DYNAMIC® LEARNING MAPS

Understanding Your Child's Individual Student Score Report

2023-2024 School Year

Area for state branding and contact information.

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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

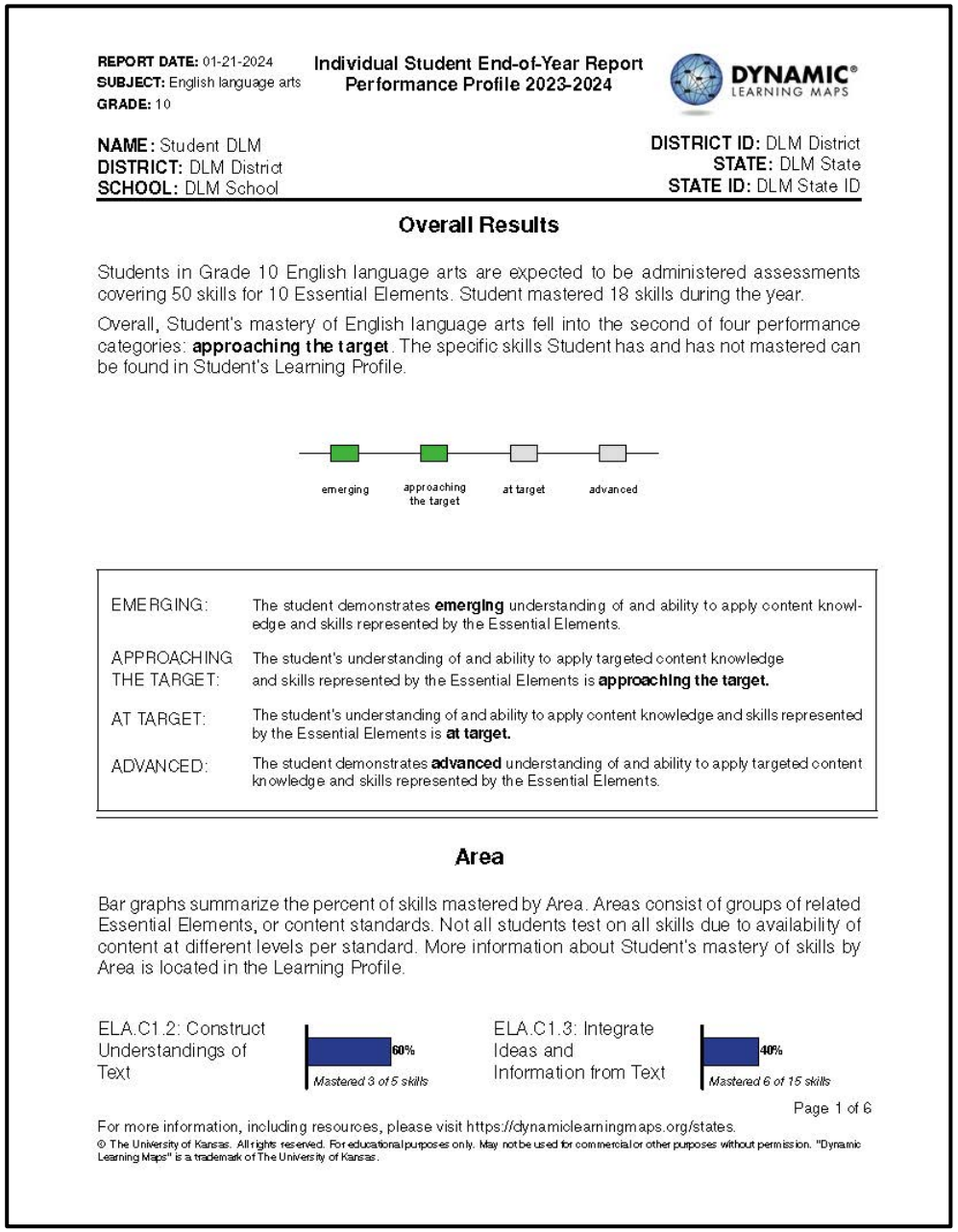
The first part of the Performance Profile, labeled **Overall Results**, describes your child's overall performance based on Essential Elements, which are the alternate content standards for this subject. The four performance levels are

- 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.

The second part of the Performance Profile describes the percentage of skills your child demonstrated on related academic skills, or **Areas**. If the number of skills mastered exceeds the total number of skills, your child was tested on (and mastered) more skills than necessary. Further information on skill mastery within each Area is shown in the Learning Profile portion of the report.

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.



REPORT DATE: 01-21-2024
SUBJECT: English language arts
GRADE: 10

Individual Student End-of-Year Report
Performance Profile 2023-2024

DYNAMIC® LEARNING MAPS

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

DISTRICT ID: DLM District
STATE: DLM State
STATE ID: DLM State ID

Overall Results

Students in Grade 10 English language arts are expected to be administered assessments covering 50 skills for 10 Essential Elements. Student mastered 18 skills during the year.

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

emerging | approaching the target | at target | advanced

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.

Area

Bar graphs summarize the percent of skills mastered by Area. Areas consist of groups of related Essential Elements, or content standards. Not all students test on all skills due to availability of content at different levels per standard. More information about Student's mastery of skills by Area is located in the Learning Profile.

ELA.C1.2: Construct Understandings of Text — 60% — *Mastered 3 of 5 skills*

ELA.C1.3: Integrate Ideas and Information from Text — 40% — *Mastered 6 of 15 skills*

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

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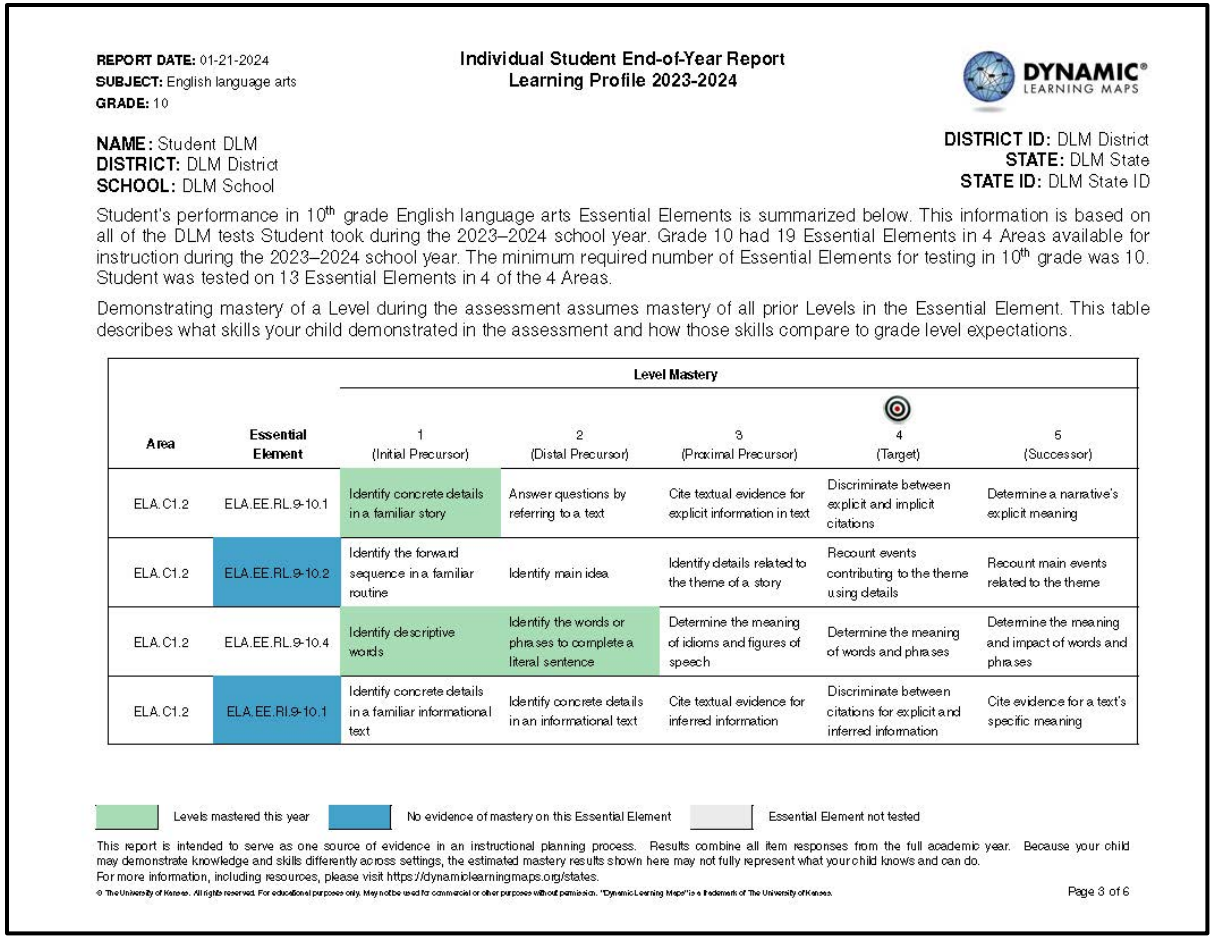
Learning Profile

Essential Elements are the grade-level standards measured by DLM alternate assessments. The Learning Profile shows what skills your child demonstrated on the assessment and how those skills compare to grade-level expectations (the Target) for every Essential Element tested and within each Area[1]. 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 1-5[2]) 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.



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Learning Profile 2023-2024

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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 2023–2024 school year. Grade 10 had 19 Essential Elements in 4 Areas available for instruction during the 2023–2024 school year. The minimum required number of Essential Elements for testing in 10th grade was 10. Student was tested on 13 Essential Elements in 4 of the 4 Areas.

Demonstrating mastery of a Level during the assessment assumes mastery of all prior Levels in the Essential Element. This table describes what skills your child demonstrated in the assessment and how those skills compare to grade level expectations.

		Level Mastery				
Area	Essential Element	1 (Initial Precursor)	2 (Distal Precursor)	3 (Proximal Precursor)	4 (Target)	5 (Successor)
ELA.C1.2	ELA.EE.RL.9-10.1	Identify concrete details in a familiar story	Answer questions by referring to a text	Cite textual evidence for explicit information in text	Discriminate between explicit and implicit citations	Determine a narrative's explicit meaning
ELA.C1.2	ELA.EE.RL.9-10.2	Identify the forward sequence in a familiar routine	Identify main idea	Identify details related to the theme of a story	Recount events contributing to the theme using details	Recount main events related to the theme
ELA.C1.2	ELA.EE.RL.9-10.4	Identify descriptive words	Identify the words or phrases to complete a literal sentence	Determine the meaning of idioms and figures of speech	Determine the meaning of words and phrases	Determine the meaning and impact of words and phrases
ELA.C1.2	ELA.EE.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

Levels mastered this year | No evidence of mastery on this Essential Element | Essential Element not tested

This report is intended to serve as one source of evidence in an instructional planning process. Results combine all item responses from the full academic year. Because your child may demonstrate knowledge and skills differently across settings, the estimated mastery results shown here may not fully represent what your child knows and can do.
For more information, including resources, please visit https://dynamiclearningmaps.org/states.

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[1] Overall performance on each Area can be found on the Performance Profile.
[2] In science, columns are labeled 1-3.