

WHAT ARE THE OKLAHOMA ESSENTIAL ELEMENTS (EES)?

The Oklahoma Essential Elements (EEs) are alternate achievement standards in English language arts, mathematics and science. Academic achievement for students taking the DLM assessment is based on these alternate achievement standards. The EEs were developed to satisfy the U.S. Department of Education requirement that Oklahoma have alternate achievement standards for students with significant cognitive disabilities that:

- clearly link to grade-level academic content standards,
- promote access to the general curriculum, and
- reflect professional judgment of the highest expectation possible.

Information about the Oklahoma Essential Elements can be found at <https://sde.ok.gov/assessment>.

WHAT ARE THE BENEFITS OF THE DLM ALTERNATE ASSESSMENT?

The DLM alternate assessment:

- Allows students to receive instruction that is highly relevant to them.
- Enables schools to document academic growth.
- Informs IEP teams of student strengths and needs, allowing celebration of successes and assistance with planning future instruction.
- Helps teachers gauge student progress in relation to state academic standards.
- Allows students with the most significant cognitive disabilities to meet the requirements for a regular high school diploma without delay.

A blue-tinted photograph of children walking on a ramp, with a large white arrow graphic pointing right in the upper left corner.

DYNAMIC LEARNING MAPS ASSESSMENT

Information for Families

Office of Special Education Services
(405) 521-3351
sde.ok.gov/special-education

The Oklahoma Education logo, featuring a stylized starburst and the text "OKLAHOMA Education".

ALL CHILDREN CAN MEET HIGH STANDARDS

The Oklahoma Alternate Assessment Program (OAAP) is a component of the Oklahoma School Testing Program (OSTP) and is designed for students with the most significant cognitive disabilities. These students generally represent 1% of the total tested population of students. Alternate assessments are used to evaluate the performance of students who are unable to participate in general state assessments, even with accommodations. Alternate assessments provide a way for students to show what they know and what they can do, and to be included in the educational accountability system.

WHO ARE STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES?

Students with significant cognitive disabilities have limited conceptual skills, written language skills, and understanding of numerical concepts such as quantity, time, and money. Vocabulary and grammar are quite limited and augmentative communication devices are often necessary to communicate with others. They tend to focus on present, everyday events and rarely attempt to analyze or expand on new ideas and concepts through spoken language. Skill acquisition and generalization in all areas requires intensive direct instruction and repetition across multiple settings. These individuals require extensive support for all activities of daily living including meal preparation, dressing, grooming, and personal hygiene. Their personal safety is dependent upon constant supervision and will be a concern throughout their lifetime.

WHY DOES MY STUDENT HAVE TO TAKE ASSESSMENTS?

Students with disabilities on an Individualized Education Program (IEP) must be included in all state and district-wide assessments. The IEP team determines annually how the student will participate in state and district-wide assessments - with or without accommodations, or using alternate assessment. In order to participate in the OAAP, students must require alternate achievement standards in all content areas and must have an IEP containing rigorous, measurable goals that include short-term goals/objectives.

WHAT IS THE DYNAMIC LEARNING MAPS (DLM) ASSESSMENT?

The OAAP mirrors the general assessment system in regards to grade levels and subjects assessed. The subject areas assessed are: English Language Arts and Mathematics for students in grades 3-8, and 11; Science for students in grades 5, 8, and 11; and US History for students in grade 11. Assessments are delivered through the Dynamic Learning Maps (DLM) Alternate Assessment, which is an online platform. For some students, teachers present the items and enter the student's response into the online platform.

	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th
ELA	√	√	√	√	√	√			√
MATH	√	√	√	√	√	√			√
SCIENCE			√			√			√
HISTORY									√

WHAT TYPE OF SCORES WILL BE PROVIDED?

DLM has developed an individual student score report summary, as well as the Performance Profile and the Learning Profile. These reports are designed to help students, parents, and educators identify specific areas of strength and need relative to the grade-level Oklahoma Essential Elements. The Performance Profile summarizes how your student performed on the content area assessment. DLM performance levels, as defined by educators, are presented as: Emerging, Approaching Target, At Target, and Advanced. The Learning Profile shows your student's performance relative to specific Essential Elements. More information about score reports can be found at <https://dynamiclearningmaps.org/>

