DYNAMIC®
LEARNING MAPS

Understanding Your Child's Individual Student Score Report

2017-2018 School Year

What is the Dynamic Learning Maps® Assessment?

This year, your child's teacher used the Dynamic Learning Maps® (DLM®) Alternate Assessment System to test academic progress in English language arts (reading and writing), math, and/or science. This assessment is designed for students with many types of significant cognitive disabilities. It is a completely individualized test designed so students can show what they know and can do. The assessment is given in short parts called testlets so your child does not become too tired or stressed.

Results from the embedded assessment given during the school year provide information that the teacher can use to guide classroom instruction.

Your child will receive an Individual Student Score Report for each subject tested. This report indicates the skills your child demonstrated during the assessment.

Overview

Each Individual Student Score Report contains information about your child's performance for one subject. This report has two parts: the Performance Profile and the Learning Profile.

Performance Profile

The first part of the Performance Profile describes your child's overall performance based on Essential Elements, which are the alternate achievement standards for this subject. The performance levels are:

- emerging
- approaching the target
- at target
- advanced

"At target" means your child has met the alternate achievement standards in this subject at your child's grade level.

This part of the report also lists examples of skills mastered by students at your child's performance level. Your child may or may not demonstrate all of these skills.

REPORT DATE: 06-06-2018
SUBJECT: English language arts
GRADE: 10

Individual Student Year-End Report
Performance Profile 2017-18

NAME: Student DLM
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT ID: DLM District ID
STATE: DLM State

Overall Results

Students in Grade 10 English language arts are expected to be administered assessments covering 50 skills for 10 Essential Elements. Student mastered 17 skills during the year.

Overall, Student's mastery of English language arts fell into the first of four performance categories: **emerging**. The specific skills Student has and has not mastered can be found in Student's Learning Profile.

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.

A student who achieves at the **emerging** performance level typically can identify objects associated with a text, identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.

The student identifies objects associated with a text by:

- using property words to identify familiar objects
- identifying objects within a category
- understanding subgroups of objects within a category

The student identifies text elements by:

- identifying details in a familiar text

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Performance Profile, continued

The second part of the Performance Profile describes the percentage of skills your child demonstrated on related academic skills. These skills meet or lead up to grade-level content for students with the most significant cognitive disabilities.

Your child's mastery of skills is an estimate of mastery made with reasonable certainty. As is the case with any test result, your child's ability to demonstrate certain skills may vary from one testing attempt to another. Please keep in mind that the skills demonstrated during this assessment provide only one piece of evidence of what your child knows and can do.

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Performance Profile, continued

Conceptual Area

Construct understandings of text — 100%
Mastered 12 of 5 skills*

Integrate ideas and information from text — 7%
Mastered 1 of 15 skills

Use writing to communicate — 10%
Mastered 2 of 20 skills

Integrate ideas and information in writing — 20%
Mastered 2 of 10 skills

*Student took more assessments and demonstrated mastery of skills beyond what was required during the year.

More information about Student's performance on each Essential Element that make up the Conceptual Areas is located in the Learning Profile.

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Learning Profile

The Learning Profile shows your child's progress toward grade-level targets for each Essential Element tested. In the table, each Essential Element has a row of skills at different levels.

In the Essential Element column, blue (or dark gray) shading shows Essential Elements that were tested, but your child did not demonstrate mastery during the test. Light gray shading means the Essential Element was not assessed this year. In the Level Mastery columns (1-5) green (or medium gray) shading shows specific skills your child demonstrated during the test.

Your child's performance on all Essential Elements is used to calculate your child's overall performance in a subject.

Individual Student Year-End Report
Learning Profile 2017-18

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Student's performance in 10th grade English language arts Essential Elements is summarized below. This information is based on all of the DLM tests Student took during the 2017-18 school year. Grade 10 had 19 Essential Elements in 4 Conceptual Areas available for instruction during the 2017-18 school year. The minimum required number of Essential Elements for testing in 10th grade was 10. Student was tested on 17 Essential Elements in 4 of the 4 Conceptual Areas.

In order to master an Essential Element, a student must master a series of skills leading up to the specific skill identified in the Essential Element. This table describes what skills your child demonstrated in the assessment and how those skills compare to grade level expectations.

Area	Essential Element	Level Mastery				
		1	2	3	4 (Target) ◎	5
ELA.C1.2	ELA.L.9-10.4.a	Identify familiar objects through property word descriptors	Identify definition of words	Identify missing words using sentence context	Use semantic clues to identify word meaning	Use semantic clues to identify phrase meaning
ELA.C1.2	ELA.L.9-10.5.b	Draw conclusions from category knowledge	Identify the multiple meanings of a word	Identify word meaning of multiple meaning words using context clues	Identify the intended meaning of multiple meaning words	Understand how multiple meaning words can result in humor
ELA.C1.2	ELA.RI.9-10.1	Identify concrete details in a familiar informational text	Identify concrete details in an informational text	Cite textual evidence for inferred information	Discriminate between citations for explicit and inferred information	Cite evidence for a text's specific meaning

[green] Levels mastered this year   [blue] No evidence of mastery on this Essential Element   [gray] Essential Element not tested   Page 1 of 4

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