NEW JERSEY STUDENT LEARNING ASSESSMENTS

Dynamic Learning Maps Results

Spring 2026 Administration

Presented to the Closter Board of Education • October 29, 2026

BACKGROUND

About the DLM Assessment

New Jersey's alternate assessment for students in grades 3–8 with the most significant intellectual disabilities: students whose disability significantly impacts intellectual functioning and adaptive behavior, and who receive extensive, repeated individualized instruction with substantially adapted materials and methods.

Three subjects

ELA and Mathematics in grades 3–8; Science in grades 5 and 8.

Aligned to standards

Essential Elements link to the NJ Student Learning Standards, tailored to measure each student's achievement.

Multiple complexity levels

Items are written at several levels, each covering a portion of the target Essential Element.

Delivered online

Some students need a teacher to present items and enter responses on their behalf.

PARTICIPATION CRITERIA

DLM Participation Criteria

In order for a student to be eligible for DLM participation, the student must:

- Have a current IEP. Only students with an IEP can be considered.
- Has a qualifying disability classification. Students classified with Autism, Deaf-Blindness, Intellectual Disability, Multiple Disabilities, or Traumatic Brain Injury are most likely to qualify. Only a small number of other classifications are considered in rare cases.
- Has a most significant intellectual disability. The disability significantly affects both intellectual functioning and adaptive behavior (everyday living skills).
- Is taught using alternate achievement standards. Instruction is based on Essential Elements, modified versions of grade-level standards.
- Needs extensive, ongoing individualized instruction. The student requires repeated, individualized support that is long-term, not temporary.
- Uses substantially adapted materials. The student relies on significantly modified materials and individualized ways of accessing information.
- Is expected to need long-term support after school. The disability is expected to affect adult outcomes, such as needing supported housing or supported employment.

RESULTS · 2025–2026

Who Participated

10 students tested

WHERE THEY ARE EDUCATED

- In District programs
- Out of District Placements

Participation rate

100%
ELA

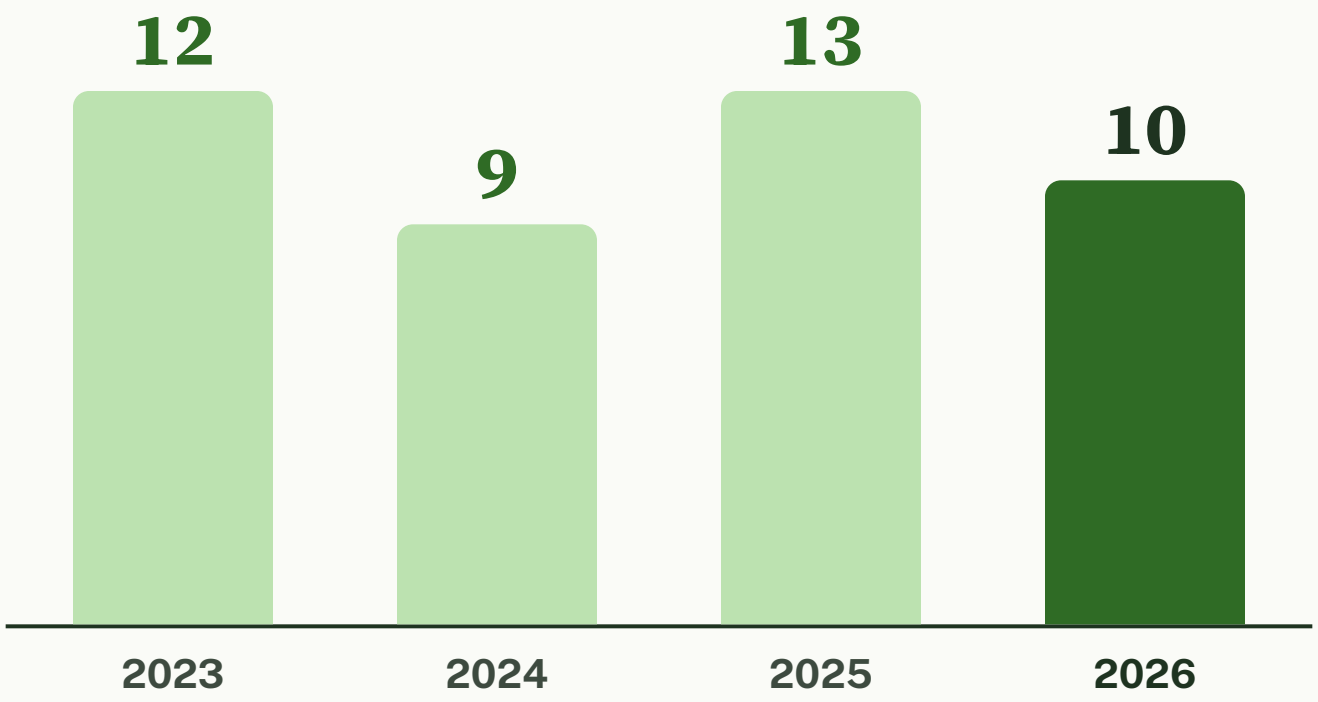
100%
Mathematics

66%
Science

Students in grades 3–8 took ELA and Mathematics; Science was given in grades 5 and 8.

RESULTS · FOUR-YEAR TREND

DLM Participation Over Time



A small, steady group

Between 9 and 13 students have taken the DLM each year since 2023. 8 students projected for 2026-27.

⚠ The 1% threshold

When more than 1% of students eligible to take a state assessment take the DLM, the district is required to submit a justification form to the NJDOE.

RESULTS

Achievement Levels

Each level describes how well a student understands, and can apply, the content knowledge and skills in the Essential Elements.

1

Emerging

Understanding is just beginning to develop.

2

Approaching the Target

Understanding is building toward the target.

3

At Target

Understanding meets the target.

4

Advanced

Understanding goes beyond the target.

RESULTS

Overall District Results

Subject	Number of Students	Emerging	Approaching the Target	At Target	Advanced
Language Arts	10	*	*	*	*
Mathematics	10	*	*	*	*
Science	2	*	*	*	*

Achievement levels: Emerging → Approaching the Target → At Target → Advanced

** Not reported to protect student privacy (fewer than 10 students per level)*

NEXT STEPS

Using the Results

1 Data-informed instruction

Teachers use DLM results, along with local academic measures, to plan specialized instruction for each student.

2 IEP alignment

Case managers and instructional staff adjust IEP goals based on student achievement and needs.

3 Collaborative planning

Teachers, case managers and service providers meet throughout the year to analyze data and build action plans for areas of need.

4 Supplemental support

Supplemental programming is provided based on student need.

If you have questions, please contact:
Lori Cohen
Director of Special Services
201-768-3001, ext. 42119
cohenl@nvnet.org