



**ALTERNATE  
PROFICIENCY  
ASSESSMENT  
AND  
DYNAMIC  
LEARNING MAPS**

# WHAT IS THE PURPOSE OF AN ALTERNATIVE ASSESSMENT?

- To measure performance of students with the most significant cognitive disabilities on the standards, knowledge, and skills that ALL New Jersey students are learning
- To ensure that ALL New Jersey students are included in the accountability system that is required by the No Child Left Behind Act
  - DLM in English Language Arts and Mathematics assesses the Common Core Standards (CCSS)
  - APA in Science assesses the NJ Core Curriculum Content Standards (NJCCCS)



## WHAT GRADES ARE THESE TESTS GIVEN?

- APA – Grades 4, 8, and in either grades 9, 10, 11, or 12 based on the year the student receives instruction in Biology. In-district students receive Biology in grade 11 and will be tested in grade 11.
- DLM –Grades 3-8 and 11



# WHO IS ELIGIBLE TO TAKE THE APA?

- The nature of the student's cognitive disability is severe.
- The student's cognitive disability is so severe that the student is not receiving instruction in any of the knowledge and skills measured by the general statewide assessment.
- The student's cognitive disability is so severe that the student cannot complete any of the of the types of questions on the assessment in the content area, even with accommodations and modifications.
- The student's Individualized Education Program (IEP) is aligned to grade level New Jersey Core Curriculum Content Standards through modified expectations.



# WHO IS ELIGIBLE TO TAKE THE DLM?

- The student has a significant cognitive disability. Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.
- The student is primarily being instructed using the Essential Elements as content standards.
- The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and-age appropriate curriculum.



# APA

- Collection Periods - (9/2/14-11/14/14 & 12/8/14-2/13/15)
- Portfolio (collection of student work) based Assessment linked to NJCCCS and CPI links and activities are chosen by the teacher
- Prompting based on Prompting Hierarchy



# CPI LINKS

- Defined to vary in complexity and difficulty while maintaining content centrality
- Links are chosen based on the individual student's strengths, needs, and prior knowledge.



# SUPPORTS VS. PROMPTS ON APA

## ○ Support

- Redirecting a student to stay on task
- Reading directions with the student
- Restating the directions
- Scribing
- Providing accessible materials (large print, textured paper, manipulatives, etc.)

Supports are not included when calculating the independence score for the student's work.





# APA SCORING

- Complexity Link - Match, near, or far link selection
- Performance – Percentage of accuracy when performing skill
- Independence – Percentage of time skill was performed independently



## DLM - ALTERNATE ASSESSMENT COMPANION TO THE NEW PARCC ASSESSMENT

- Fall field testing was cancelled.
- Spring testing dates to be announced.
- Computer Generated assessment linked to the Common Core State Standards (CCSS).
- Teacher does not design the assessment activities/test items.
- No prompting



# ESSENTIAL ELEMENTS

- Defined as specific statements of the content and skills that are linked to the College and Career Readiness standards grade level-specific expectations for students with significant cognitive disabilities



# FOR DLM: FIRST CONTACT AND PNP SURVEYS

- DLM offers a variety of accessibility tools and supports during assessment.
- Some of these are determined through responses to First Contact and Personal Needs Profile (PNP) survey.
- Other supports, such as teacher read aloud, is provided by the school.
- Some accessibility features available are magnification, inverted color choice, synthetic text to speech including graphic descriptions if desired, use of switch systems



# PERSONAL NEEDS PROFILE (PNP) AND FIRST CONTACT SURVEY

- PNP – collects information on the student's support needs and current level of instruction
- First Contact – helps identify the student's academic levels in order to establish a baseline for the selecting test items



# CONCLUSION

- Test results allow schools to review their instructional programs from year to year and are used to inform and improve the instructional program provided to students.

THANK YOU.

