Spring 2024 End of Year Assessment Results

Teaneck Public Schools

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New Jersey State Dynamic Learning Maps

Overview

- NJDOE Dynamic Learning Maps (DLM) Guidelines
- DLM participation Rates
- DLM Performance Levels
- Student Score Report
- Overall District Results - 2023-2024
  - Any group with 10 students or fewer is not presented due to confidentiality reasons(FERPA)
- Year to Year Analysis from 2021-2022 to 2023-2024
- Next Steps for Instructional Strategies and Interventions

Dynamics Learning Maps

- The Dynamic Learning Maps is an alternate assessment for students with the most significant cognitive disabilities.
  - New Jersey Department of Education regulates a 1 % Participation cap.
  - IEP team determines who is eligible to take the DLM based on the federal requirements and guidelines.

Dynamics Learning Maps Overview

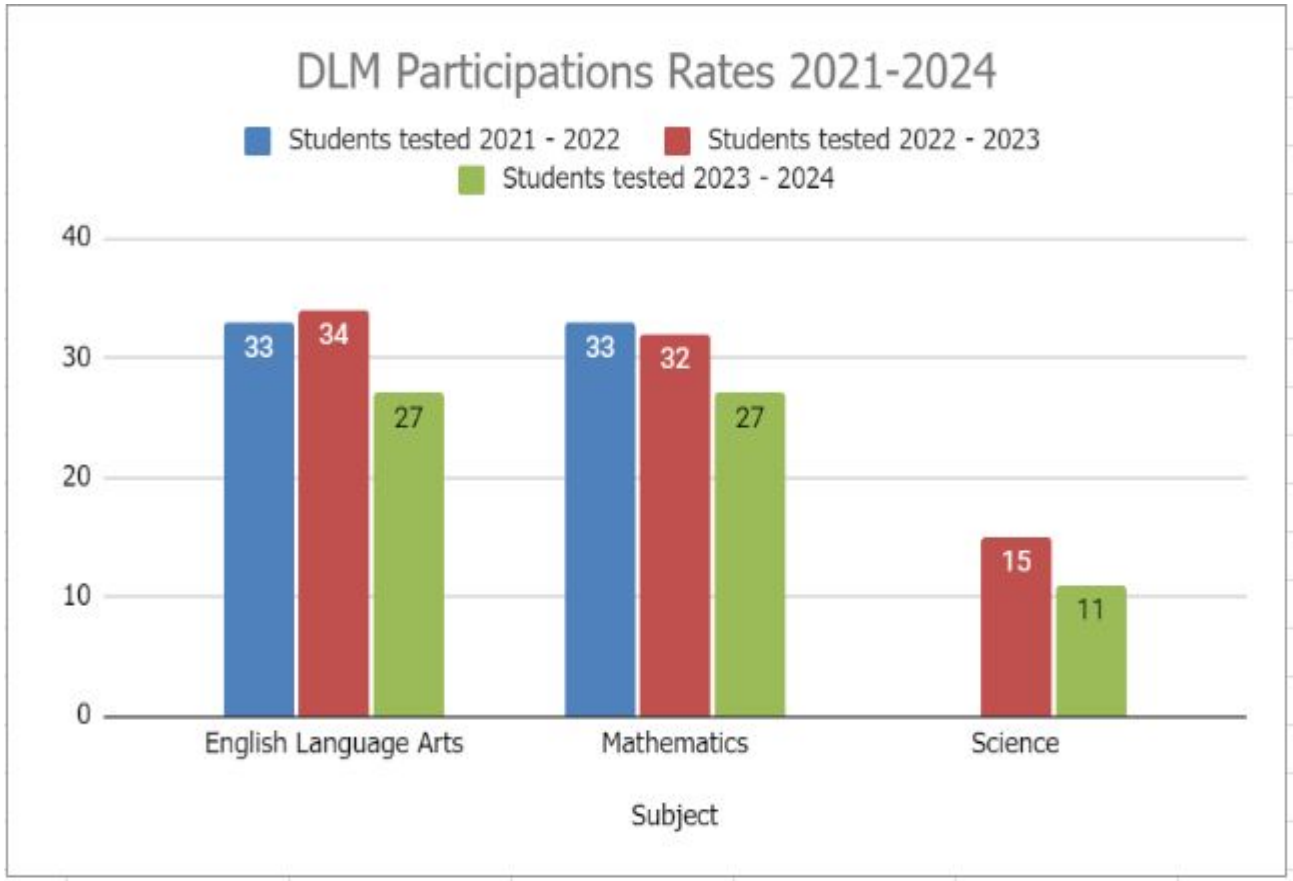
- The Dynamic Learning Maps follows a Year-End model in English Language Arts, Mathematics, and Science.

  - **English Language Arts and Math:**
    - Administered in grades 3-8 and 11.
  - **Science:**
    - Administered in grades 5, 8 and 11.

DYNAMIC® LEARNING MAPS

Dynamic Learning District Participation Rates

Subject	Students Tested 2021-2022	Students Tested 2022-2023	Students Tested 2023-2024
English Language Arts	33/34 (eligible test takers)	34/34 (eligible test takers)	27/27 (eligible test takers)
Mathematics	33/34 (eligible test takers)	32/32 (eligible test takers)	27/27 (eligible test takers)
Science	*FERPA (eligible test takers)	15/16 (eligible test takers)	11/11 (eligible test takers)



Dynamic Learning Maps Student Score Report

Dynamic Learning Maps consist of two parts:

1. **Performance Profile** - summarizes overall performance in the tested subject .
2. **Learning Profile** - describes the skills the student has mastered as they related to each essential elements.

EMERGING:	The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
APPROACHING THE TARGET:	The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target.**
AT TARGET:	The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target.**
ADVANCED:	The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

		Estimated Mastery Level				
Area	Essential Element	1 (Initial Precursor)	2 (Distal Precursor)	3 (Proximal Precursor)	4 (Target)	5 (Successor)
ELA.C1.1	ELA.EE.RL.3.1	Attend to object characteristics	Identify familiar people, objects, places, or events	Answer who and what questions about details in a familiar text	Answer who and what questions about story details	Answer wh- questions about story details
ELA.C1.1	ELA.EE.RL.3.3	Identify feeling states within yourself	Identify feeling words	Identify character feelings in a familiar story	Identify character feelings	Relate character feelings to actions
ELA.C1.1	ELA.EE.RI.3.2	Seek absent objects	Attend to object characteristics	Identify illustrations for a familiar text	Identify a concrete detail in an informational text	Identify explicit details in informational texts
ELA.C1.1	ELA.EE.RI.3.3	Identify a forward sequence in a familiar routine	Identify actions in familiar routines	Identify events in a familiar informational text	Determine which event comes first	Identify temporal information or events
ELA.C1.2	ELA.EE.RL.3.4	Attend to object characteristics	Understand names for absent objects and people	Identify real-world uses of words	Identify words or phrases to complete a literal sentence	Identify the meaning of an unambiguous word

Levels mastered this year | No evidence of mastery on this Essential Element | Essential Element not tested

Dynamic Learning Maps EOY Performance Levels

Dynamic Learning Maps uses four performance levels that delineate the knowledge, skills, and practices represented by the Essential Elements that students are able to demonstrate.

Level 1	**Emerging**	The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
Level 2	**Approaching the Target**	The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target.**
Level 3	**At Target**	The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target.**
Level 4	**Advanced**	The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Dynamic Learning Map Analysis

Subjects	Tested Students	Level 1 Emerging	Level 2 Approaching Target	Level 3 At Target	Level 4 Advanced	% of students at Target or Advanced
Language Arts 3-4th grades	14	57%	43%	50%	0%	**50%**
Math 3-4th grades	14	71%	29%	29%	21%	**50%**
Language Arts 5-8th & 11-12th grade	13	54%	23%	23%	0 %	**23 %**
Math 5-8th & 11-12th grade	13	54%	23%	8%	15%	**23%**
Science 5th , 8th , 11th & 12th grades	11	73%	18%	0%	9%	**9%**

FERPA
Family Educational Rights and Privacy Act

In accordance with FERPA *DLM performance for grade levels with fewer than 10 students is not represented.

Dynamic Learning Maps Trend Analysis 2021-2024

Tested Subjects	Students at Target (Level 3) or Advanced (Level 4) 21-22 SY	Students at Target (Level 3) or Advanced (Level 4) 22-23 SY	Students at Target (Level 3) or Advanced (Level 4) 23-24
English Language Arts	33%	50%	31%
Mathematics	30%	46%	41%
Science	*FERPA	66.7%	FERPA*

Targeted Areas in ELA, Math - Grades 3 - 4

ELA Grades 3-4	**Grade 3:** ● ELA.EE.RL.3.1 - Answer who and what questions about story details. ● ELA.EE.RI.3.2 - Identify a concrete detail in an informational text. ● ELA.EE.W.3.4 - Produce writing which expresses more than one idea about a topic. **Grade 4:** ● ELA.EE.RI.4.9 - Compare informational texts on the same topic. ● ELA.EE.RI.4.1 - Identify explicit details in informational texts
MATH Grades 3-4	**Grade 3:** ● M.EE.3.MD.3 - Use bar and picture graphs to answer questions. ● M.EE.3.OA.4 - Determine the unknown in addition and subtraction equations. ● M.EE3.OA.4 - Recognize symbolic patterns that repeat or grow. **Grade 4:** ● M.EE.4.MD.2.b - Measure mass (ounces/pounds) and volume (cups) using formal units ● M.EE4.OA.5 - Recognize the core unit in a repeating pattern.

Targeted Areas in ELA, Math and Science - Grades 5-8 & 11

ELA 5-8	ELA.W.2- Write to share information supported by details. a. Introduce a topic and write to convey ideas and information b. Provide facts, details, or other information related to the topic.
MATH 5-8	M.EE.2. Identify a geometric sequence of whole numbers with a whole number common ratio. M.EE.2. Identify an arithmetic sequence of whole numbers with a whole number common difference.
SCIENCE 5-8 & 11	EE.MS-PS1-2: Structure and Properties of Matter: Interpret and analyze data on the properties (e.g., color, texture, odor, and state of matter) of substances before and after chemical changes have occurred (e.g., burning sugar or burning steel wool, rust, effervescent tablets). EE.MS-PS1-2: Make a claim supported by evidence to explain patterns of chemical properties that occur in a substance during a common chemical reaction (e.g., baking soda and vinegar).

Targeted Instructional Strategies & Interventions

Instructional Strategies:

a. Direct Instruction
b. Deliberate Practice
c. Scaffolding

Interventions:

a. Universal Design for learning
b. Visual Supports
c. Multi- Modal Approaches

Next Steps

- DLM Assessment data has been analyzed and aggregated by grade levels.
- Teachers are using the aggregated DLM results to inform instructional decisions.
- Ongoing professional development for teachers on constructing lessons based on the essential elements for ELA, math and science.
- Teachers have provided Dynamic Learning Maps Instructionally Embedded Assessments from Sept. - December 20, 2024.

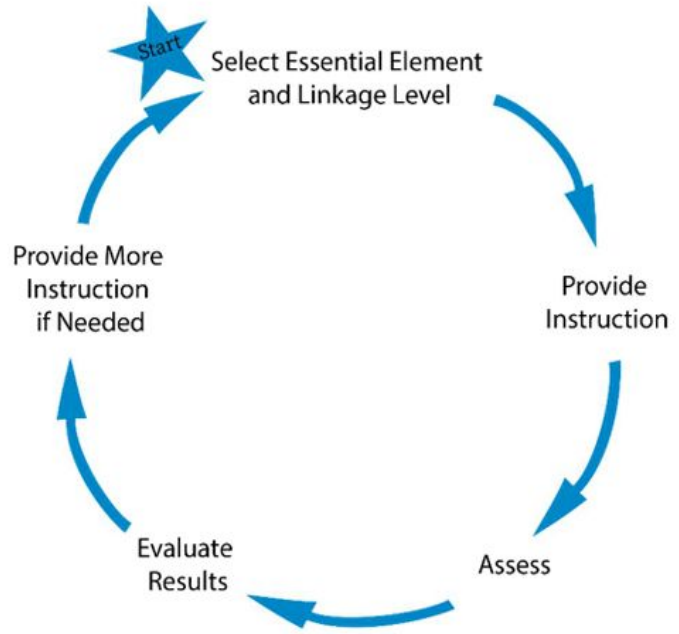
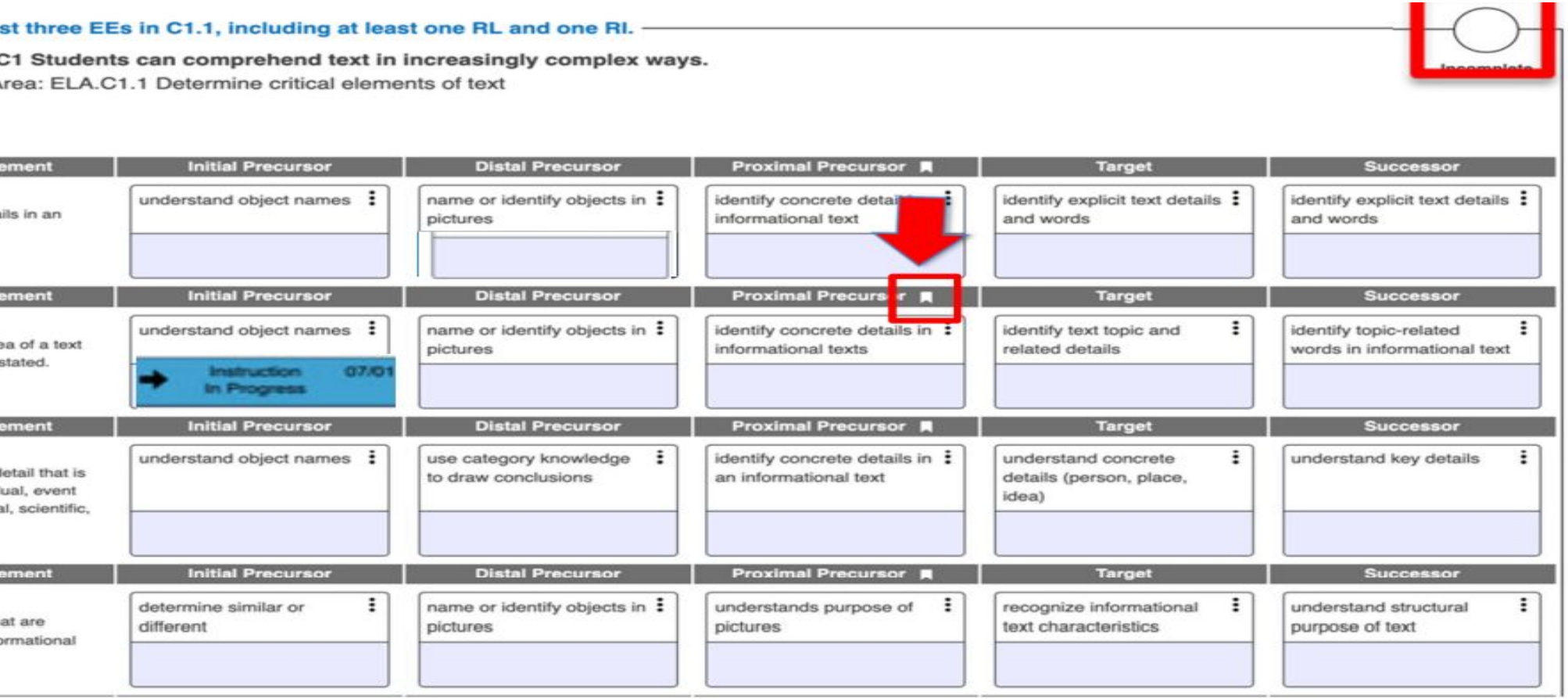


Figure 1. *Instructionally embedded assessment cycle*

Instructionally Embedded Assessments



- Choose at least three EEs in C1.1, including at least one RL and one RI.

Claim: ELA.C1 Students can comprehend text in increasingly complex ways.
Conceptual Area: ELA.C1.1 Determine critical elements of text

Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
ELA.EE.RI.4.1 Identify explicit details in an informational text.	understand object names	name or identify objects in pictures	identify concrete details in informational text	identify explicit text details and words	identify explicit text details and words
Essential Element	**Initial Precursor**	**Distal Precursor**	**Proximal Precursor**	**Target**	**Successor**
ELA.EE.RI.4.2 Identify the main idea of a text when it is explicitly stated.	understand object names Instruction In Progress 07/01	name or identify objects in pictures	identify concrete details in informational texts	identify text topic and related details	identify topic-related words in informational text
Essential Element	**Initial Precursor**	**Distal Precursor**	**Proximal Precursor**	**Target**	**Successor**
ELA.EE.RI.4.3 Identify an explicit detail that is related to an individual, event or idea in a historical, scientific, or technical text.	understand object names	use category knowledge to draw conclusions	identify concrete details in an informational text	understand concrete details (person, place, idea)	understand key details
Essential Element	**Initial Precursor**	**Distal Precursor**	**Proximal Precursor**	**Target**	**Successor**
ELA.EE.RI.4.5 Identify elements that are characteristic of informational texts.	determine similar or different	name or identify objects in pictures	understands purpose of pictures	recognize informational text characteristics	understand structural purpose of text

Questions