

TALKING TO PARENTS/GUARDIANS ABOUT DLM STUDENT REPORTS 2015-16

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

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

- ➔ There is also a PARENT INTERPRETATIVE GUIDE for DLM student year-end reports. Review this guide and share it with parents.

Getting Ready for the Meeting

- Set a positive tone when meeting with parent(s) to review the parent interpretive guide and the student's results.
- Review the report, the interpretive guide for parents and this guide to make sure you are comfortable with the language in the report.
- Think about different explanations you may need to give and 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." But 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 in preparation for parent/guardian questions.

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Discussing the Student 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 or conceptual area and for the subject as a whole.
- The learning profile details the student's mastery of specific linkage levels for each Essential Element.

Key points about each section are summarized below.

Performance Profile

Overall Results

- This section explains the student's overall performance in Essential Elements for the appropriate grade and subject.
- 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 (EEs). 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.
- [In states that convert DLM performance level descriptors into the state's labels]: explain how the DLM Consortium'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 second year of DLM results.

Conceptual Areas

- This section summarizes the student's performance in groups of related Essential Elements within the subject.
- Focus on what the student has mastered.
- The statements that come after the bar graphs list the skills students demonstrated during the assessment, or those that they were assessed on but did not show mastery.
- Sometimes students demonstrate skills during instruction but not during the assessment.

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

Students in Grade 3 English Language Arts are expected to be administered assessments covering 40 skills for 8 Essential Elements. Susie mastered 12 skills during the year. Overall, Susie's mastery of English Language Arts fell into the second of four performance categories: **approaching the target**. The specific skills Susie has and has not mastered can be found in Susie's Learning Profile.



- 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 made by the author, understand vocabulary, identifies feelings and recognizes text structure when reading Literature and Informational text.

The student recognizes details, ideas, and supporting points made by the author by:

- Retelling concrete details
- Answering who, what, when, where, and why questions

The student demonstrates an understanding of vocabulary by:

- Understanding definitions for unambiguous words in texts

The student identifies feelings by:

- Relating character feelings and actions

The student recognizes text structure by:

- Comparing two texts
- Using text features to locate information
- Recognizing the beginning and end of unfamiliar texts

When writing, the student:

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

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Performance Profile Continued

Conceptual Areas

Determining critical elements of text



Integrating ideas and information from text



Constructing understandings of text



Using writing to communicate



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

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 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 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.

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SUBJECT: English Language Arts
GRADE: 3

Individual Student Year-End Report
Learning Profile 2015-16



NAME: Susie Smith
DISTRICT: DLM District name
SCHOOL: DLM School

DISTRICT: 1234
STATE: DLM State
STATE ID: 999999

Susie's performance in 3rd grade English Language Arts Essential Elements is summarized below. This information is based on all of the DLM tests Susie took during the 2015-16 school year. Grade 3 had 17 Essential Elements in 4 Conceptual Areas available for instruction during the 2015-16 school year. The minimum required number of Essential Elements for testing in 3rd grade was 8. Susie was tested on 8 Essential Elements in 4 of the 4 Conceptual Areas.

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.

Green shading shows levels mastered this year. Blue shading shows Essential Elements with no evidence of mastery. No shading indicates the Essential Element was not assessed this year.

| | | Level Mastery | | | | |
|-----------|-------------------|----------------------------------|--|--|---|---|
| Area | Essential Element | 1 | 2 | 3 | 4 (Target) | 5 |
| ELA.C.1.1 | ELA.RL.3.1 | Attend to object characteristics | Identify familiar people, objects, places, or events | Answer who and what questions about details in familiar text | Answer who and what questions about story details | Answer wh- questions about story details |
| ELA.C.1.1 | ELA.RL.3.2 | Seek absent objects | Identify familiar people, objects, places, or events | Associate details with events in a familiar story | Associate details with events in diverse stories | Recount diverse stories with key details |
| ELA.C.1.1 | ELA.RL.3.3 | Identify feeling states in self | Identify feeling words | Identify character feelings in a familiar story | Identify character feelings | Relate character feelings to actions |
| ELA.C.1.1 | ELA.RL.3.5 | Express interest in book sharing | Differentiate between text and pictures | Identify the beginning and end of a familiar story | Identify beginning, middle, and end of a familiar story | Identify the beginning and end of a story |

Levels mastered this year

No evidence of mastery on this Essential Element

Essential Element not tested

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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 that lists DLM results for each of your students. Information about this type of report is provided in the *GUIDE TO DLM RESULTS*.

Other Information

The following information may help you talk with parents about other aspects of Dynamic Learning Maps. Use the *Test Administration Manual* to locate other information that will help with your conversations.

About the assessment administration:

- Explain that this not a typical assessment. The students are administered 3-5 items grouped together in small testlets. Each testlet is at one level for one or more Essential Elements (EE).
- 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 or lower level than 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 EEs. The EEs 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 test items. The test items are secure even after test administration has been completed. Example testlets that can be shared with parents are available on the DLM website: <http://dynamiclearningmaps.org/content/information-parents>

Notes: