DLM training

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Objectives:

- To understand the concept of Least Dangerous Assumption and the role it plays in Assessment Decisions
- To understand the regulations around Alternate Assessments based on Alternate Academic Achievement Standards (AA-AAAS) and the 1% Threshold placed on the State
- To understand how Kansas monitors LEAs for the 1% threshold
- To understand who takes the Dynamic Learning Maps (DLM) Alternate Assessment and the process for determining eligibility for the Alternate Assessment

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Least Dangerous Assumption

Theory of Presuming Competence

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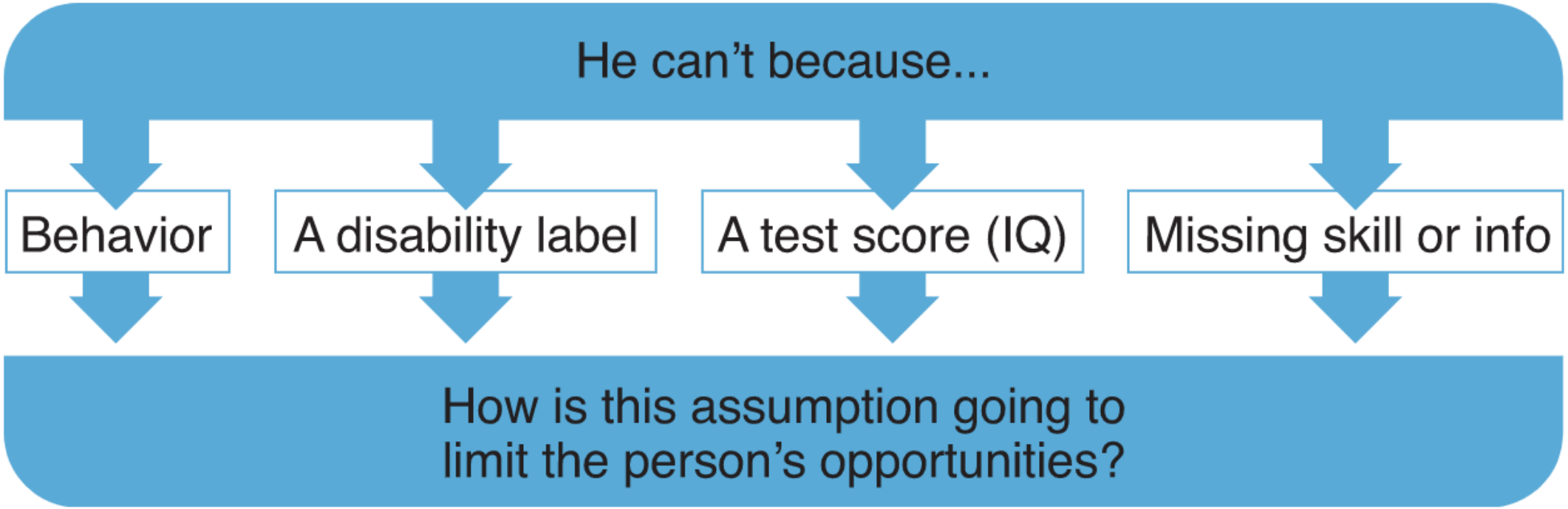
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Least Dangerous Assumption (2)

- Theory of Presuming Competence: Least Dangerous Assumption
- "...in the absence of conclusive data, educational decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults. Furthermore, we should assume that poor performance is due to instructional inadequacy rather than to student deficits."
- – Anne Donnellan, 1984 as quoted by Cheryl Jorgensen, 2005

Least Dangerous Assumption (3)

TIES Center: Tip #6 Using the Least Dangerous Assumption in Educational Decisions



Kim

	Scenario One	Scenario Two
Assumptions	She isn't smart, sub-average intelligence and ability to learn	Treat her as smart, distrust validity of test results due to lack of communication and movement difficulties
Educational setting	Functional academics, speak in language more appropriate for younger child, functional skills, with other students with significant disabilities	Variety of methods to teach her to read, talk to her like any other teenager, enrolled in general academic classes, natural opportunities to teach functional skills
Communication support	Vocabulary and supports correspond to assessment of intellectual disabilities	Communication system includes words and concepts relating to current events, love, relationships, and her future
Friendships and dreams	Interactions with other students with disabilities, plan for moving into a group home and attend day program	Encourage friendships, participate in activities with classmates, postsecondary education addressed

Kim cont'd

	Scenario One	Scenario Two
Brain scan results	IQ of 100	IQ of 40
Has any harm been done?	Lost opportunity to teach her things she could have learned, missed social connections, missed high school experiences, low self-esteem, fewer possibilities for future career or post secondary education	Most say nothing has been lost, her education program offered her opportunities to develop life-long interest, to make friends, to be part of the social life of the school, to be part of the community after graduation, learned and generalized functional skills within the natural context of the day.

Modified from Cheryl Jorgensen article The Least Dangerous Assumption A Challenge to Create a New Paradigm

3 Principles of the least dangerous assumption

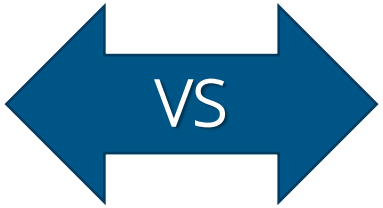


If you are going to fail, fail because you believed in the student not because you placed an artificial limit on the student.

https://www.youtube.com/watch?v=1rIwA7C-vc8

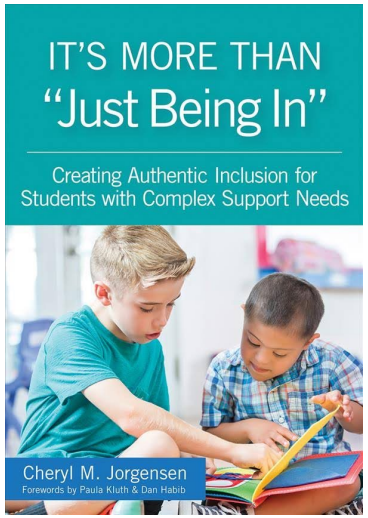
The least dangerous assumption is to have high expectations for all students.

What if we assume students CAN learn, so we give them every opportunity, and it turns out the CAN"T?



What if we assume students CAN"T learn, so we don't give them every opportunity, and it turns out they CAN?

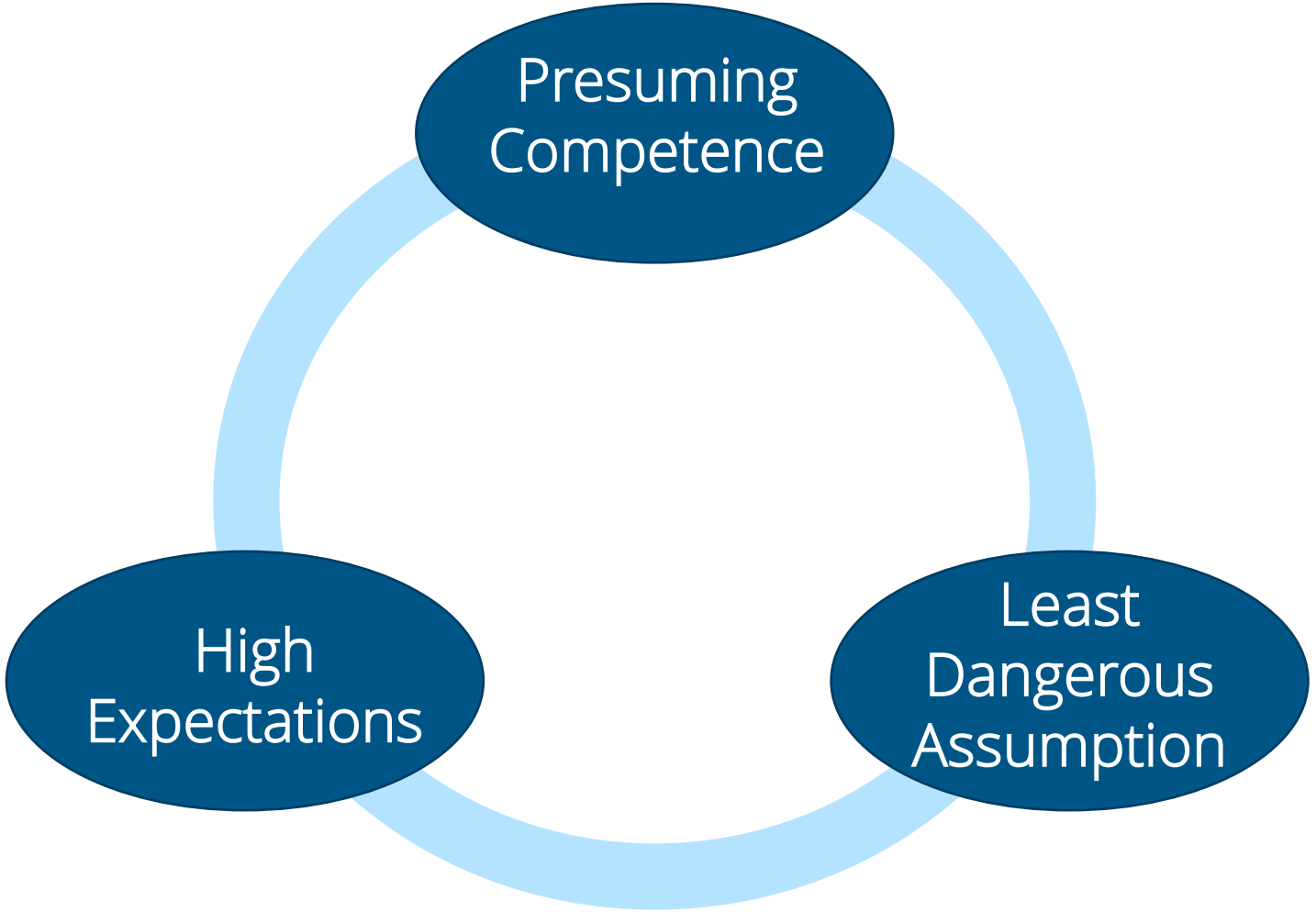
Flawed assumptions



- Intelligence is something that can be reliably measured.
- Students with intellectual disabilities cannot learn general education academic content……so there's no benefit to being in general education classes.
- The choice between a student being in general education or getting their needs met is an either/or situation.

Jorgenson, C.M.(2018). "It's More Than 'Just Being In': Creating Authentic Inclusion for Students with Complex Support Needs."

Improving Student Outcomes



Questions to Ponder



Alternate Assessment based on Alternate Academic Achievement Standards

1% Threshold

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Every Student Succeeds Act (ESSA) - Enacted in 2016

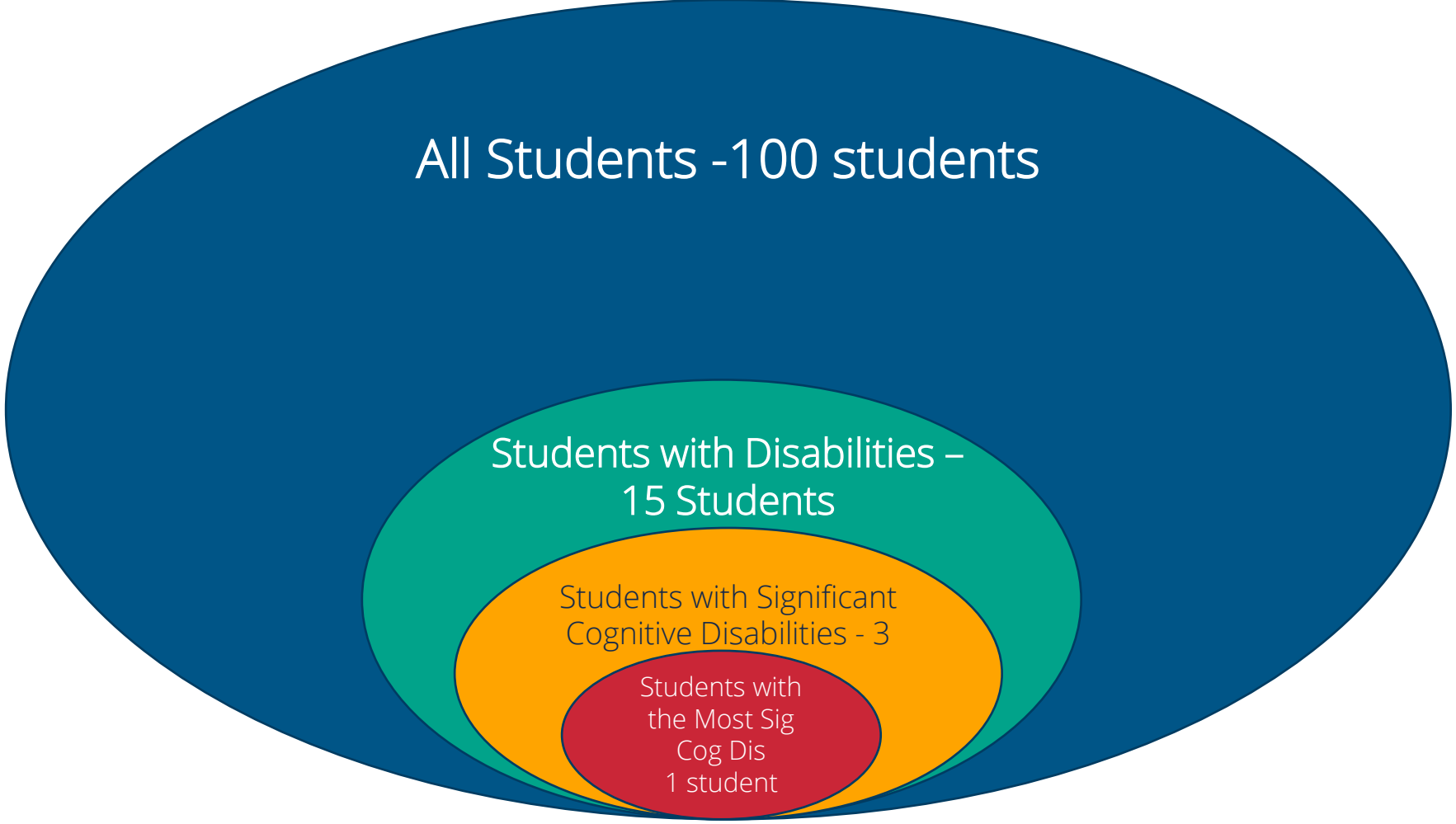
- Revision of the Elementary & Secondary Education Act of 1965
- 34 CFR 200.6 – Inclusion for all students
- 1.0 percent threshold is on the State
  - Not prohibit an LEA from assessing more than 1.0 percent of its assessed students in any subject for which assessments are administered under 34 CFR § 200.2(a)(1) with an alternate assessment aligned with alternate academic achievement standards.)
  - Require LEA must submit information justifying the need of the LEA to assess more than 1.0 percent of its assessed students in any such subject with an alternate assessment (Due to assessments being waived for the 2019-2020 school year, there will not be alternate assessment justifications this year)
  - Provide appropriate oversight , as determined by the State, of an LEA that is required to submit information to the State; and
  - Make the information submitted by an LEA publicly available, provided that such information does not reveal personally identifiable information about an individual student. https://www.ksde.gov/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Title-Services/ESEA-Elementary-and-Secondary-Education-Act

1.0% Threshold Waiver

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All Students -100 students
Students with Disabilities – 15 Students
Students with Significant Cognitive Disabilities - 3
Students with the Most Sig Cog Dis 1 student

Statewide 1%

Requirements of the waiver extension

1. Have assessed at least 95 percent of all students enrolled and 95 percent of children with disabilities in the previous year in the grades assessed in that subject area.
2. Demonstrate that it sought and collected public comment on the State's complete waiver extension request.
3. Provide updated information regarding each requirement in 34 CFR § 200.6(c)(4)(i)-(iv). Specifically, the State must provide the overall assessment participation rates for all students enrolled and for all students with disabilities in the grades assessed for each subject.
4. Assure that it verified that each LEA that the State anticipates will assess more than 1.0 percent of its assessed students in any subject for which assessments are administered in SY 2023-24 using an AA-AAAS followed each of the State's guidelines and will address any disproportionality in the percentage of students in any subgroup taking an AA-AAAS.
5. Report on the progress of its plan and timeline submitted last year and additional actions the State plans for SY, including milestones previously achieved. The Department expects States to describe the plan for SY, and report on the work performed on the plan that was submitted for SY. This progress report should clearly demonstrate and explain how the State's plan has evolved and been improved from the prior year's waiver request. The Department strongly recommends that the plan and report of progress be posted on the State's website.
6. Have reduced the percentage of students taking an AA-AAAS in a content area to be eligible to receive an extension of a waiver of the 1.0 percent cap for that content area.

History

- Kansas had consistently tested just over 1.0 percent of our students on the Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAAS) prior to 2020..
- June 2019 – KSDE received an letter from the DOE requiring Kansas to submit a plan for coming into compliance with the 1.0 threshold. Plan was submitted July 24, 2019
- KSDE submitted an AA-AAAS 1% threshold waiver request on August 22, 2019 – waiver was approved January 2, 2020
- KSDE submitted an AA-AAAS 1% threshold waiver extension on June 2, 2020 – waiver extension was approved on August 7, 2020
- KSDE submitted an AA-AAAS 1% threshold waiver extension on June 14, 2021- waiver was approved on January 27, 2022
- KSDE has not submitted an 1% waiver extension since 2021 and has remained under the 1% threshold.

1% Monitoring



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Oversight of LEAs that test more than 1.0 percent of students with AA-AAAS

- DLM justifications and assurances– customized data display template
  - Three years of data on number and percentage of students taking the AA-AAAS per LEA
- Red-Flag data based on DLM First Contact Survey
- DLM test observations districts over 1%, high rates red flags, high number of short test duration testlets.
- On-site TA – districts who request or have high rates of potential red flags

DLM Justifications

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DLM justifications (2)

- Data we provide
  - Number and percentage of students per subject
  - Disability Categories taking the DLM
  - Participation by Subject Subgroup – disproportionality using risk ratio
  - Percentage of students performing at target or advanced on the DLM by subject
- Requirements of the district
  - Explain how they will address any disproportionality
  - Narrative that includes the data types and processes that the IEP teams utilize to qualify students for the AA
  - Districts next steps to ensure that annually the appropriate test is administered to each student
  - Whether the district needs additional training
  - Whether the district anticipates testing over 1% during the current school year
  - DLM Assurances

DLM Assurances

2023 - 2024 District DLM Assurances

Please submit assurances for each of the following five items:

- [ ] 1. Individualized Education Program (IEP) teams have correctly identified students with the Most Significant Cognitive Disability. http://www.ksde.org/Default.aspx?tabid=887
- [ ] 2. The district has measured the achievement of, at least 95% of all students, including students with disabilities in tested grades.
- [ ] 3. Students who will be participating in an alternate assessment receive instruction aligned to the alternate academic acievement standards, the Essential Elements. http://www.ksde.org/Default.aspx?tabid=887 https://dynamiclearningmaps.org/kansas
- [ ] 4. Parents are informed of their child's participation in an alternate assessment and implications of participating.
- [ ] 5. Addresses any disproportionality in the percentage of students in any subgroup taking the alternate assessment.

- [ ] I understand that the assurances submitted will be posted by KSDE in accordance with federal regulations. (34 CFR 200.6(c)(3)(iv))

By Submitting this form, the district verifies that all students participating in the DLM meet the KSDE participation criteria (http://www.ksde.org/Default.aspx?tabid=887) or will request technical assistance to meet the criteria (https://www.ksdetasn.org/).

Superintendent Name Date

Special Education Director Name Date

DLM Red Flags

DLM Red Flags Fact Sheet (PDF)

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Red Flags

- Based on the First Contact Survey
- WHAT IS A RED FLAG?
  - KSDE analyzes variables from the DLM First Contact survey to assist districts in making sure only those students with the most significant cognitive disability are taking the alternate assessment. A red flag is a data point that stands out or looks questionable when thinking about the most significant cognitive disability. Some students identified with red flags from the first contact survey may be more appropriately challenged by taking the general assessment with accommodations. Other students may still be appropriate to take an alternate assessment. Only students with more than one red flag are used in the total red flag count for the district. IEP teams should review the red flags to ensure the first contact survey is accurate.
- VARIABLES ANALYZED
  - 1. Primary disability
  - 2. Instructional reading level with comprehension
  - 3. Computation skills
  - 4. Writing skills

Probing Questions

- Primary Disability
  - Is the primary disability marked on the First Contact Survey correct? •
  - Is this the most appropriate primary disability for the student? We know students with a most significant cognitive disability continue to need supports in adult life. Are we limiting the available supports for the student after graduation?
- Instructional Reading Level with Comprehension
  - If a 3rd-grade student can read with comprehension at a primer level in the fall, is this a most significant cognitive disability?
  - If a 4th student can read with comprehension at a 1st-grade level in the fall, is this a most significant cognitive disability?
  - If a student can read with comprehension at a 2nd or 3rd-grade or above level, is this a most significant cognitive disability?

Probing Questions (continued)

- Computation skills
  - If a 3rd – 4th-grade student can add and subtract consistently (at least 80% of the time) using numerals, is this a most significant cognitive disability?
  - If a student can consistently multiply and divide (at least 80% of the time) using numerals, is this a most significant cognitive disability?
- Writing Skills
  - If a 3rd -4th-grade student can write words, phrases, or sentences using mostly correct spelling (with or without word prediction) without copying, is this a most significant cognitive disability?
  - If a student can write a paragraph-length text (or longer) using mostly correct spelling (with or without word prediction) without copying, is this a most significant cognitive disability?
- Performance Level
  - Districts should look at this data even though KSDE is not including it in the red flags

Tiered System of Technical Support

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3 Levels of Technical Support

- Universal
  - Online training and tools available for all districts; justifications and assurances required
- Targeted Technical Assistance
  - Required DLM training, review of what the district's data shows; student information sheets completed and submitted; development of a plan, possible DLM test observations; justifications and assurances required
- Intensive Technical Assistance
  - Requirements of Targeted TA plus onsite folder review

DLM test observations - Purpose

- Observations provide anonymous information about how DLM testlets are delivered to help the consortium evaluate the process of administering assessments and to inform improvements. Data from test administration observations also provide evidence of validity for the assessment system.
- Intended to be non-judgmental – its not a gotcha
- Provides opportunities to visit with the teachers administering the assessment and answer any questions they have. It also allows times for me to share information and resources they may not be familiar with.
- Beginning in the fall 2023 – DLM test observations will include observing those teachers and students who had a high percentage of short duration testing
    - Purpose is to assist teachers in engaging the students in order to get more reliable and useful data on what the student knows and can do.
    - DLM research team has determined the amount of time that is not reasonable to complete a DLM testlet
        - ELA – 60 seconds or less
        - Math – 30 seconds or less
        - Science – 30 seconds or less
    - This is a testing irregularity that needs to be monitored and addressed by districts.

IEP File review: alternate assessment participation monitoring – Criteria 1 & 2

Alternate Assessment Participation Criteria IEP Record Review Rubric		
IEP Date:		
Criteria #1: Evidence of Significant Cognitive Disabilities Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning. Typically functioning 2 ½ or more Standard Deviations (SD) below the mean.		
Criteria Rating	Clarifying Examples	Notes
☐ Yes ☐ No	The student's primary disability is associated with a most significant intellectual disability (Intellectual Disability, Multiple Disability, Autism, Traumatic Brain Injury).	
☐ Yes ☐ No	Does assessment of intellectual functioning and cognitive abilities support evidence of a most significant cognitive disability (2.5 or more SD below the mean or is there evidence that valid cognitive results could not be obtained)	
☐ Yes ☐ No	The PLAAFPs indicates academic skills which are several grade levels below age appropriate peers for elementary students, 5-6 grade levels below for middle school students, and 7-9 grade levels below for high school students for **all content areas**.	

Criteria #2: Evidence of Significant Deficits in Adaptive Behavior Review of student records indicate a disability or multiple disabilities that significantly impact adaptive behavior (those skills and behaviors essential for someone to live independently and to function safely in daily life). Typically functioning 2 ½ - 3 SD below the mean and/or extensive information documentation of most sign. Deficits in adaptive functioning.		
Criteria Rating	Clarifying Examples	Notes
☐ Yes ☐ No	Assessment of adaptive behavior functioning indicates significant deficits in adaptive behavior (2.5 or more SD below the mean)	
☐ Yes ☐ No	The student's IEP includes goals for conceptual skills, social skills, and /or practical skills. Conceptual skills are needed to communicate, apply academic skills, and manage and accomplish tasks. Social skills are needed to engage in interpersonal interactions, act with social responsibility and use leisure time. Practical skills are needed to address personal and health needs; take care of home, classroom or work settings; and function in a school or community (daily living skills: eating, dressing, toileting; community living skills: preparing meals, housekeeping, using a phone, ability to access and use transportation, job skills)	
☐ Yes ☐ No	Even with additional time, the student will likely unable to develop the skills needed to live independently or to function safely in their daily life at home, school and community. (Student is on the waiting list with the local CDDO for adult services)	

IEP File review: alternate assessment participation monitoring – Criteria 3-4

Criteria #3: Primarily Instructed Using the DLM Essential Elements as Content Standards Present levels and measurable goals listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.		
Criteria Rating	Clarifying Examples	Notes
☐ Yes ☐ No	The student's IEP references PLAAFPs and goals aligned to the DLM essential elements. (ALL Goals must have at least 2 benchmarks/objectives)	
☐ Yes ☐ No	Previous assessment score reports support taking an alternate assessment. Situations that **do not support** taking the AA are receiving target and/or advanced levels on the DLM indicating the test is no longer ambitiously challenging; obtaining a score on the general assessment indicates the student is capable of taking a general assessment with accommodations.	

Criteria #4: Evidence of Extensive Direct Individualized Instruction and Substantial Supports to Achieve Measurable Gains in All Grade- and Age-Appropriate Curriculum a. Requires extensive, repeated, individualized instruction and support that is neither temporary nor limited to specific content areas. b. Uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.		
Criteria Rating	Clarifying Examples	Notes
☐ Yes ☐ No	The student's IEP indicates direct special education support for the majority of the school day (moderate to maximum levels of support) to make adequate progress on the Essential Elements that are at a reduced depth, breadth, and complexity as compared with general education curriculum.	
☐ Yes ☐ No	The student requires extensive accommodations and modifications (layers of supports, scaffolding and/or assistive technologies- low or high tech) to communicate, follow directions, complete daily routines and/or complete instructional activities.	
☐ Yes ☐ No	The student's IEP outlines accessibility supports beyond those allowed on the Kansas Assessment Program (KAP) to meet the cognitive and physical task demands of instruction and assessment. Refer to The Kansas Accessibility Manual or Tools and Accommodations Available for the KAP.	

IEP File review: alternate assessment participation monitoring - Scoring

The following aren't allowable (or acceptable) considerations for determining participation in the DLM Alternate Assessment. 1. A specific disability category or label. 2. Poor attendance or extended absences. 3. Native language/social/cultural or economic difference. 4. Expected poor performance on the general education assessment. 5. Academic and other services student receives. 6. Educational environment or instructional setting. 7. Percent of time receiving special education. 8. English Language Learner (ELL) status. 9. Low reading level/achievement level. 10. Student's anticipated disruptive behavior. 11. Impact of student scores on accountability system. 12. Administrator decision. 13. Anticipated emotional duress. 14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process.		
Criteria Rating	Clarifying Examples	Notes
☐ Yes ☐ No	The IEP does not suggest or provide evidence that the decision was based on any of the considerations listed above.	

General	
☐ Yes ☐ No	The IEP included the Participation Guidelines and/or the Rubric for Determining Eligibility on the DLM.
☐ Yes ☐ No	The IEP includes a statement of why the student cannot participate in the general state assessment.
☐ Yes ☐ No	The IEP includes a statement of why the particular alternate assessment selected is appropriate for the student.
☐ Yes ☐ No	Evidence of parent/legal education decision maker notification of participation in the alternate assessment and its implication in the parent's native language.
Score /17	

Score Scale	Interpretation
13-17	Complete and Consistent Evidence Present. IEP file review has passed the Participation Guidelines Compliance Check.
8-12	Partial or Inconsistent Evidence Present. IEP file review has not passed the Participation Guidelines Compliance check.
7 or fewer	Little or No Evidence present. IEP file review has not passed the Participation Guidelines Compliance check.

Dynamic Learning Maps (DLM)

Participation Guidelines

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Who are students with the most significant cognitive disability?



KSDE DLM Participation Guidelines- updated

KANSAS STATE DEPARTMENT OF EDUCATION

GUIDELINES

Dynamic Learning Maps

PARTICIPATION GUIDELINES FOR KANSAS

The criteria for participation in Kansas' Alternate Assessment/Dynamic Learning Maps (DLM) reflect the pervasive nature of a student with a **most significant cognitive disability in the state**. Individualized Education Program (IEP) teams must select the alternate assessment as the only option for **ALL** subject content areas assessed.

The following aren't allowable (or acceptable) considerations for determining participation in the DLM Alternate Assessment.

1. A specific disability category or label.
2. Poor attendance or extended absences.
3. Native language/social/cultural or economic difference.
4. Expected poor performance on the general education assessment.
5. Academic and other services student receives.
6. Educational environment or instructional setting.
7. Percent of time receiving special education.
8. English Language Learner (ELL) status.
9. Low reading level/achievement level.
10. Student's anticipated disruptive behavior.
11. Impact of student scores on accountability system.
12. Administrator decision.
13. Anticipated emotional duress.
14. Need for accommodations (e.g., text to speech, assistive technology/AAC) to participate in assessment process.

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July 2023

KSDE DLM Participation Guidelines- pg 2

Name of Student:_____ Date: _____

The student is eligible to participate in the DLM if ALL responses below are marked YES.

CRITERIA	YES	NO	SUPPORTING EVIDENCE
1. Cognitive assessment data supports a **most significant cognitive disability** (intellectual disability). PARTICIPATION CRITERION DESCRIPTORS: Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning. **Typically functioning 2 ½ or more Standard Deviations (SD) below the mean.**	☐	☐	
2. Adaptive assessment data supports a **most significant deficit** in adaptive behavior. PARTICIPATION CRITERION DESCRIPTORS: Review of student records indicate a disability or multiple disabilities that significantly impact adaptive behavior (those skills and behaviors essential for someone to live independently and to function safely in daily life). **Typically functioning 2 ½ or more SD below the mean.**	☐	☐	
3. The student is primarily being instructed (or taught) using the DLM Essential Elements as content standards. PARTICIPATION CRITERION DESCRIPTORS: Present levels and measurable goals listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student. All goals must have at least 2 benchmarks/objectives.	☐	☐	
4. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in ALL grade-and age-appropriate curriculum at a reduced depth, breath and complexity. PARTICIPATION CRITERION DESCRIPTORS: The student: **a.** Requires extensive, repeated, individualized instruction and support that is neither temporary nor limited to specific content areas. **AND**	☐	☐	
b. Uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	☐	☐	

Review of the eligibility criteria #1

1. Cognitive assessment data supports a most significant cognitive disability (intellectual disability).

PARTICIPATION CRITERION DESCRIPTORS:

Review of student records indicate a disability or multiple disabilities that significantly

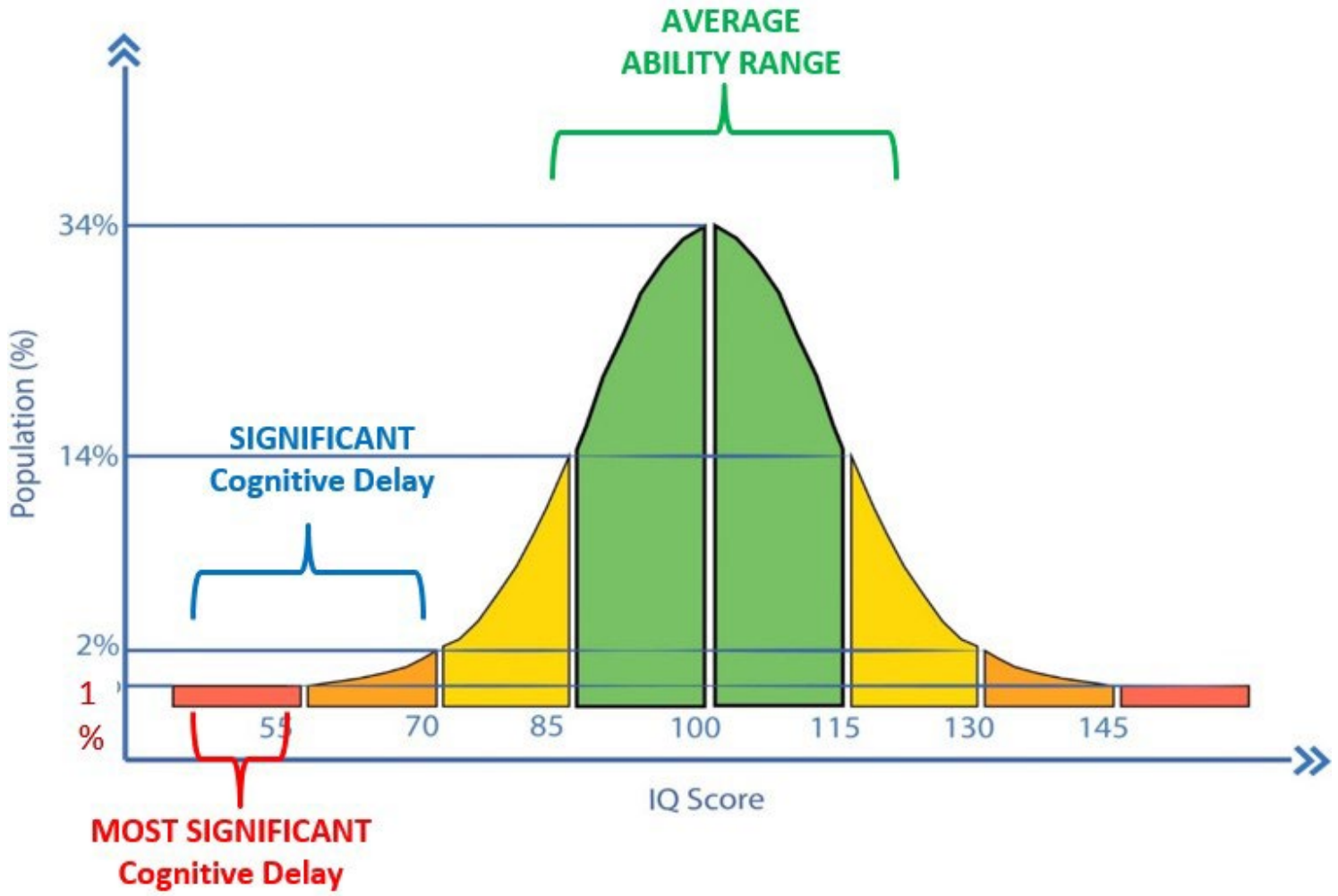
impact intellectual functioning. Typically functioning 2 ½ or more Standard

Deviations (SD) below the mean.

Student must have a deficit in the student's ability to plan, comprehend, and reason

While a student with only a specific learning disability, speech impairment, or emotional disability may have significant academic challenges, he or she has the intellectual potential to reach grade-level expectations. The description of specific learning disability, speech impairment, and emotional disability and the definition of significant cognitive disability present conflicting information.

Student Eligibility



Most Significant Cognitive Disability = typically 2 ½ SD or more below the mean

Tool B: Intellectual Functioning Tool

- The Kansas criteria to participate in the DLM is: the student has a most significant cognitive disability (defined as typically functioning 2 ½ or more standard deviations below the mean).
- It may be more helpful for the IEP team to consider a continuum of intellectual functioning as shown in the tool.
- No one characteristic should solely determine whether intellectual functioning is at a level that suggests the AA-AAAS is the appropriate assessment

Intellectual Functioning Tool

Student Name: _____ Date: _____

Not limited	Mild Cognitive Limitations	Moderate to Significant Cognitive Limitations	Most Significant Cognitive Limitations
Verbal Intelligence/Cognition (related to language skills)			
Verbal intelligence in average range or above (85 IQ or above)	Verbal Intelligence 1 to 2 SD below mean (84-71)	Verbal Intelligence 2 to 2.5 SD below mean (70 - 64)	Verbal Intelligence 2.5 SD or more below mean (63 or lower)
Nonverbal Intelligence/Cognition (related to visual-spatial skills)			
Non-verbal intelligence in average range or above (85 IQ or above)	Non-verbal Intelligence 1 to 2 SD below mean (84-71)	Non-verbal Intelligence 2 to 2.5 SD below mean (70 – 64)	Non-verbal Intelligence 2.5 SD or more below mean (63 or lower)
Thinking/Reasoning/Problem-Solving			
Reasoning and problem-solving skills at age-level or within average range on an assessment.	Minimal assistance (e.g., general education interventions/supports) needed to carry out reasoning and problem-solving tasks	Requires special education services, including modifications and levels of scaffolding to complete reasoning and problem-solving tasks	Dependent on others for completing tasks that require reasoning and problem-solving
Executive Function/Attention/Memory			
Cognitive planning and working memory at age-level or within average range on an assessment	Minimal assistance (e.g., general education interventions/supports) needed to support cognitive planning and working memory	Requires special education services, including modifications and levels of scaffolding to support cognitive planning and working memory	Dependent on others for completing tasks that require cognitive planning and working memory
Learning			
Learning grade level academic skills	Learning grade level academics with general education supports	Learning general standards or mastering target or successor linkage level EEs with increasing levels of assistance from special education services and supports	Making progress on the Essential Elements (EEs) with moderate/maximal levels of supports

Review of the eligibility criteria #2

2. Adaptive assessment data supports a most significant deficit in adaptive behavior.

PARTICIPATION CRITERION DESCRIPTORS:

Review of student records indicate a disability or multiple disabilities that significantly impact adaptive behavior (those skills and behaviors essential for someone to live independently and to function safely in daily life). Typically functioning 2 ½ or more SD below the mean.

Limit a student's ability to apply social and practical skills such as personal care, social problem-solving skills, dressing and eating, using money, and other functional skills across life domains

It is unlikely to see these deficits in a student with a high incidence disability only, such as a specific learning disability, speech impairment, or emotional disability

Behavior: What's the difference?

Adaptive Behaviors (Life Skills)

A collection of skills people use to function in everyday life.

Examples:

Personal care skills

Independent living skills

Social skills

Communication

Self-direction

Maladaptive Behaviors

Behaviors which inhibit a person's ability to adjust to different situations.

Examples:

Ritualistic behaviors

Self-injurious behaviors

Aggressive behaviors

Non-Attentive behaviors

Attention-seeking behaviors

Addictive behaviors

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Tool C: Adaptive Functioning Tool

Adaptive Functioning Tool

Student Name: _____ Date: _____

Adaptive Behavior Scale

Not Limited	Mild to Moderate Deficits	Moderate to Significant Deficits	Most Significant Deficits
Overall adaptive behavior score in average range or above (standard score 85 or above)	Adaptive behavior 1 to 2 SD below mean (ss 84 - ss 71)	Adaptive behavior 2 to 2.5 SD below mean (ss 70 – ss 64)	Adaptive behavior 2.5 SD or more below mean (ss 63 or lower)

Conceptual

Not Limited	Mild to Moderate Deficits	Moderate to Significant Deficits	Most Significant Deficits
Age-level expressive and receptive communication skills	Communicates expressively and receptively with minimal prompting/assistance	Beginning to communicate wants/needs/preferences using assistive technology (augmentative device or symbols)	No formal communication system
Learning grade level academic skills	Learning grade level academics with general education supports	Mastering target or successor linkage level EEs; learning grade level academics with increasing levels of assistance	Making progress on the Essential Elements (EEs) with moderate/maximal levels of supports

Social

Not Limited	Mild to Moderate Deficits	Moderate to Significant Deficits	Most Significant Deficits
No instruction is needed on responsibility, following rules, interpersonal skills	General instruction addressed through MTSS and general education interventions for responsibility, following rules, and interpersonal skills	Systematic, direct instruction in responsibility, following rules, and interpersonal skills	Prescriptive, systematic, direct instruction relating to responsibility, following rules, and interpersonal skills (Prescriptive is specifically designed for one particular student based on his or her needs.)
Assessment and observation of skills related to responsibility, following rules, and interpersonal skills show student has adequate to excellent social skills.	Assessment and observation of skills related to responsibility, following rules, and interpersonal skills show the student would benefit from general classroom social skills instruction.	Assessment and observation of skills related to responsibility, following rules, and interpersonal skills show the student needs systematic instruction to improve social skills.	Assessment and observation of skills related to responsibility, following rules, and interpersonal skills show the student needs individually planned instruction designed to match his/her skills and weaknesses.
No curricular intervention needed	Social skills curriculum appropriate for whole classroom is sufficient.	Structured social skills curriculum designed for small groups, including direct instruction, is needed.	Individualized, step-by-step planned curriculum with extensive modeling and practice is essential.
At mastery prior to instruction	Large group instruction with differentiation is sufficient	Small group instruction with differentiation is needed	Individualized one-on-one instruction is needed

Practical

Not Limited	Mild to Moderate Deficits	Moderate to Significant Deficits	Most Significant Deficits
No instruction needed on daily living skills or community living skills	Minimal assistance/supports for daily living skills and community living skills; student will likely be successful living independently and holding a job	Requires moderate assistance/supports to complete daily living skills and community living skills (e.g., meal prep, phone use, housekeeping); student will likely be successful in supportive living	Dependent on others for daily living skills and community living skills; student will likely need 24 hour supports as an adult

- The Kansas criteria to participate in the DLM is: the student has significant deficits in adaptive behavior (defined as typically functioning 2 ½ or more standard deviations below the mean).
- It may be more helpful for the IEP team to consider a continuum of adaptive functioning rather than a yes or no response.
- No one characteristic or rating should solely determine whether adaptive functioning is at a level that suggests the AA-AAAS is the appropriate assessment.

Review of the eligibility criteria #3

3. The student is primarily being instructed or taught using the DLM Essential Elements as content.

PARTICIPATION CRITERION DESCRIPTORS:

Present levels and measurable goals listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.

Teaching that includes hands-on materials, demonstrating concepts along with verbal directions, new tasks broken into small steps, prompting or shaping accurate performance, multiple opportunities and examples, and repeated student practice beyond disabled peers. Usually perform significantly below grade-level proficiency (an elementary student may perform 3 or more grade levels below age appropriate peers, while a high school student may perform 7-9 grade levels below age appropriate peers.

Review of the eligibility criteria #4

4. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in all grade-and age-appropriate curriculum.

   a. Requires extensive, repeated, individualized instruction and support that is neither temporary nor limited to specific content areas.

   b. Uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.

IEP goals are both functional and academic in nature.

Instruction appears very different from the instruction of their age-appropriate peers.

Requires daily individualized instruction in every academic area that is on a substantially different level of rigor than peers with disabilities.

Often requires an alternate curriculum, modified tasks, modified requirements, and frequent prompting that differs from his or her peers receiving special education services.

KSDE DLM Participation Guidelines- pg 3

CRITERIA	YES	NO	SUPPORTING EVIDENCE
5. **Parent/legal education decision-maker notification includes discussion of ALL of the following areas.** • The differences between the alternate achievement standards and academic content standards for the grade in which the student is enrolled, including any effects of State and local policies on the student's education resulting from taking an alternate assessment aligned with alternate academic achievement standards; **AND**	☐	☐	
• That the student's achievement will be measured based on alternate achievement standards; **AND**	☐	☐	
• How the student's participation in alternate standards and assessment(s) may delay or otherwise affect the student from completing the requirements for a regular high school diploma; **AND**	☐	☐	
• That the student will not be prevented from attempting to complete the requirements for a regular high school diploma. **AND**	☐	☐	
• The LEA provided the parent(s)/legal education decision-maker with **ALL** of the above information in an understandable and uniform format and in a written language or oral translation that the parent(s)/legal education decision-maker can understand.	☐	☐	

Please sign and date that all criteria have been discussed.

Parent/legal education decision-maker: _____ Date: _____

Parent/legal education decision-maker: _____ Date: _____

Supporting evidence – Shared/reviewed the Alternate Assessment Notification with Parents/legal Education decision-maker

KSDE DLM Participation Guidelines- pg 4

What is a most significant cognitive disability?

The term "**most significant cognitive disability**" isn't a separate category of disability. It is a designation given to a small number of students with disabilities **for purposes of participation in the statewide student assessment program.** This subgroup of students referred to in the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA) as having the "most significant cognitive disabilities" constitutes **less than 1%** of the student population. The students are:

1. Within one or more of the existing categories of disability under IDEA (e.g.., Intellectual disability, autism, multiple disabilities), and
2. Whose cognitive impairments and adaptive behaviors may prevent them from attaining grade-level achievement standards even with extensive direct individualized instruction and substantial supports.

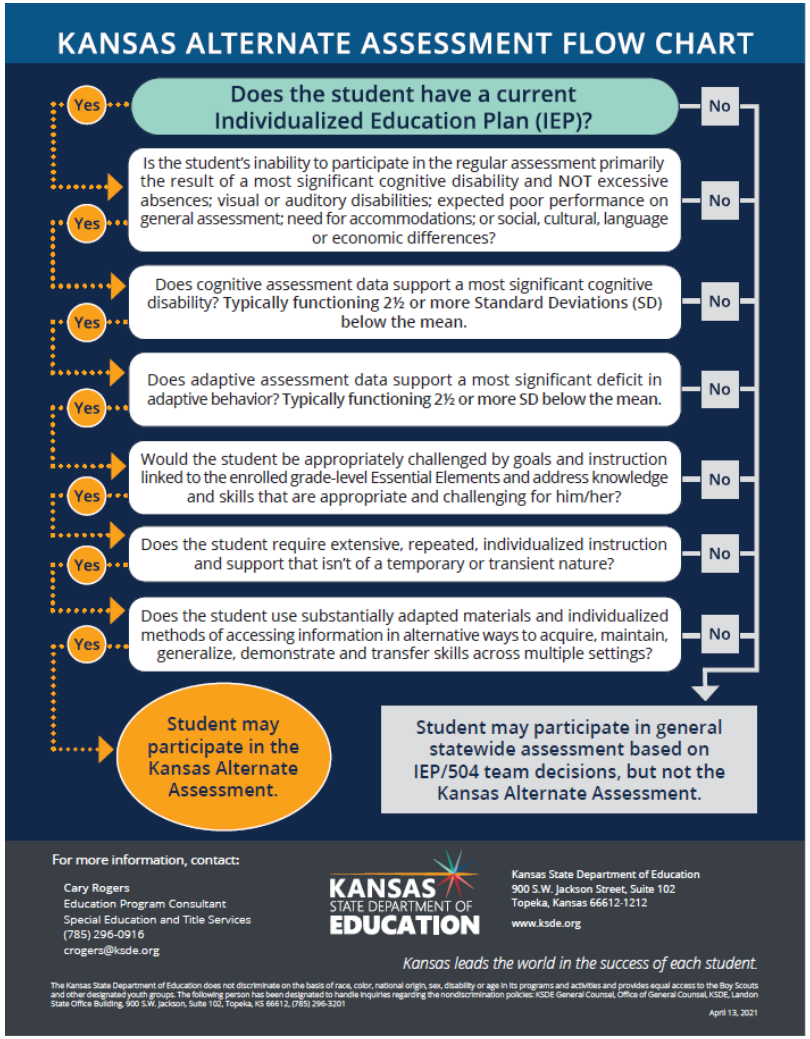
Learner Characteristics

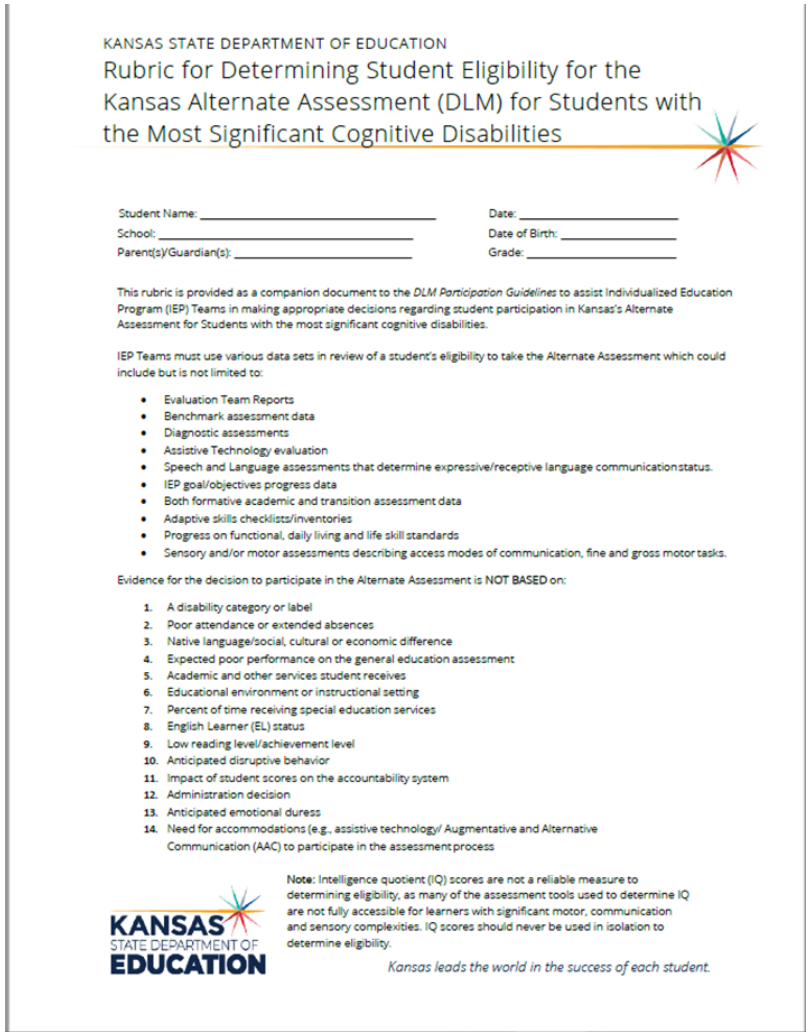
- A most significant cognitive disability with **co-existing deficits in both communication and adaptive behavior**. Typically functioning 2 1/2 or more SD below the mean.
- A most significant cognitive disability impacts learning, memory, judgment and processing which impacts learning acquisition.
- Perform substantially below grade level expectations on the academic content standards for the age-appropriate grade they are enrolled, even with the use of accommodations and modifications.
- Require extensive, specially designed individualized instruction, and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum (at a reduced depth, breath and complexity).
- Requires more time for:
  - **a.** Processing
  - **b.** Opportunities to generalize language.
  - **c.** Time to learn and process language.
  - **d.** Alternate ways to communicate including augmentative.
  - **e.** Alternative communication to supplement or replace speech or writing.

Educational Considerations

- IEP teams are responsible for making the determination of a **most significant cognitive disability** for the purpose of participation in statewide student assessments.
- Requires the IEP team to complete the DLM Participation Guidelines for Kansas form.
- Requires a "yes" answer to **ALL** participation criterion on the DLM Participation Guidelines for Kansas.
- DLM is used as the assessment tool in **ALL** content areas during the statewide student assessments.
- The IEP goals and benchmarks/objectives are aligned to the enrolled grade-level DLM Essential Elements. All goals must have at least 2 benchmarks/objectives.
- The IEP addresses knowledge and skills that are appropriate and challenging for the student.
- Instruction using the Essential Elements reduces exposure to the full depth, breadth, and complexity of the **GENERAL** curriculum.
- Students performing "at target" or "advanced" on both English language arts and mathematics on the DLM year-end report may need transitioned to the general assessment with appropriate accommodations in order to be appropriately challenged.
- Students instructed on general education content standards aren't eligible for the DLM assessment.
- Parents/legal education decision maker are notified of the potential implications for participating in the alternate assessment.

Kansas Alternate Assessment Flow Chart and Rubric for Determining Eligibility for the DLM





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Rubric for Determining Student Eligibility for the Kansas Alternate Assessment (DLM) for Students with the Most Significant Cognitive Disabilities

Student Name: _____ Date: _____
School: _____ Date of Birth: _____
Parent(s)/Guardian(s): _____ Grade: _____

This rubric is provided as a companion document to the *DLM Participation Guidelines* to assist Individualized Education Program (IEP) Teams in making appropriate decisions regarding student participation in Kansas's Alternate Assessment for Students with the most significant cognitive disabilities.

IEP Teams must use various data sets in review of a student's eligibility to take the Alternate Assessment which could include but is not limited to:

- Evaluation Team Reports
- Benchmark assessment data
- Diagnostic assessments
- Assistive Technology evaluation
- Speech and Language assessments that determine expressive/receptive language communication status.
- IEP goal/objectives progress data
- Both formative academic and transition assessment data
- Adaptive skills checklists/inventories
- Progress on functional, daily living and life skill standards
- Sensory and/or motor assessments describing access modes of communication, fine and gross motor tasks.

Evidence for the decision to participate in the Alternate Assessment is **NOT BASED** on:

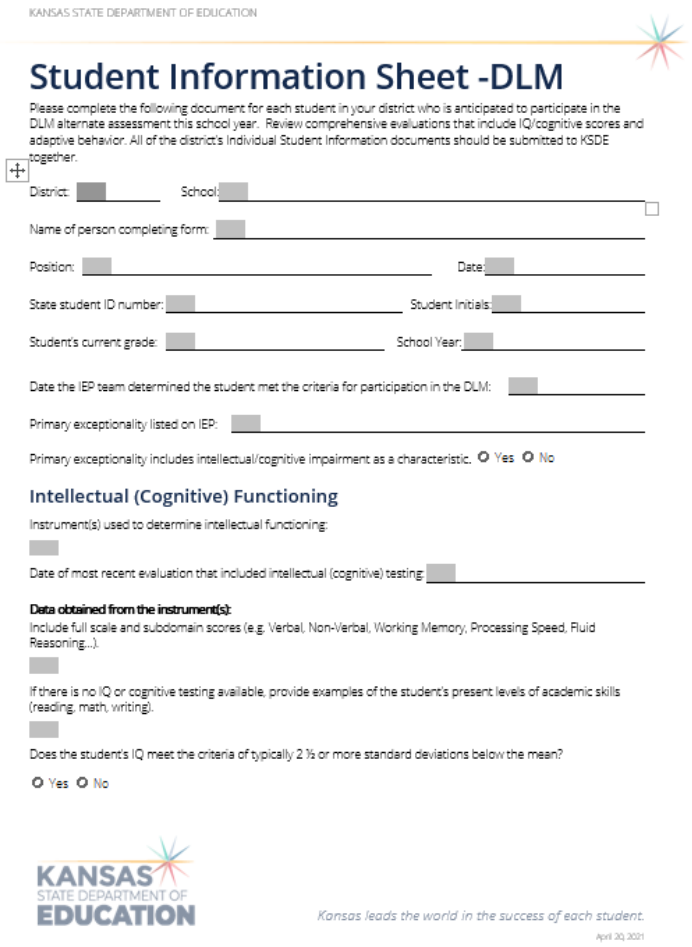
1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social, cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. English Learner (EL) status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of student scores on the accountability system
12. Administration decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/ Augmentative and Alternative Communication (AAC) to participate in the assessment process

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Note: Intelligence quotient (IQ) scores are not a reliable measure to determining eligibility, as many of the assessment tools used to determine IQ are not fully accessible for learners with significant motor, communication and sensory complexities. IQ scores should never be used in isolation to determine eligibility.

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Student Information Sheet



KANSAS STATE DEPARTMENT OF EDUCATION

Student Information Sheet -DLM

Please complete the following document for each student in your district who is anticipated to participate in the DLM alternate assessment this school year. Review comprehensive evaluations that include IQ/cognitive scores and adaptive behavior. All of the district's Individual Student Information documents should be submitted to KSDE together.

District: School:

Name of person completing form:

Position: Date:

State student ID number: Student Initials:

Student's current grade: School Year:

Date the IEP team determined the student met the criteria for participation in the DLM:

Primary exceptionality listed on IEP:

Primary exceptionality includes intellectual/cognitive impairment as a characteristic. Yes No

Intellectual (Cognitive) Functioning

Instrument(s) used to determine intellectual functioning:

Date of most recent evaluation that included intellectual (cognitive) testing:

Data obtained from the instrument(s):
Include full scale and subdomain scores (e.g. Verbal, Non-Verbal, Working Memory, Processing Speed, Fluid Reasoning...).

If there is no IQ or cognitive testing available, provide examples of the student's present levels of academic skills (reading, math, writing).

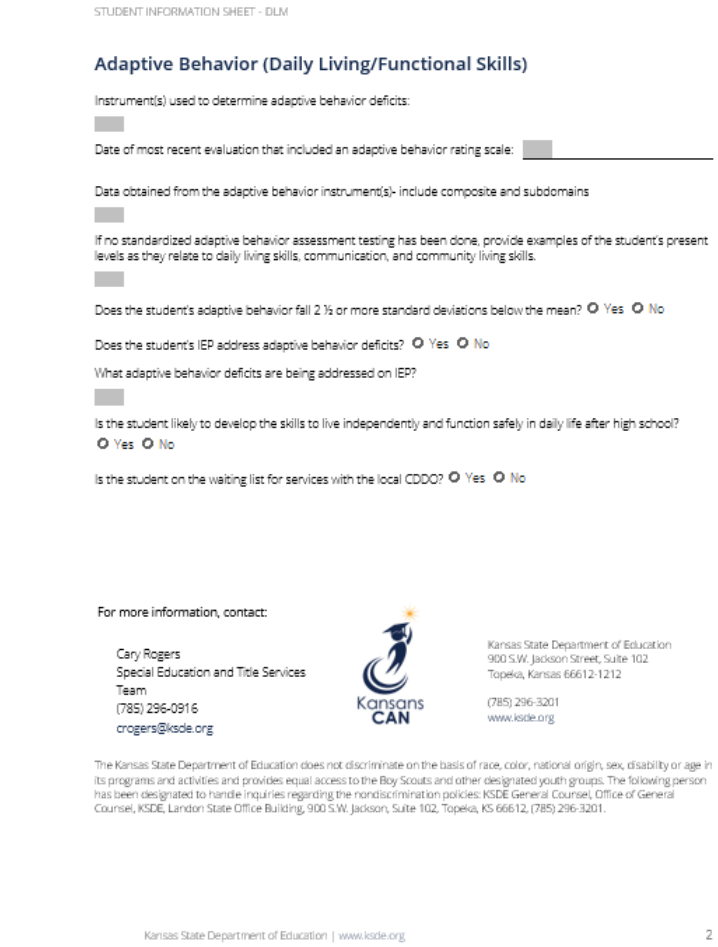
Does the student's IQ meet the criteria of typically 2 ½ or more standard deviations below the mean?

Yes No

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April 20, 2021



STUDENT INFORMATION SHEET - DLM

Adaptive Behavior (Daily Living/Functional Skills)

Instrument(s) used to determine adaptive behavior deficits:

Date of most recent evaluation that included an adaptive behavior rating scale:

Data obtained from the adaptive behavior instrument(s)- include composite and subdomains

If no standardized adaptive behavior assessment testing has been done, provide examples of the student's present levels as they relate to daily living skills, communication, and community living skills.

Does the student's adaptive behavior fall 2 ½ or more standard deviations below the mean? Yes No

Does the student's IEP address adaptive behavior deficits? Yes No

What adaptive behavior deficits are being addressed on IEP?

Is the student likely to develop the skills to live independently and function safely in daily life after high school?
Yes No

Is the student on the waiting list for services with the local CDDO? Yes No

For more information, contact:

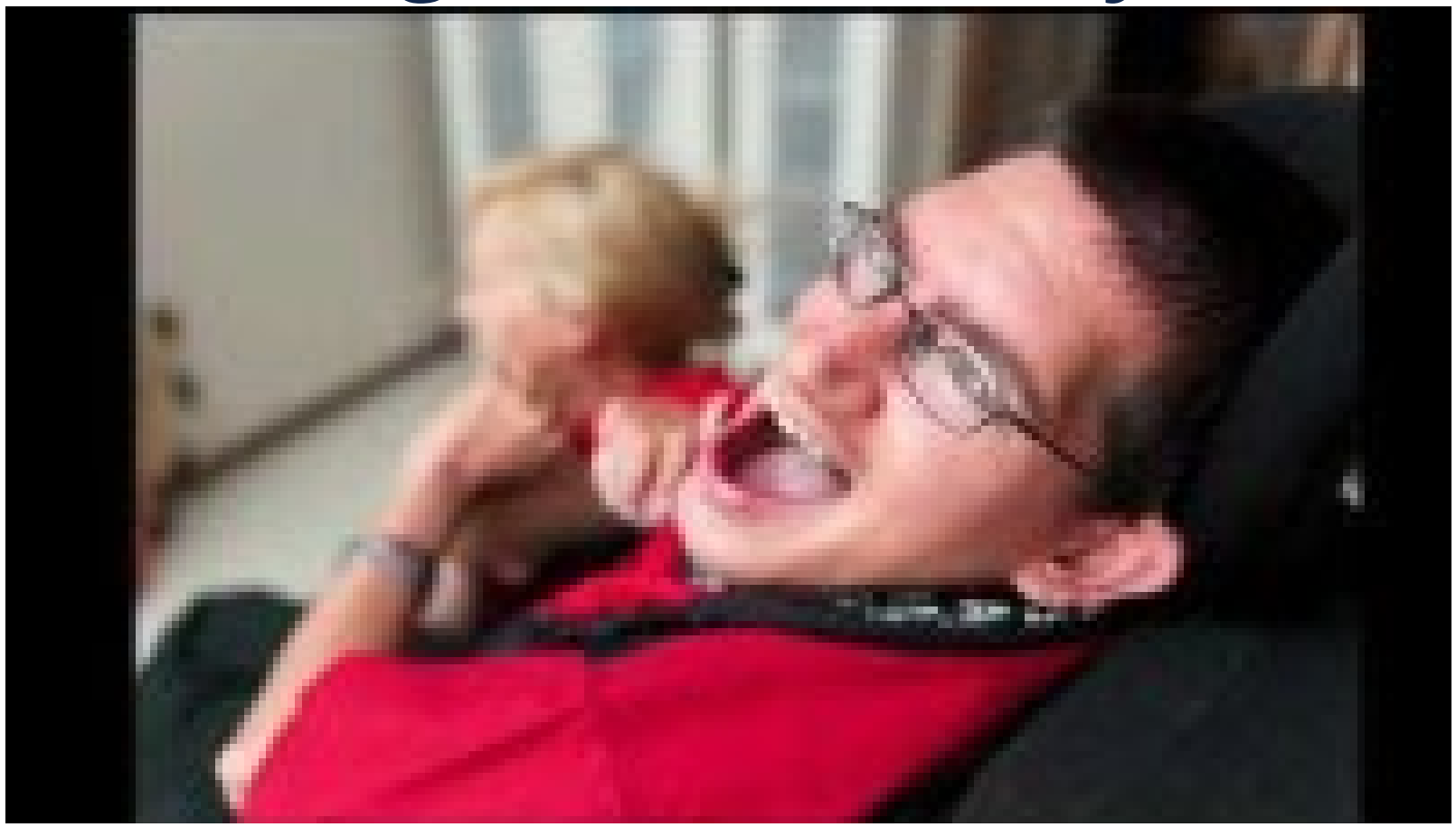
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Examples of students with a most significant cognitive disability.



https://youtu.be/wIkxLDUnWRA

My student qualifies for the DLM

- Find out who your district test coordinator is.
- Provide your district test coordinator with the name(s) of students who qualify for the DLM, the student(s) grade level, primary exceptionality from the IEP, and the subjects your student will be taking in the DLM. (Note: students who take the DLM take it in all subject areas for that grade level. A student can not take a DLM in ELA and general assessment in math.
- Let your district test coordinator know if you do not have an Kite Educator Portal account or if you are new to the DLM. You will not be able to complete the required training until this is done.
- Your district test coordinator can get you access to Kite Educator Portal as a teacher for the DLM assessment. They will also be the individual to upload your students and roster files that link your students to you in each subject area.

My student no longer meets eligibility requirements for the DLM

- IEP or IEP amendment must be done to remove the alternate assessment
- Contact your district test coordinator to remove the student from the DLM and add the student to the KAP
- We ask teams to take care of this in the fall before administering any DLM testlets if possible.
- If a student has to be exited after beginning the DLM, that is fine. We want the right students taking the right test.
- Discuss what accommodation the student needs in order to access grade level academic content.

Resources

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IEP Team Resource: Making Decisions about Participation in the Alternate Assessment

Section 1: Informing All IEP Team Members about the Kansas AA-AAAS

- Tool A: Assessment Information for IEP Team Members

Section 2: Preparing for the Decision about Whether the Student Should Participate in the Kansas AA-AAAS

- Tool B: Intellectual Functioning Tool
- Tool C: Adaptive Functioning Tool
- Tool D: Instruction and Supports Documentation
- Tool E: Previous Test Participation and Performance Documentation
- Tool F: Communication Skills Documentation

Section 3: Discussing Information Relevant to the Assessment Decision During the IEP Meeting

- Tool G: Expectations for the Student's Future
- Tool H: Implications of Participation in General and Alternate Assessment
- Tool I: Intellectual Functioning, Adaptive Functioning, and Previous Participation and Performance Summary
- Tool J: Alternate Assessment Notification

Section 4: Reviewing Decisions about Instruction and Assessment

- Tool K: Aggregation of Assessment Decisions by School and District
- Tool L: Review of Aggregate Decisions by School and District

Appendix – 2 case studies (1 student who would be eligible for the DLM/ 1 student who would not be eligible for the DLM)

Additional Guidance Documents

- Participation Guidelines (PDF)
- Kansas Alternate Assessment Flow Chart (PDF)
- Rubric for Determining Student Eligibility for the Kansas Alternate Assessment (DLM) (PDF) (Companion document to the DLM Participation Guidelines)
- IEP Team Resource Making Decisions about Participation in the Alternate Assessment (PDF)

Resource Links

- KSDE DLM webpage
- KSDE Assessment webpage (Assessment page)
- DLM webpage
- TASN website
- Navigating Change 2020

  Essential Elements Assessment Rubrics by grade band

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To sign up for KAA listserv, send this information:
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Body of message: Email address, First Name, Last Name, USD Number, USD Name,
Send to this address: cary.rogers@ksde.gov

Contact Information



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