Talking to Parents about DLM Score Reports

Students who take Dynamic Learning Maps® (DLM®) alternate assessments receive score reports at the end of each year. This guide is designed to help you talk to parents about the DLM score reports.

If you have questions about school and state accountability, please contact your state department of education.

➔ There is also a Parent Interpretive Guide for DLM score reports located on your state's DLM webpage under Scoring & Reporting. Review this guide and share it with parents.

Getting Ready for the Meeting

- Set a positive tone when meeting with the parent(s) to review the Parent Interpretive Guide and the student's results.
- Review the report, the Parent Interpretive Guide, and this guide to make sure you are comfortable with the language in the report.
- Think about different explanations you may need to provide alternative wording to explain the report contents. If you need to modify the language in the report, be careful not to change the intended meaning. For example, it would be acceptable to substitute "reading and writing" for "English language arts" or "ELA." However, do not refer to ELA as just "reading," because the ELA assessment includes more than just reading.
- Review sections of the TEST ADMINISTRATION MANUAL and ACCESSIBILITY MANUAL to remind yourself about topics that parents are likely to ask about.

Discussing the Score Report

The report has two parts in each subject: a Performance Profile and a Learning Profile.

- The Performance Profile contains summary results for the claim, conceptual area, or domain and for the subject as a whole.
- The Learning Profile summarizes the student's mastery of specific linkage levels for each Essential Element.

Key points about each section are summarized below.

Overall Results

- This section explains the student's overall performance in Essential Elements for the appropriate grade and subject.
- Remind parents that skills demonstrated during this assessment provide only one piece of evidence about what their child knows and can do.
- Caution parents against thinking that the number of linkage levels mastered is a raw score or number of items correct.
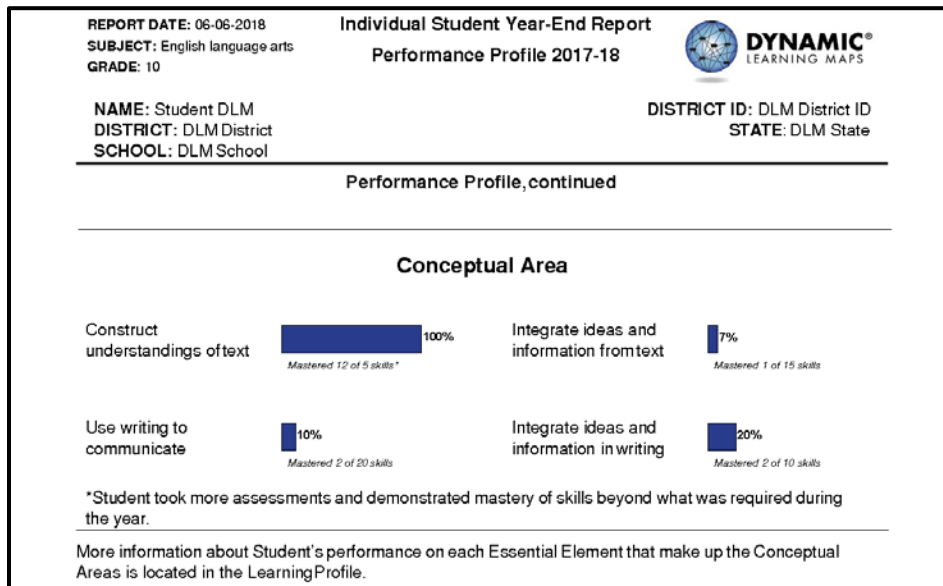
- Give academic examples of the skills.
- Provide examples of the Essential Elements. If appropriate, tell and/or show the parents where the Essential Elements are located on your state webpage.
- Tell or show parents how the EEs relate to what is being taught to grade level peers.

Performance Categories

- Explain that "at target" means the student has met the grade level standard.
- Focus on the student's highest level of mastery.
- [In states that convert DLM performance level descriptors into the state's labels] Explain how the DLM performance levels correspond to the state performance level descriptors.
- If parents are concerned about low performance, remind them that the DLM assessment has high expectations, perhaps higher than the past alternate assessment. There is room for students to grow and do even more in the future.

Conceptual Areas[1]

- This section summarizes the student's performance in groups of related Essential Elements within the subject.
- Focus on what the student has mastered[2].
- The statements that come before the bar graphs are examples of skills mastered by students at the relevant performance level, which the student may or may not have actually demonstrated.
- Sometimes students demonstrate skills during instruction but not during the assessment.

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

Individual Student Year-End Report
Performance Profile 2017-18

DYNAMIC
LEARNING MAPS

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

DISTRICT ID: DLM District ID
STATE: DLM State

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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[1] "Claims" are used in mathematics and "domains" are used in science when referring to this portion of the report.
[2] Student mastery of skills is an estimate of mastery made with reasonable certainty. As with any test result, the skills a student demonstrates may vary across administrations.

Learning Profile

- This section shows the student's mastery of certain skills, or levels, for each Essential Element. Each row is one Essential Element. Each level is a skill.
- Explain that the Target is the grade level expectation for all students.
- Explain the green boxes. Focus on what skills the student was able to show during the assessment. Sometimes students perform skills inconsistently. Other times they show skills during instruction but may not have shown them during the DLM assessment.
- Provide examples of how the student demonstrates knowledge of this skill during instruction.
- Encourage the parent to think about the blue, gray, or white boxes as areas for future instructional goals.
- Explain the blueprint and how choices were made about which Essential Elements and levels to assess.

The format of the sample above applies to all DLM subjects.

Remember, convey to parents how the DLM assessment is a part of their child's educational journey.

Other Reports

You may also receive a class roster report that lists DLM results for each of your students. Information about this type of report is provided in the EDUCATOR PORTAL USER GUIDE, found on your state's DLM webpage.

Other Information

The following information may help you talk with parents about other aspects of Dynamic Learning Maps assessments. Use the TEST ADMINISTRATION MANUAL, found on your state's DLM webpage, to locate other information that will help with your conversations.

About the assessment administration:
- Explain that this is not a typical assessment. The students are administered 3-5 items grouped together in small testlets. Each testlet is at one level for one Essential Element.
- Explain the adaptive nature of the spring DLM assessment by telling parents that the assessment is delivered online, and when the student completes a testlet, the system will present the next testlet at a higher, lower, or the same level as the previous one.
- Explain how the student accessed the assessment (computer or other device) and what accessibility supports were used.
- Consider sharing the Essential Elements that will be assessed in the next grade.

Be prepared to show examples of the Essential Elements. The Essential Elements are available to share. You may explain the assessment and what the student sees on the computer screen. However, do not give specific examples of assessment items. The assessment items are secure even after test administration is complete. Example testlets that can be shared with parents are available on the DLM website at http://dynamiclearningmaps.org/content/information-parents

Notes: