



GUIDE TO SCORING AND REPORTING FOR DATA MANAGERS

Year-End Model 2024–2025

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 Program. 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 DLM PROGRAM

Each Individual Student Score Report includes a Performance Profile and a Learning Profile. 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 on 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.

INDIVIDUAL STUDENT SCORE REPORTS

Individual Student Score Reports have two parts: (1) the Learning Profile, which reports specific skills mastered for each Essential Element, and (2) the Performance Profile, which summarizes skill mastery for related content (e.g., conceptual area/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: 11-29-2023
SUBJECT: English language arts
GRADE: 10

Individual Student End-of-Year Report Learning Profile 2022-2023

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

DISTRICT ID: DLM District
STATE: DLM State

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 Spring 2023. Student was assessed on 14 out of 14 Essential Elements and 4 out of 4 Areas expected in 10th grade.

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.

Estimated Mastery Level						
Area	Essential Element	1 (Initial Precursor)	2 (Distal Precursor)	3 (Proximal Precursor)	4 (Target)	5 (Successor)
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
ELA.C1.2	ELA.EE.RI.9-10.2	Identify concrete details in an informational text	Identify details relevant to the topic of text	Summarize a familiar informational text	Identify key details supporting the central idea	Support implicit and explicit meaning with details
ELA.C1.2	ELA.EE.RI.9-10.5	Draw conclusions from category knowledge	Answer who and what questions	Identify key details	Identify evidence for a claim	Differentiate between evidenced and non-evidenced claims
ELA.C1.2	ELA.EE.RI.9-10.8	Understand difference of perspective	Identify an author's points	Identify the evidence for a claim	Analyze an argument and determine evidence for it	Determine how structure contributes to claims

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 are based only on item responses from the end of year spring assessment. 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>.

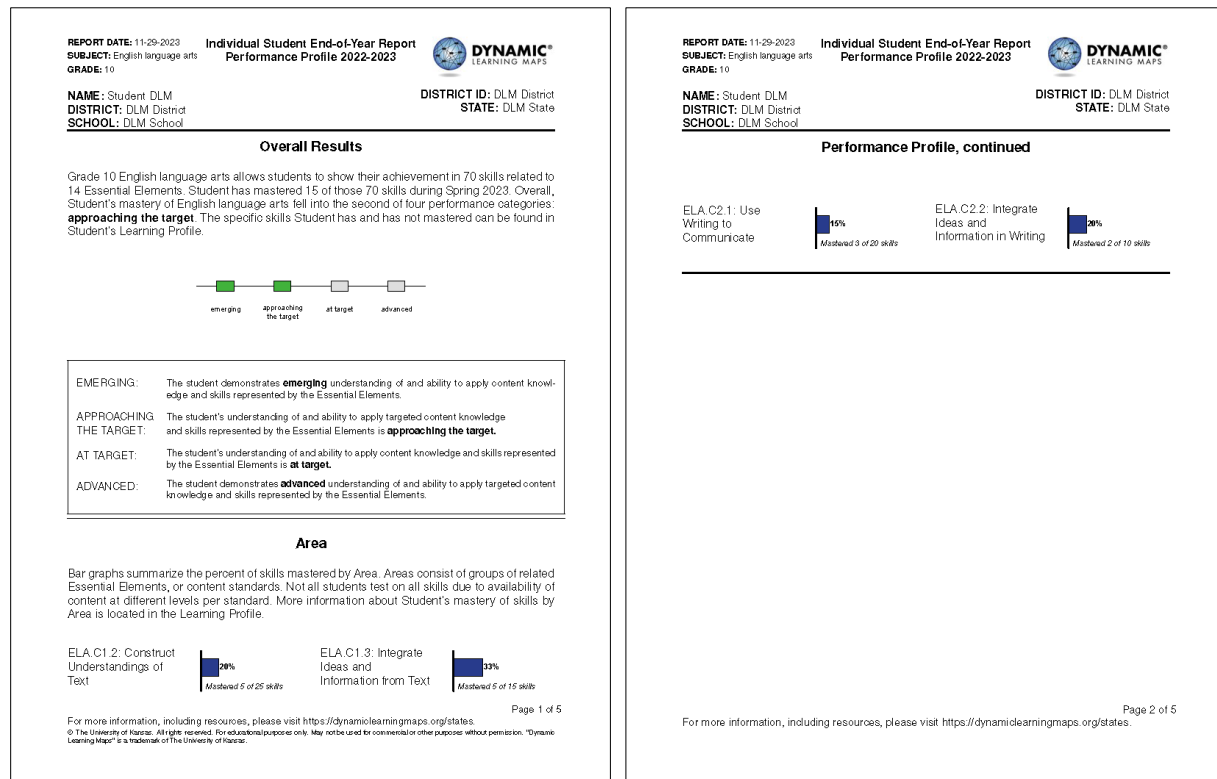
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PERFORMANCE PROFILE

The Performance Profile provides a report of a 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).



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.
- 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 overall performance informs the IEP

CLASS RESULTS

The Class Results report provides a summary of results for all students who were rostered to the teacher. The report lists individual students, the number of Essential Elements tested, the number of Essential Elements for which students achieved the grade-level target (i.e., At Target or Advanced linkage level), the number of skills mastered across all Essential Elements, and their final achievement level.

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

REPORT DATE: 06-29-2024	End of Year Report Class Results 2023-24	
TEACHER NAME: DLM Teacher		DISTRICT ID: 12345
DISTRICT: DLM District		STATE: DLM State
SCHOOL: DLM School		

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.

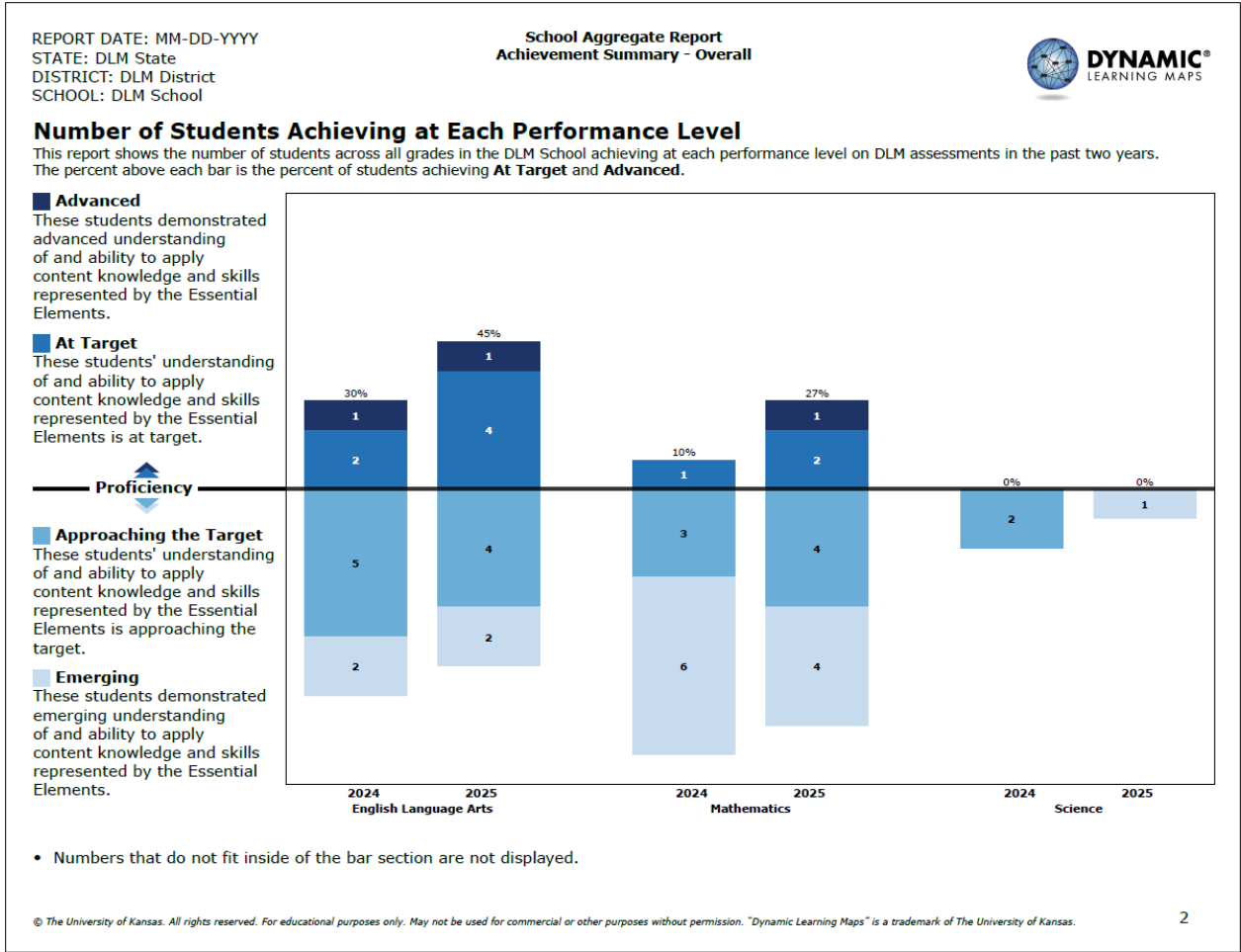
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HINTS FOR INTERPRETING THE CLASS RESULTS

- If a student was enrolled in DLM assessments but did not complete a single item in any testlet 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 the number of 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 level. More useful information for instructional planning is located in each student's Individual Student Score Report.

SCHOOL AGGREGATE REPORT

The School Aggregate Report provides a summary of results for all students in the school who took DLM assessments. The report shows the number of students who achieved at each performance level, for each subject that was assessed. The report summarizes results for all students, across all grades and teachers. Performance is reported for the current year and the previous year.



HINTS FOR INTERPRETING THE SCHOOL AGGREGATE REPORT

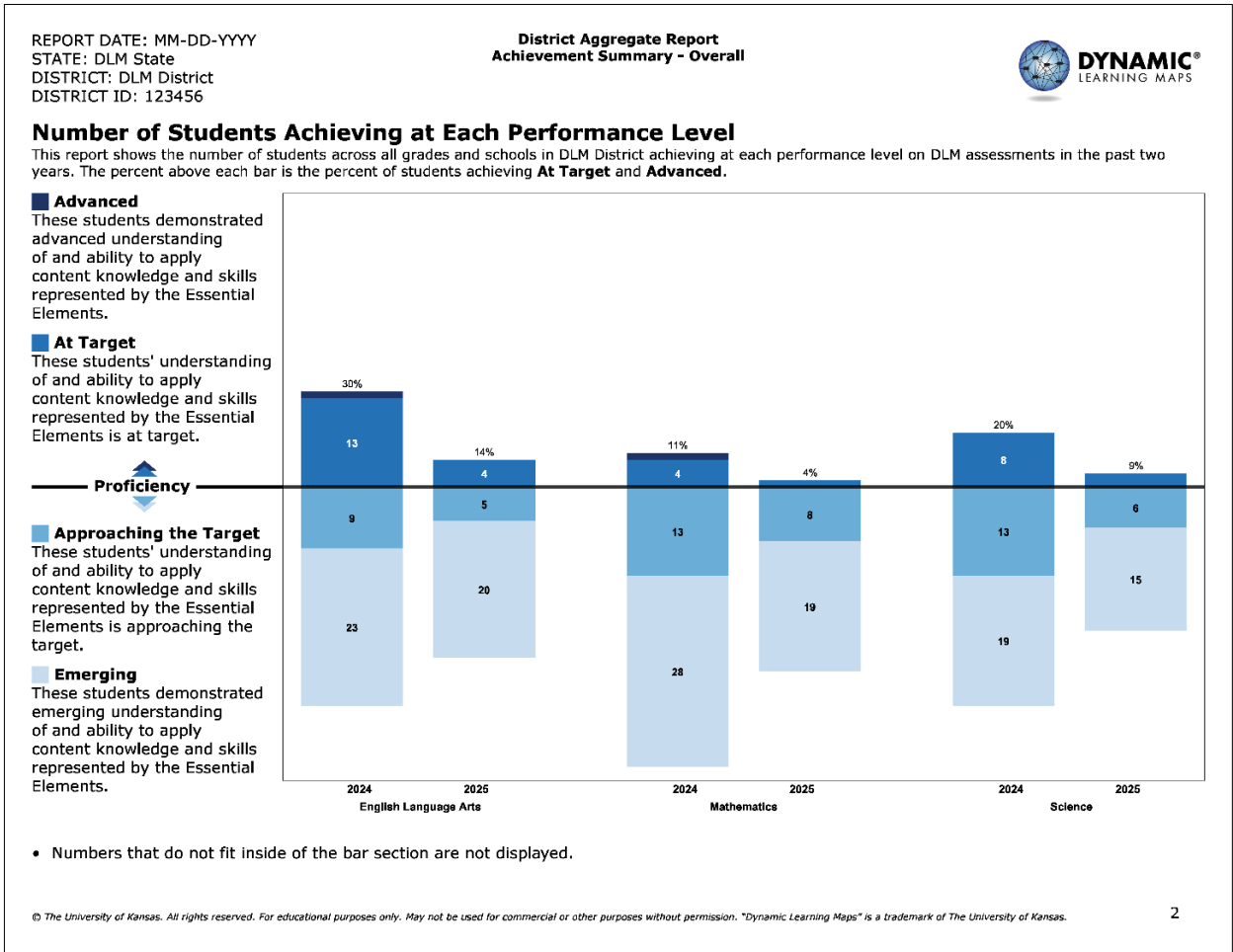
- This report can be used as evidence about how students who took the DLM alternate assessment performed on achievement standards. The report can also be used as evidence of student mastery of academic content. This report is **not** intended to be used to make decisions about individual students or teachers.
- 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 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. If a student record was invalidated during the state's two-week review window, the student is not included in these results.
- If no students were assessed in a subject for the current year, then no data are reported for either year.
 - If one or more students were assessed in a subject for the current year, but not in the previous year, then "N/A" is displayed for the previous year.
- If no student achieved at a performance level for a given subject and year, then the bar graph does not include a bar segment for that performance level.
- 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.
- Performance is reported for the prior year for context. Keep in mind the data for the two years are from different students.
 - The total number of students might differ between years.
 - The characteristics of the students in each year might vary.
 - Students might move into or out of the school between years.
- Because data for each year is from different students, this report is **not** intended to be used as an indicator for growth (i.e., how much a group of students' scores change from one year to the next).
- These results provide a summary of overall performance in each subject at the school level. More useful information for instructional planning is located in each student's Individual Student Score Report.

DISTRICT AGGREGATE REPORT

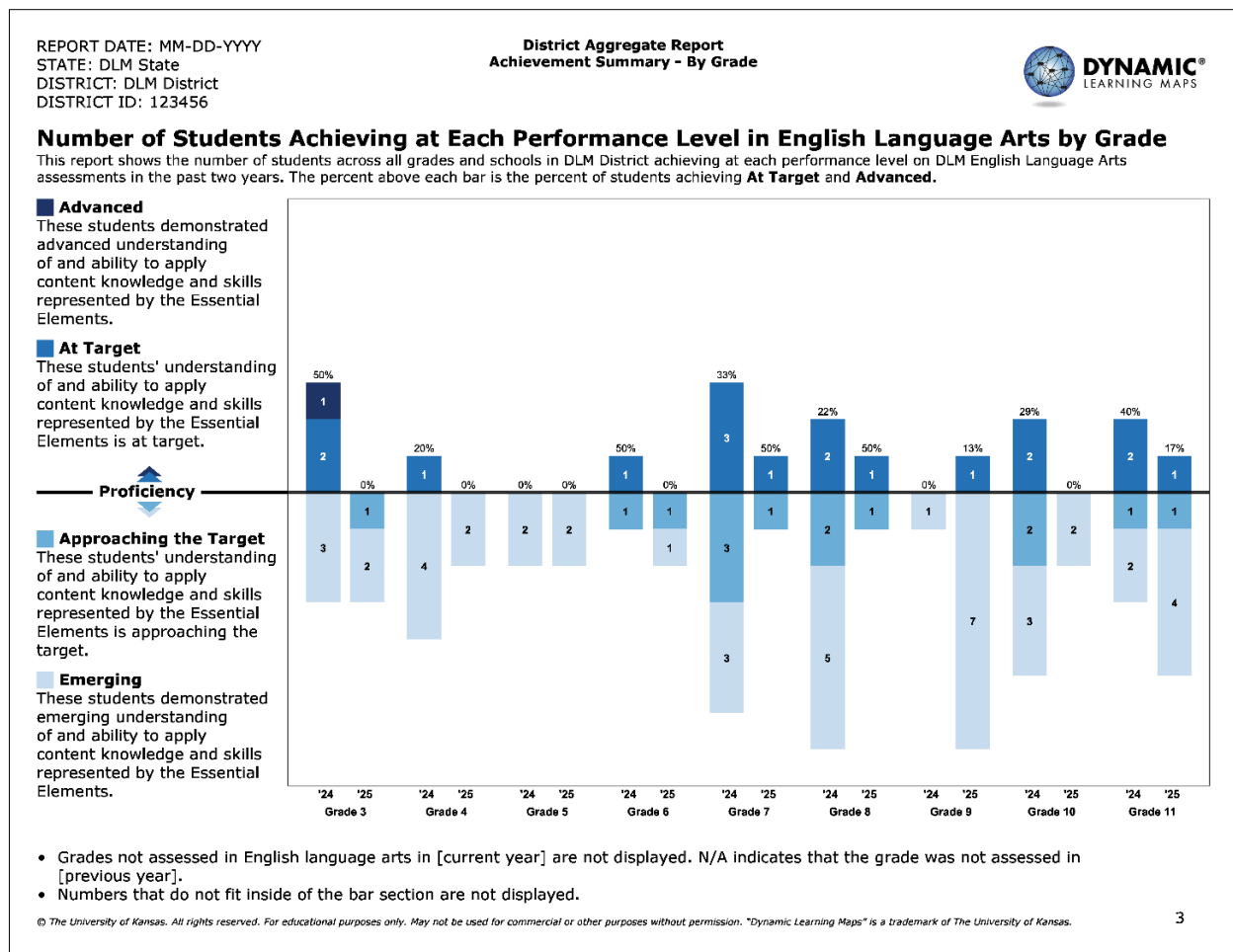
The District Aggregate Report includes two types of reports: *Summary - Overall* and *Summary -By Grade*. Both types report performance for all students in the district who took DLM assessments and show the number of students who achieved at each performance level for each subject. The reports summarize results for all students, across all teachers and schools. The reports include performance for the current year and the previous year.

The *Summary - Overall* report includes results for each subject that was assessed, across all grades. The *Summary - By Grade* reports include results by grade for each subject that was assessed.

Summary - Overall



Summary - By Grade (English Language Arts example)



HINTS FOR INTERPRETING THE DISTRICT AGGREGATE REPORT


- These reports can be used as evidence of how students who took the DLM alternate assessment performed on achievement standards, by subject and grade. They can also be used to inform discussions about appropriate assessment participation decisions. These reports are **not** intended to be used to make decisions about individual students, teachers, or schools.
- Student results are reported for the district(s) where they were assessed. In states that allow student enrollment to differ for attendance district and accountability district fields, district reports are available for both.
- 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. If a student record was invalidated during the state's two-week review window, the student is not included in these results.

- If no students were assessed in a subject for the current year, then no data are reported for either year.
 - If one or more students were assessed in a subject for the current year, but not in the previous year, then “N/A” is displayed for the previous year.
- If no students were assessed in a grade and subject for the current year, then no data for that grade and subject are reported for either year.
 - If one or more students were assessed in a grade and subject for the current year, but not in the previous year, then “N/A” is displayed for that grade and subject for the previous year.
- In some cases, the number of students for a subject and year in the *Summary - Overall* report will differ from the total number of students when summed across all grades for a subject and year in the *Summary - By Grade* report. This can happen when a grade and subject had no students tested in the current year, but had students tested in that grade and subject in the previous year.
- If no student achieved at a performance level for a given subject and year (or subject, year, and grade), then the bar graph does not include a bar segment for that performance level.
- 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.
- Performance is reported for the prior year for context. Keep in mind that the data for the two years are from different students.
 - The total number of students might differ between years.
 - The characteristics of the students in each year might vary.
 - Students might move into or out of the district between years.
- Because data for each year are from different students, this report is **not** intended to be used as an indicator for growth (i.e., how much a group of students’ scores change from one year to the next).
- These reports provide a summary of overall performance in each subject for all students at the district level. More useful information for instructional planning is located in each student’s Individual Student Score Report.

STATE RESULTS

The State 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.

The State Results report includes information for all student records in the state.

REPORT DATE: 06-29-2024		End of Year Report District Results 2023-24					
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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HINTS FOR INTERPRETING THE STATE RESULTS

- 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 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 generated as PDF files and delivered in Educator Portal. Class and State level reports are also generated as .csv files to match the table format of the results and delivered in Educator Portal. Aggregate reports include results for all subjects that were assessed.

[State: insert more information about how districts and schools should expect to receive the reports.]