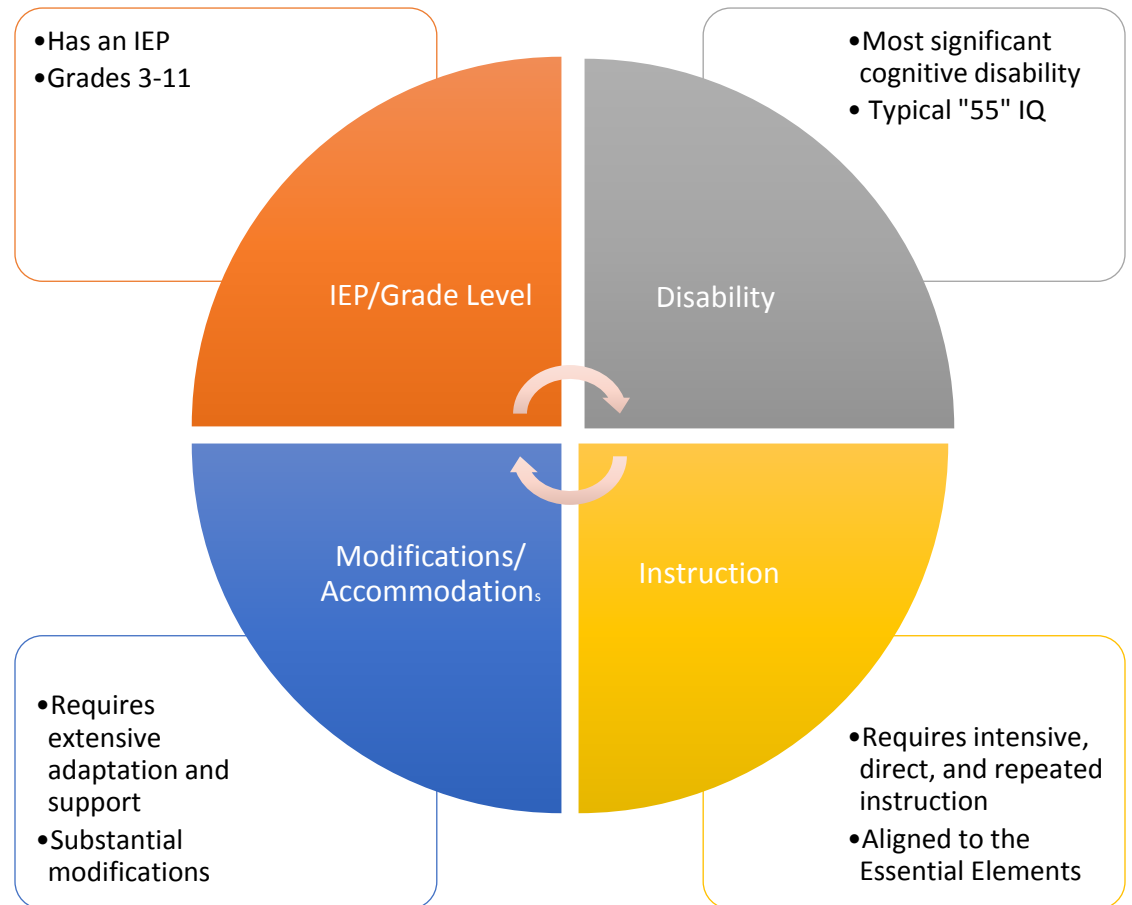


The DLM-AA Eligibility Criteria: Decision Making Companion Tool is a resource provided for district staff to assist in determining a student's eligibility for the Dynamic Learning Maps Alternate Assessment (DLM-AA). The DLM-AA is appropriate for students with the most significant cognitive disabilities who meet all three requirements listed below:

- **Criteria 1:**
The student has a most significant cognitive disability.
- **Criteria 2:**
The student's instruction is linked to grade-level content and reflects of the Common Core Essential Elements.
- **Criteria 3:**
The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum.

The Individualized Education Program (IEP) team must answer "YES" to all three criteria in order for the student to participate in the DLM-AA. If the answer is "NO" to any of the questions, the student must participate in the regular state accountability assessment with or without accommodations, as determined by the IEP team.

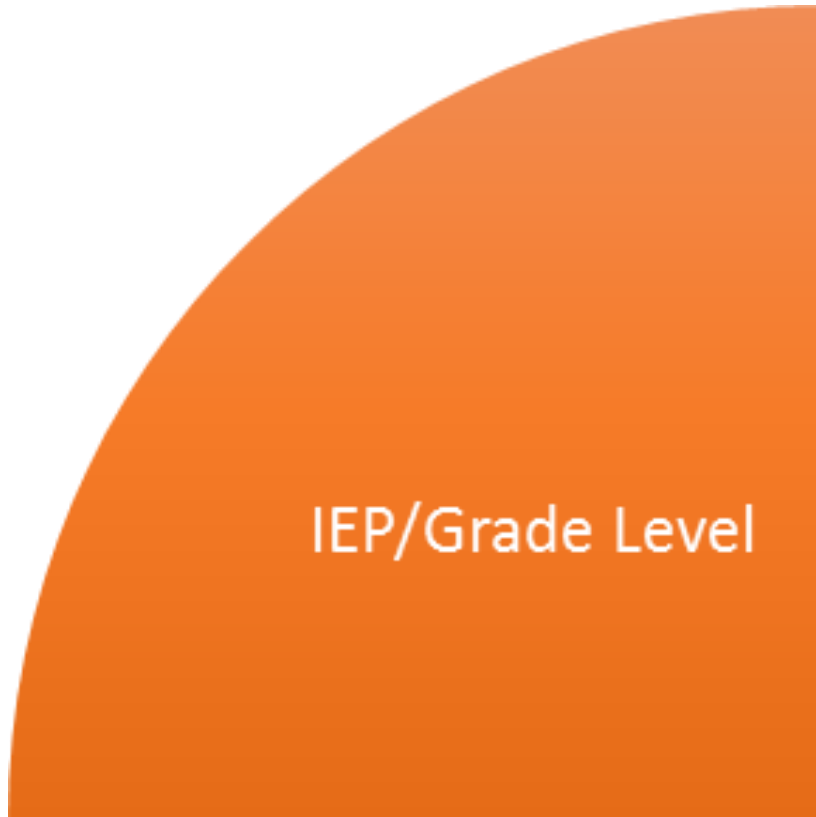




Criteria 1:

The student has a most significant cognitive disability.

Review of student's record indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.



All students taking the alternate assessment must have an Individualized Education Program and be in the tested grades of 3-11.

Intellectual functioning: Students typically with an IQ of 55 and whose primary disability is not Specific Learning Disability or Speech Language Impairment.

Adaptive behavior: Students must have an adaptive behavior concern. Students typically who have a most significant cognitive disability cannot live independently and cannot function safely in daily life.

Students' grade level must be the same on the IEP and on the enrollment record in the state Student Information System.

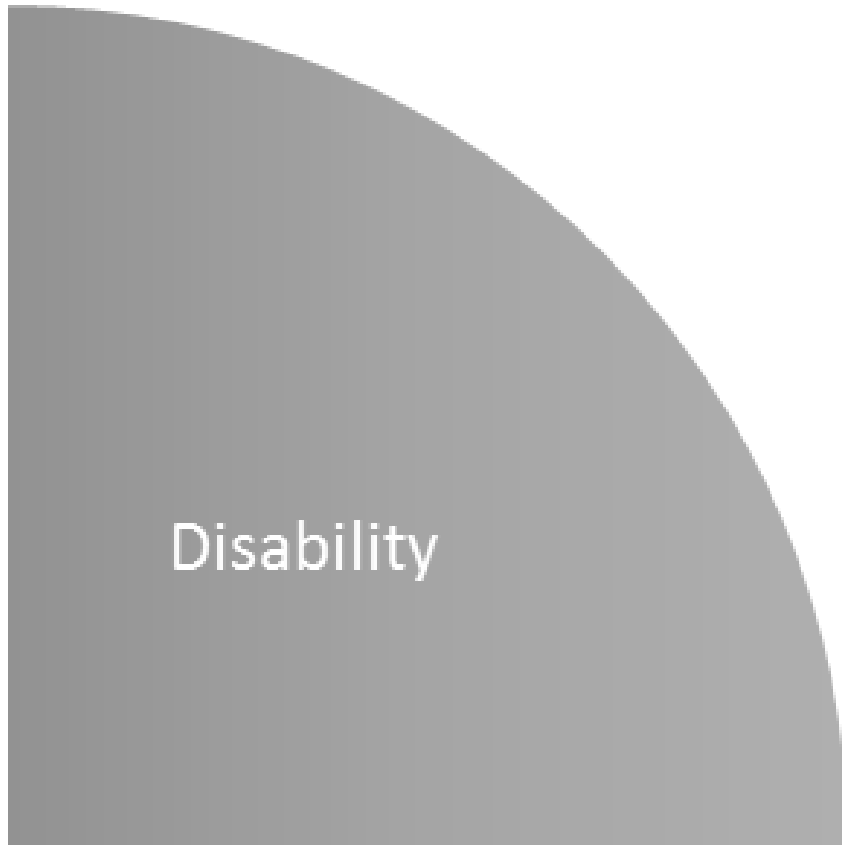
The students must also have both the intellectual and adaptive functioning concern.



Criteria 1:

The student has a most significant cognitive disability.

Review of student's record indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.



The primary disability must be one that identifies the intellectual functioning of the student.

The primary disability cannot be Specific Learning Disability or Speech Language Impairment.

The IEP team determines during the eligibility meeting the primary disability during the eligibility meeting.

The program in which the student is provided services does not automatically qualify the student.

The student must also have both the intellectual and adaptive functioning concern.



Criteria 2:

The student's instruction is linked to grade level content and reflects of the Common Core Essential Elements.



Instruction

Instruction utilizes the Essential Elements that are aligned to the Illinois Learning Standards. Student's course of study includes functional and adaptive skills. Instruction is typical one-to-one or small group setting with the opportunity to generalize or transfer skills across multiple settings.

The instruction of the student must be on the student's current grade level.

Instruction should utilize Universal Design for Learning.

Professional development on the DLM website has some useful strategies to assist with instruction.

The standards for English language arts, math, and science are explained on the DLM Educator Resource webpage.



Criteria 3:

Student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum.

Modifications/ Accommodations

The modifications and accommodations provided for the students reduces the scope and breadth of the content.

The modifications and accommodations are applicable to current grade-level curriculum.

The modifications change the content expectation by a significant reduction in depth, breadth, and complexity of grade-level standards.

A student with the most significant cognitive disabilities likely require objectives, materials, and teaching modalities different from the general education curriculum.

The modifications and accommodations must be used in daily instruction and not just for the assessment. The accommodations and modifications also must be familiar to the student.