

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

Students who take Dynamic Learning Maps<sup>®</sup> 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 reports. Review this guide and share it with parents.

### Getting Ready for the Meeting

- Set a positive tone when meeting with the 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.

*Continued on next page*

## Discussing the Student Report

The report has one part in each subject: the performance profile. The performance profile contains summary results for the claim or conceptual area and for the subject as a whole.

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



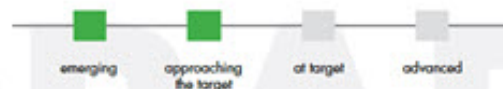
NAME: Susie Smith  
SUBJECT: English Language Arts  
SCHOOL: DLM School

DISTRICT: 1234  
DISTRICT: DLM District name

STATE: DLM State  
GRADE: 3  
STATE ID: 999999

### Overall Results

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

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Performance Profile**



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**Performance Profile Continued**

**Conceptual Areas**

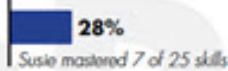
Determining critical elements of text



Integrating ideas and information from text



Constructing understandings of text



Using writing to communicate



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 3-8 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:**