



DLM® TOUR GUIDE/LINK DIRECTORY FOR YEAR-END MODEL STATES

Every journey can use a good tour guide. While venturing through the Dynamic Learning Maps® resources and system, use the links in this guide to keep from feeling lost.

Note: Many of the links below direct you to modules on the DLM Professional Development site, which the University of North Carolina-Chapel Hill hosts (dlmpd.com). Be advised that site includes modules in addition to those referenced here as well as materials to use for group facilitation. Be sure to browse all the site has to offer! Other links below will direct you to resources on the DLM website (dynamiclearningmaps.org). Also, remember to utilize the resources your district and state provide, particularly those regarding instructional support.

Begin with Instruction — What Questions Do You Have?

Fundamentals

- Who are students with [significant cognitive disabilities](#)?
- How can I support my students who are [beginning communicators](#)?
- How can Universal Design for Learning provide my students [access to academic standards](#)?
- What are [college and career readiness standards](#), and how do they apply to my students?
- What are DLM [Essential Elements](#)?
 - *See page 3 for links to Essential Elements and mini-maps.*
- What are DLM [claims and conceptual areas](#)?
- What practices are effective for [mathematics instruction](#) for my students?
- How are DLM Essential Elements useful to writing [IEP goals](#)?
- What are the principles of [English language arts instruction](#) for my students?
- What is a [learning map model](#), and how is it applicable to teaching my students?

ELA Claim 1: Text Comprehension

- What is [shared reading](#), and how can I use it to teach my students?
- What is a strategy I can use to teach [text comprehension](#) to my students?
- How can I approach [generating purposes for reading](#) with my students?
- Are any [adapted texts](#) available that I could use in instruction for my students?

ELA Claim 2: Writing

- How can I support my students who are [emergent writers](#)?
- What are [alternate pencils](#), and how are they helpful?
- How can I teach my students to write for [various audiences and purposes](#)?
- How can I teach my students to [select writing topics](#) and then share or explain information?
- What should I know [writing production and distribution](#) when working with my students?

- How can I approach [narrative writing](#) with my students? What about [writing arguments](#)?
- What is a [predictable chart writing](#), and why would I use it to teach my students to write?

Mathematics — General

- Is a [glossary of mathematics terms](#) provided so that I can confirm my understanding of the mathematics vocabulary I will use as I teach my students?

Mathematics Claim 1: Number Sense

- How can I teach my students about [composing, decomposing, and comparing numbers](#)? What about [counting and cardinality](#)?
- What should I know about teaching my students to calculate accurately with [addition](#), [subtraction](#), [division](#), and [multiplication](#)?
- How can I teach my students about [forms of numbers](#), such as concrete quantity, pictorial quantity, and symbol/numeral quantity?
- How can I approach teaching my students about [fractions](#)? ([Part 1](#), [Part 2](#))
- How can I teach my students about [place value](#)?
- What should I know about helping students understand [base-ten](#)?
- What strategy can I use to teach students about [quantities and problem solving](#)?
- What should I teach my students about [units and operations](#)?

Mathematics Claim 2: Geometry

- How can I help my students understand [shapes and attributes](#) of shapes? What about composing and decomposing [shapes and area](#)?
- How can I approach teaching [perimeter, volume, and mass](#) with my students?
- How can I teach my students about [lines and angles](#)?

Mathematics Claim 3: Data Measurement

- What tools are available to support students in understanding [exponents and probability](#)?
- How can I teach my students about [measuring](#) and comparing lengths?
- How can I approach teaching my students about [time and money](#)?
- How can I teach students to use [graphs](#) to organize data and answer questions?

Mathematics Claim 4: Algebra and Functions

- How is [algebraic thinking](#) applicable to teaching my students?
- How can I teach my students about [functions and rates](#)? What about [patterns/sequence](#)?

Science

- What should I know about the **science framework** as I plan instruction for my students? ([Part 1](#), [Part 2](#))
- Why are **science and engineering practices** important to science instruction for my students? ([Part 1](#), [Part 2](#), [Part 6](#))

- What are some **instructional strategies** for teaching science to my students? ([Part 1](#), [Part 2](#), [Part 3](#))
- Are any [examples of science instructional activities](#) available for me to reference?

Preparing for the Assessment — What Questions Do You Have?

Examples of Testlets

- What are DLM testlets for ELA like?
 - Scroll to find the video [Overview of DLM English Language Arts Testlets](#).
 - Scroll to find the video [DLM Writing Testlets](#).
 - Review PDFs of [example released ELA testlets](#) here.
 - Use the [Guide to Practice Activities and Released Testlets](#) to access released testlets in Kite® Student Portal.
- What are DLM testlets for mathematics like?
 - Scroll to find the video [Overview of DLM Mathematics Testlets](#).
 - Review PDFs of [example released mathematics testlets](#) here.
 - Use the [Guide to Practice Activities and Released Testlets](#) to access released testlets in Kite® Student Portal.
- What are DLM testlets for science like?
 - Review PDFs of [example released science testlets](#) here.
 - Use the [Guide to Practice Activities and Released Testlets](#) to access released testlets in Kite® Student Portal.

Blueprints— (lists of standards to which instruction should be aligned and on which students will be assessed; some states have their own specific blueprint documents)

- What are the alternate standards for ELA?
 - Look for Blueprint English Language Arts on your state’s page of the [DLM website](#).
- What are the alternate standards for mathematics?
 - Look for Blueprint Mathematics on your state’s page of the [DLM website](#).
- What are the alternate standards for science?
 - Look for Blueprint Science on your state’s page of the [DLM website](#).

Mini-Maps— (break down each Essential Element to show the skills that build to the standard; mini-maps found within each Essential Element’s link)

- Where are the [mini-maps for ELA](#)?
- Where are the [mini-maps for mathematics](#)?
- Where are the [mini-maps for science](#)?

Kite® Suite

- What is Educator Portal, and what is it used for?
 - [Scroll to the videos](#)
 - Getting Started in Educator Portal

- Test Tickets and TIPS in the Spring Window for Year-End States
 - Verifying Rosters for Teachers
 - Verifying Student Data for Teachers
- What is Student Portal, and what is it used for?
 - [Scroll to the video](#) Using Kite Student Portal

Personal Needs and Preferences (PNP) Profile and First Contact Survey

- How do I complete each of my students' PNP Profiles and First Contact surveys?
 - [Look for the video](#) Completing the First Contact Survey and PNP Profile.

Allowable Test Administration Practices and Accessibility Supports

- Where can I find information about DLM accessibility features and how to administer testlets to students with unique accessibility needs?
 - [Scroll to the video](#) Accessibility in Dynamic Learning Maps Assessments
 - Look for the ACCESSIBILITY MANUAL on your state's page of the [DLM website](#) since some states have their own version of the manual.

Manuals and Guides

- Refer to the following manuals/guides on your state's page of the [DLM website](#) for further information and instructions. (Some states have their own versions.)
 - Test Administration Manual
 - Accessibility Manual
 - Educator Portal User Guide

Bonus! — Connecting Instruction and Assessment

The DLM assessment provides optional instructionally embedded assessments for Year-End model states to use during an optional assessment window that typically starts in September and ends in February. Check your state's page of the DLM website for specific dates. These assessments give teachers the opportunity to use a cycle of instruction and assessment throughout the window. Check with your assessment coordinator for information regarding the expectations for using the instructionally embedded assessments. Otherwise, the following videos are available to learn more about instructionally embedded assessments.

- [Scroll to the videos](#)
 - DLM Instructionally Embedded Assessments
 - Using the DLM Instruction and Assessment Planner