



## IOWA DEPARTMENT OF EDUCATION

The Dynamic Learning Maps (DLM) Aligned Literacy Alternate Assessment  
*Frequently Asked Questions*  
2016-2017

### Policy & Guidance- Participation

Question	Answer
<p>How do we determine if a student requires an Early Literacy Alternate Assessment?</p>	<p>Students should be provided the opportunity to be administered the standard literacy assessment before determining the need for the State of Iowa’s Early Literacy Alternate Assessment- the Dynamic Learning Maps Aligned K-3 Literacy Alternate Assessment.</p> <p>To ensure students are not inappropriately placed in the Dynamic Learning Maps Aligned K-3 Literacy Alternate Assessment, IEP Teams will use the Early Literacy Assessment Students with Significant Cognitive Disabilities: Flowchart of Options as a starting point in the decision making for participation in Early Literacy Assessments.</p> <p>Review of the State of Iowa’s Participation Criteria for Iowa’s AYP Alternate Assessments will also support IEP team decision in appropriately placing the student in the correct Early Literacy assessment.</p>
<p>Where may I find the Early Literacy Assessment Students with Significant Cognitive Disabilities: Flowchart of Options?</p>	<p>The Early Literacy Assessment Students with Significant Cognitive Disabilities: Flowchart of on IDE Alternate Assessment webpage: <a href="https://www.educateiowa.gov/sites/files/ed/documents/ELI%20Flowchart%20of%20Options">https://www.educateiowa.gov/sites/files/ed/documents/ELI%20Flowchart%20of%20Options</a></p>
<p>In using the Early Literacy Assessment Students with Significant Cognitive Disabilities: Flowchart of Options, who can assist me in determining what alternate procedures with standard tests I should use with my student?</p>	<p>Appropriate accommodations for assessments are typically provided within the administration guidance documents for each individual assessment.</p> <p>Test administrators must ensure alternate procedures do not violate the accommodations permitted with a particular assessment.</p> <p>IEP support related personnel such as SLP, OT, PT,</p>



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	and AT can assist in ensuring the student can access, participate and respond to the standard assessment questions.
Is the criteria for participation the same for the Early Literacy Alternate Assessment as for the Dynamic Learning Maps (DLM) AYP Alternate Assessment?	Yes, the criteria for participation applies to all Alternate Assessments.  Participation in any assessment designed around alternate achievement standards require students reflect the pervasive nature of a significant cognitive disability.
If the IEP determines the student requires a literacy alternate assessment, how do we document The Dynamic Learning Maps Aligned K-3 Literacy Alternate Assessment on the IEP as a non-AYP district-wide assessment?	The Dynamic Learning Maps Aligned K-3 Literacy Alternate Assessment will be used to meet the Early Literacy screening and progress monitoring requirements. This assessment has been state-approved for children with significant cognitive disabilities.

### Policy & Guidance –General Questions

Question	Answer
Where do I find specific guidance on students with significant disabilities within the Iowa Department of Education Early Literacy Guidance?	Appendix J- Specific Student Populations contains guidance on students with significant disabilities.

### Assessment – Scales

Question	Answer
For scales 1, 2, & 3: What would a score of level 1 look like and what would a score of level 10 look like?	A student who scores a level 1 would fill in a repeated line with or without assistive technology.  Students who score a level 10 must have 2 points related.



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<p>Scale 2: What is the difference between the first example for a score of 1 and the second and third examples for a score of 2?</p>	<p>The difference between the two is that of in Level 1 it is not intentional more of awareness and anticipating. In Level 2, the student is intentional in that he/she is attending-looking right at the ball or grabbing the egg.</p> <p>At Level 1, the student looked at the box because it was there and the teacher was moving it- the student wasn't connecting with the WORD- the student was just getting the thing. At Level 2, there is some connection between the word and the object. The student looked at the ball in conjunction with the teacher reading about the BALL not just because the teacher moved it or it was the cool thing that was present. In the egg example, the student reached for the egg when asked to find the egg not because it was the only thing present/shiny/new/moving.</p>
<p>Scale 4: What does a student have to do in order to score level 10?</p>	<p>Students who score level 10 apply letter sounds in words, sentences or broader context.</p>
<p>Scale 5: What is the difference between examples for scores in Levels 4 and 5?</p>	<p>The difference between Level 4 &amp; 5 is that in level 4, the student does not select the topic but rather reacts to the preferred topic based on his interest. The student did select a topic, but that isn't a requirement of Level 4. The focus on Level 4</p>
<p>Scale 5: In general, what must the student in order to receive a score?</p>	<p>Students must select a topic, brainstorm ideas around the topic and write or dictate their ideas.</p>
<p>Scale 5: What does a student have to do in order to score level 10?</p>	<p>Students who score level 10 must have writing samples with multiple ideas.</p>



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	<p>is demonstrating that you can communicate about SOMETHING using drawing, pictures, or tactual representations. Both of the examples show that the student points to the selected topic of interest when the teacher asks, “What are you writing about?” The teacher has to attribute meaning to the actual written product, but the students clearly show that they know they are writing about the pictures they selected.</p> <p>In Level 5, the student intentionally selects the topic rather than react to a preferred interest and from there communicates information about the topic as demonstrated by the color or crayons used that reflect what is in the book. At level 5 the key features are TOPIC selection and communicating ABOUT that topic. In the two examples, the student clearly select a topic from a range of options and then clearly communicate ABOUT that topic. One uses his AAC system and the other uses speech to label those topics and THEN each of the students try to use the alphabet to write about it as well.</p>
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### Assessment – Benchmarks

<p>For all Scales, how were the benchmark scores determined?</p>	<p>Benchmarks were developed to serve multiple purposes:</p> <p><i>Communicate expectations for learning-</i> Communicate a strong message to students, teachers, and parents about what knowledge and skills are important to learn, what knowledge is valued, and how learning will be measured.</p> <p><i>Plan instruction-</i> Support instructional planning by providing educators information needed to develop and adjust curriculum and instruction to meet individual student learning needs.</p>
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	<p><i>Monitor and evaluate learning-</i> Consistently monitor and evaluate learning by providing information on how well current programs, curriculum, or other resources are helping students achieve learning goals.</p> <p><i>Predict future performance-</i> Predict whether student is on course to meet end-of-year targets, and support future decisions about participation in the DLM AYP Alternate Assessment</p> <p>For the DLM Aligned K-3 Literacy Alternate Assessment, Benchmarks were identified for each reporting period at levels within the scales by starting with end-of-year targets for each grade level.</p> <p>The end-of-year targets align directly with the Essential Elements specified in the blueprint for the scales. Working back from each of the year-end targets, the remaining items on the scale were divided into reasonable benchmarks.</p> <p>As we use the scales, we will collect data that will allow us to adjust benchmarks as needed based on the true progress of children across Iowa.</p>
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