



ALL CHILDREN CAN MEET HIGH STANDARDS

All children participate in state accountability assessments. The Dynamic Learning Maps® (DLM®) Alternate Assessment Consortium provides an instructionally relevant system that supports student learning and measures what students with significant cognitive disabilities know and can do.

The system uses the DLM Essential Elements to support the design of individualized experiences for each student by presenting questions and tasks that are appropriate for a student's needs and abilities.

BELIEFS

Students with significant cognitive disabilities are a highly diverse group who learn through multiple pathways.

Students with significant cognitive disabilities can learn at challenging levels that will prepare them for the future.

A valid and reliable assessment system provides models for creating access and guiding instruction to challenging levels.

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DYNAMIC[®]
LEARNING MAPS

ALTERNATE ASSESSMENT



Parent Information

DLM ASSESSMENTS SUPPORT STUDENT LEARNING

WHAT ARE DLM ESSENTIAL ELEMENTS?

The DLM Essential Elements are

- Specific statements of the knowledge, skills, and understandings students with significant cognitive disabilities are expected to know and be able to do
- Intended to provide links between the general education content standards and grade-specific expectations

WHAT DOES AN “INSTRUCTIONALLY RELEVANT” ASSESSMENT MEAN?

The instructionally relevant DLM assessment system

- Provides students with similar instructional and assessment experiences
- Provides teachers, parents, and other IEP members with information about a student’s performance
- Helps teachers make appropriate instructional decisions

WHAT ARE THE BENEFITS OF THE DLM ALTERNATE ASSESSMENT?

The DLM alternate assessment

- Allows students to receive instruction that is highly relevant to them
- Enables schools to document academic growth
- Informs IEP teams of student strengths and needs, allowing celebration of successes and assistance with planning future instruction
- Helps teachers gauge student progress in relation to state academic standards

