



## Information about Scoring and Score Reports 2016-2017 School Year

Last Updated: 08/04/2017

This document provides an overview of scoring and reporting for the Dynamic Learning Maps® alternate assessment for the 2016-2017 school year for states assessing science only. Additional resources are available on the SCORING AND REPORTING RESOURCES website for your state.

### Standard Setting and Performance Levels

DLM alternate assessment results are not based on raw or scale scores; all data is based on diagnostic classification modeling.<sup>1</sup> Standard setting examines patterns of the number of linkage levels mastered across the tested Essential Elements, to which we can apply cut points to define categories of student performance. This performance is reported using the four performance levels approved by the consortium:

- The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.
- The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
- The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Standard setting is a consortium-wide process. A detailed description of the standard setting method is provided in the document repository on the state members' area of the DLM website.

### Score Reports

Individual student score reports for science are comprised of two parts: (1) the Performance Profile, which aggregates linkage level mastery information for reporting on each domain and for the subject overall, and (2) the Learning Profile, which reports specific linkage levels mastered for each tested Essential Element. There is one score report per student, unless the student has multiple roster records in that subject.

There are three linkage levels for each Essential Element in science: Initial, Precursor, and Target. The performance levels reported on the Performance Profile summarize overall performance in the grade and content area. The Learning Profile shows columns that correspond to the linkage levels for each Essential Element.

Key points about each section are summarized below.

#### Overall Results

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<sup>1</sup> Further information about DLM psychometrics has been provided to consortium partner states in separate documents.  
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- 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 EEs are located on your state web page.
- 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 standard.
- Focus on the student’s highest level of mastery.
- Explain how DLM’s performance levels correspond to the state’s 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. This is only the first year of DLM results.
- The statements included after the performance categories, lists examples of skills that students at this performance level have mastered. Your child may or may not demonstrate all of these skills.

#### Domains

- This section summarizes the student’s performance in groups of related Essential Elements within the subject.
- Focus on what the student has mastered<sup>2</sup>.
- The statements in the Learning Profile list the skills your child demonstrated during the assessment, or those that your child was assessed on but did not show mastery.
- Sometimes students demonstrate skills during instruction but not during the assessment.

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<sup>2</sup> 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.