



About Us:

The Dynamic Learning Maps Alternate Assessment System Consortium is made up of 14 states and additional partner agencies developing the Dynamic Learning Maps Alternate Assessment System, a computer-based assessment for the 1% of the K-12 public school student population with significant cognitive disabilities for whom, even with accommodations, general state assessments are not appropriate.

Led by the Center for Educational Testing and Evaluation at the University of Kansas, DLM is funded through a five-year grant awarded in late 2010 by the U.S. Department of Education, Office of Special Education Programs. The assessment will be implemented during the 2014-2015 school year.

The DLM Consortium is one of two multistate consortia to receive federal grants to create a next-generation alternate assessment linked to Common Core State Standards in math and English Language Arts for the 1% population. DLM member states are involved during every phase of development.

DLM Consortium States

Iowa • Kansas • Michigan
Mississippi • Missouri
New Jersey • North Carolina
Oklahoma • Utah • Vermont
Virginia • Washington
West Virginia • Wisconsin



Professional Development

Even though the Dynamic Learning Maps Alternate Assessment System (DLM-AAS) is not scheduled to be implemented until the 2014-2015 school year, many DLM professional development materials geared toward educators of students with significant cognitive disabilities are already available.

The DLM-AAS, linked to Common Core State Standards in math and English Language Arts, is a comprehensive assessment system being designed to more validly measure what students with significant cognitive disabilities know and can do.

Its design will support student learning by having its assessment tasks model good instruction. Additionally, the assessment is embedded within teachers' instruction given throughout the school year in ways that allow the Dynamic Learning Map, a massive computerized network of connected skills, knowledge, and concepts upon which the assessment is based, to help teachers teach better.

Supporting teachers of students with significant cognitive disabilities in their efforts to teach and assess is the focus of DLM professional development materials, which are being created the Center for Literacy and Disability Studies (CLDS), a DLM partner.

"DLM professional development emphasizes that teachers understand the Common Core State Standards, but, most importantly, the bulk of our professional development is going to focus on how to teach children with significant cognitive disabilities in a multitude of ways that is conducive to student learning

A Variety of Materials

Professional development materials available to states in the Dynamic Learning Maps Consortium are available in a variety of formats:

- Self-directed Learning Modules
- Facilitated Trainings—fully prepared and ready-made
- Raw Materials—upon which to build a training

Detailed descriptions of materials currently available and in development can be found on the next page.

relative to the Common Core," said Karen Erickson, director of CLDS.

"Because students with significant cognitive disabilities have such unique learning needs, their teachers need every bit as much professional development related to the Common Core as general education teachers," she said.

With extensive input from member states in the DLM Consortium on materials' content, length, and release, the CLDS team has developed professional development materials in a variety of formats to provide states flexibility and choice in implementation.

"Rather than imposing one approach to how kids learn - or one theory of teaching and learning - from the ground up DLM is being developed with an understanding that not all kids learn in the same way and teachers can't have just one way that they teach if kids are going to learn," Erickson said.