

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?

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- ❖ **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?

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- ❖ **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?

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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?

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- ❖ **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

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## 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**