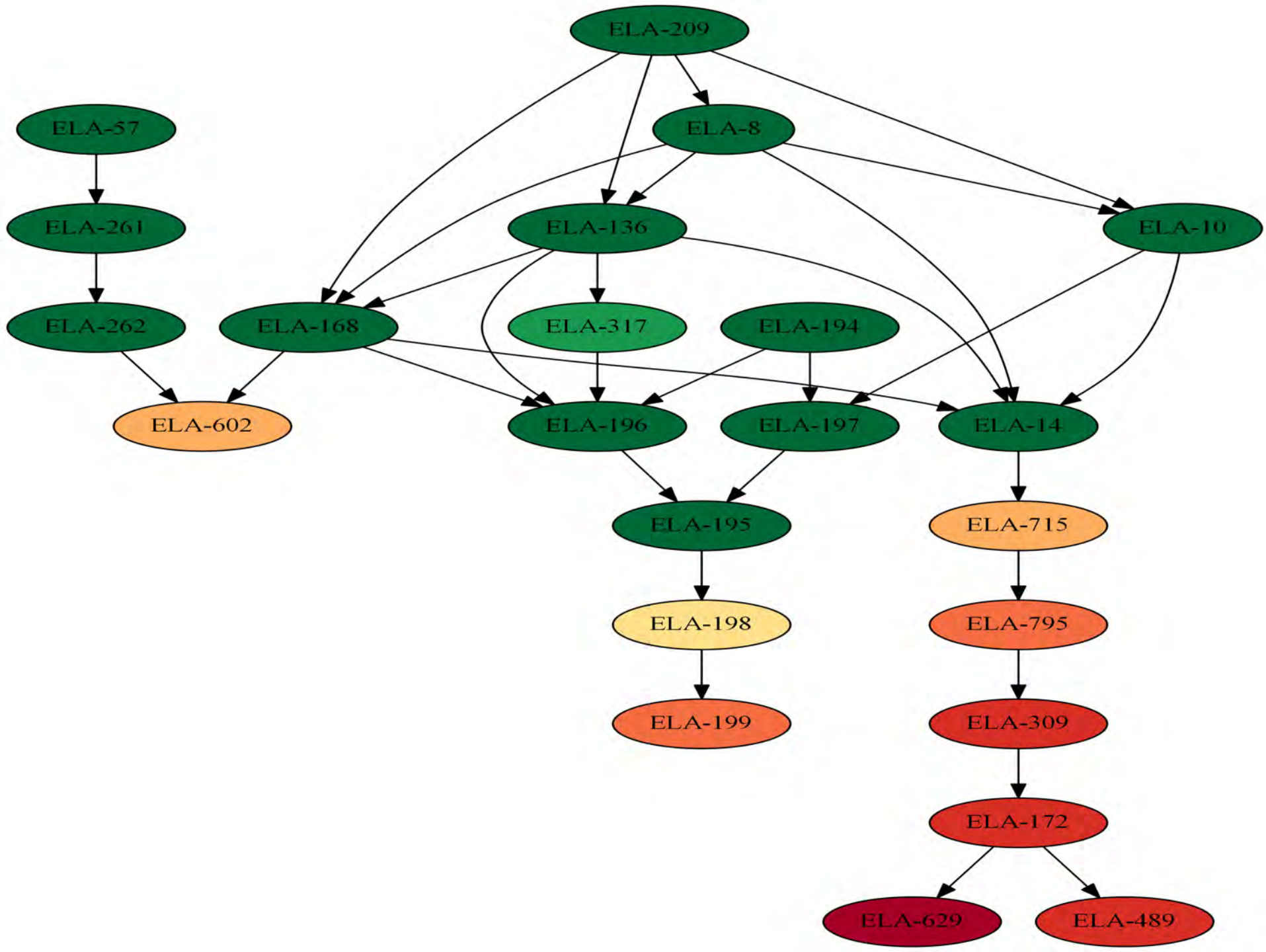
Mother, whose son is nonverbal and has multiple disabilities

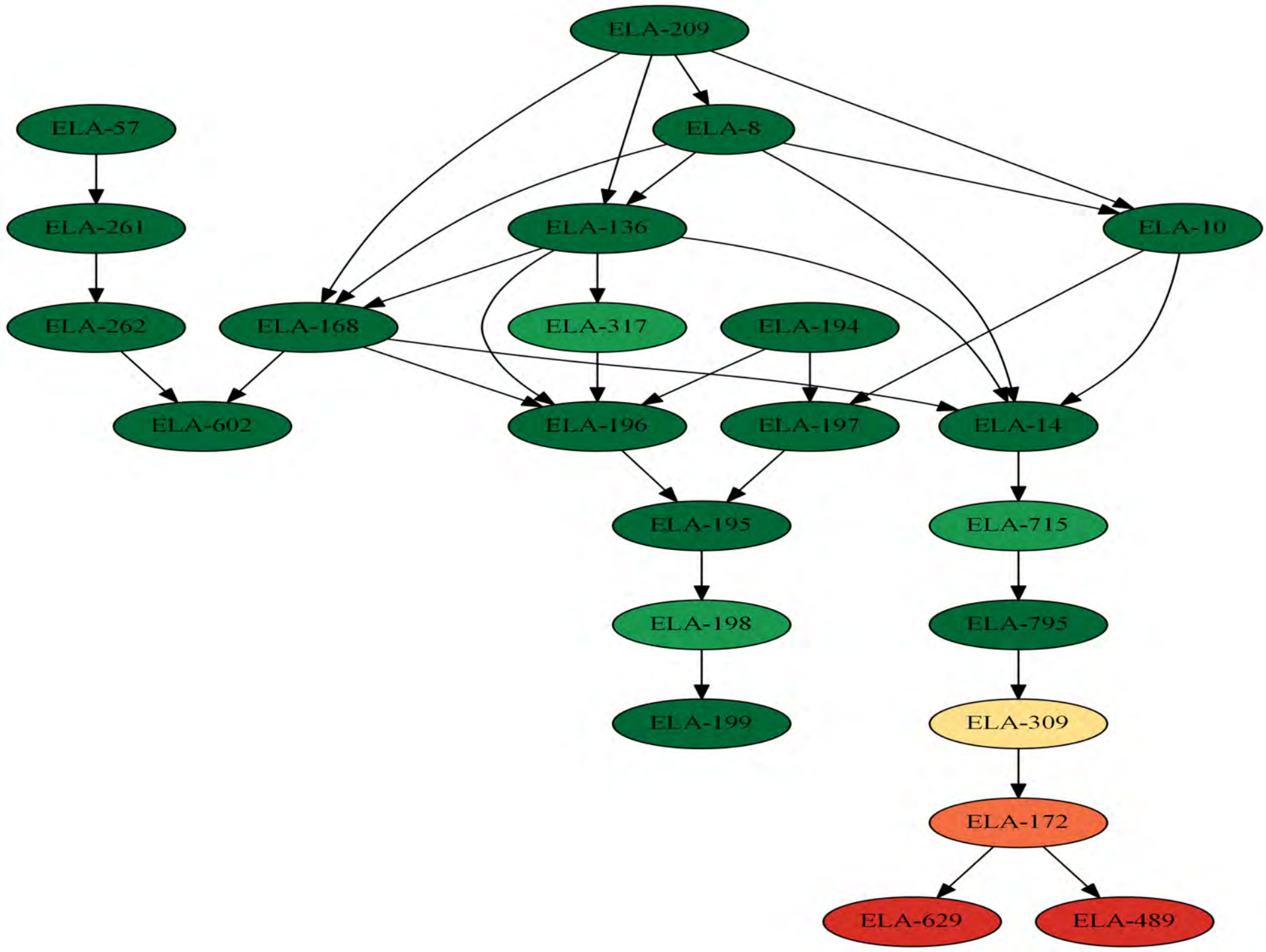
“So what I ask them is, ‘Okay, so can tell me some of the things that you’re - you know, what you’re doing?’ And they said that they can’t tell me. I asked them- ‘Okay so then don’t videotape the alternate assessments but why don’t you do a mock alternate assessment to show me how are you testing my child?’ And then they said the district will not allow for videotaping.”

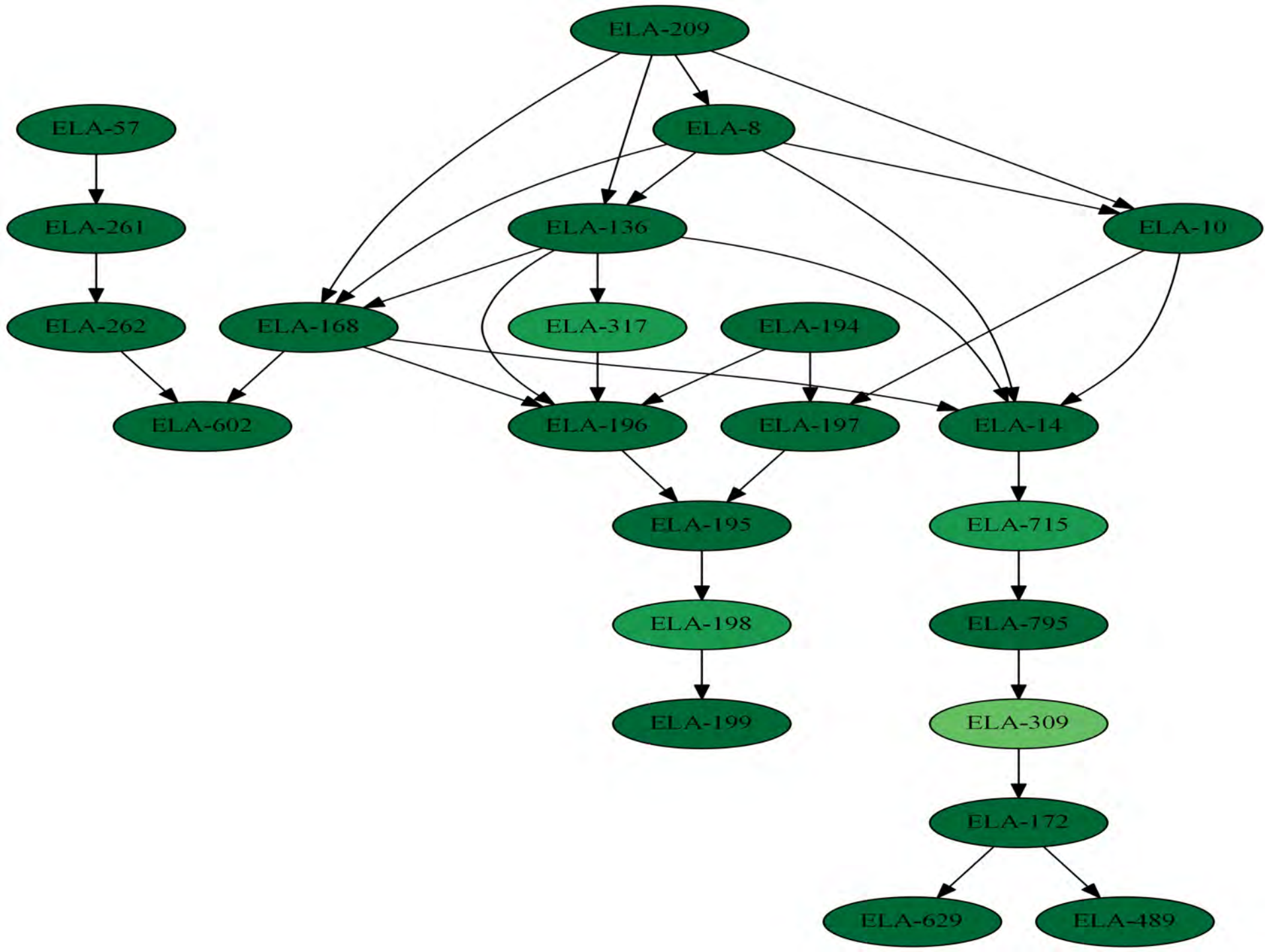
“... other parents had not known until the focus groups that they were supposed to receive scores.”











THANK YOU!

For more information, please contact:

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or

Go to: www.dynamiclearningmaps.org



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