OFFICE OF INSTRUCTIONAL ENHANCEMENT AND INTERNAL OPERATIONS
Summary of State Board of Education Agenda Item
August 15-16, 2013

OFFICE OF STUDENT ASSESSMENT

11.   <u>Approval to begin the Administrative Procedures Act process: To adopt the</u>
       <u>Dynamic Learning Maps Essential Elements for English Language Arts and</u>
       <u>Mathematics</u>

Executive Summary

The *Dynamic Learning Maps Essential Elements* reflect content and skills that are linked to the grade level specific college and career ready standards for students with significant cognitive disabilities.

The *Dynamic Learning Maps Essential Elements for English Language Arts and Mathematics* are being adopted as part of Mississippi's participation in the Dynamic Learning Maps Consortium.

This adoption replaces previously approved English Language Arts and Math college and career ready standards for the 1% of students with significant cognitive disabilities for the 2014-2015 school year.

Recommendation: Approval

Back-up material attached

Dynamic Learning Maps Essential Elements

Background on the Dynamic Learning Maps Essential Elements

The Dynamic Learning Maps Essential Elements are specific statements of knowledge and skills that are linked to the grade-level specific expectations for college and career readiness. The purpose of the Dynamic Learning Maps Essential Elements (DLMEEs) is to build a bridge from the content in college and career readiness standards to expectations for students with the most significant cognitive disabilities. Highly connected, fine-grained learning maps such as those created by DLM have never been developed before for the breadth of content covered in the college and career readiness standards. As a result, alignment between the DLMEEs and the learning maps was not possible until the fall of 2012 when the maps began to take shape.

Resulting Changes to the Dynamic Learning Maps Essential Elements

The development of the entire DLM Alternate Assessment System guided the revisions of the initial Essential Elements; however, the specific revisions to the DLMEEs can be captured in five broad categories.

1. **Ordering of Skills**- The maps, and the research supporting them, were critical in determining the appropriate progression of skills and understandings from grade to grade.
2. **Clarify Language**- Specificity in language resulted in clarifying the language used in the text of the DLMEEs. Because teams assigned to grade bands developed the first round of Essential Elements, the language choices from one grade to the next were not consistent.
3. **Alignment**- Given that the DLMEEs are intended to clarify the bridge to the college and career readiness expectations for students with the most significant cognitive disabilities, it is critical that alignment be as close as possible without compromising learning and development over time.
4. **Add Support**- Addition of words "With guidance and support" to the beginning of a few of the Essential Elements in the primary grades in English Language Arts.
5. **Change Task to Standard**-Shifting the focus on a few Essential Elements that were written in the form of instructional tasks rather than learning outcomes.

The table below summarizes the distribution of each of these types of changes in the Mathematics and English Language Arts DLMEEs. The percentages represent the percent of all changes made within the Mathematics and English Language Arts separately.

Table 1. The Distribution of Types of Revisions to the Dynamic Learning Maps Essential Elements

	Mathematics	English Language Arts
Ordering of Skills	25%	35%
CCSS Alignment	15%	35%
Clarify Language	52%	28%
Add Support		2%
Change Task to Standard	8%	

Conclusion

During the past year, substantial and important progress has been made in developing the research based model of knowledge and skill development represented in the Dynamic Learning Maps. Eight Mississippi educators were involved in the development of the Dynamic Learning Map and 24 educators spent 10 weeks at Kansas University this summer writing test items for the upcoming pilot and field tests. To insure that they reflect the overall system being developed by the Dynamic Learning Maps Alternate Assessment Consortium, the Common Core Essential Elements have been replaced with the Dynamic Learning Maps Essential Elements.