Guide to Scoring and Reporting for Data Managers

Instructionally Embedded Model 2023-2024

The Dynamic Learning Maps® (DLM®) alternate assessment is for students with the most significant cognitive disabilities. Students show their performance on content standards called Essential Elements in English language arts, mathematics, and science (in states that administer DLM science assessments). This guide explains the Individual Student Score Reports and aggregate results provided by the DLM Consortium. This guide is designed for local administrators, such as superintendents, district test coordinators, and other district staff.

For questions about school and state accountability, please contact your district or state department of education.

Reports Provided by the Dynamic Learning Maps Consortium

Each Individual Student Score Report includes a Performance Profile and a Learning Profile. Also, several aggregate reports are available, including Class, School, District, and State Results. [State: add more about additional summaries you expect to provide.]

How Results Are Calculated

DLM results are not based on raw or scale scores; all results are calculated using an approach called diagnostic classification modeling. This approach determines whether the student showed mastery of specific skills. Based on evidence from the DLM assessments, the student either mastered or did not master each skill. For each Essential Element tested, a student may master up to five skills in English language arts and mathematics or up to three skills in science at different levels, called linkage levels. The student's overall performance in the subject is based upon the number of linkage levels mastered across the tested Essential Elements. This performance is reported using the four performance levels chosen by the consortium:

- The student demonstrates ***emerging*** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is ***approaching the target***.
- The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is ***at target***.
- The student demonstrates ***advanced*** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Each state determines how the DLM performance levels translate into its own definitions of proficiency for accountability purposes.

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Individual Student Score Reports

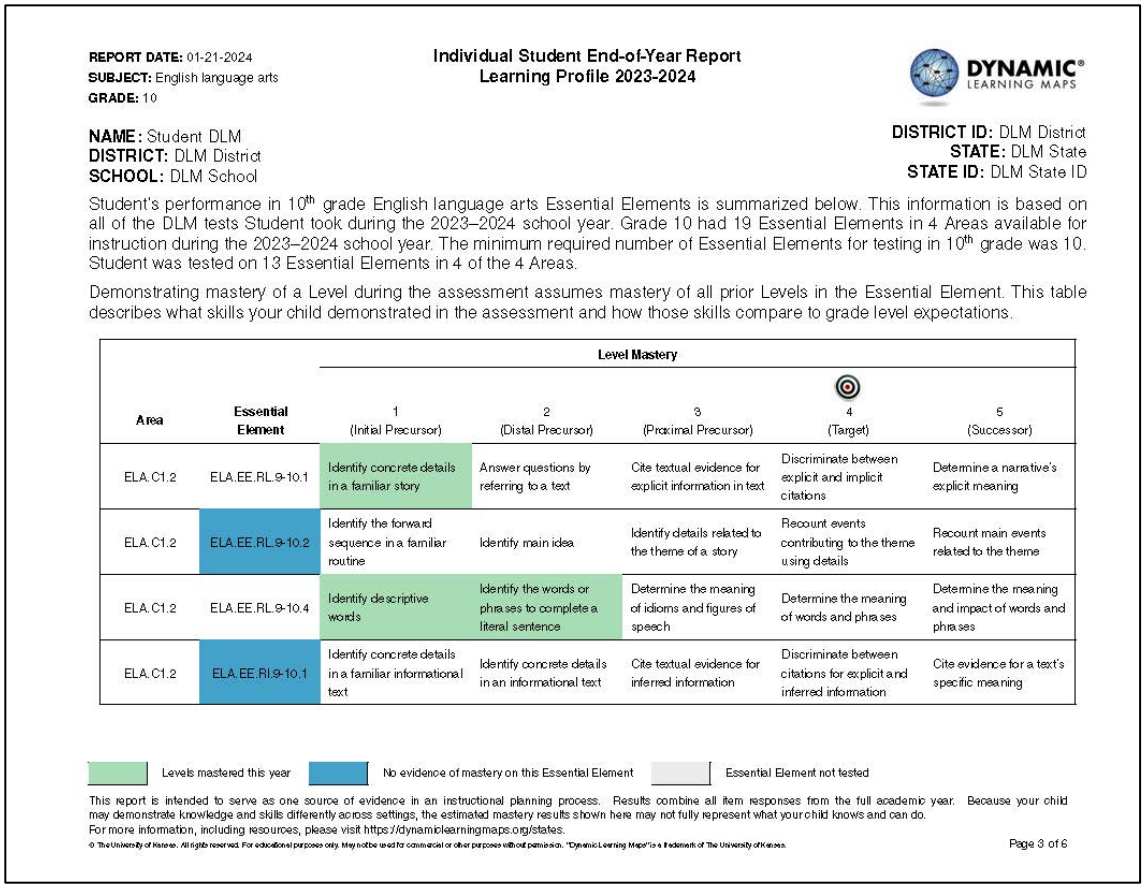
Individual Student Score Reports have two parts: (1) the Learning Profile, which reports specific skills mastered for each tested Essential Element, and (2) the Performance Profile, which summarizes skill mastery for related content (e.g., conceptual area/claim/domain) and for the subject overall. Each student has one score report per subject.

Learning Profile

The Learning Profile shows one row for each Essential Element in that subject. For every Essential Element, there are skills at five linkage levels in English language arts and mathematics: Initial Precursor, Distal Precursor, Proximal Precursor, Target, and Successor. For every Essential Element, there are skills at three linkage levels in science: Initial, Precursor and Target. These levels are shown in columns on the Learning Profile. The Target level represents the grade-level expectation for students with the most significant cognitive disabilities.

Each student is assessed on one or more linkage levels for Essential Elements on the blueprint. Students are typically not assessed at every linkage level and may not be assessed on every Essential Element.

On the Learning Profile below, green (or medium gray in grayscale) shading shows skills that were mastered, and blue (or dark gray in grayscale) shows Essential Elements in which no skills were mastered. Light gray shading shows skills that were not tested.



REPORT DATE: 01-21-2024
SUBJECT: English language arts
GRADE: 10

Individual Student End-of-Year Report
Learning Profile 2023-2024

DYNAMIC® LEARNING MAPS

NAME: Student DLM
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT ID: DLM District
STATE: DLM State
STATE ID: DLM State ID

Student's performance in 10th grade English language arts Essential Elements is summarized below. This information is based on all of the DLM tests Student took during the 2023–2024 school year. Grade 10 had 19 Essential Elements in 4 Areas available for instruction during the 2023–2024 school year. The minimum required number of Essential Elements for testing in 10th grade was 10. Student was tested on 13 Essential Elements in 4 of the 4 Areas.

Demonstrating mastery of a Level during the assessment assumes mastery of all prior Levels in the Essential Element. This table describes what skills your child demonstrated in the assessment and how those skills compare to grade level expectations.

		Level Mastery				
Area	Essential Element	1 (Initial Precursor)	2 (Distal Precursor)	3 (Proximal Precursor)	4 (Target)	5 (Successor)
ELA.C1.2	ELA.EE.RL.9-10.1	Identify concrete details in a familiar story	Answer questions by referring to a text	Cite textual evidence for explicit information in text	Discriminate between explicit and implicit citations	Determine a narrative's explicit meaning
ELA.C1.2	ELA.EE.RL.9-10.2	Identify the forward sequence in a familiar routine	Identify main idea	Identify details related to the theme of a story	Recount events contributing to the theme using details	Recount main events related to the theme
ELA.C1.2	ELA.EE.RL.9-10.4	Identify descriptive words	Identify the words or phrases to complete a literal sentence	Determine the meaning of idioms and figures of speech	Determine the meaning of words and phrases	Determine the meaning and impact of words and phrases
ELA.C1.2	ELA.EE.RI.9-10.1	Identify concrete details in a familiar informational text	Identify concrete details in an informational text	Cite textual evidence for inferred information	Discriminate between citations for explicit and inferred information	Cite evidence for a text's specific meaning

Levels mastered this year | No evidence of mastery on this Essential Element | Essential Element not tested

This report is intended to serve as one source of evidence in an instructional planning process. Results combine all item responses from the full academic year. Because your child may demonstrate knowledge and skills differently across settings, the estimated mastery results shown here may not fully represent what your child knows and can do.
For more information, including resources, please visit https://dynamiclearningmaps.org/states.

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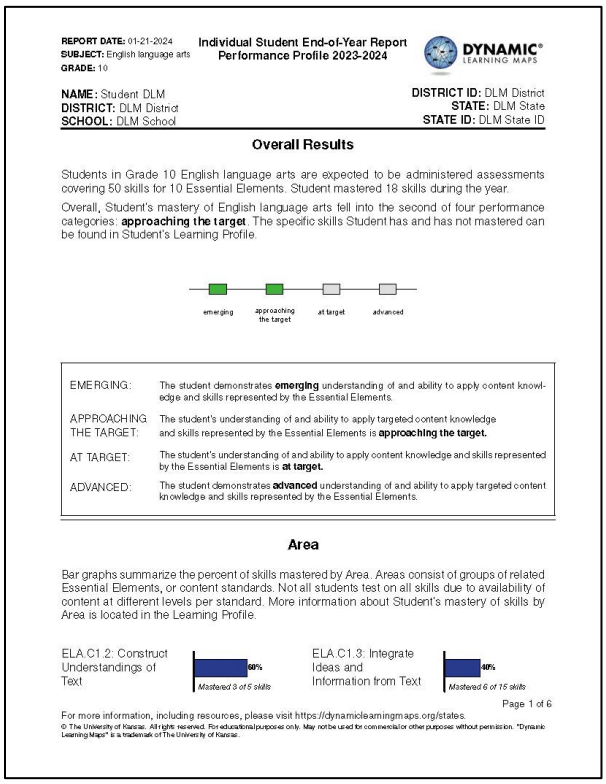
Performance Profile

The Performance Profile provides a report of the student's overall performance in a subject. The total number of skills that must be mastered to reach a certain performance level was determined at the consortium level by a group of educators from the consortium states, including content experts and experts in teaching students with the most significant cognitive disabilities. There is no exact correspondence between mastering a particular linkage level on a specific Essential Element and an overall performance level in the subject.

The bar graphs on the Performance Profile below demonstrate the student's mastery of skills for groups of related Essential Elements (e.g., conceptual areas).



REPORT DATE: 01-21-2024
SUBJECT: English language arts
GRADE: 10

Individual Student End-of-Year Report
Performance Profile 2023-2024

DYNAMIC LEARNING MAPS

NAME: Student DLM
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT ID: DLM District
STATE: DLM State
STATE ID: DLM State ID

Overall Results

Students in Grade 10 English language arts are expected to be administered assessments covering 50 skills for 10 Essential Elements. Student mastered 18 skills during the year.

Overall, Student's mastery of English language arts fell into the second of four performance categories: **approaching the target**. The specific skills Student has and has not mastered can be found in Student's Learning Profile.

emerging | approaching the target | at target | advanced

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

Area

Bar graphs summarize the percent of skills mastered by Area. Areas consist of groups of related Essential Elements, or content standards. Not all students test on all skills due to availability of content at different levels per standard. More information about Student's mastery of skills by Area is located in the Learning Profile.

ELA.C1.2: Construct Understandings of Text — 60% — *Mastered 3 of 5 skills*

ELA.C1.3: Integrate Ideas and Information from Text — 40% — *Mastered 6 of 15 skills*

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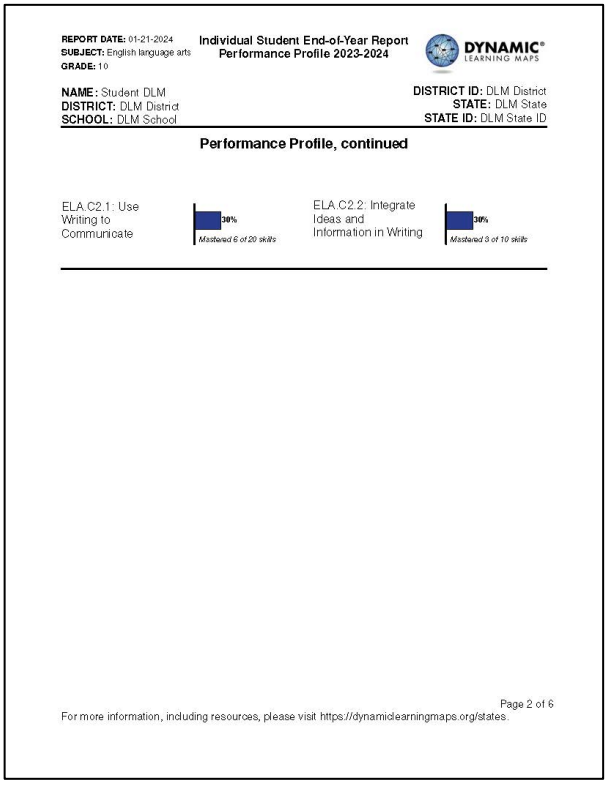

REPORT DATE: 01-21-2024
SUBJECT: English language arts
GRADE: 10

Individual Student End-of-Year Report
Performance Profile 2023-2024

DYNAMIC LEARNING MAPS

NAME: Student DLM
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT ID: DLM District
STATE: DLM State
STATE ID: DLM State ID

Performance Profile, continued

ELA.C2.1: Use Writing to Communicate — 30% — *Mastered 6 of 20 skills*

ELA.C2.2: Integrate Ideas and Information in Writing — 30% — *Mastered 3 of 10 skills*

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For more information, including resources, please visit https://dynamiclearningmaps.org/states.

Hints for Interpreting the Learning and Performance Profiles

- Remember that the judgment of skill mastery is based on what the student demonstrated on the DLM assessments. A student may have demonstrated a similar skill during instruction but not demonstrated the skill during a DLM assessment.
- The assessment measures where students are with regard to the grade-level target. Not all students will perform at the *At Target* level, and that is to be expected.
- The number of skills mastered does not mean that a student answered a certain percent of items correctly.
- The amount of white space on the Learning Profile does not necessarily reflect a lack of instruction. The DLM assessment is designed so students may be instructed at a linkage level that is an appropriate level of challenge for them.
- Not all Essential Elements are required to be tested during the assessment. Students could have met the assessment blueprint requirements and, yet not have been tested on all the Essential Elements available.
- Students with the most significant cognitive disabilities have a variety of educational goals. Academics are one part of their educational program. Teachers provide instruction beyond what is reflected in the student's Learning Profile, including other academics, functional skills, and other priorities identified in the Individualized Education Program (IEP).
- Reports include only valid student records as determined by state-level review of results. If a student record was invalidated during the state's two-week review window, the student will not have an Individual Student Score Report.

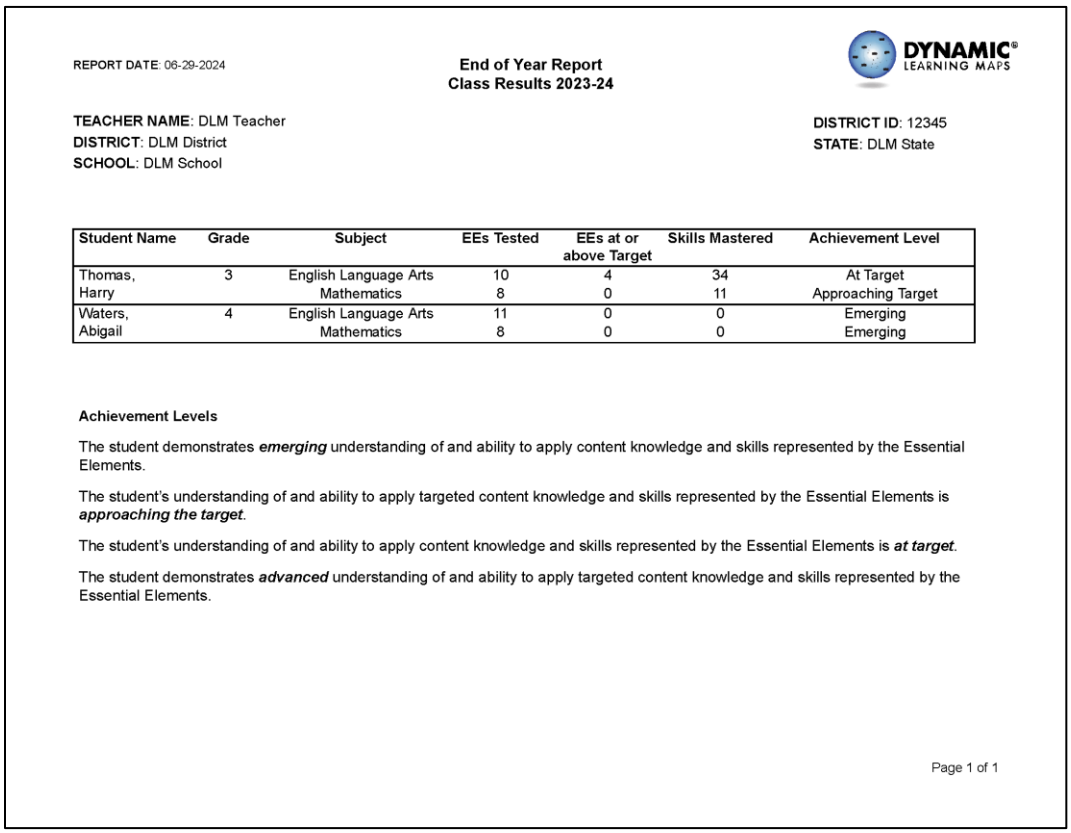
You may use these results to support teachers by

- helping them consider how the results can be used for planning in the subsequent year and the limitations of the data
- identifying areas of academic skills where instruction may be focused
- reflecting on how a student's performance informs the IEP

Class and School Level Results

The Class Results report provides a summary of results for all student who were rostered to the teacher. The report lists individual students, the number of Essential Elements tested, number of skills mastered, and their final achievement level.

Each school receives Class Results reports for every teacher with students enrolled in the DLM alternate assessment. The students are arranged alphabetically by grade level. All subjects are included on the report.



REPORT DATE: 06-29-2024

End of Year Report
Class Results 2023-24

DYNAMIC® LEARNING MAPS

TEACHER NAME: DLM Teacher
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT ID: 12345
STATE: DLM State

Student Name	Grade	Subject	EEs Tested	EEs at or above Target	Skills Mastered	Achievement Level
Thomas, Harry	3	English Language Arts	10	4	34	At Target
		Mathematics	8	0	11	Approaching Target
Waters, Abigail	4	English Language Arts	11	0	0	Emerging
		Mathematics	8	0	0	Emerging

Achievement Levels

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

The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is ***approaching the target***.

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

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

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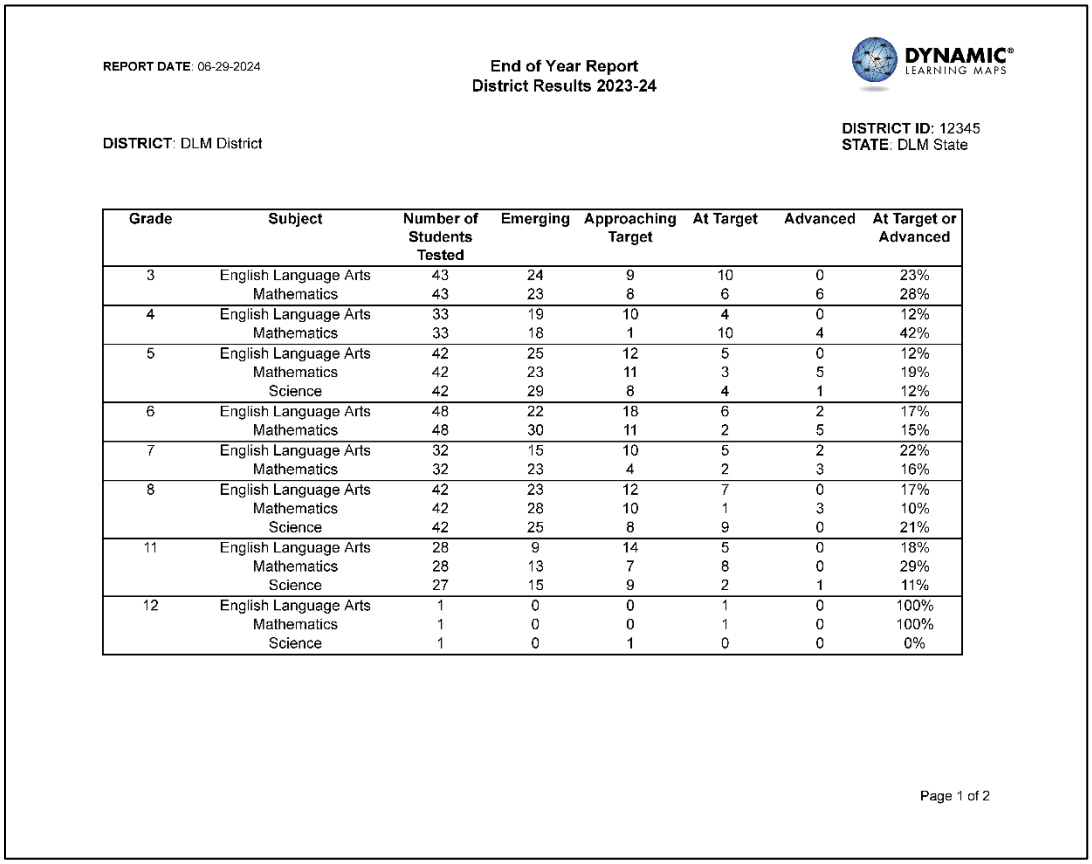
The School Results report contains the same information as the Class Results report along with the teacher for each student added in an additional column. Records for the entire school are organized by grade and then by teacher and student in alphabetical order.

Hints for Interpreting the Class and School Results

- Students appear in the School Results based on the roster and school where they were enrolled. This may not be the same school where they are counted for accountability purposes.
- If a student was enrolled in DLM assessments but did not complete a single item in any testlets in any subject of the assessment, the student is included, but with dashes in place of results.
- Reports include only valid student records as determined by state-level review of results. If a student record was invalidated during the state's two-week review window, the student is not included in these results.
- Remember that total skills mastered is based on what the student demonstrated on the DLM assessments. A student may have demonstrated similar skills during instruction but not demonstrated the skill during a DLM assessment.
- The assessment measures where students are with regard to the grade-level target. Not all students perform at the *At Target* level, and that is to be expected.
- These results provide a summary of overall performance in the grade/subject at the class and school level. More useful information for instructional planning is located in each student's Individual Student Score Report.

District- and State-Level Results

The District Results report provides one table of results. Each row shows the number of students assessed at that grade and subject and the number of students who achieved at each performance level. The last column indicates the percent of students at the *At Target* or *Advanced* levels.



REPORT DATE: 06-29-2024

End of Year Report
District Results 2023-24

DYNAMIC® LEARNING MAPS

DISTRICT: DLM District

DISTRICT ID: 12345
STATE: DLM State

Grade	Subject	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	English Language Arts	43	24	9	10	0	23%
	Mathematics	43	23	8	6	6	28%
4	English Language Arts	33	19	10	4	0	12%
	Mathematics	33	18	1	10	4	42%
5	English Language Arts	42	25	12	5	0	12%
	Mathematics	42	23	11	3	5	19%
	Science	42	29	8	4	1	12%
6	English Language Arts	48	22	18	6	2	17%
	Mathematics	48	30	11	2	5	15%
7	English Language Arts	32	15	10	5	2	22%
	Mathematics	32	23	4	2	3	16%
8	English Language Arts	42	23	12	7	0	17%
	Mathematics	42	28	10	1	3	10%
	Science	42	25	8	9	0	21%
11	English Language Arts	28	9	14	5	0	18%
	Mathematics	28	13	7	8	0	29%
	Science	27	15	9	2	1	11%
12	English Language Arts	1	0	0	1	0	100%
	Mathematics	1	0	0	1	0	100%
	Science	1	0	1	0	0	0%

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The State Results report has the same formatting and provides the same type of information for all student records in the state.

Hints for Interpreting Final District and State Results

- Student results are reported for the district where they were assessed. This may not be the same district where they are counted for accountability purposes.
- If a student was enrolled in DLM assessments but did not complete any items in any testlet in any subject, the student is not included in these results.
- Reports include only valid student records as determined by state-level review of results.
- These reports provide a high-level summary of all students at the district or state level. More useful information for instructional planning is located in each student's Individual Student Score Report.
- The assessment measures where students are with regard to the grade-level target. Not all students perform at the *At Target* level, and that is to be expected.

How Reports Are Distributed

Individual Student Score Reports are generated as separate PDF files. There is one PDF per student per subject. Individual Student Score Reports are packaged for delivery in individual PDF files, organized by district name, school name, and grade. These reports are also generated as a bundle of PDF files at the district level.

Aggregate reports at the Class, School, District, and State level are also generated as both PDF and .csv files and delivered in Educator Portal. All subjects are included in each report.
[State: insert more information about how districts and schools should expect to receive the reports.]