

New Jersey Student Learning Assessments



Dynamic Learning Maps Results

Spring 2023
Administration



Presented to the Closter Board of Education on October 11, 2023

Overview

- ❖ What is the DLM?
 - ❖ Who takes it?
 - ❖ How did we do?
 - ❖ Data
 - ❖ Intervention Strategies
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What is the DLM Assessment?

- ❖ **The Dynamic Learning Maps (DLM) assessment measures the academic progress of students in the subject areas of ELA and Mathematics at grades 3-8 and Science at grades 4 and 8.**
- ❖ **It is an online assessment delivered via the computer; however, some students may need their teacher to present the items to them. The teacher will then enter the student's response into the online platform.**
- ❖ **The DLM system is designed to map a student's learning throughout the year. Instruction for students is aligned to the New Jersey Student Learning Standards.**

What is the DLM?

- ❖ **A learning map is a network of sequenced learning targets. Often, we think of learning as one skill building on another single skill. A dynamic learning map, by comparison, shows a learning landscape in which multiple skills are related to many other skills. Dynamic learning maps not only show the relationships between skills but also show multiple learning pathways.**

Who Takes It?



- ❖ **The Dynamic Learning Map (DLM) English language arts (ELA), mathematics, and science assessment is designed for students in grades 3 - 8 who have the most significant intellectual disabilities.**

What are the assessments?

The DLM assessments are based on Essential Elements. Essential Elements are grade-level-specific expectations about what students with the most significant cognitive disabilities should know and be able to do.

- Essential Elements are related to college and career readiness standards for students in the general population. They are tailored to measure each student's academic achievement.
- There are items at several different levels of complexity.
- Each level addresses a portion of content related to the target Essential Element.

How did we do for 2022-2023?

- ❖ **11 Students in Total**
 - **Closter Public Schools**
 - **Valley Program - Northern Valley Regional**
 - **Union Street School**
 - **Therapeutic Intervention Program (TIP)**
 - **Cresskill Public Schools**
 - **CTC Academy, Oakland**
- ❖ **Test was given in grades 3, 4, 5, 6, 7, and 8.**
- ❖ **100% participation rate: All eligible students eligible participated, with no parent refusals.**
- ❖ **ELA and Math was given in all testing grades. Science was administered in grades 5 and 8.**

Achievement Levels

Emerging

The student demonstrates ***emerging*** understanding of and ability to apply content knowledge and skills represented by the Essential Elements

Approaching the Target

The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is ***approaching the target***.

At Target

The students understanding of and ability to apply content knowledge and skills represented by the Essential Elements ***at target***

Advanced

The student demonstrates ***advanced*** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Overall District Results

Language Arts

Number of Students	Emerging	Approaching the Target	At Target	Advanced
11	4	2	5	0

Mathematics

Number of Students	Emerging	Approaching the Target	At Target	Advanced
11	4	2	4	1

Science

Number of Students	Emerging	Approaching the Target	At Target	Advanced
2	1	1	0	0

Intervention Strategies

- ❖ **Teachers analyze the DLM data in order to provide specialized instruction to each student.**
- ❖ **Case managers adjust IEP goals with the instructional staff based on student achievement and needs.**
- ❖ **Case managers and service providers meet to brainstorm differentiated strategies for each student.**
- ❖ **Supplemental programming is provided based on student need.**

Actions Taken and Next Steps

- ❖ **Service providers and teachers will continue to analyze student assessment data from local academic measures to support students in their IEP goal attainment**
- ❖ **Teachers are using the DLM results to inform instructional decisions. They have meetings throughout the year to analyze the data and develop action plans to address the areas of need**