



DYNAMIC[®]
LEARNING MAPS

Understanding Your Child's Individual Student Score Report

2018-2019 School Year

Area for state branding and contact information.

What is the Dynamic Learning Maps[®] (DLM[®]) Assessment?

This year, your child's teacher used the Dynamic Learning Maps[®] (DLM[®]) Alternate Assessment System to test academic achievement 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 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. The 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 typically demonstrated by students at your child's performance level. Your child may or may not demonstrate all of these skills.

REPORT DATE: 11-06-2018
SUBJECT: English language arts
GRADE: 10

Individual Student Year-End Report Performance Profile 2018-19



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

DISTRICT ID: DLM District Code
STATE: DLM State
STATE ID: 123456

Overall Results

Students in Grade 10 English language arts are expected to be administered assessments covering 50 skills for 10 Essential Elements. DLM mastered 34 skills during the year.

Overall, DLM's mastery of English language arts fell into the third of four performance categories: **at target**. The specific skills DLM has and has not mastered can be found in DLM'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 **at target** performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.

The student identifies text elements by

- determining internal and external character traits
- identifying evidence that supports explicit information in a text
- identifying the relationships between details
- identifying details related to the theme

The student demonstrates an understanding of language by

- using context to identify missing words


Performance Profile, continued

The second part of the Performance Profile describes the percentage of skills your child demonstrated on related academic skills. If the number of skills mastered exceeds the total number of skills, your child was tested on (and mastered) more skills than necessary.

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

- using context to identify the meaning of multiple-meaning words
- determining the meaning of idioms and figures of speech
- determining the connotative meaning of words and phrases

The student identifies text structure by





- identifying story elements that change

When writing, the student

- introduces and writes about a topic clearly
- develops a topic with facts or details
- produces grammatically correct simple sentences
- uses domain-specific vocabulary to strengthen claims
- produces a conclusion
- spells single-syllable words conventionally and phonetically

Conceptual Area

Bar graphs summarize the percent of skills mastered by conceptual area. Not all students test on all skills due to availability of content at different levels per standard.

<p>Construct understandings of text  80% <i>Mastered 4 of 5 skills</i></p>	<p>Integrate ideas and information from text  93% <i>Mastered 14 of 15 skills</i></p>
<p>Use writing to communicate  60% <i>Mastered 12 of 20 skills</i></p>	<p>Integrate ideas and information in writing  40% <i>Mastered 4 of 10 skills</i></p>

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

For more information, including resources, please visit dynamiclearningmaps.org/states.

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Learning Profile

The Learning Profile shows your child's performance relative to 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 in grayscale) shading shows Essential Elements that were tested, but your child did not demonstrate mastery of any level during the test. Light gray shading means the Essential Element was not assessed this year. In the Level Mastery columns (labeled 1-5¹) green (or medium gray in grayscale) 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, as shown on the first page of the Performance Profile.

REPORT DATE: 11-06-2018
SUBJECT: Mathematics
GRADE: 10

Individual Student Year-End Report Learning Profile 2018-19



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

DLM's performance in 10th grade mathematics Essential Elements is summarized below. This information is based on all of the DLM tests DLM took during the 2018-19 school year. Grade 10 had 9 Essential Elements in 4 Claims available for instruction during the 2018-19 school year. The minimum required number of Essential Elements for testing in 10th grade was 6, across at least 3 of the 4 Claims. DLM was tested on 8 Essential Elements in 3 Claims.

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.

Claim	Essential Element	Level Mastery				
		1	2	3	4 (Target)	5
M.C1	M.S-CP.1-5	Combine objects in pairs and compare/contrast objects	Classify objects based on attributes	Know possible/impossible outcomes for simple events	Know dependent or independent events	Explain compound events
M.C2	M.G-CO.4-5	Recognize objects that are the same or different	Match 2-D and 3-D shapes with the same size and different orientation	Recognize transformation and congruent figures	Understand transformations and congruent shapes	Use transformations to describe congruence
M.C3	M.N-Q.1-3	Without counting, tell the number of objects in a set	Round decimals to any place	Solve word problems with rational numbers	Report numerical answers with a degree of precision	Solve multi-step problems with rational numbers
M.C3	M.S-ID.1-2	Classify objects and arrange objects by rule	Know bar/picture/line graphs and pie charts	Read information on different kinds of graphs	Represent data and read graphs	Use graphs to predict information

Levels mastered this year
No evidence of mastery on this Essential Element
Essential Element not tested
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¹ In science, columns are labeled 1-3.
Parent Interpretive Guide (IM)