

**COLORADO**  
Department of Education

**The Dynamic Learning Maps  
(DLM®) Aligned K-3 Literacy  
Alternate Assessment**

**or**

**The Colorado Emergent Literacy  
Scales (CELS)**

**For Grades K – 3**

2015-2016

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**Background**

- House Bill 12 -1238: The Colorado Reading to Ensure Academic Development Act was signed into law and became effective on July 1, 2012
- 22-7-1202. Legislative declaration. (1) THE GENERAL ASSEMBLY FINDS THAT:
  - (a) **ALL STUDENTS CAN SUCCEED IN SCHOOL IF THEY HAVE THE FOUNDATIONAL SKILLS NECESSARY FOR ACADEMIC SUCCESS. WHILE FOUNDATIONAL SKILLS GO BEYOND ACADEMIC SKILLS TO INCLUDE SUCH SKILLS AS SOCIAL COMPETENCE AND SELF- DISCIPLINE, THEY MUST ALSO INCLUDE THE ABILITY TO READ, UNDERSTAND, INTERPRET, AND APPLY INFORMATION.**




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**Background**

- The Colorado READ Act (HB12-1238) requires teachers to assess the literacy development of all students in kindergarten through 3rd grade in the areas of phonemic awareness, phonics, vocabulary development, including oral skills, reading fluency, and reading comprehension.
- K-3<sup>rd</sup> Grade personnel must use CDE SBE-approved interim assessments to measure each child's reading competency. If the child is found to have a significant reading deficiency (SRD), diagnostic tools are used for further analysis of the child's reading needs.




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**Approved English Interim Assessments**

1. Aimsweb
2. Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next)
3. Formative Assessment System for Teachers (FAST)
4. iReady
5. I-station
6. Phonological Awareness Literacy Screening (PALS)
7. STAR Early Learning
8. Dynamic Indicators of Basic Early Literacy Skills, Sixth Edition\*
9. DRA-2 \*

\* Cannot be used after June of 2016  
<http://www.cde.state.co.us/coloradoliteracy/readact/resourcebank> 

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**All Means Every Learner**

- The Colorado Attorney General has confirmed that the READ Act is for EVERY child in kindergarten through 3<sup>rd</sup> grade. The READ Act legislation is for all general education students. Students receiving special education services are general education learners first. Special education is a supplement to general education.
- The presence or suspicion of a disability does not warrant a child to be exempted or excluded from the READ Act. This would be a violation of a child's 504 rights.



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**Differentiated Pathways**

What does this mean for students with a Significant Cognitive Disability?  
 There is no valid or reliable reading screener for students with significant cognitive disabilities.



What to do?



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**The DLM Aligned K-3 Literacy Alternate Assessment - Colorado**

- Colorado Emergent Literacy Scales (CELS)
- Created for the State of Iowa
- Adapted for Colorado

**Dr. Karen Erickson**  
 Director, Center for Literacy & Disability Studies, UNC Chapel Hill  
 Associate Director of the DLM Professional Development




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**Alternate Achievement Standards**

- [Alternate Achievement Standards and Alternate Assessment Participation Guidelines](#)
- Students who are receiving their instruction using the alternate achievement standards
  - Extended Evidence Outcomes
  - Essential Elements
- [Standards Side-by-Side Reference Tool for English Language Arts](#)




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**Communication**




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### 4 Basic Reasons

- To REFUSE things you don't want...
- To OBTAIN things that you want...
- To engage in SOCIAL interactions...
- To provide or seek INFORMATION...



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### Why teach communication?

The importance of communication skills in daily life: We teach communication skills . . .

1. To empower
2. To convey what has been learned ←
3. To express emotions
4. To develop/maintain social networks and friendships



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### Communication v. Schedule



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### Characteristics of a Core Vocabulary

- Limited set of highly useful words
- Words apply across settings
- Vocabulary is made up primarily of pronouns, verbs, descriptors, and prepositions
- Very few nouns are included in a core vocabulary
- Consistent location of vocabulary




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DLM First 40 Grid			
I	like	not	want
help	it	more	different
who	she	you	he
where	up	on	in
me	make	get	look
what	need	are	is
some	put	all	his
don't	that	go	do
when	finished	can	here
open	turn	stop	over

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## There's a module for that!

### DLM™ Core Vocabulary and Communication

This module focuses on the use of core vocabulary as a support for communication for students who cannot use speech to meet their face-to-face communication needs and require augmentative and alternative communication.

<https://www.med.unc.edu/ahs/clds/resources/core-vocabulary>

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## Communication is EVERYONE'S job!



- Typically developing children are exposed to oral language for approximately 4380 waking hours by age 18 months

- At 2 times a week, 20-30 minutes each takes the student 84 years to learn the symbol.

From Every Move Counts



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## Communication is the path to Literacy!

For many children with a significant cognitive disability who may have additional disabilities, we cannot proceed down the path of literacy with confidence until we ensure that the child has a system in place for receptive and expressive communication.



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## More Resources

- **Communication Matrix**
  - An easy to use assessment instrument designed for individuals of all ages who function at the earliest stages of communication and who use any form of communication.
  - <https://www.communicationmatrix.org/>
- **Every Move Counts**
  - A sensory based approach to communication and assistive technology for individuals with significant sensory motor differences, developmental differences and autism
  - <http://everymovecounts.net/downloads.html>




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20 <https://www.communicationmatrix.org/> 

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## Without Communication there is ...

- NO relationship
- NO concept development
- NO language
- NO literacy

**It is a life of:**

- isolation
- behavior issues
- learned helplessness
- diminished quality

(Kathe Keller Scoggin, 2005) 

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# Colorado Emergent Literacy Scales (CELS)




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**Review the following documents:**

- CELS Introduction
- CELS Scoring Guide
- Scoring Sheet




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## Test Blueprint

- The blueprint for the DLM Aligned K-3 Literacy Alternate Assessment was developed based upon the blueprint for DLM Year End Alternate Assessment System in grades 3-5
  - This approach allows teachers of primary grade students with significant cognitive disabilities to monitor progress toward the skills and understandings that will be required for success in third grade and beyond.




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## Test Blueprint

- An assessment blueprint communicates the scope of **skills** and **understandings** that are assessed.
- The scope of skills and understandings in the DLM Aligned K-3 Literacy Assessment are **defined by the DLM Essential Elements**.




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## Structure of the Assessment (page 5 of the Introduction Manual)

The DLM Aligned K-3 Literacy Alternate Assessment Grade 3 Test Blueprint

Scale	Description	Essential Elements	Essential Elements	Essential Elements	Essential Elements
Scale 1: Reading Information Text New Items and Details	<p><b>Grade 3: Reading Information Text New Items and Details</b></p> <p><b>Grade 3:</b> Reading information text and answer who, what, and where questions about specific details in a text.</p> <p><b>Grade 3:</b> Reading information text and answer who, what, and where questions about specific details in a text.</p>	<p><b>EE.3.1.1</b> With guidance and support, identify details in familiar stories.</p> <p><b>EE.3.1.2</b> With guidance and support, identify details in familiar text.</p> <p><b>EE.3.1.3</b> With guidance and support, identify details in a familiar text.</p>	<p><b>EE.3.1.1</b> Identify details in familiar stories.</p> <p><b>EE.3.1.2</b> Identify details in familiar text.</p> <p><b>EE.3.1.3</b> Identify details in a familiar text.</p>	<p><b>EE.3.1.1</b> With and with other questions to demonstrate understanding of details in a text.</p> <p><b>EE.3.1.2</b> Answer who, what, and where questions to demonstrate understanding of details in a text.</p> <p><b>EE.3.1.3</b> Answer who, what, and where questions to demonstrate understanding of details in a text.</p>	<p><b>EE.3.1.1</b> Answer who, what, and where questions to demonstrate understanding of details in a text.</p> <p><b>EE.3.1.2</b> Answer who, what, and where questions to demonstrate understanding of details in a text.</p> <p><b>EE.3.1.3</b> Answer who, what, and where questions to demonstrate understanding of details in a text.</p>
Scale 2: Reading Information Text New Items and Details	<p><b>Grade 3: Reading Information Text New Items and Details</b></p> <p><b>Grade 3:</b> Reading information text and answer who, what, and where questions about specific details in a text.</p> <p><b>Grade 3:</b> Reading information text and answer who, what, and where questions about specific details in a text.</p>	<p><b>EE.3.2.1</b> With guidance and support, identify details in familiar stories.</p> <p><b>EE.3.2.2</b> With guidance and support, identify details in familiar text.</p> <p><b>EE.3.2.3</b> With guidance and support, identify details in a familiar text.</p>	<p><b>EE.3.2.1</b> Identify details in familiar stories.</p> <p><b>EE.3.2.2</b> Identify details in familiar text.</p> <p><b>EE.3.2.3</b> Identify details in a familiar text.</p>	<p><b>EE.3.2.1</b> With and with other questions to demonstrate understanding of details in a text.</p> <p><b>EE.3.2.2</b> Answer who, what, and where questions to demonstrate understanding of details in a text.</p> <p><b>EE.3.2.3</b> Answer who, what, and where questions to demonstrate understanding of details in a text.</p>	<p><b>EE.3.2.1</b> Answer who, what, and where questions to demonstrate understanding of details in a text.</p> <p><b>EE.3.2.2</b> Answer who, what, and where questions to demonstrate understanding of details in a text.</p> <p><b>EE.3.2.3</b> Answer who, what, and where questions to demonstrate understanding of details in a text.</p>
Scale 3: Reading Information Text New Items and Details	<p><b>Grade 3: Reading Information Text New Items and Details</b></p> <p><b>Grade 3:</b> Reading information text and answer who, what, and where questions about specific details in a text.</p> <p><b>Grade 3:</b> Reading information text and answer who, what, and where questions about specific details in a text.</p>	<p><b>EE.3.3.1</b> With guidance and support, identify details in familiar stories.</p> <p><b>EE.3.3.2</b> With guidance and support, identify details in familiar text.</p> <p><b>EE.3.3.3</b> With guidance and support, identify details in a familiar text.</p>	<p><b>EE.3.3.1</b> Identify details in familiar stories.</p> <p><b>EE.3.3.2</b> Identify details in familiar text.</p> <p><b>EE.3.3.3</b> Identify details in a familiar text.</p>	<p><b>EE.3.3.1</b> With and with other questions to demonstrate understanding of details in a text.</p> <p><b>EE.3.3.2</b> Answer who, what, and where questions to demonstrate understanding of details in a text.</p> <p><b>EE.3.3.3</b> Answer who, what, and where questions to demonstrate understanding of details in a text.</p>	<p><b>EE.3.3.1</b> Answer who, what, and where questions to demonstrate understanding of details in a text.</p> <p><b>EE.3.3.2</b> Answer who, what, and where questions to demonstrate understanding of details in a text.</p> <p><b>EE.3.3.3</b> Answer who, what, and where questions to demonstrate understanding of details in a text.</p>




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## Structure of the Assessment

The DLM Aligned K-3 Literacy Alternate Assessment is comprised of six scales that reflect the **knowledge, skills, and understandings** required by the assessment blueprint.

Each scale captures development from **early foundational skills through target skills at the kindergarten, first, second, and third grade level.**




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**Structure of the Assessment**

Students who are meeting grade level targets on the DLM Aligned K-3 Literacy Alternate Assessment are on their way to meeting targets in third through fifth grade

- while those who are not yet meeting targets require additional, intensive interventions to help them close the gap




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**Structure of the Assessment**

The Essential Elements are drawn from five of the six strands of English Language Arts in the Colorado Academic Standards. They are:

- Reading Literature
- Reading Information Text
- Reading Foundations
- Writing
- Language

Note: Speaking and Listening is the only strand not included because it is not directly assessed in grades 3-12 in the DLM ELA Alternate Assessment System




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**Scales**

Scale 1: Reading Literature & Information Text: Key Ideas and Details

Scale 2: Reading Literature: Key Ideas and Details


Scale 3: Reading Information Text: Integration of Knowledge and Ideas

Scale 4: Reading Foundations: Letter Identification

Scale 5: Writing: Text Types and Purposes

Scale 6: Language: Vocabulary Acquisition and Use

30 Page 9 of the Introductory Manual




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## Structure of the Assessment

To add consistency to the overall system and ensure that each scale had 10 points, some of the scales also include steps beyond the second grade target or successor skills that stretch through the third grade expectations.




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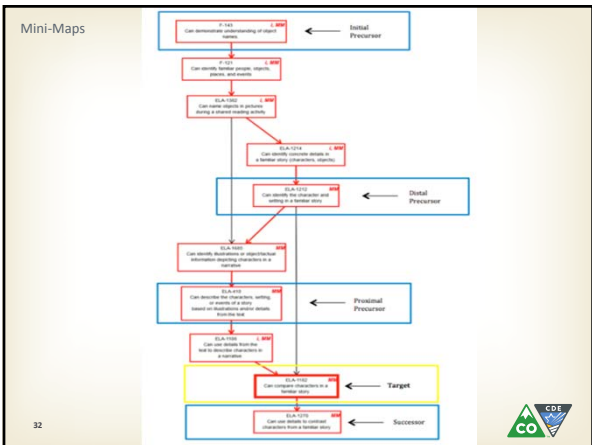
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## Structure of the Assessment

Each of the scales has a **single outcome statement** associated with it that reflects the combined set of knowledge, skills, and expectations students should acquire across the four grade levels.




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## Structure of the Assessment

Specific grade level targets are identified for each of the four grade levels, but ***the assessment is designed to track progress across rather within grade levels.***




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**Scale 5: Writing: Text Types and Purposes**  
*K-3 Outcome: The student can select a topic and use drawing, dictating, or writing to compose a message.*

1	2	3	4	5	6	7	8	9	10
Chooses between two objects when selecting a topic for writing.	Draws or selects photos, picture or tactual representations of familiar people, places, things or events to write about.	Draws or selects meaningful images or actual representations as topics for writing.	Communicates information using drawing, pictures, or tactual representations.	With guidance and support, selects a familiar topic and communicates information about it using drawing, pictures, tactual representations, or writing.	Selects a familiar topic and communicates information about it using drawing, pictures, tactual representations or writing.	With guidance and support, selects varied topics, uses speech or other communication system to tell about the topic and then writes the topic using drawing, dictating or letters.	Selects varied topics, uses speech or other communication system to tell about the topic and then writes one fact about the topic using drawing, dictating or letters.	With guidance and support, selects varied topics, uses speech or other communication system to tell about the topic, and uses letters to write words about the topic including one fact or detail.	Selects varied topics, uses speech or other communication system to tell about the topic, and uses letters to write words about the topic including one fact or detail.


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## Understanding the Scales

The goal is not just for students to achieve the highest score possible, but also for them to ***demonstrate knowledge, skills, and understandings*** associated with each point on each scale.




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## Reporting

Data should be collected during the first week of school.  
Data points should be collected in fall, winter, and spring.  
For this year – probably have 2 data points.

**For Data Reporting:**  
No score is recorded with CDE for this assessment.  
Code 13 – Special Education Student (unable to access one of the approved interim assessments) tested using alternative approved measures.



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## Collecting the Data...

### Using a Structured Portfolio Approach





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## A Structured Portfolio Approach

- Based upon an Instructionally Embedded Assessment
  - Comprehensive Literacy Instruction
    - All ELA Strands
      - Reading
        - » Information
        - » Literary
        - » Foundations
      - Writing
      - Language
      - Speaking & Listening



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## Comprehensive Literacy Instruction

- **One Approach**
  - **Children with Disabilities: Reading and Writing the Four-Blocks® Way Resource Book**
    - Shared/Guided Reading
    - Writing
    - Working with Words
    - Self Selected Reading


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## Structured Portfolio

**What is it?**

- **A strengths-based approach to assessment that focuses on what students CAN do rather than what they cannot do.**
- **A collection of materials and information that are systematically created:**
  - over a period of time
  - organized in a way that reflects a student's knowledge, skills, and understandings, and
  - rated by team members




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## Structured Portfolio

**Why is it important?**

- It is a way to meaningfully “capture real-life competencies in everyday settings and document even small improvements” (Bagnato, 2005, p. 18).
- Provides a more accurate picture of student’s abilities (NAEYC, 2003).
- Allows teachers to focus on teaching while engaged with the students.
- Communicates the scope of skills and understandings that our students’ possess.




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**Structured Portfolio**

How is it different from other assessments?

- It is **not** an assessment event.
- It **does not** occur before or after instruction.
- It **does not** assess skills in isolation.

- It is an ongoing process.
- It occurs everyday during instruction.
- It assesses a variety of skills and abilities in a meaningful context, activity or lesson.




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**Structured Portfolio**

What do I need to get started?

- Colorado Emergent Literacy Scales (CELS)
- Comprehensive literacy instruction that includes:
  - Reading
  - Writing
  - Speaking/Communicating
  - Listening
- Method for collecting data
- System for organizing data




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**Structured Portfolio**

When do I collect data?

- Daily, during literacy-based instruction.
- Any time an observation is made in the context of literacy-based interactions.

Where do I collect data?

- Across multiple settings (e.g. Student points to a letter on a sign outside at recess and labels the letter correctly by name).




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### Structured Portfolio

What are some methods for **collecting** data?

- Work samples
- Photographs
- Videos
- Anecdotal notes
- Frequency counts & other traditional data recording techniques




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### Structured Portfolio

**Work Samples:** Any physical piece of evidence that is genuinely completed and produced by a student that could serve as a data source.

**Examples:**

- Art project
- Written responses




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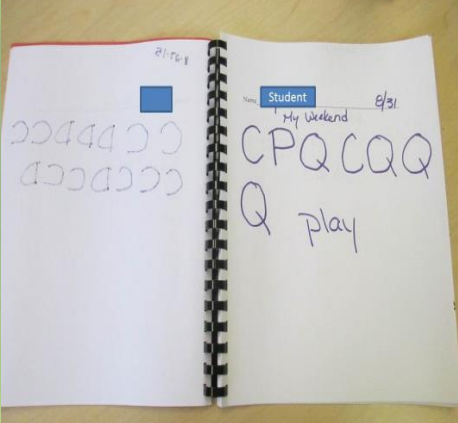
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**Structured Portfolio**

**Photographs:** Any picture capturing a student's abilities and/or progress from daily instruction that could serve as a data source.



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## Structured Portfolio

**Videos: Any video capturing a student's abilities and/or progress from daily instruction that could serve as a data source.**

**Examples: Video Clip**



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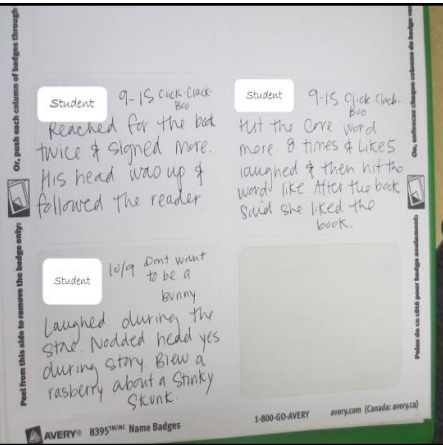
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### Structured Portfolio

**Anecdotal Notes:** A written account of a student's behaviors during instruction and/or ELA activities that could serve as a data source.



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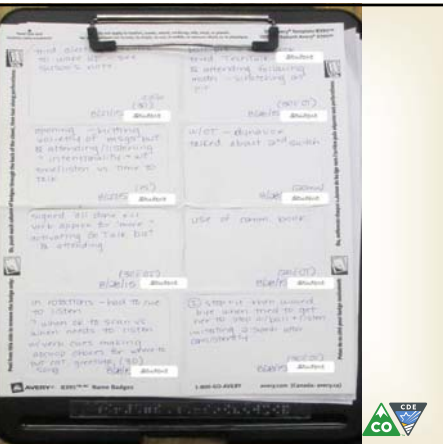
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### Anecdotal Notes



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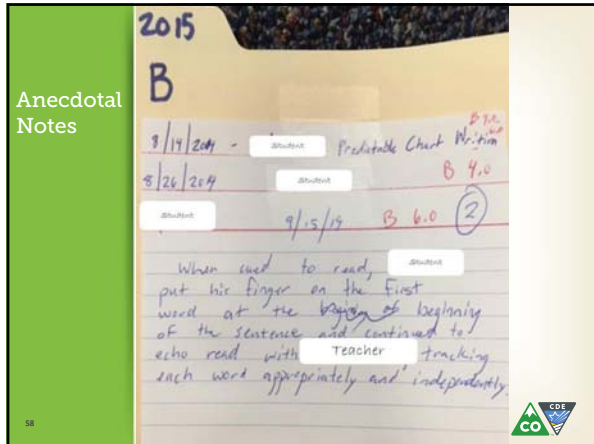
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Anecdotal Notes




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### Structured Portfolio

Frequency Counts & Other Traditional Data Recording Techniques: Any performance data collection method that is represented in a table, chart, etc. and that could be used as a data source.

- Examples:
- Checklists
  - Rubrics




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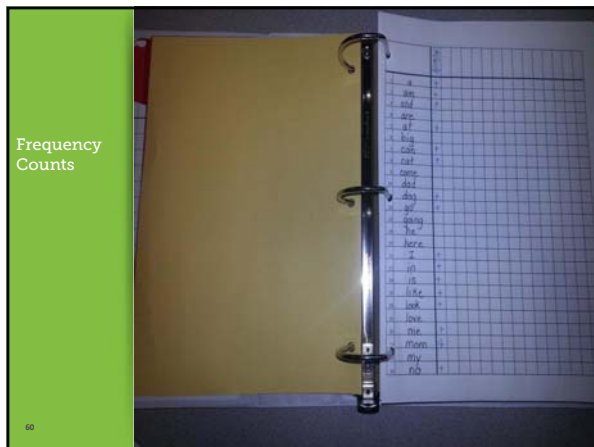
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Frequency Counts




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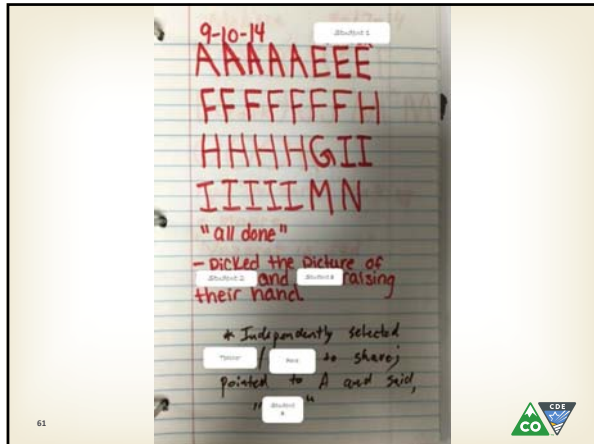
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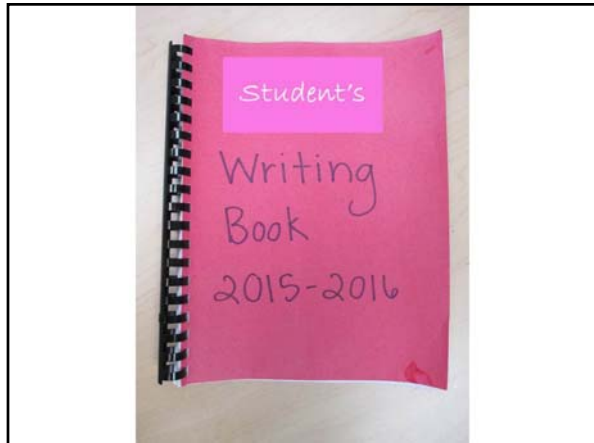
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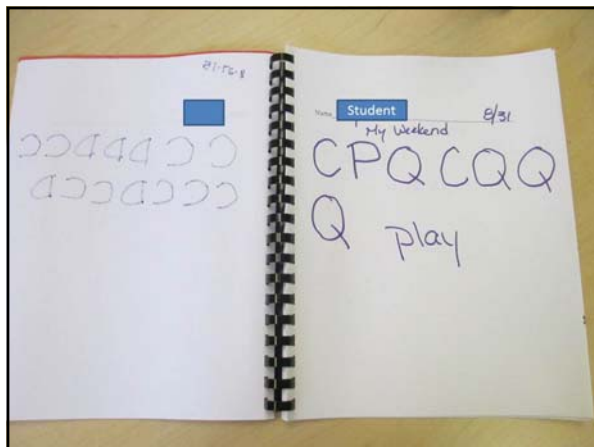
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## Recipe Box

1. Get a recipe box with alphabetic or numeral dividers (picture 1)
2. Affix a legend to the top of the recipe box (picture 2).
3. Affix one scale on the front of each divider (picture 3).
4. When you make an anecdotal note, slip it into the appropriate divider (picture 4) and the scale it corresponds to.
5. When you have time, go back and use the appropriate scale to score your artifact (picture 5).



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## Recipe Box





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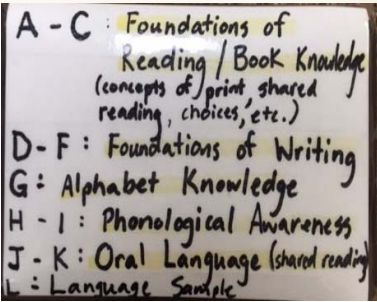
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## Recipe Box





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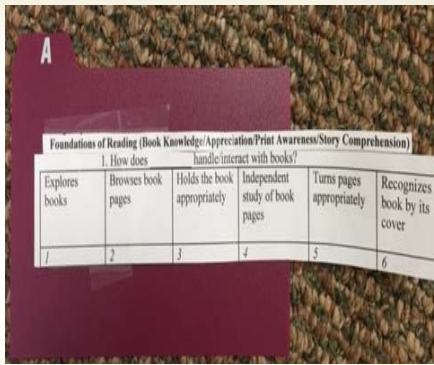
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Recipe Box



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Folder System

Example 2 of how to organize data using a folder system. Here is how it works:

1. Get a large folder.
2. Indicate either with a number or alphabetic system. For example, A = Scale 1, B = Scale 2, etc. or just label it Scale 1.
3. Collect anecdotal note using mailing labels, sticky notes, in this case index card.
4. Affix anecdotal note to folder under appropriate scale that artifact corresponds to.
5. Return to score artifacts later on.

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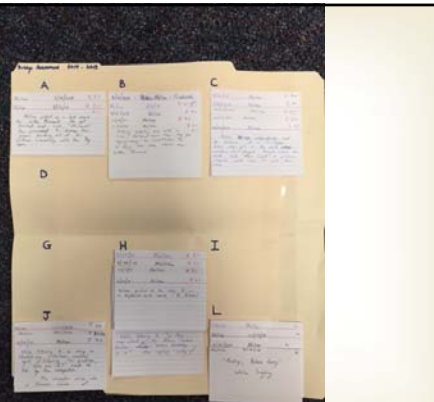
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Folder System



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**Folder System**

C

Student 9/25/14 C 2-3.0

10/12/14 Student C 2-3.0

Teacher sat and listened to read a student-authored alphabet book. Ww. She followed finger as he read and completed cloze sentences that were supported with a picture.




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## Dynamic Learning Maps

- Dynamic Learning Maps
- [www.dynamiclearningmaps.org](http://www.dynamiclearningmaps.org)
- Tabs across the top – Professional Development
- In the paragraph there is a hyperlink Professional Development Site
- On the first page there are Buttons for the Modules (~50):
  - Modules organized by Claim
  - Modules organized Alphabetically
    - Facilitated Modules
    - Self-directed Modules
    - Modules aligned with the Scales




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## Mini Maps

- On the DLM Website
- Go to Assessments
- Go to Operational Testing
- Select State – Colorado
- Select Role – Test Administrator
- Educator Resources Page
- Learning Map Resources
- Maps for Foundational Skills and Mini-maps (grades 3-12)



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## Resources

- Tarheel Reader
- <http://tarheelreader.org/>
- Books that are high interest and low reading level.
- By Topic
- By DLM grades
- By Subject
  - Reading about vacuums?
  - Reading about whales?

You can write your own. Register, you will need an Invitation Code.



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*Literacy is the single most significant skill needed to function effectively in school, in the work place, and in society . . . it is vital to a successful education, career, and quality of life!*



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## Contact Information

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