



Slide 1. The Dynamic Learning Maps[®] (DLM[®]) Alternate Assessment Consortium provides Individual Student Score Reports for students who completed the DLM alternate assessment during the previous school year. Score reports are used to communicate achievement within grade-level content standards to educators, parents, and others.

The reports are designed to be useful in preparing IEP documents. The reports also support teachers in making decisions about instruction.

This video describes what the DLM alternate assessment measures. Understanding the assessment design will make interpreting the score reports easier.

Slide 2. The DLM alternate assessment was designed to measure the knowledge, skills, and understandings of students with the most significant cognitive disabilities. Results from the assessment can be used to inform instructional decision making, planning for subsequent instruction, and monitoring student performance in a specific area.

Based on state policies, some states may also use results from the DLM alternate assessment for additional purposes. Examples include high school graduation requirements and teacher evaluations.

Slide 3. The entire assessment for each content area is comprised of a series of mini-assessments called testlets. Testlets measure Essential Elements, often referred to simply as EEs. EEs are the grade-level academic expectations for students who take the DLM alternate assessments. They serve as alternate achievement standards but are not extended standards and do not target functional skills. They are appropriately challenging for students with the most significant cognitive disabilities and related to the general education standards for college and career readiness.

Slide 4. In English language arts and mathematics, Essential Elements are grouped into conceptual areas within four overarching claims.

Science EEs are organized into 3 domains. EEs within a domain are related. Each domain is further organized into multiple core ideas, which are then organized into topics.

Claims and conceptual areas for ELA and mathematics and domains, core ideas, and topics for science are simply ways of organizing the EEs into related areas.

Slide 5. In this English language arts example, Essential Element RI.3.2 is: Identify details in a text.

This Essential Element is nested within Conceptual Area ELA.C1.1: Determine critical elements of text. This Conceptual Area is nested within Claim ELA.C1: Students can comprehend text in increasingly complex ways.

Slide 6. In this mathematics example, Essential Element 4.NBT.3 is: Round any whole number 0-30 to the nearest ten.

This Essential Element is nested within Conceptual Area M.C1.2: Compare, compose, and decompose numbers and sets. This Conceptual area is nested within Claim M.C1: Students demonstrate increasingly complex understanding of number sense.

Slide 7. In this science example, Essential Element EE.5.LS1-1 is: Provide evidence that plants need air and water to grow.

This Essential Element is nested within Topic LS1.C: Organization for Matter and Energy Flow in Organisms. This Topic is nested within the Core Idea LS1: From Molecules to Organisms: Structures and Processes, which relates to the Domain: Life Science.

Slide 8. As a reminder, DLM alternate assessments are made up of a series of testlets, or short assessments.

To help all students access grade-level content, each Essential Element has testlets available at different linkage levels that vary in complexity from the grade-level target. In English language arts and mathematics, there are five total linkage levels, including three that lead up to the Target level. The Successor level is for students who have already achieved the targeted skill and are growing toward the grade-level expectation for students without significant cognitive disabilities. Science Essential Elements have testlets available at three linkage levels.

Slide 9. Here is an example of the five linkage levels within a single Essential Element. On the left side of the diagram, each linkage level is indicated by a box around one or more skills. The fourth box down indicates the Target level. Each

linkage level is measured by a testlet. As the linkage levels progress, the complexity of the skills also increases.

Students take a series of testlets to show what they know and can do across the Essential Elements in each subject. Results of the DLM assessments indicate the degree to which a student demonstrated mastery of the grade-level expectations in the Essential Elements.

For more information on how student results for DLM alternate assessments are reported, please see *the* helplet entitled *What Information is in a Score Report?*

Slide 10. In summary, Essential Elements are the grade-level academic expectations for students taking DLM alternate assessments. Short assessments, called testlets, measure Essential Elements at five linkage levels. The linkage levels will likely vary across students. In the end, the results summarize what skills the student mastered in a subject, based on how they responded to the DLM assessment.