



DYNAMIC[®]
LEARNING MAPS

Understanding Your Child's Performance and Learning Profiles

2015-2016 School Year

Area for state branding and contact information.

What is the Dynamic Learning Maps Assessment?

The Dynamic Learning Maps™ (DLM) assessment measures student performance on alternate content standards for students with the most significant cognitive disabilities—DLM Essential Elements.

Essential Elements detail what your child should know and be able to do at a particular grade level.

During spring 2016, your child took assessments in English language arts and math. This report describes how your child performed on the assessments.

REPORT DATE: 09-25-2016
YEAR: 2015 – 16

Individual Student Year-End Report Performance Profile



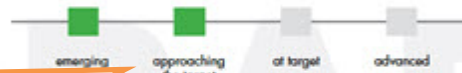
NAME: Susie Smith
SUBJECT: English Language Arts
SCHOOL: DLM School

DISTRICT: 1234
DISTRICT: DLM District name

STATE: DLM State
GRADE: 3
STATE ID: 999999

Overall Results

Grade 3 English language arts allows students to show their achievement in 85 skills related to 17 Essential Elements. Susie has mastered 37 of those 85 skills during the 2015-16 school year. Overall, Susie's mastery of English language arts fell into the second of four performance categories: **approaching the target**.



EMERGING: The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

APPROACHING 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 has achieved at the **approaching the target** performance level has typically shown that he or she can recognize details, ideas, and supporting points and reasons, identifies feelings, and recognizes text structure when reading Literature and Informational text.

The student recognizes details, ideas, and supporting points and reasons by:

- Using key details to recount a story from a diverse culture
- Answers who, what, when, where, and why questions
- Understanding definitions for unambiguous words in a text
- Identifying words or phrases to complete a literal sentence.

The student identifies feelings by:

- Relating character feelings to actions

The student recognizes text structure by:

- Comparing elements of two texts
- Identifying the temporal order of information or events in a text
- Using text features to locate information
- Recognizing the beginning and end of an unfamiliar text

When writing, the student:

- Selects an informational topic
- Finds information in resources to support the informational topic
- Writes using complete thoughts

How is my child doing?

The **Overall Results** section describes your child's overall performance in relation to the alternate achievement standards for English language arts or math.

Student performance on this assessment is categorized as Emerging, Approaching the Target, at Target, and Advanced.

"At Target" means that your child has met the alternate achievement standards in English language arts or math for your child's grade level.

How is my child doing in each Conceptual Area?

This section describes your child's performance on academic skills in grade-level English language arts or math.

Performance Profile Continued

Conceptual Areas



What skills are tested at my child's grade level?

The **Conceptual Areas** section identifies the categories of tested skills in English language arts or math.

Are these academic skills based on grade-level academic content?

All reported academic skills are grade-level academic content or are leading up to grade-level content for students with the most significant cognitive disabilities.