DLM Webinar #3: How do I prepare my students for the DLM?

October 8, 2026

KANSAS
STATE DEPARTMENT OF
EDUCATION

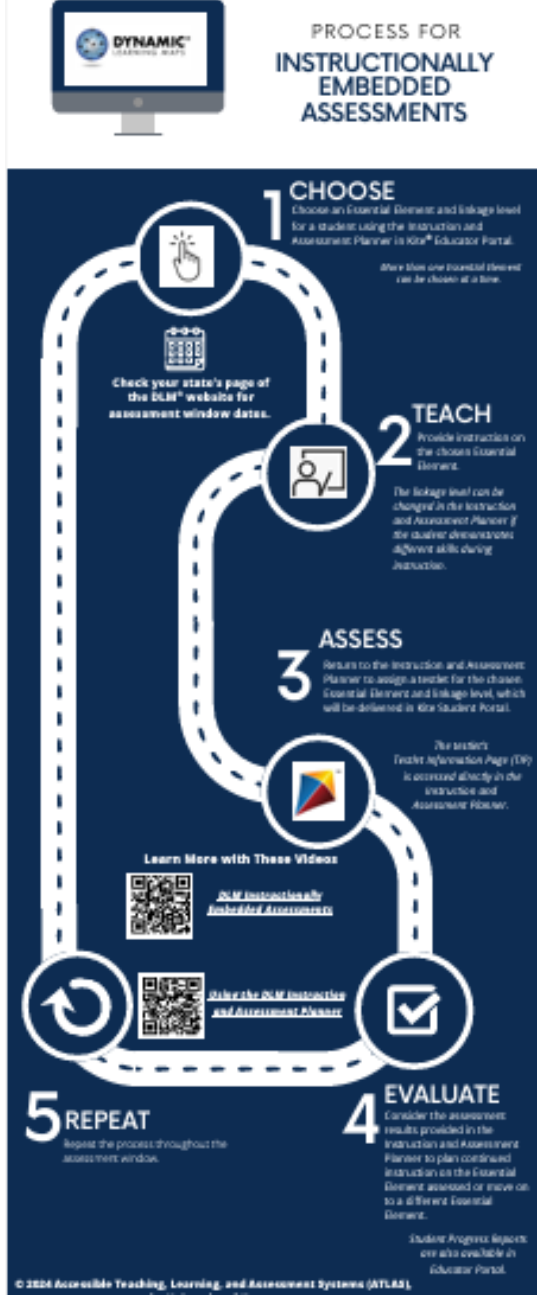
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Instructionally Embedded Assessment



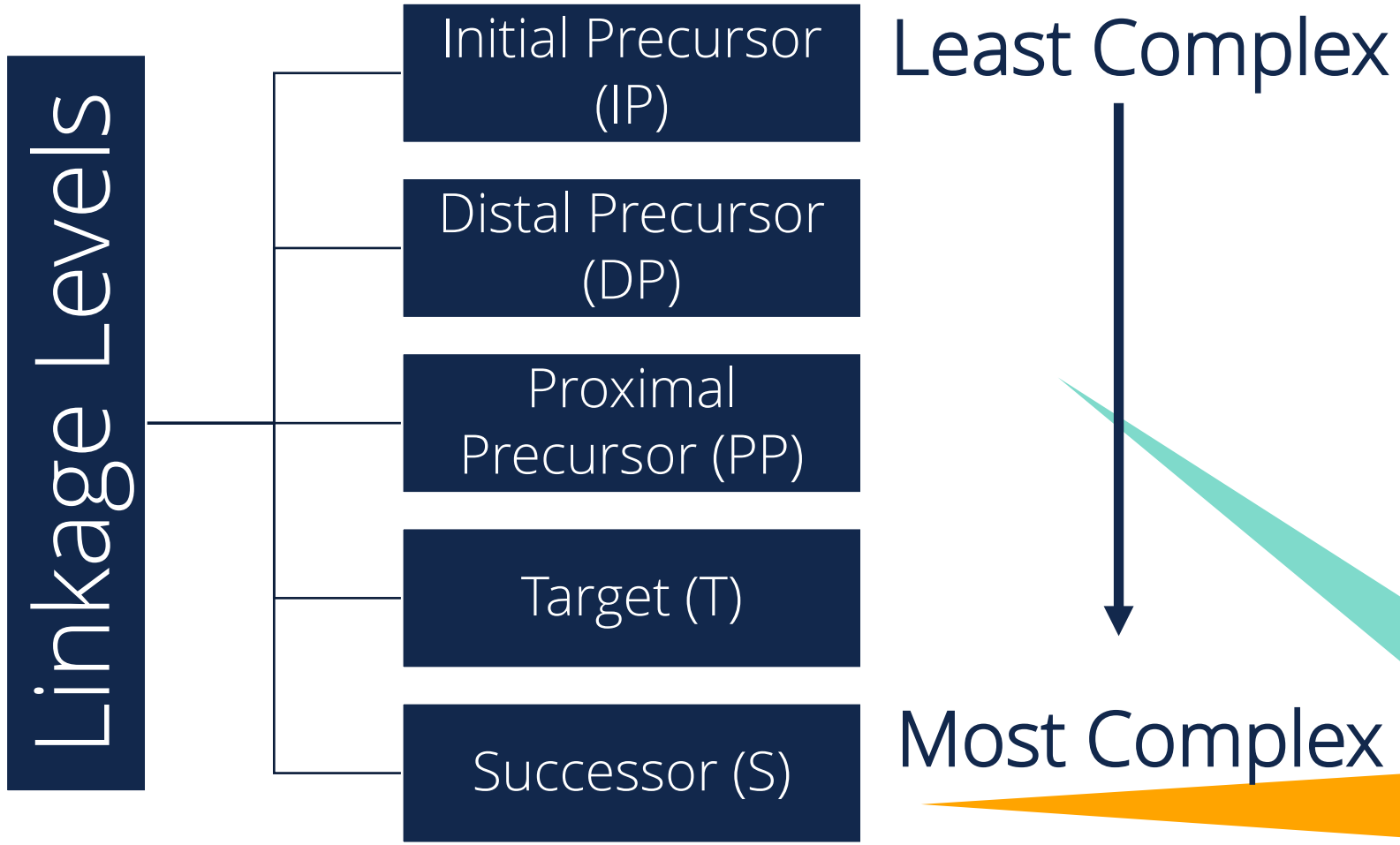
Assessment Cycle



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Linkage Levels: ELA and Mathematics

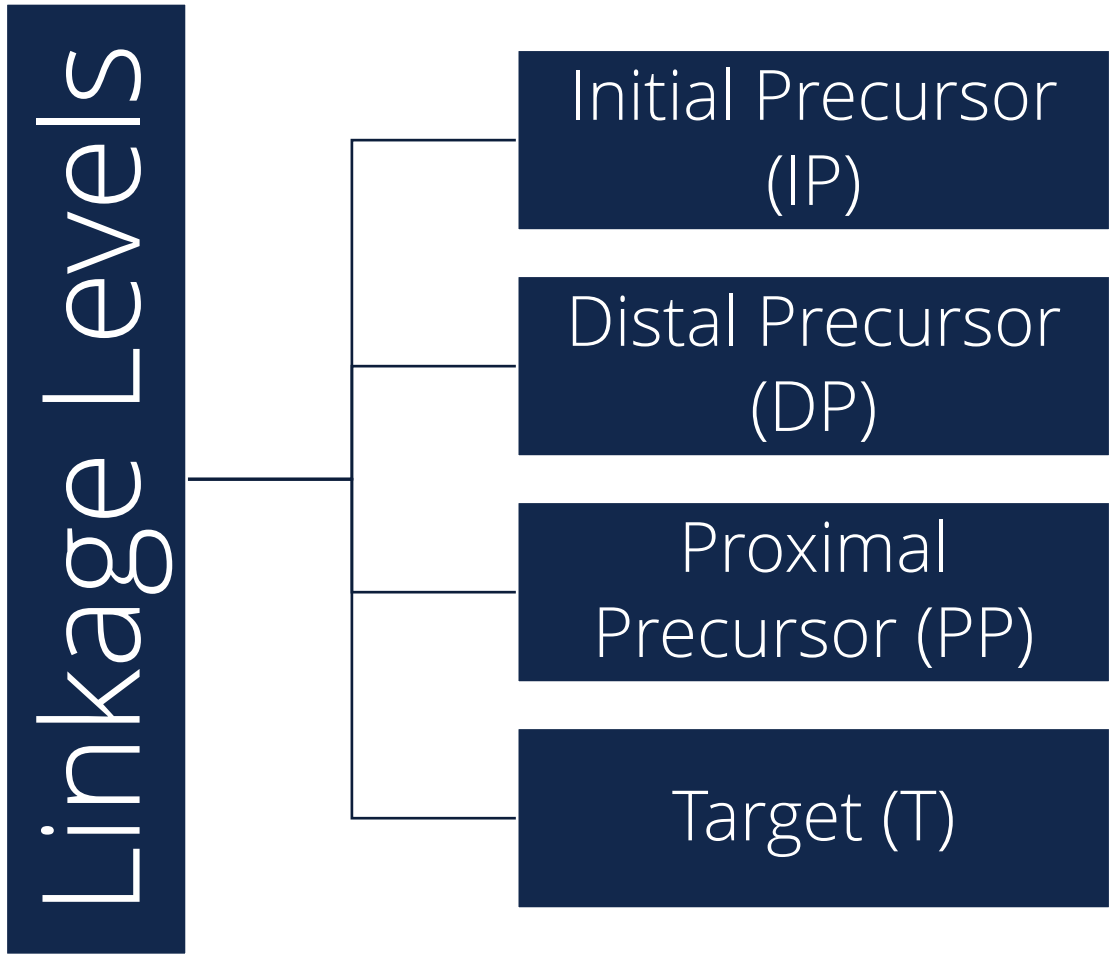
Items within a single testlet align to only one linkage level.



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Linkage Levels: Science

Items within a single testlet align to only one linkage level.



Least Complex

Most Complex

Understanding the Testlets

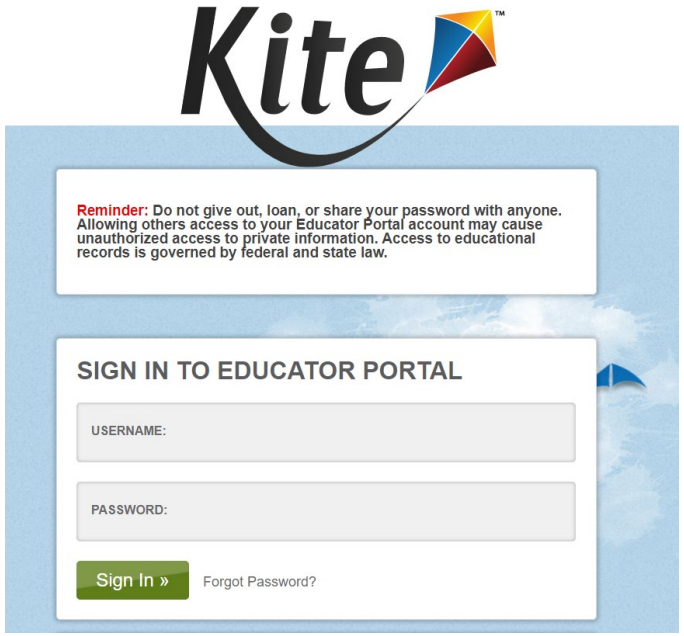
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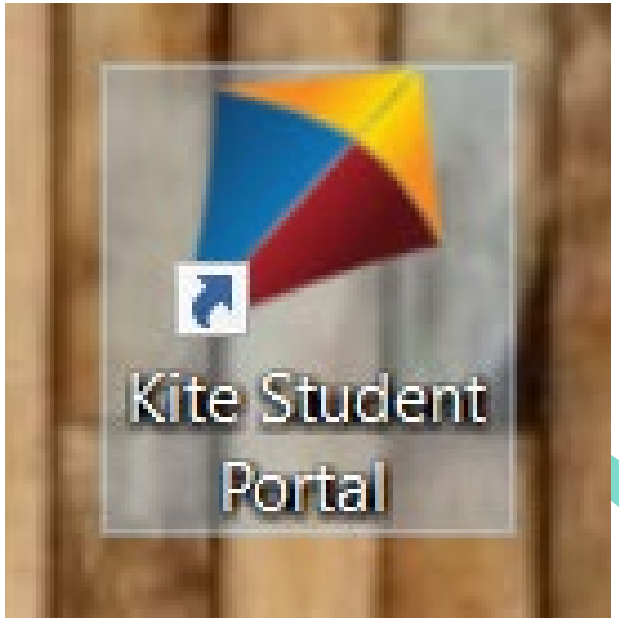
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Kite Suite

Educator Portal- teachers



Student Portal- students



If your student requires the use of a screen reader due to a visual impairment, the student will need to have the accessible client downloaded.

Testlet Structure and Types

Every testlet has an engagement activity and test items/questions

Computer-Delivered

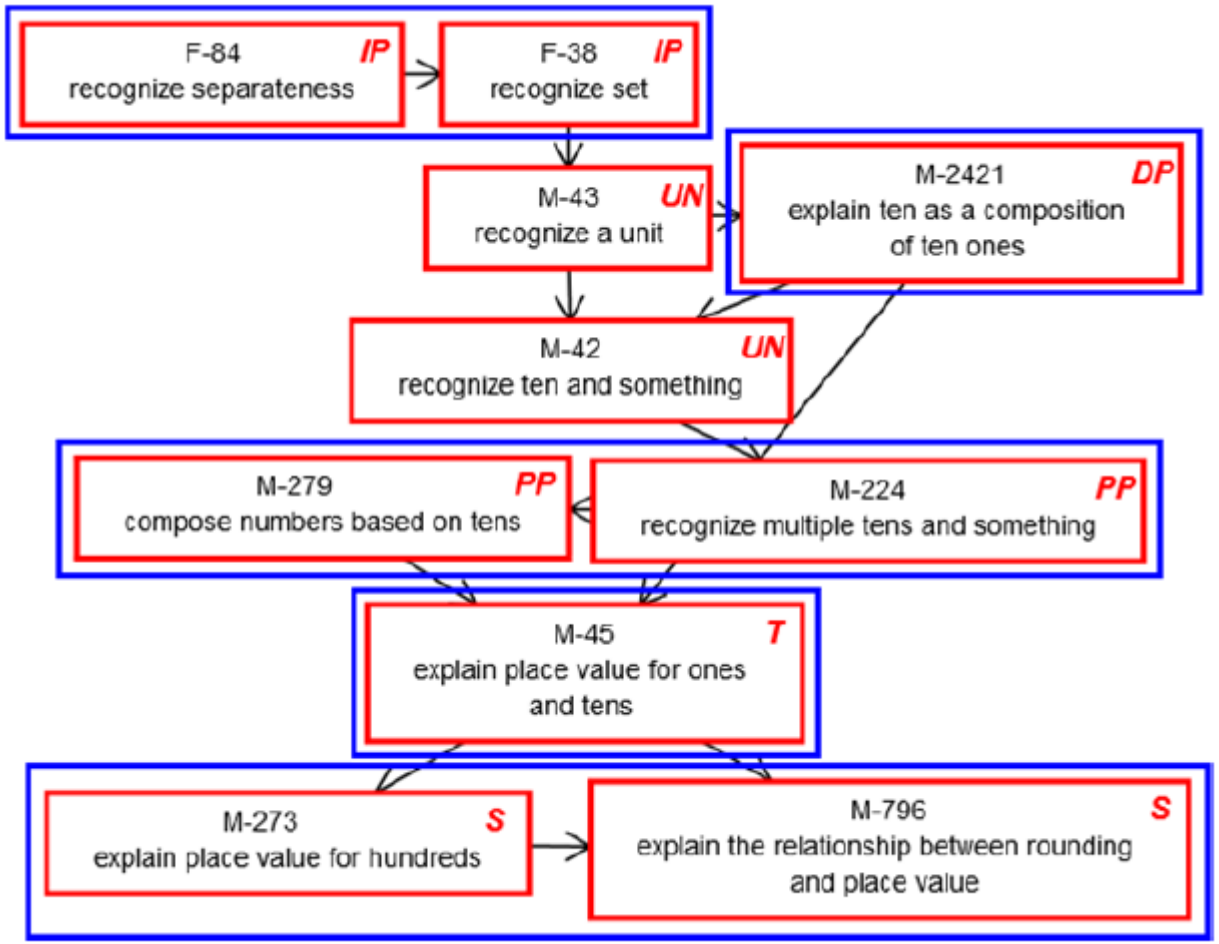
- Intended for the student to interact with the computer independently or with support.
- NOT assessing the student's ability to use the technology.
- Most common.

Teacher- Administered

- Used at lower linkage levels or when the content is not easily accessed with on-screen info.
- Provide the test administrator with a script to follow.

Using DLM Mini-Maps to Plan Instruction

M.EE.NBT.2 Demonstrate understanding of place value to tens.



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Testlet Information Page

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DYNAMIC® LEARNING MAPS

FALL ELA RI.3.2 IP 10651

Testlet Information Page: ELA10651

Testlet Type: Teacher-administered

Number of Items: 3

Materials Needed: Engagement Activity: three familiar objects. Item 1: one familiar object. Item 2: one familiar object not used in the previous item. Item 3: one familiar object not used in the previous items.

Materials Use: The student will seek a familiar object, once the object has been removed from immediate touch or view.

Suggested Substitute Materials: None

DLM Text Title: Fun on the Bus

Type of Text: Reading Informational Text

Familiar or Unfamiliar? Familiar

DLM Source Book: Ramona Quimby, Age 8

Accessibility supports NOT allowed:

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DYNAMIC® LEARNING MAPS

FALL Math 3.G.2 PP 1638

Testlet Information Page: Math1638

Testlet Type: Computer-delivered

Number of Items: 3

Materials Needed: See attached pages for alternate text and materials for administration to students who are blind or who have visual impairments and have difficulty with on-screen content.

Materials Use: None

Suggested Substitute Materials: None

Calculator Use Allowed: Not Applicable

Math Vocabulary Used in the Testlet: rectangle, circle, row, column, equal

Accessibility supports NOT allowed:

Definitions (see "Other Comments")

Other Comments: Test administrator should not define the following word(s): divide.

Supports for the DLM Assessment

Three categories

1. Provided in Kite® Student Portal
2. Requiring additional materials
3. Provided by the test administrator

Category 1 Accessibility Supports

Category 1 Supports	In Combination with Other Supports?
Contrast Color: white background with green or red font; black background with gray or yellow font	Do not use Contrast Color AND Invert Color Choice or Overlay Color.
Invert Color Choice: black background with white font	Use Contrast Color or Invert Color Choice but not both. Do not use Overlay Color with Invert Color Choice.
Magnification: 2x, 3x, 4x, or 5x	The larger the magnification, the more scrolling is necessary. Consider projecting on a whiteboard.
Overlay Color: blue, gray, green, pink, and yellow options; font remains black	Do not use with Contrast Color or Invert Color Choice.
Spoken Audio: text only, text and graphics, or nonvisual (Text is highlighted in yellow as it is spoken.)	Do not choose Invert Color Choice or yellow for Overlay Color. Other colors in Contrast Color and Color Overlay may not be easy to see given the highlighted spoken text.

Category 2 Accessibility Supports

Category 2 Supports	In Combination with Other Supports?
Alternate Form-Visual Impairment	This can be used in conjunction with Braille or with any of the Category 1 supports.
Braille	Select Alternate Form-Visual Impairment as well as Braille. No other Category 1 supports are necessary.
Calculator	OK
Individualized Manipulatives	OK
Single-Switch System (Switch is used to scan and highlight each response option in yellow.)	Do not choose Invert Color Choice or yellow for Overlay Color. Other colors in Contrast Color and Color Overlay may not be easy to see given the highlighted text.
Two-Switch System (One switch is used to scan and highlight each response option in yellow. The other switch is used to enter the chosen response option.)	Do not choose Invert Color Choice or yellow for Overlay Color. Other colors in Contrast Color and Color Overlay may not be easy to see given the highlighted text. If using Spoken Audio as well, the test administrator would activate the Spoken Audio.

Category 3 Accessibility Supports

Category 3 Supports	In Conjunction with Other Supports?
Human Read Aloud	This can be used in conjunction with or instead of Spoken Audio. If the student has a visual impairment, TIPs contain alternate text descriptions for any visual components in testlets.
Language Translation	Spoken Audio is moot if using Language Translation.
Partner-Assisted Scanning (Test administrator points to and/or reads each item and response option to the student.)	This can be used instead of Spoken Audio. Human Read Aloud may be selected as well.
Sign Interpretation of Text	Sign Interpretation is akin to Language Translation. Spoken Audio is moot is using Sign Interpretation. The Alternate Form-Visual Impairment may be useful when signing for students with deaf-blindness.
Test Administrator Entering Student Responses	OK

DLM Accessibility Manual

- The manual guides accessibility in the DLM alternate assessment, emphasizing universal design, tailored supports, and testlet development across subjects. It highlights student profile customization, collaboration with IEP teams, and system features like supports selection, preparation, and post-assessment evaluation. Focus is on ensuring equitable access, appropriate accommodations, and adherence to legal and procedural standards.

The Kansas Accessibility Manual

- The Kansas Accessibility Manual outlines guidelines for selecting, administering, and evaluating accessibility supports for instruction and assessment. It applies to all students, including students with disabilities, English learners (ELs), ELs with disabilities, and students without identified disabilities. The manual introduces a three-tier framework—universal features, designated features, and accommodations—and includes a five-step decision-making process for using accessibility supports.

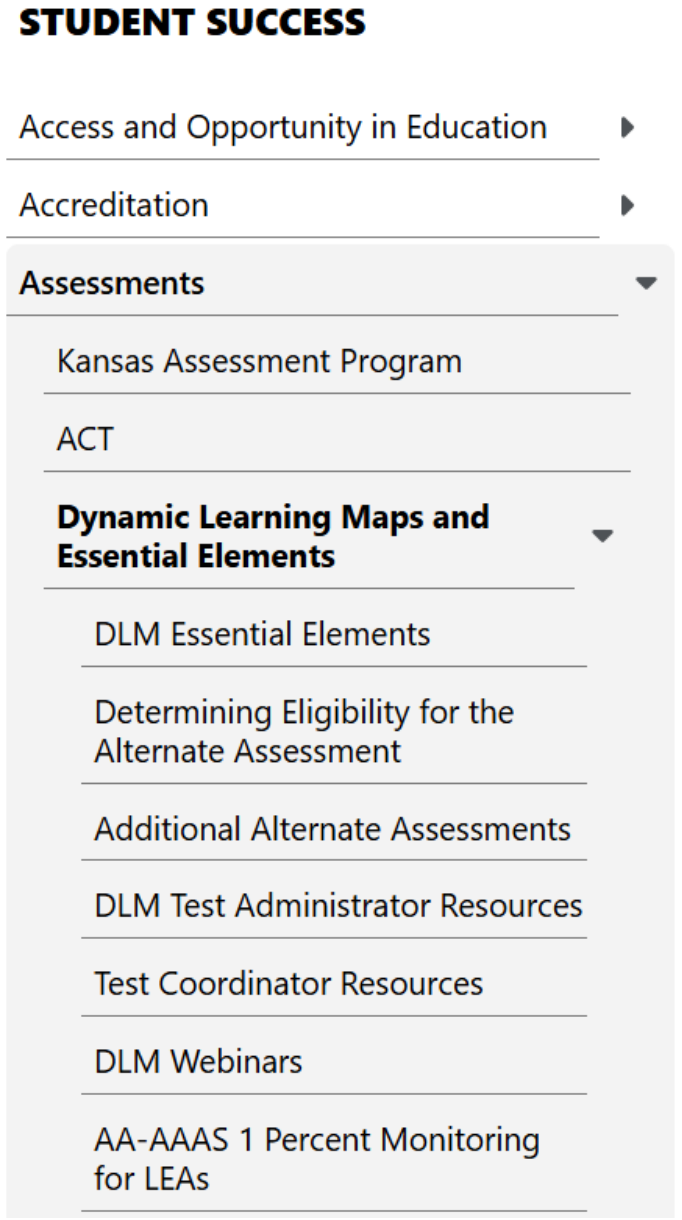
Overview of the KSDE and DLM Website Resources

KSDE Dynamic Learning Maps (DLM) and Essential Elements

DLM KS page

DLM has a new Chatbot that will answer questions about information and resources on the DLM site. (bottom right corner)





DLM Essential Elements

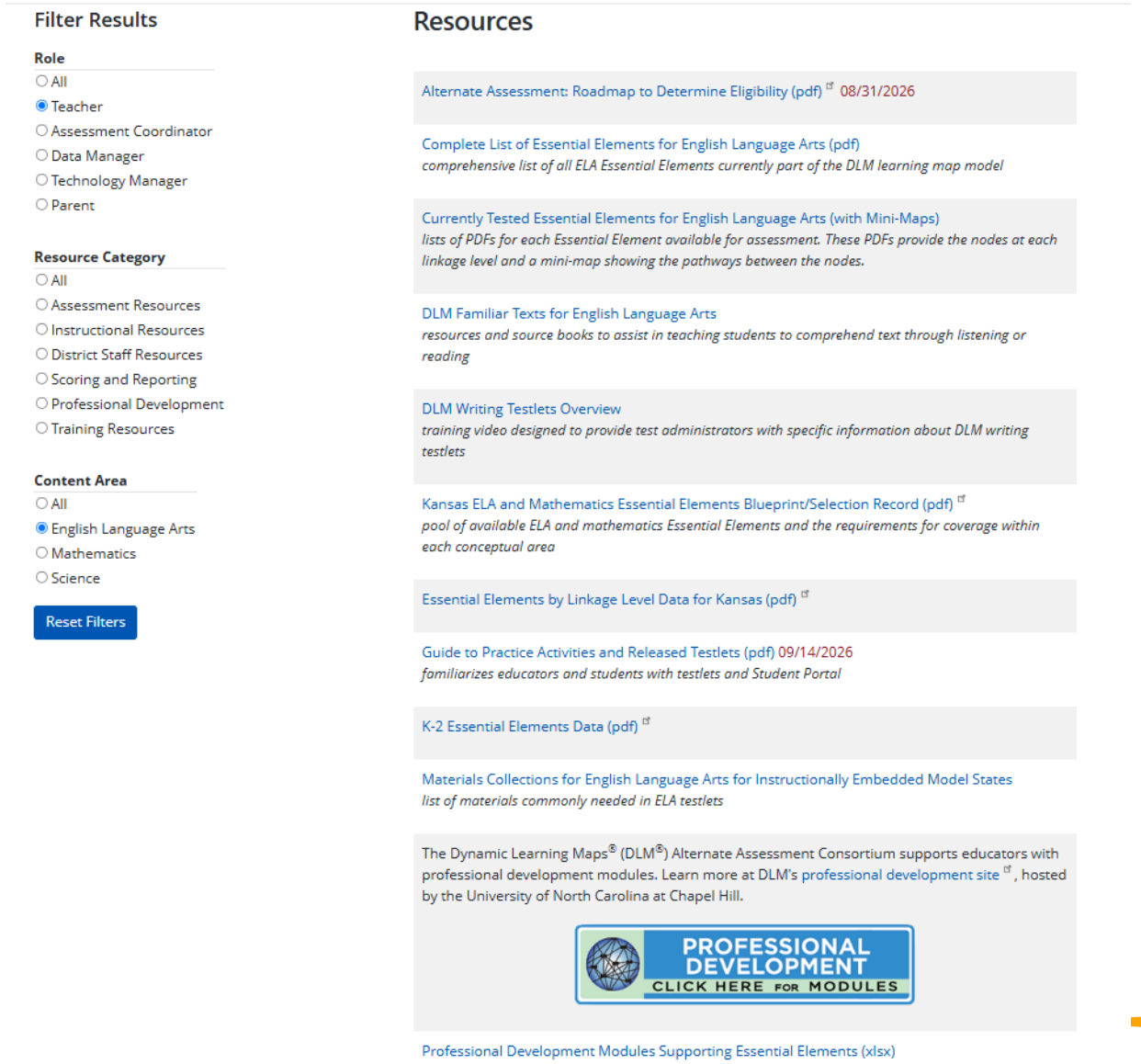
- Currently tested Essential Elements for ELA
- Currently tested Essential Elements for Math
- Currently Tested Essential Elements for Science
- Alignment of Kansas Math Standards with DLM Essential Elements in Math (PDF)
- Alignment of Kansas Standards for Science and the DLM® Essential Elements in Science (PDF)
- Alignment of Kansas English Language Arts Standards with DLM Essential Elements in English Language Arts (PDF)
- Academic Curriculum Review Guide (PDF)
- Kansas Essential Elements Blueprint/Selection Record - Math and English Language Arts by Grade (PDF)
- Essential Elements Data Kindergarten to Grade 2 (PDF)
- Essential Elements by Linkage Data Grades 3-11 (PDF)

DLM website



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DLM Kansas page



Filter Results

Role

- All
- Teacher
- Assessment Coordinator
- Data Manager
- Technology Manager
- Parent

Resource Category

- All
- Assessment Resources
- Instructional Resources
- District Staff Resources
- Scoring and Reporting
- Professional Development
- Training Resources

Content Area

- All
- English Language Arts
- Mathematics
- Science

Reset Filters

Resources

Alternate Assessment: Roadmap to Determine Eligibility (pdf) 08/31/2026

Complete List of Essential Elements for English Language Arts (pdf)
comprehensive list of all ELA Essential Elements currently part of the DLM learning map model

Currently Tested Essential Elements for English Language Arts (with Mini-Maps)
lists of PDFs for each Essential Element available for assessment. These PDFs provide the nodes at each linkage level and a mini-map showing the pathways between the nodes.

DLM Familiar Texts for English Language Arts
resources and source books to assist in teaching students to comprehend text through listening or reading

DLM Writing Testlets Overview
training video designed to provide test administrators with specific information about DLM writing testlets

Kansas ELA and Mathematics Essential Elements Blueprint/Selection Record (pdf)
pool of available ELA and mathematics Essential Elements and the requirements for coverage within each conceptual area

Essential Elements by Linkage Level Data for Kansas (pdf)

Guide to Practice Activities and Released Testlets (pdf) 09/14/2026
familiarizes educators and students with testlets and Student Portal

K-2 Essential Elements Data (pdf)

Materials Collections for English Language Arts for Instructionally Embedded Model States
list of materials commonly needed in ELA testlets

The Dynamic Learning Maps® (DLM®) Alternate Assessment Consortium supports educators with professional development modules. Learn more at DLM's professional development site, hosted by the University of North Carolina at Chapel Hill.

PROFESSIONAL DEVELOPMENT
CLICK HERE FOR MODULES

Professional Development Modules Supporting Essential Elements (xlsx)

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ELA – Assessment Resources

Kansas



Model
Instructionally Embedded

2025-26 Testing Windows
Fall: 09/08/25–12/19/25
Spring: 02/02/26–04/24/26

Testing Subjects
English Language Arts, Mathematics, Science

Contacts
Julie Ewing, *Assessment*
Cary Rogers, *Special Education*

Kansas Department of Education

Filter Results

Role
- All
- Teacher
- Assessment Coordinator
- Data Manager
- Technology Manager
- Parent

Resource Category
- All
- Assessment Resources
- Instructional Resources
- District Staff Resources
- Scoring and Reporting
- Professional Development

Content Area
- All
- English Language Arts
- Mathematics
- Science

Reset Filters

Resources

Alternate Assessment Flow Chart for Kansas (pdf) 08/28/2025

Alternate Assessment: Roadmap to Determine Eligibility (pdf) 09/02/2025

Complete List of Essential Elements for English Language Arts (pdf)
comprehensive list of all ELA Essential Elements currently part of the DLM learning map model

Currently Tested Essential Elements for English Language Arts (with Mini-Maps)
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DLM Fact Sheet (pdf) 08/28/2025

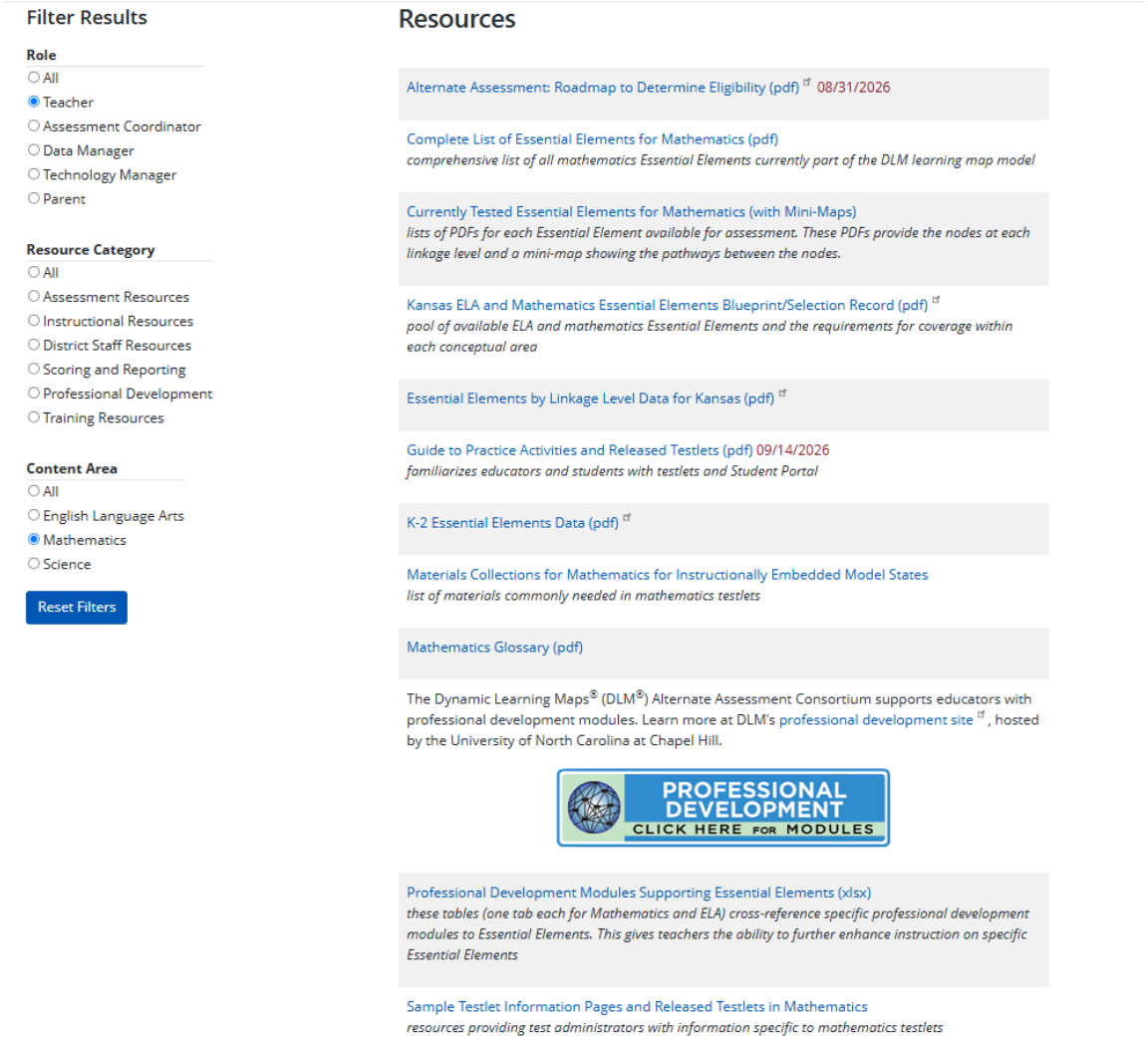
DLM Familiar Texts for English Language Arts
resources and source books to assist in teaching students to comprehend text through listening or reading

DLM Writing Testlets Overview
training video designed to provide test administrators with specific information about DLM writing testlets

English Language Arts Selection Record (docx)

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Mathematics – Assessment Resources



Filter Results

Role
- All
- Teacher
- Assessment Coordinator
- Data Manager
- Technology Manager
- Parent

Resource Category
- All
- Assessment Resources
- Instructional Resources
- District Staff Resources
- Scoring and Reporting
- Professional Development
- Training Resources

Content Area
- All
- English Language Arts
- Mathematics
- Science

Reset Filters

Resources

Alternate Assessment: Roadmap to Determine Eligibility (pdf) 08/31/2026

Complete List of Essential Elements for Mathematics (pdf)
comprehensive list of all mathematics Essential Elements currently part of the DLM learning map model

Currently Tested Essential Elements for Mathematics (with Mini-Maps)
lists of PDFs for each Essential Element available for assessment. These PDFs provide the nodes at each linkage level and a mini-map showing the pathways between the nodes.

Kansas ELA and Mathematics Essential Elements Blueprint/Selection Record (pdf)
pool of available ELA and mathematics Essential Elements and the requirements for coverage within each conceptual area

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Guide to Practice Activities and Released Testlets (pdf) 09/14/2026
familiarizes educators and students with testlets and Student Portal

K-2 Essential Elements Data (pdf)

Materials Collections for Mathematics for Instructionally Embedded Model States
list of materials commonly needed in mathematics testlets

Mathematics Glossary (pdf)

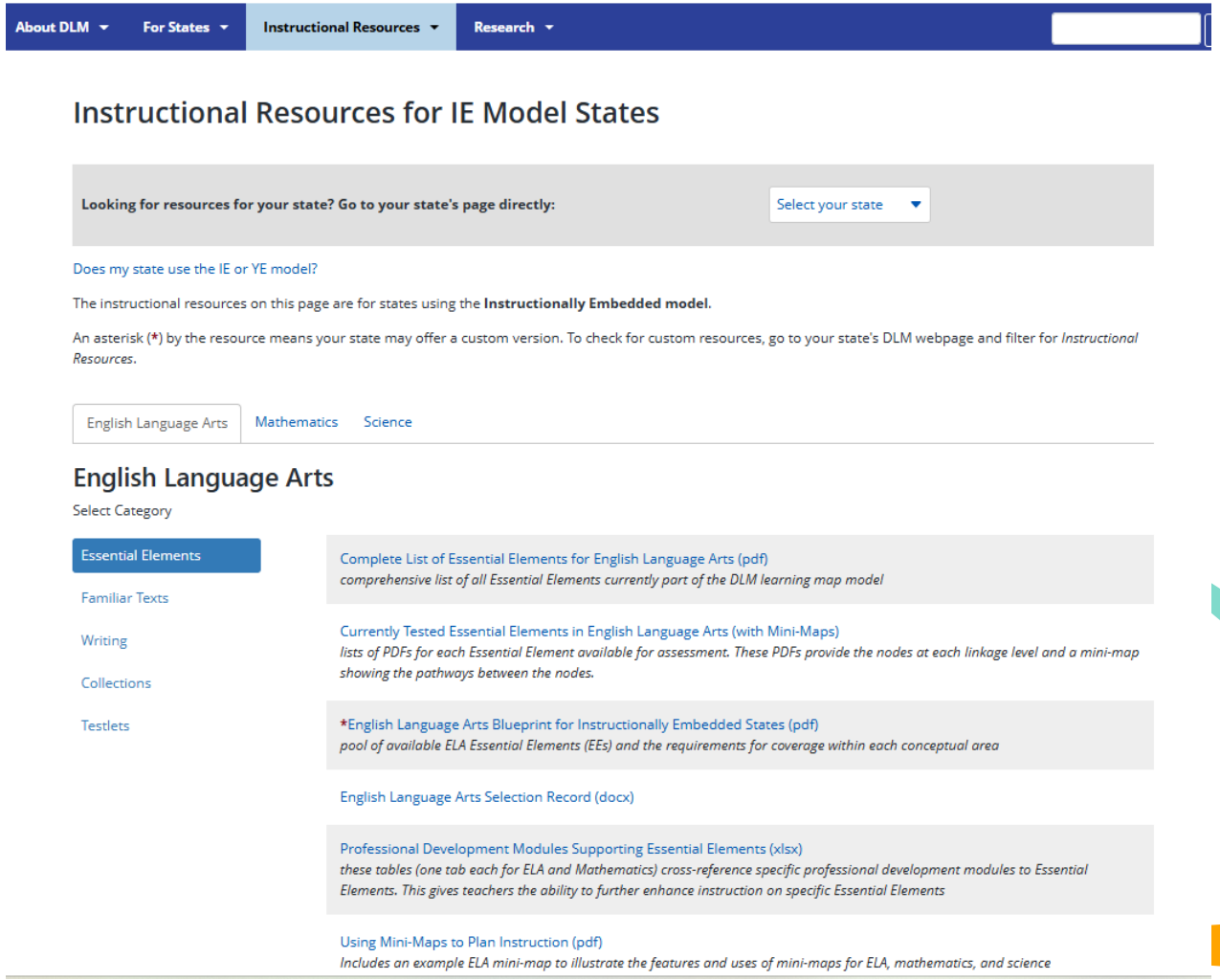
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PROFESSIONAL DEVELOPMENT
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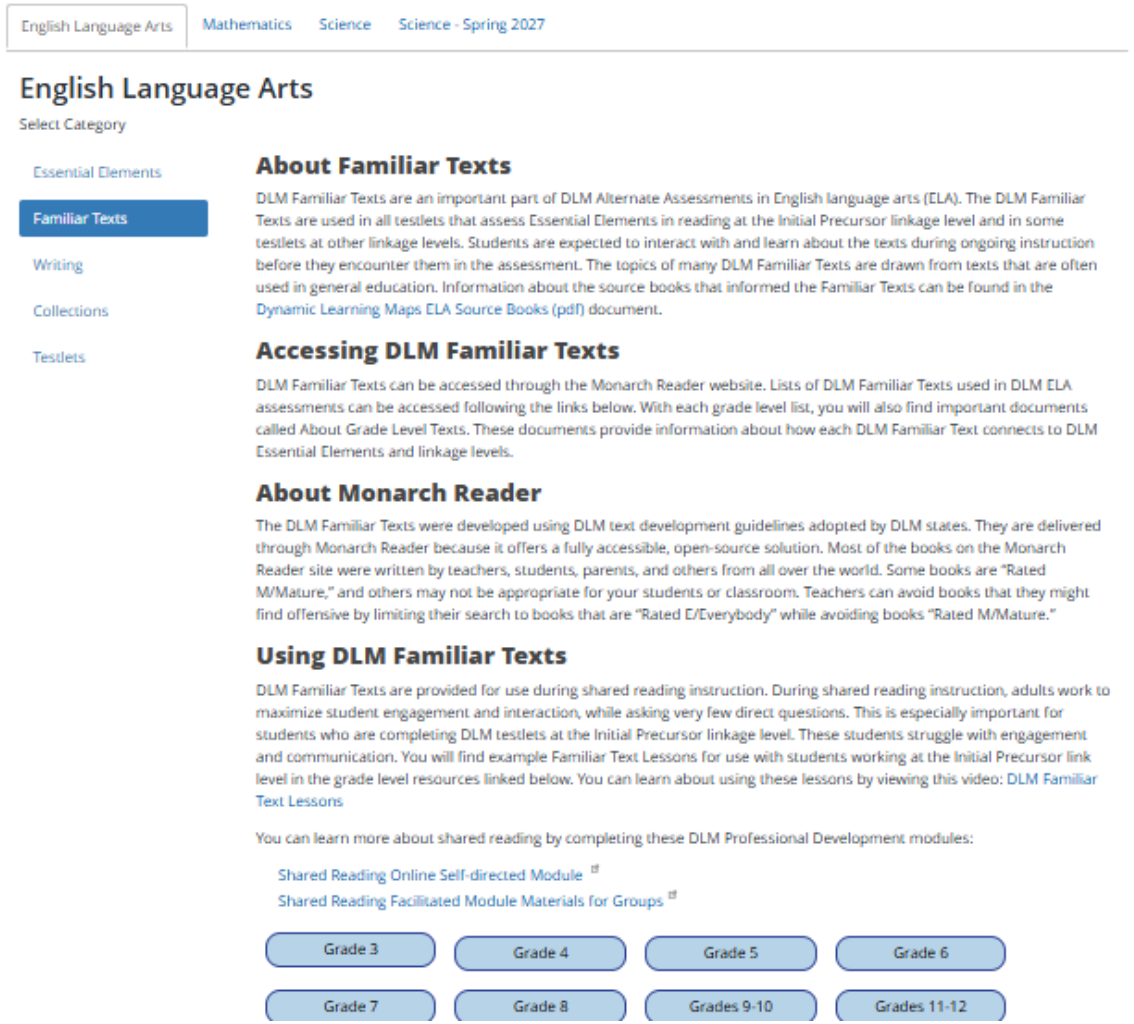
Professional Development Modules Supporting Essential Elements (xlsx)
these tables (one tab each for Mathematics and ELA) cross-reference specific professional development modules to Essential Elements. This gives teachers the ability to further enhance instruction on specific Essential Elements

Sample Testlet Information Pages and Released Testlets in Mathematics
resources providing test administrators with information specific to mathematics testlets

Instructional Resources for IE States



Familiar Text Resources

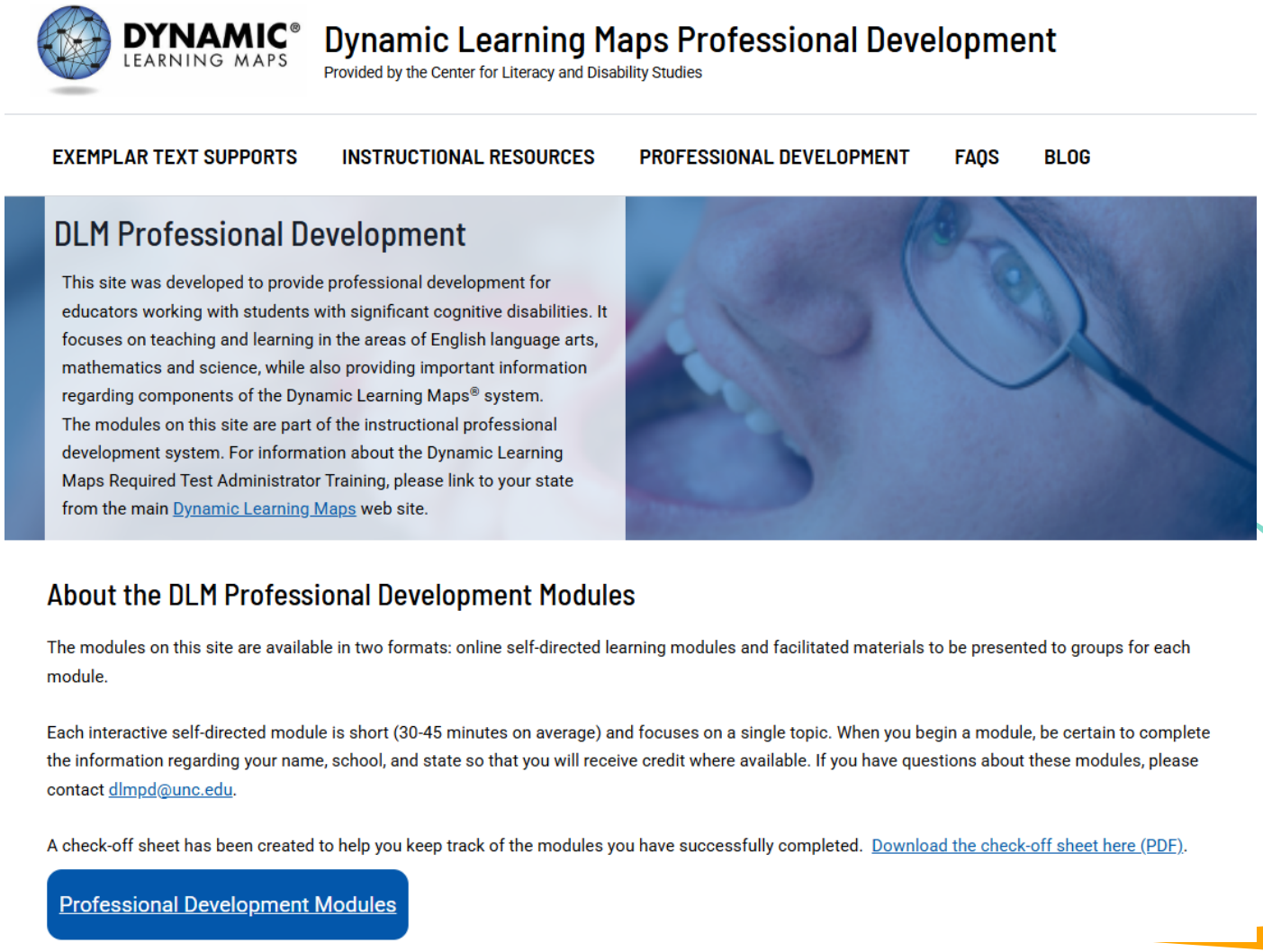


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System of Professional Development



Professional Development Tab



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Professional Development Modules

- DLM Fundamentals
- ELA Claim 1
- ELA Claim 2
- ELA Claim 3
- ELA Claim 4
- Math Claim 1
- Math Claim 2
- Math Claim 3
- Math Claim 4
- Science Modules

Packages

- Foundations of Instruction in DLM
- Getting Started with Students Working at an Initial Precursor Linkage Level
- From Shared Reading to Reading Comprehension
- From Emergent Writing to Written Composition
- Moving Students from Initial to Distal Precursor Linkage Levels in Mathematics

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Instructional Resources

- DLM Essential Elements Unpacking
- Text Resources
- Communication Supports
- Writing Resources
- Lesson Supports

Text Resources

- Shared Reading
- Shared Reading Vignettes
- Teaching Comprehension – 3 modules that will help you learn to use Anchor-Read-Apply to teach students to comprehend text through listening or reading.
- Anchor-Read-Apply Lesson Supports Linked to DLM Essential Elements
- Familiar Texts
- Monarch Reader (previously Tar Heel Reader)
- Exemplar Text Supports

GRADE 3

- About grade 3 familiar texts

Henry and Mudge

My Father's Dragon

Ramona Quimby, Age 8

STORIES

Drop Everything and Read
Getting Sick
Mary Buys School Supplies
Max and Ava at Lunch
Ramona and the Egg
Ramona and the Parade
Ramona and the Rainy Day
Ramona and Willa Jean
Ramona Gets Ready for School
Ramona Goes to Bed
Ramona's Family
Ramona's First Day of School
Ramona's Letters
Ramona's New Sister
The Extra Nice Day

INFORMATIONAL TEXTS

Babysitting
Book Reports
Buses
Cleaning the House
Drawing
Fun on the Bus
Parades
Riding on a Bus
Selling and Buying

Familiar Texts

- Found on the DLM website (filter – teacher, instructional resources, ELA) and DLM professional development site.
- Listed by Grade.
- Include grade-level titles.
  - Each subdivided into a series of stories and informational texts.
- Will appear directly in a testlet but may be downloaded/printed from the website for classroom use.

About Familiar Text (information by grade level and EE)

Grade 4 Familiar Texts for Instructionally Embedded Model States

DLM Familiar Texts are provided for use during shared reading instruction. During shared reading instruction, adults work to maximize student engagement and interaction, while asking very few direct questions. This is especially important for students who are completing DLM testlets at the Initial Precursor linkage level. These students struggle with engagement and communication. As such, adults have to work to recruit and sustain student interest and engagement while teaching them to communicate using gestures, images in the book, and objects. Shared reading interactions can also help students learn to respond to simple yes/no questions using a gesture or movement (e.g., head shake/nod, looking up/down, hand up/down).

You can learn more about shared reading by completing these DLM Professional Development modules:
Shared Reading Online Self-directed Module
Shared Reading Facilitated Module Materials for Groups

Or the modules and supports provided by our partners at the University of North Carolina at Chapel Hill at https://sharedreader.org

About Grade 4 Familiar Texts (pdf)

Texts with an asterisk (*) contain material that some students may find sensitive.

- **The Birchbark House**
- **Bud, Not Buddy**
- **Tales of a Fourth Grade Nothing**

ELA.EE.RL.4.1

Use details from the text to recount what the text says.

Initial Precursor | Can identify familiar people, objects, places, and events

General Text Description

Texts include plots in mostly familiar settings such as home, school, or neighborhood. People, objects, and events are associated with these familiar settings. Home includes family members and home-based routines, like getting ready in the morning or helping with dinner. School includes teachers, friends, and school-based routines like packing a bag. The neighborhood includes friends, neighbors, and play routines, like taking a walk or going to the park.

DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
The Birchbark House	*Learning from Family*	Omakayas was a young girl who was adopted by a Native American family. Mom and Dad worked very hard and traded goods in the village. Omakayas learned from Mom and Dad how to make and trade goods.
Bud, Not Buddy	*Searching for Herman**	Bud was a young boy who was looking for his father. Bud planned out his trip at the library and then packed a bag for his trip.
Tales of a Fourth Grade Nothing	*The School Project*	Peter was a boy in the fourth grade. He and his classmates were assigned a group project at school. They worked together to complete the assignment.
Tales of a Fourth Grade Nothing	*Fudge's Birthday*	Fudge was a little boy who was turning three. Peter was Fudge's older brother. Mom planned a birthday party for Fudge. Grandma helped Fudge get dressed for his party. Example DLM Familiar Text Lesson: Fudge's Birthday
Tales of a Fourth Grade Nothing	*Fudge's New Shoes*	Fudge went to the shoe store with his mom and brother, Peter. Fudge needed a new pair of sandals. Peter helped Fudge pick out sandals that fit just right.

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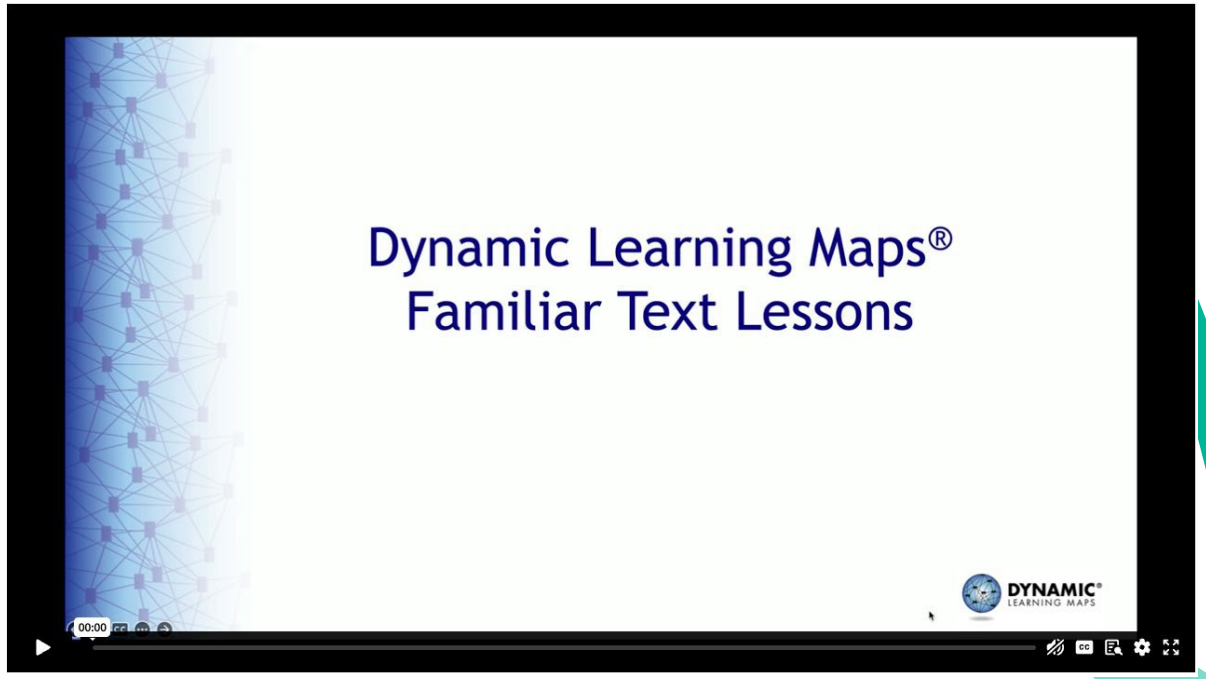
Familiar Text Lesson Resources

*Pages marked with an asterisk specifically address the intent of the linkage level node.

Text	Teacher Directions
Cover Text: Fudge's Birthday	**Spoken comment:** *This text is called* Fudge's Birthday. *It is about getting ready for Fudge's birthday party.* **Pause & Wait**

Text	Teacher Directions
Page 2 Text: It was Fudge's birthday	**Pause & Wait** **Read the text** **Pause & Wait** **Spoken Comment:** *SOME people have birthday cakes on their birthday.* (Point to the AAC symbol SOME. Then point to the illustration.) **Pause & Wait** **AAC Comment:** *You could say SOME.* (Point to the AAC symbol SOME.) **Pause & Wait** **Student Question:** *DO YOU have cake ON your birthday?* (Point to the AAC symbols DO YOU ON. Then watch the student for any response.) **Pause & Wait**
*Page 3 Text: Fudge was a little boy. He was turning three years old.	**Pause & Wait** **Read the text** **Pause & Wait** **Spoken Comment:** *HE is a little boy* (Point to the AAC symbol HE. Then point to the illustration.) **Pause & Wait** **AAC Comment:** *You could say HE.* (Point to the AAC symbol HE.) **Pause & Wait** **Student Directive:** *Fudge is a boy. Look at/point to/show me the picture of the boy.* (Gesture to the illustration.) **Pause & Wait**

DLM Familiar Text Lessons (Module)



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Exemplar Text Supports

Sarah, Plain and Tall by Patricia MacLachlan

Home. A list of different things a home can be for people.
Homesteaders. A book about homesteaders and how they lived.
Sarah, Plain and Tall. A retelling of the book *Sarah, Plain and Tall.*
Sarah, Plain and Tall Vocabulary. Vocabulary from the book *Sarah, Plain and Tall,* with definitions.
Then and Now. A book comparing a boy's life to the life of his grandfather.
Writing a Letter. A list of items needed to write a letter.
Tar Heel Reader *Sarah, Plain and Tall* Collection

Communication Supports

- Beginning Communicator Supports - Project Core
- More about DLM Core Vocabulary
  - DLM Core Vocabulary Overview
  - DLM "First 40" Core Vocabulary
  - DLM Core Vocabulary-Resource
  - DLM First 40 with Boardmaker Picture Communication Symbols
  - DLM First 40 with Widgit Symbols in Print to Communicate 2
  - DLM First 40 with N2Y Symbolstix
- 3D Printer Tactile Symbols for Core Vocabulary

Project Core website

Writing Resources



- Eye Gaze Frames
- Flip Charts
- Description of Alternate Pencils

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Literacy Instruction



DLM Assessment and Literacy

- Reading and writing traditional orthography (alphabet letters and words in print or braille) for meaningful purposes.
- Literacy develops along a continuum.



Emergent Literacy

- Definition: All the reading and writing that individuals do before they read and write in conventional ways.
  - Nonconventional skill application and understandings.
  - Dependent on context (time, place, and recency).
  - Reflects incomplete understanding of form and convention.
- Explains how learners make progress toward becoming readers, writers, and symbolic communicators.

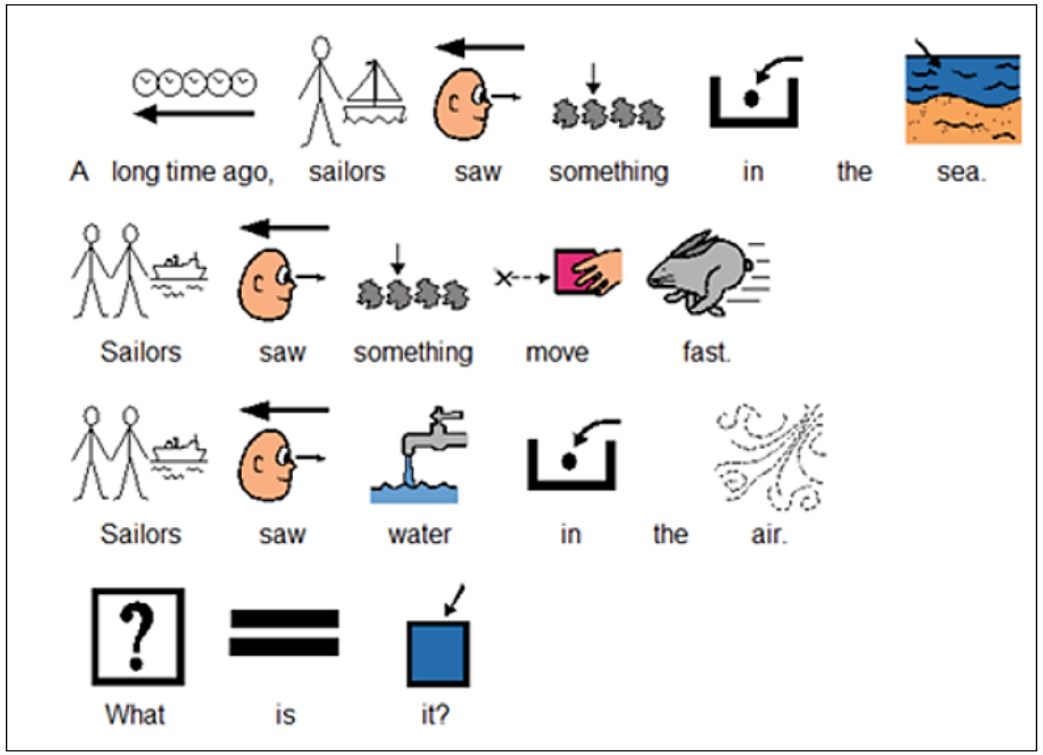
Conventional Literacy

- Definition: Communicating meaning through traditional orthography
  - Reading = comprehending meaning
  - Writing = composing meaning

- Characteristics
  - Understood independent of context
  - Conventions may be imperfect but are sufficient to support communication

Picture-Supported Text

- The DLM assessment has always avoided the use of picture-supported text…



…because it doesn't really work.

Kansas has reading laws focusing on the science of reading.

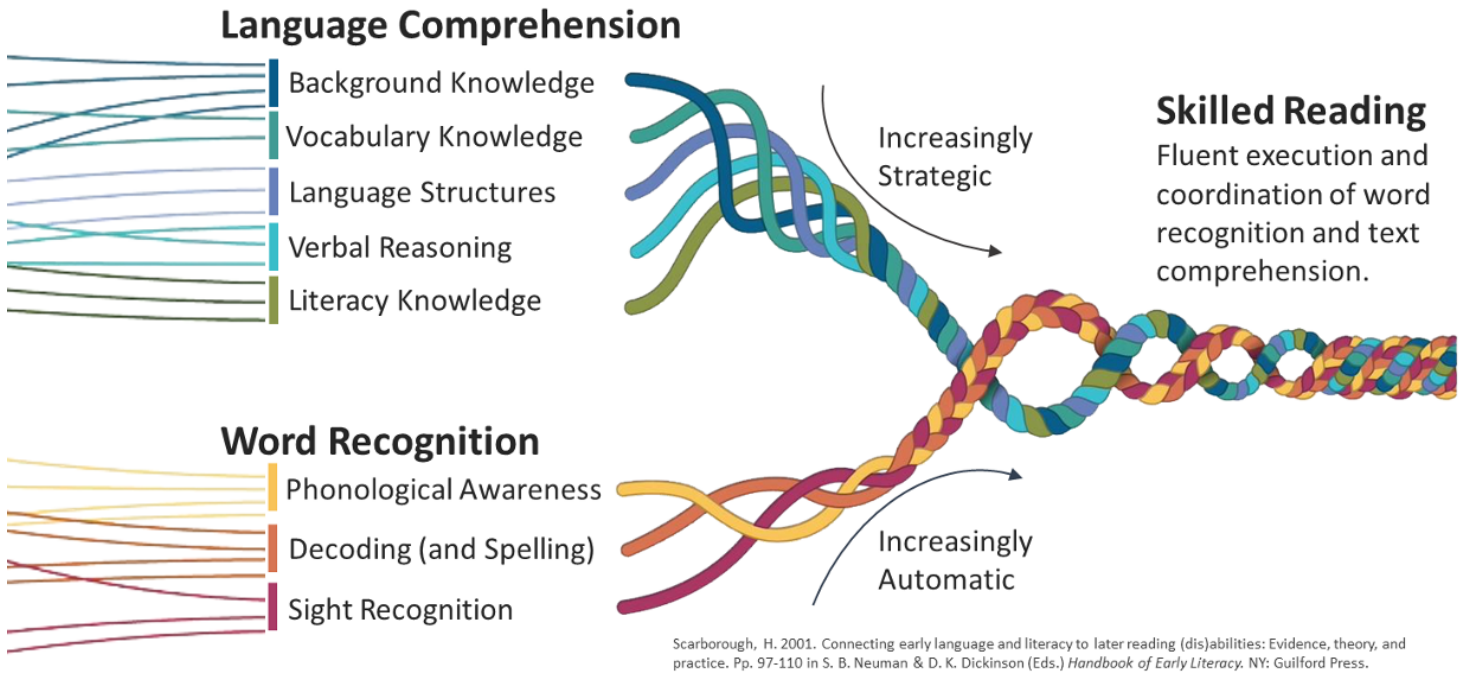
- "The science of reading is the converging evidence of what matters and what works, organized around models that describe how and why."

Source: https://www.nwea.org/resource-center/resource/the-science-of-reading-and-balanced-literacy-what-you-need-to-know/

The Foundational Knowledge, Skills, and Understandings

Examples:

- Attention
- Selective attention
- Joint attention
- Recognize new
- Anticipate consequences
- Respond to own name
- Understand symbolic representation
- Associate symbols with objects, actions
- Recognize different
- Classify



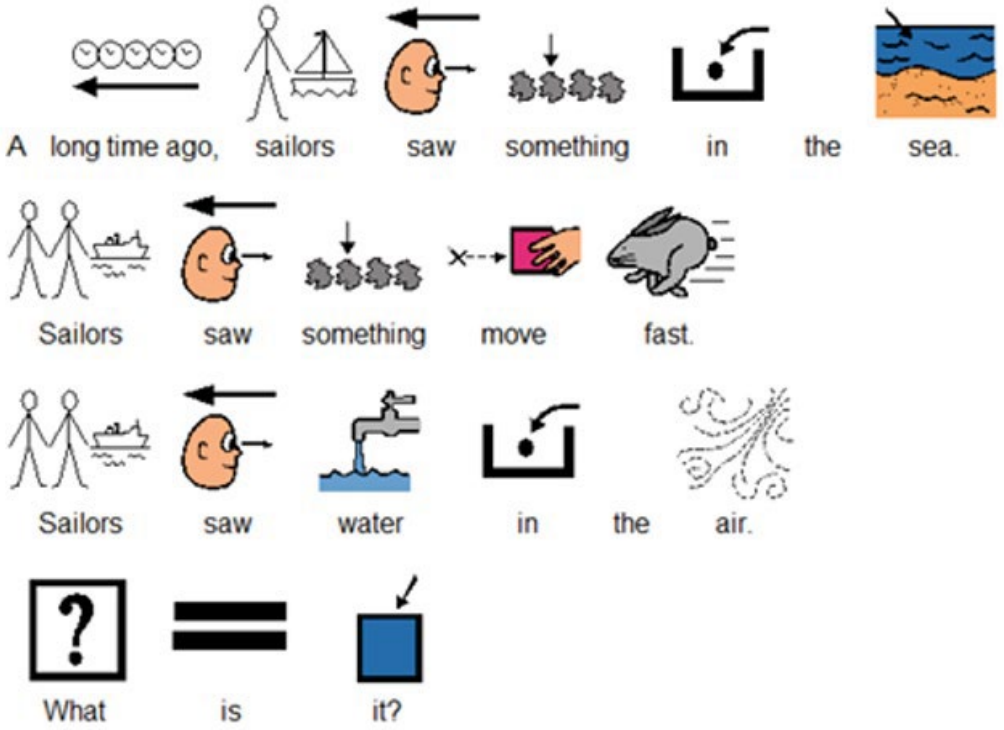
Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy.* NY: Guilford Press.

Legislation HB 2484

- SoR aligned curriculum/ **NO 3 cueing***
- 3 Cueing teaches children to read by guessing unfamiliar words using context, grammar, and pictures instead of sounding them out.
  - Meaning (Semantics): Using context clues, background knowledge, or pictures to guess what word makes sense.
  - Structure (Syntax): Using the grammar and sentence structure to guess a word that fits.
  - Visual (Graphophonics): Looking at the first letter or overall shape of a word rather than fully decoding it.
- Methods of drawing a student to use a picture or symbol and only predict, or guess, when reading, rather than attempting to decode the word using the letters and text, are considered three cueing and cannot be used due to Kansas HB2485.

Three-Cueing System

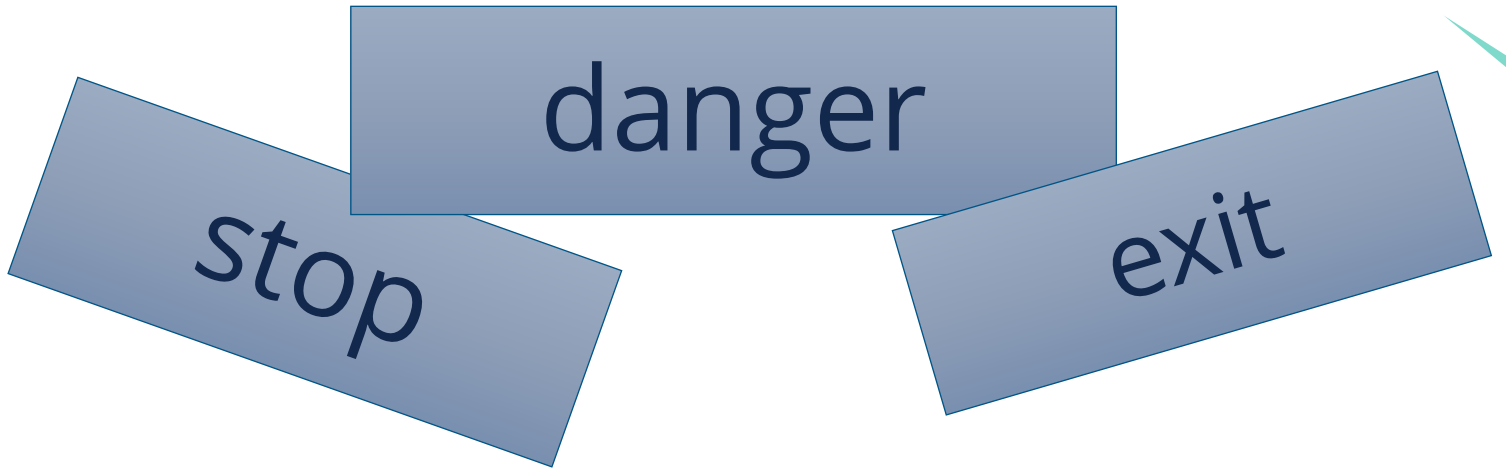
- Involves teaching students to read words using:
  - Context cues
  - Structure/syntax
  - Visual cues/pictures
  - Memory



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Whole Word, Memory-Based Approaches

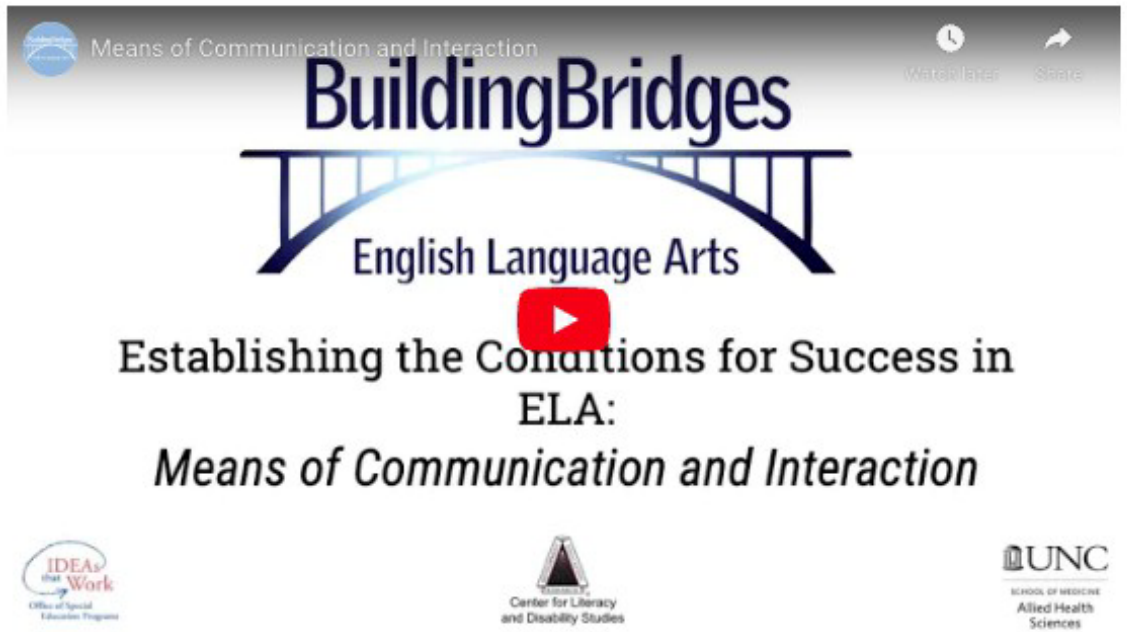
- Sight word instruction
- “Functional” reading



Building Bridges

- **Means of Communication & Interaction**
- Knowledgeable Others
- Comprehensive Instruction
- Repetition with Variety
- Cognitive Engagement
- Cognitive Clarity
- Personal Connection
- Significant Time Allocation

Learn about the importance of students having ways to communicate, whatever the means, to engage in literacy learning.



YouTube Link

Download

BuildingBridges
English Language Arts

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Building Bridges Ready Made Lessons

Alphabet and Phonological Awareness Lessons – For students at the Emergent Level

- Enhanced Alphabet Instruction Tracking Form
- 26 slide decks available – 1 for each letter of the alphabet

Mixed Ability Instruction Cycles

- Select the book, then download the lessons for the book.

Working with Letters and Words – For students at the Conventional Level

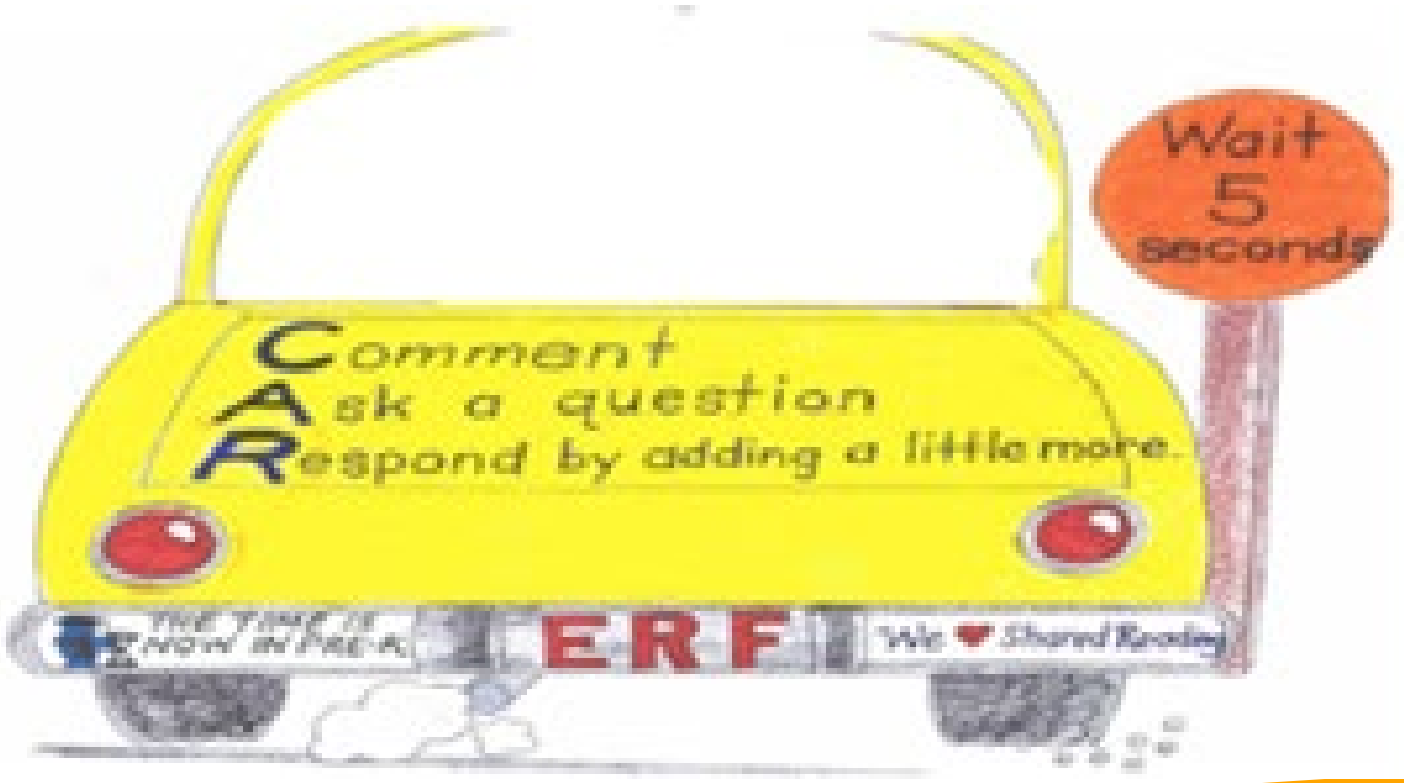
- Building Bridges Making Words Lessons

Routines in DLM from the Beginning

- Emergent writing
  - Support learning about oral and written language
  - Embedded in ELA writing testlets across grade levels
- Shared reading
  - Support learning about oral and written language
  - Embedded in ELA reading testlets across grade levels

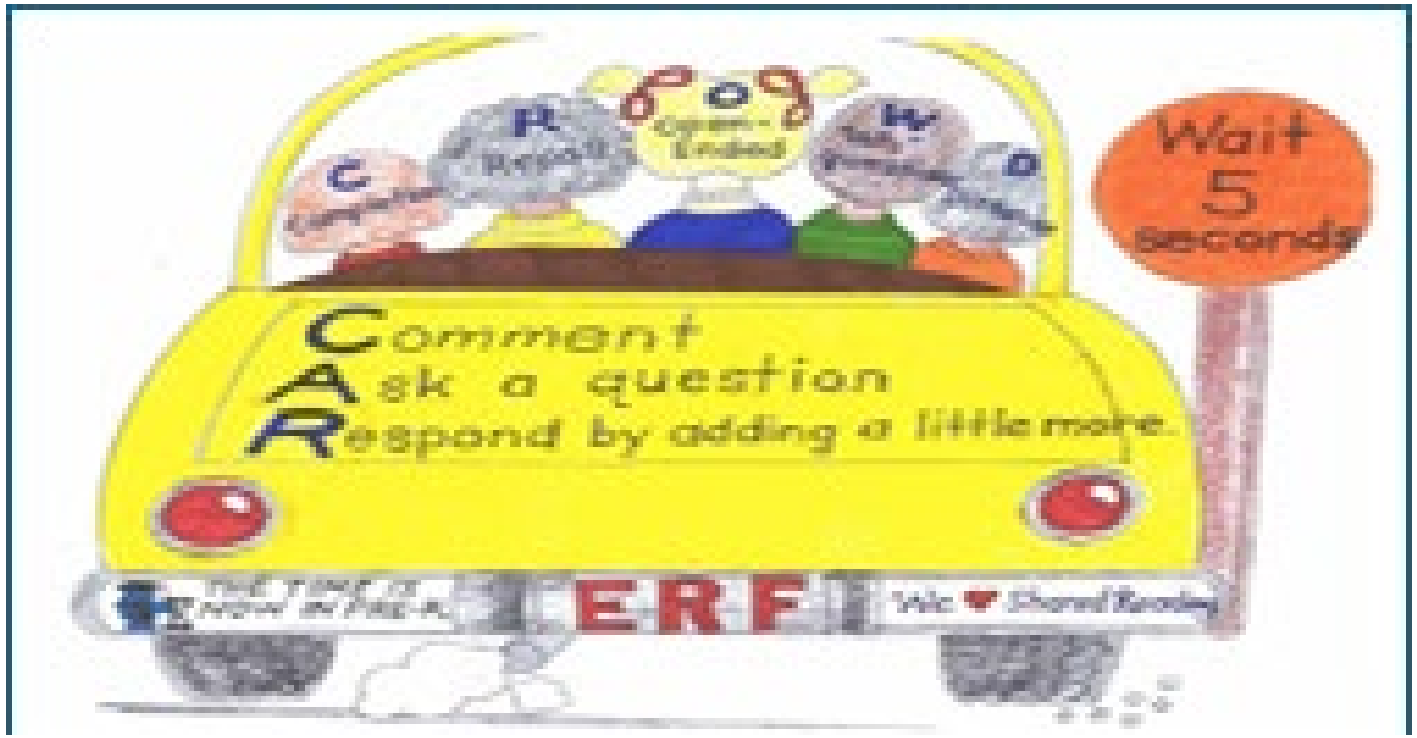
Follow the CAR

1. Comment
2. Ask a question
3. Respond by addi
   little more



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Putting the CROWD in the CAR



- Completion
- Recall
- Open-ended
- Wh-questions
- Distancing

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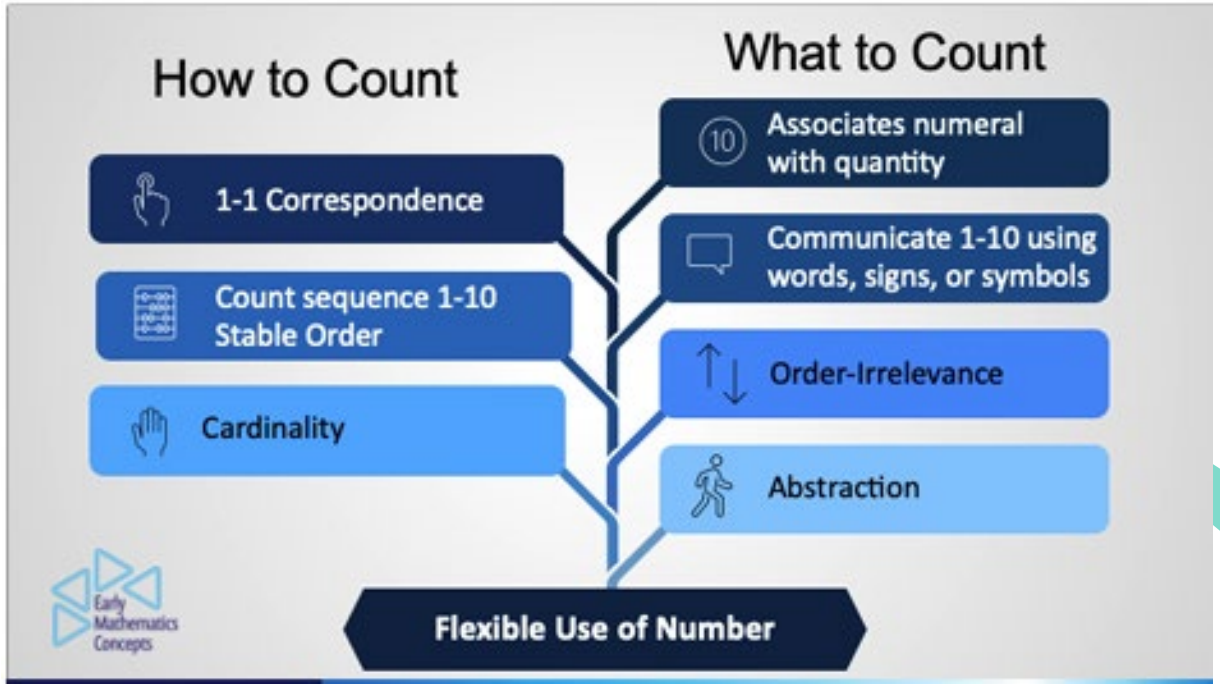
DLM Writing Routine

- Choose a topic.
- Communicate about the topic.
- Write about the topic using a pencil or full access to the alphabet.

Math Routines

Routines to Teach Foundational Concepts

- Counting Routine (Greer & Erickson, 2019)
  - Number name identification
  - Counting collections
  - Make collections
  - Compare collections
  - Count to tell how many

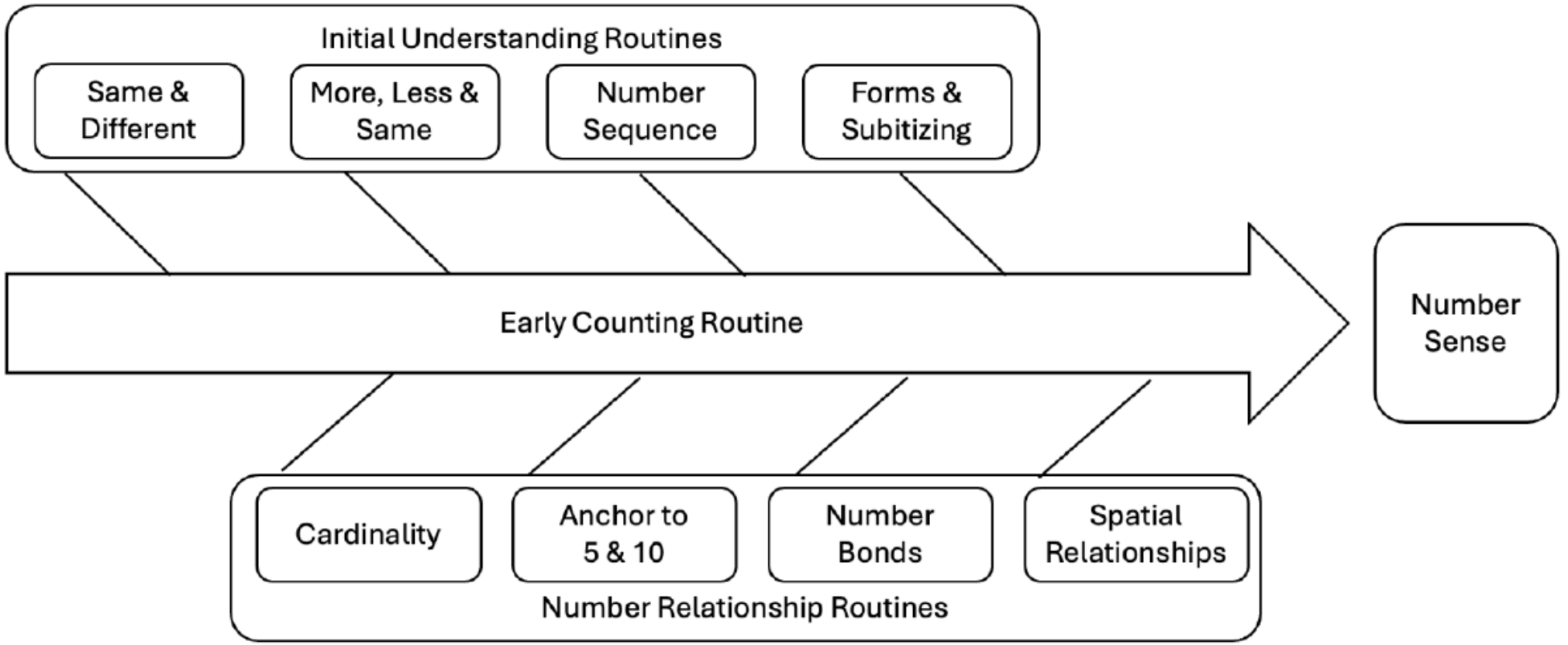


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Counting Routine (Greer & Erickson, 2019)

Step	Directions
1. Number name Identification (1 minute).	1. Show or write the number. 2. Practice naming this number. 3. Show or write the number, then remove/erase it, and students write it.
2. Count collections (3 minutes).	4. Count and label a collection of items. 5. Practice counting: Show the number, then count and label the given items. Change the order or orientation of the items at least two times, asking students to count each time.
3. Make collections (4 minutes).	6. Show the number and create collections that equal it.
4. Compare collections (4 minutes).	7. Create two sets of items.
5. Count to tell how many (4 minutes).	8. Practice counting how many. 9. Rearrange and recount.

Routines That Build on One Another



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Same and Different Routine

- Exact match – attribute
- Identify attribute – attribute, pattern, comparison
- Sort attribute – attribute, pattern, comparison, change
- Attribute and quantity – attribute, pattern, comparison, change

- The routine can be used across domains
  - Number sense
  - Geometry
  - Measurement and data analysis
  - Algebraic thinking and functional reasoning

Additional Resources

Project VC – Improving Outcomes Through Data-Based Decisions

- Literacy is critical for communication, academic success, self-advocacy, and autonomy.
- It also expands cognitive processes and advances learning as it supports memory, attention, auditory and visual perception, conceptual understanding, and reasoning.
- Students with complex support needs require carefully designed, comprehensive instruction to support their literacy learning.
- Project VC supports teams in their efforts to provide this instruction through a series of professional development, formative assessment, and implementation supports designed to track and improve literacy outcomes for all students.

Take the Progress Monitoring Tool Overview Training online

Project VC – Progress Monitoring Tool

Progress Monitoring Tool Scale Selection

This tool is designed to help you determine the scale that best fits the needs and goals of your program, school, classroom, or individual student, ensuring optimal learning outcomes and support. After you answer the questions, you will be directed to the scale, which is likely a good place to start.link to Progress Monitoring Tool Scale SelectionExpressive Communication Scale

- Receptive Language to Academic Vocabulary Scale
- Alphabet and Phonological Awareness to Decoding and Spelling Scale
- Engagement with Text to Comprehension of Text Scale
- Print Knowledge Scale

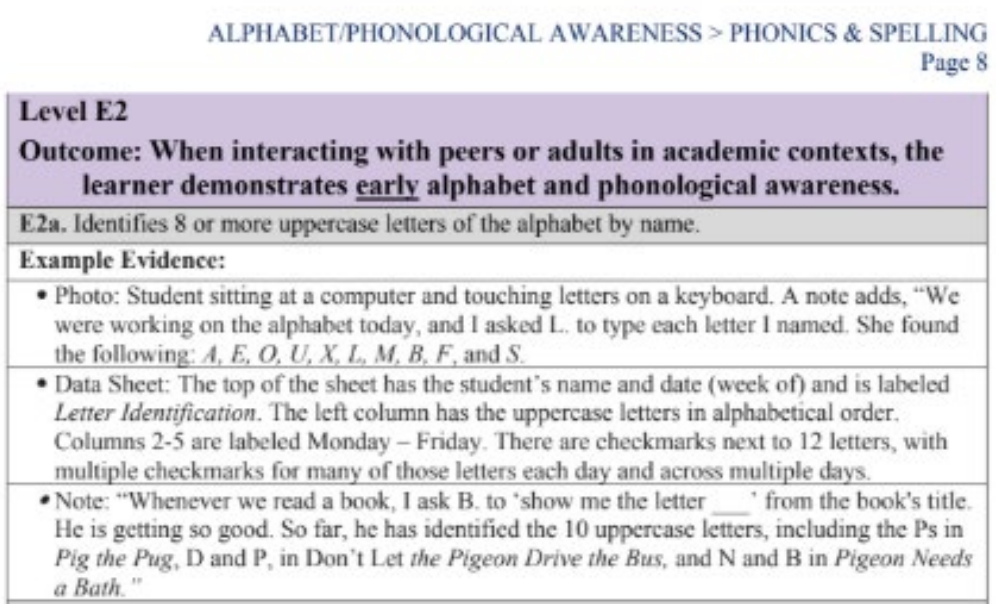
- Combined Packets and Trackers

Complexity

5 scales

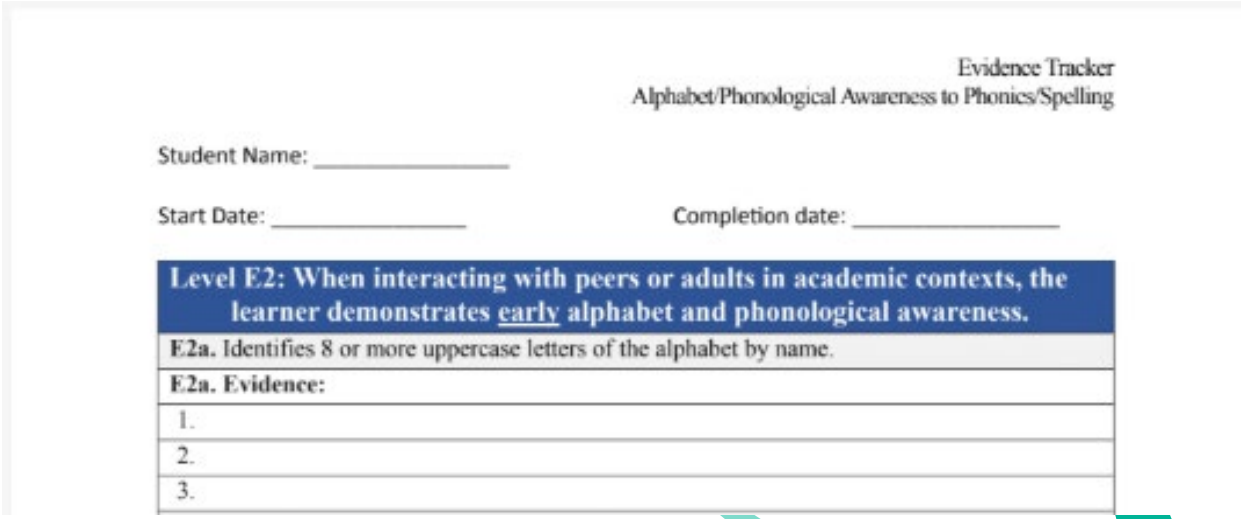
- 4-7 levels
  - Emergent – E1-E2
  - Transitional – T3-T4
  - Conventional – C-5-C6-C7

Scale Packet and Evidence Tracker – Level E2



ALPHABET/PHONOLOGICAL AWARENESS > PHONICS & SPELLING
Page 8

Level E2 **Outcome: When interacting with peers or adults in academic contexts, the learner demonstrates early alphabet and phonological awareness.**
E2a. Identifies 8 or more uppercase letters of the alphabet by name.
Example Evidence:
• Photo: Student sitting at a computer and touching letters on a keyboard. A note adds, "We were working on the alphabet today, and I asked L. to type each letter I named. She found the following: *A, E, O, U, X, L, M, B, F,* and *S.*
• Data Sheet: The top of the sheet has the student's name and date (week of) and is labeled *Letter Identification*. The left column has the uppercase letters in alphabetical order. Columns 2-5 are labeled Monday – Friday. There are checkmarks next to 12 letters, with multiple checkmarks for many of those letters each day and across multiple days.
• Note: "Whenever we read a book, I ask B. to 'show me the letter ___' from the book's title. He is getting so good. So far, he has identified the 10 uppercase letters, including the Ps in *Pig the Pug*, D and P, in Don't Let *the Pigeon Drive the Bus,* and N and B in *Pigeon Needs a Bath."*



Evidence Tracker
Alphabet/Phonological Awareness to Phonics/Spelling

Student Name: _____

Start Date: _____ Completion date: _____

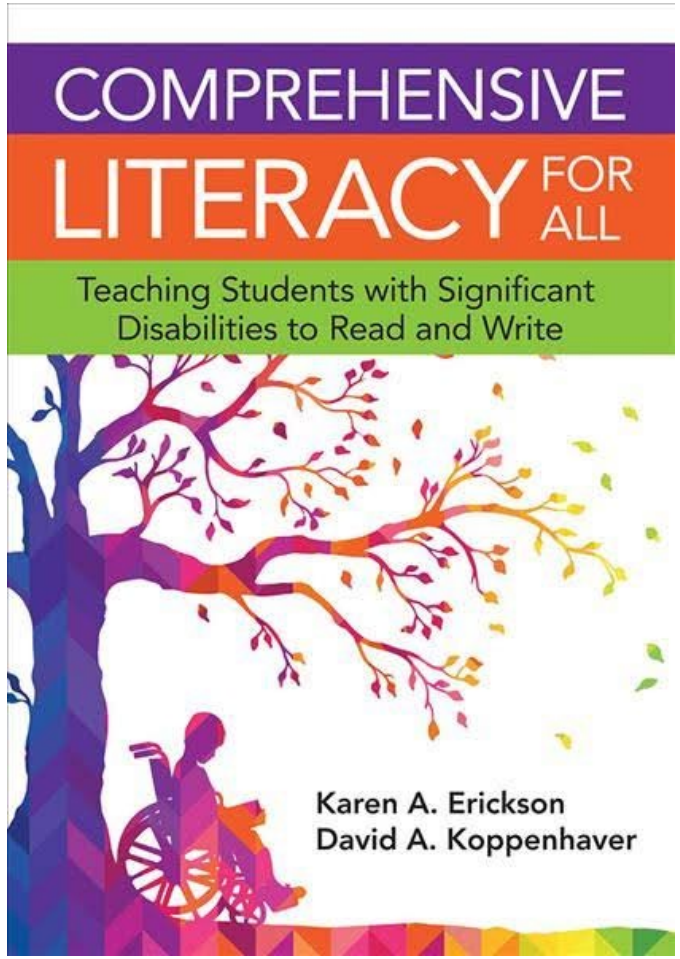
Level E2: When interacting with peers or adults in academic contexts, the learner demonstrates early alphabet and phonological awareness.
E2a. Identifies 8 or more uppercase letters of the alphabet by name.
E2a. Evidence:
1.
2.
3.

Level Emergent 2 (E2): Intentional, early symbolic communicators who are beginning to attend and engage during academic instruction and are working toward demonstrating a beginning understanding of the alphabet and sounds during language-based interactions.

Center for Literacy and Disabilty Studies - The University of North Carolina at Chapel Hill

- Alternative Pencils – Designed for students who are unable to hold a traditional pencil or physically manipulate a keyboard
- Deaf-Blind Model Classroom Resources (Case Studies, Top Tools from the Trenches, Predictable Chart Writing, Emergent Literacy Goals, Partner Assisted Scanning, Remnant Books, Loc-Line Mounts, PowerPoint Book Templates
- Early Childhood Resources
- New Voices Teacher Resources (Social Scripts, Partner Assisted Scanning, Shared Reading, Guided Reading, Self Selected Reading, Print Alphabet Flip Chart, Color-Coded Alphabet Eye Gaze Frame, Emergent Writing)
- DLM and Universal Core Vocabulary

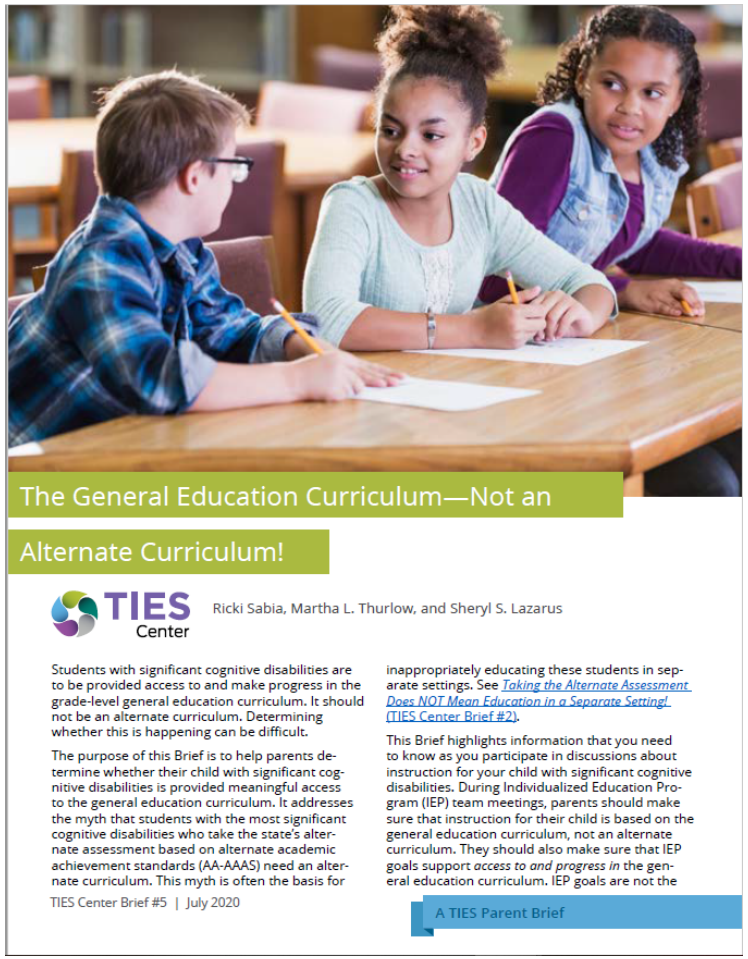
Comprehensive Literacy for All
Karen A. Erickson &David A. Koppenhaver



- Comprehensive Literacy for All Book Study
- Facebook Group – Comprehensive Literacy for All Book Study
- Project Core Alphabet Knowledge and Phonological Awareness, Shared Reading, Predictable Chart Writing , Independent Reading, Independent Writing (PD modules)

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The General Education Curriculum- Not an Alternate Curriculum!



The General Education Curriculum—Not an Alternate Curriculum!

TIES Center

Ricki Sabia, Martha L. Thurlow, and Sheryl S. Lazarus

Students with significant cognitive disabilities are to be provided access to and make progress in the grade-level general education curriculum. It should not be an alternate curriculum. Determining whether this is happening can be difficult.

The purpose of this Brief is to help parents determine whether their child with significant cognitive disabilities is provided meaningful access to the general education curriculum. It addresses the myth that students with the most significant cognitive disabilities who take the state's alternate assessment based on alternate academic achievement standards (AA-AAAS) need an alternate curriculum. This myth is often the basis for inappropriately educating these students in separate settings. See *Taking the Alternate Assessment Does NOT Mean Education in a Separate Setting!* (TIES Center Brief #2).

This Brief highlights information that you need to know as you participate in discussions about instruction for your child with significant cognitive disabilities. During Individualized Education Program (IEP) team meetings, parents should make sure that instruction for their child is based on the general education curriculum, not an alternate curriculum. They should also make sure that IEP goals support *access to and progress in* the general education curriculum. IEP goals are not the

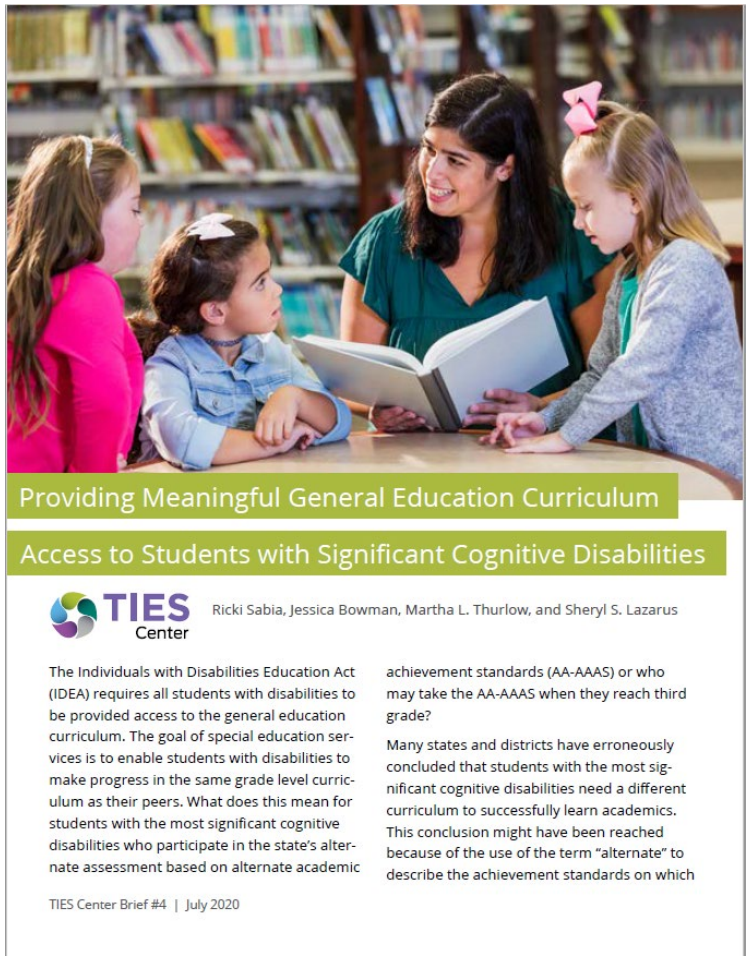
TIES Center Brief #5 | July 2020

A TIES Parent Brief

[TIES Center Brief#5]

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Resource for Standards Based Academic Instruction



Providing Meaningful General Education Curriculum

Access to Students with Significant Cognitive Disabilities

TIES Center

Ricki Sabia, Jessica Bowman, Martha L. Thurlow, and Sheryl S. Lazarus

The Individuals with Disabilities Education Act (IDEA) requires all students with disabilities to be provided access to the general education curriculum. The goal of special education services is to enable students with disabilities to make progress in the same grade level curriculum as their peers. What does this mean for students with the most significant cognitive disabilities who participate in the state's alternate assessment based on alternate academic achievement standards (AA-AAAS) or who may take the AA-AAAS when they reach third grade?

Many states and districts have erroneously concluded that students with the most significant cognitive disabilities need a different curriculum to successfully learn academics. This conclusion might have been reached because of the use of the term "alternate" to describe the achievement standards on which

TIES Center Brief #4 | July 2020

[TIES Center Brief #4]

DLM webinars for 2026-2027

ALL WEBINARS BEGIN 3:00 P.M. CENTRAL STANDARD TIME

Register for the entire DLM Webinar Series at once

Content is subject to change at any time due to current events
August 27, 2026: What do I need to do to get ready for the fall test window? (Vimeo)/ Slides (PDF)
September 10, 2026: How do I write instructional plans? (Vimeo)/ Slides (PDF)
October 8, 2026: DLM ELA and math instructional resources.
November 5, 2026: DLM science instruction aligned with the new science EEs. **Register**
December 10, 2026: DLM fall test window wrap-up – What needs to be finished by Dec 18? **Register**
February 4, 2027: DLM spring window. **Register**
April 8, 2027: DLM wrap-up – What needs to be finished by April 23? **Register**

Join Zoom Meeting
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One tap mobile: +13462487799,,89779273623#,,,,,,0#,,947213# US (Houston)

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