



Slide 1. The Dynamic Learning Maps[®] (DLM[®]) Alternate Assessment Consortium provides Individual Student Score Reports for students who complete Dynamic Learning Maps alternate assessments each school year. Score reports are designed to be useful in preparing Individualized Education Program, or IEP, documents. The reports may also support teachers in making decisions about instruction, monitoring student progress, and adjusting instruction to meet changing student needs.

This video describes the contents of the DLM Individual Student Score Reports.

Slide 2. Score reports contain a lot of information about the student's performance. Here are some things to keep in mind. All of the results you see are based on the student's mastery of knowledge, skills, and understandings in the linkage levels measuring the Essential Elements. The linkage levels are called "skills" in the score report. Results are based on all the linkage levels for all the tested Essential Elements. Because of the ordered nature of the linkage levels within Essential Elements, results provide information about student performance beyond just the linkage levels the student actually tested on during the year. For more information on Essential Elements and linkage levels, please watch the helplet entitled *What Do the DLM Alternate Assessments Measure?* For more information on mastery, please watch the helplet entitled *What is Skill Mastery?*

Slide 3. Each student's score report includes two parts. The first part of the score report is the Performance Profile, which provides broad information about what the student knows and can do in the subject overall. The second part of the score report is the Learning Profile, which provides specific information about the skills the student mastered. As with scores from other assessments, DLM score reports provide one source of evidence of what students know and can do based on their responses to the assessment. The student may demonstrate other skills during classroom instruction.

Slide 4. Shown here is an example of the first page of a Performance Profile for a student in Grade 10 who took the English language arts assessment. You may find it helpful to compare one of your students' score reports to the sample shown as you watch this presentation. Please note: the screenshots shown in this presentation may differ slightly from your students' Performance Profiles based on grade and subject area assessed.

The purpose of the first page of the Performance Profile is to provide information about the student's overall results in the subject. The word "overall" is used because this profile presents a broad view of the skills and overall performance in the subject assessed.

Slide 5. Now let's look at the Performance Profile in more detail. The top section contains basic information about the student. In the section titled Overall Results, the first sentence explains the total number of skills that could be mastered based on the number of Essential Elements expected for this grade and subject. Remember, "skills" are interchangeable with "linkage levels," and there are five linkage levels per Essential Element in ELA. In this example, the student is expected to be tested on 10 Essential Elements. Ten times five linkage levels equals 50 possible skills that could be mastered by meeting the minimum number of Essential Elements required.

Slide 6. The second sentence tells the number of skills the student mastered, overall, in the subject. In this sample, the student mastered seven skills. The total skills mastered is calculated by adding the number of skills the student mastered for the subject across all Essential Elements.

You might be tempted to think of this overall performance as a percent correct (7 out of 50), but that's not quite accurate. Remember, students do not take testlets at every linkage level for each Essential Element. Therefore, this student was not necessarily assessed on all 50 skills.

Slide 7. Performance level information is included next in the Performance Profile. Once we know the total number of skills mastered in a grade and subject, that number is used to classify each student's overall performance into one of four performance levels.

Representatives from states that use the Dynamic Learning Maps alternate assessments approved the use of four performance levels to describe overall student performance in a subject. Educators from DLM states helped determine how many skills need to be mastered in order to achieve at each performance level. The number of skills a student needs to master to achieve at each performance level varies by grade and subject.

The performance levels are defined as follows:

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

For 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**.

For At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.

For Advanced: The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Slide 8. For this example, the student's mastery of seven skills placed the overall performance at the emerging performance level. The performance level is named in the third sentence and shown by the green shaded boxes.

Slide 9. In the next section of the Performance Profile, student performance is summarized for groups of related Essential Elements. In this example, the report shows summaries by conceptual area. These conceptual area bar charts can help identify broad areas of strength and need within the subject.

For each conceptual area, the report shows the percentage of skills mastered. Under the blue bar, a note states the number of skills mastered and the total number of skills being evaluated.

Depending on the subject, the report may show summaries for claims or domains instead of conceptual areas.

When looking at the conceptual areas listed on the sample student's Performance Profile, we can see that the student mastered 40% of the skills that fall within the "Construct understandings of text" conceptual area. However, she only mastered 10% of the available skills within the "Integrate ideas and information in writing" conceptual area. These results could suggest the student may benefit from additional instruction and learning goals in integrating ideas and information from writing, using the Essential Elements in that conceptual area from this year's grade.

Remember: conceptual areas typically have a different number of component skills, and students may not have been assessed on all of the skills within a conceptual area. While each bar can go up to 100%, the number of skills that go into the calculation is likely to be different by conceptual area.

We recommend you pause the video now and review the Performance Profile for the sample student or for one of your own students. Make sure you can identify the key information in all parts of the report.

Slide 10. The other component of the score report is the Learning Profile. This sample profile for Grade 10 ELA describes the Essential Elements assessed, including the skills mastered and not mastered, and the Essential Elements not assessed among those available to be tested in the grade and subject. The Learning Profile provides detailed information about skill mastery that underlies the broader subject-summary information in the Performance Profile. The Learning Profile continues on additional pages. The first page is shown here.

Slide 11. The narrative at the top of the Learning Profile outlines the number of Essential Elements and conceptual areas tested out of the number expected for the grade and subject. The first paragraph explains the number of Essential Elements available for assessment; the number of Essential Elements that students were expected to be tested on; and the number that the student actually tested on. As a tenth grader, this student was expected to be tested on ten Essential Elements and was tested on ten.

Slide 12. Before we look at the results in the table, let's look at the key parts of the table. Understanding this layout will help you interpret the results.

Each row in the table contains information for one Essential Element. This page of the Learning Profile displays information regarding seven Essential Elements. The full text of each Essential Element can be found on the DLM website (dynamiclearningmaps.org). To the left of the Essential Element code is the conceptual area that the Essential Element falls within. Depending on the subject, the first column may instead be labeled Claim or Domain.

The numbers across the top of the columns in the report show levels of skill mastery for the Essential Elements. As a reminder, skills are also called linkage levels during the assessment. In ELA, the grade-level expectation, or target, for an Essential Element is the fourth skill listed for the Essential Element. The other skills are on the learning path leading up to the target and beyond the target skill.

Each box to the right of each Essential Element code represents a skill. DLM results are based on student demonstration of mastery of specific skills.

Below the table is a key that explains the shading of skills in the table. On screen the shading is in color, but the shading appears different when printed in grayscale. Here, green represents mastery of a skill. Blue represents an Essential Element that was tested but for which the student did not master any skills. When an Essential Element was not assessed, the Essential Element box will be shaded light gray.

Slide 13. Column 4 is the Target level, which is the grade-level expectation for each Essential Element and is indicated by the Target icon. To reach the Target level, a student must demonstrate mastery of the targeted skill. In this example report, the student did not reach the Target level for any of the Essential Elements shown, but the student did master the first level for ELA.EE.RL.9-10.5 and ELA.EE.L.9-10.2.c. It is important to note that when a student masters a skill, the system assumes the student has also mastered all skills leading up to the mastered skill. In this example, the student mastered level 2 for ELA.EE.RL.9-10.3. as well as the skill in level 1.

Slide 14. The information in the table can be read a few different ways, depending on how you want to evaluate a student's performance.

Each row lists all the skills associated with that Essential Element. Viewing it this way allows you to look at specific skills and evaluate the student's performance on a particular Essential Element.

If you read the table vertically, you can review how a student performed at a particular level of mastery across Essential Elements.

If you are looking for broader trends in student performance, you can look at all the data presented within a particular conceptual area for related Essential Elements. All skills where students show mastery are used to determine the student's overall performance on the assessment for that subject. Remember that evidence of mastery of each skill is based on the student's performance on the DLM alternate assessment, including for some levels not assessed. The student may show skills differently in other situations, such as during instruction.

We recommend you pause the video now and review the Learning Profile shown here or for one of your own students. Make sure you can identify the key information in all parts of the report.

Slide 15. Now that we know what we are looking at in the tables, let's review the example. Here again is the example Learning Profile for a Grade 10 student in

ELA. This Learning Profile has four pages total. Across the four pages, the Learning Profile shows all Essential Elements available for testing for the grade and subject. The shading on the report shows the skills where the student demonstrated mastery, lack of mastery, or was not assessed.

This screen shows this student was assessed on ELA.EE.RI.9-10.1 and mastered level 2, which is the Distal Precursor linkage level. The gray shading in the first, second, and fourth rows for ELA.EE.L.9-10.4.a, ELA.EE.L.9-10.5.b and ELA.EE.RI.9-10.2 means the student was not assessed on these Essential Elements, as indicated in the key at the bottom of the screen.

Slide 16. Here is another page from this student's ELA Learning Profile. This page shows results for Essential Elements in two conceptual areas. The first three rows show the results for Essential Elements in conceptual area 1.3. The last four rows show the results for Essential Elements in conceptual area 2.1. As on previous pages, the key at the bottom of the page explains shading for skills the student mastered or did not master.

Slide 17. In summary, Individual Student Score Reports consist of a Performance Profile and Learning Profile. Performance Profiles provide information about what students know and can do in the subject overall. Learning Profiles provide specific information about skills assessed and mastered. For more information on reporting in your state, please contact your local or state education agency or visit your state's page on the DLM website.