



Slide 1. The Dynamic Learning Maps[®] (DLM[®]) Alternate Assessment Consortium provides Individual Student Score Reports for students who completed Dynamic Learning Maps alternate assessments during the previous 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 provides suggestions for how to use results summarized in individual student score reports from DLM assessments.

Slide 2. Individual Student Score Reports include a Performance Profile and a Learning Profile. More detailed information regarding the content of student reports is provided in the helplet *What Information is Contained in a Score Report?*

Slide 3. The Performance Profile summarizes overall performance in the tested subject and can serve many uses. One possible use is developing IEPs. The Conceptual Areas on the Performance Profile may help describe the student's present levels of performance and provide some guidance on general areas where student goals may need to be focused.

The Performance Profile may also be used to communicate with parents or guardians. Use the Performance Profile to explain the student's overall performance in the subject. Explain that performance is based on expectations for students who are eligible for DLM alternate assessments. Use the Conceptual Areas to describe the student's strengths within the subject.

Performance Profiles may also be used to communicate with other educators. There are a number of circumstances in which a teacher may need to communicate a student's skills with another teacher or administrator. These can include a student transferring schools or classrooms, a student who works with multiple teachers, or reporting a student's progress or needs. The Performance Profile could be a basis of common and consistent language among educators so the student receives the needed supports and services.

Your district or state education agency may have additional guidance on how to interpret and use the Performance Profile. Remember, DLM alternate assessment results are intended to inform school and district accountability, program

evaluation, and instructional decision making. They are not intended to be used to make decisions regarding placement, retention, or disability eligibility.

Slide 4. The Learning Profile comes after the Performance Profile in the score report and shows skill mastery at the end of the tested grade. The results can be used to plan for instruction in the next grade's Essential Elements. Compare the skills in the Learning Profile, and especially the Target level, with the Essential Elements for the next grade level. Those connections across grades may help identify strengths and weaknesses to be addressed in the new academic year. Additionally, if a weakness was identified at the Conceptual Area level on the Performance Profile, check the Learning Profile to determine whether the weakness was due to too few Essential Elements having been tested or low performance on the Essential Elements. A student's performance on groups of related Essential Elements may also help in planning IEP goals that support the student's academic learning.

Slide 5. Learning Profiles can also be useful when talking to parents or guardians. After showing the Performance Profile, use the Learning Profile to show specific skills that go with the Conceptual Areas in the Performance Profile. The Learning Profile may help expand parents' understanding of the student's academic skills and the grade-level expectations at the Target level for each Essential Element. Evidence of skill mastery may also fit with other data sources when writing a description of the student's present levels of performance for an IEP or other report.

Slide 6. Professional development modules are available on the dlmpd.com website. The module on standards-based IEPs, *Individual Education Programs Linked to the DLM Essential Elements*, contains additional information about how to use DLM results during IEP development.

Slide 7. Many states have a Scoring and Reporting tab on their state page of the DLM website. Under that tab is where the score report helplets are found in addition to guides for talking with parents or guardians about score reports.

Slide 8. There are some cautions when interpreting these reports.

First, the results show information based on how the student answered items on the DLM alternate assessment. Students may show their understanding of these academic skills differently when assessed in other ways.

Second, students are judged to be masters of skills based on their responses to assessment items. Even when those responses indicate a high probability of mastery, we cannot *absolutely* say the student mastered the skill. In the same way, when item responses indicate a low probability of skill mastery, we cannot *absolutely* say the student has *not* mastered a skill. Skill mastery on a DLM score report is based on the best estimates of mastery available, based on the student's responses to assessment items.

Third, remember DLM alternate assessment results are intended to inform instructional decision making. Results from DLM alternate assessments are not intended to be used to make decisions about retention, placement, or disability eligibility.

Finally, the DLM score reports use vocabulary specific to the DLM Alternate Assessment System. Some states use different terms, such as the name of the assessment or the names of performance levels. Especially when talking to parents, be ready to explain how the language in the score report translates to your state's vocabulary.

Slide 9. In summary, score reports consist of a Performance Profile and a Learning Profile. The Performance Profile is useful for developing IEPs, communicating with parents, and communicating with others. The Learning Profile is useful for setting instructional goals, identifying strengths and weaknesses, guiding IEP development, and communicating with parents.