

Participation Guidelines for Dynamic Learning Maps (DLM)

Participation in the DLM alternate assessment requires a yes answer to Question 1 and to Questions 2 & 3 for each of the applicable content areas. If necessary based on the guideline questions a student may participate in the DLM in one content area and PARCC in the other content area although this is rare. An administrator must ensure the guidelines are used appropriately during the IEP meeting, and sign below to approve the designated student assessment(s).

Participation Criterion	Participation Criterion Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each	
1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	Yes / No	
2. The student primarily needs instruction using the DLM Essential Elements as content standards	Goals and instruction listed in the IEP for this student are related to the enrolled grade level CCSS and DLM Essential Elements, as well as address knowledge and skills that are appropriate and challenging for this student.	English Language Arts: Yes / No	Mathematics: Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	The student <ol style="list-style-type: none"> a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature 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. 	English Language Arts: Yes / No	Mathematics: Yes / No

You may not use the following factors when determining participation in the DLM alternate assessment:

- A student's disability category or label
- Percent of time student receives special education
- Academic and other services student receives
- Educational environment or instructional setting
- English Language Learner (ELL) status
- Low reading level/achievement level
- Anticipated student's disruptive behavior or emotional duress
- Poor attendance or extended absences
- Expected poor performance on the general education assessment
- Impact of student scores on accountability system
- Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process
- Administrator decision

English Language Arts Check One Only: **Student will participate in the DLM** _____ **or PARCC/HSPA** _____
Mathematics Check One Only: **Student will participate in the DLM** _____ **or PARCC/HSPA** _____

Student Name _____ Grade level _____

Administrator Name _____ Date _____

Administrator Signature _____