DYNAMIC®
LEARNING MAPS

School and District Guide to DLM Results
2016-17 School Year

New Jersey Scoring Reporting Guide for Administrators

Dynamic Learning Maps® (DLM®) is a system of alternate assessments for students with the most significant cognitive disabilities. Students demonstrate their performance on English language arts and mathematics content standards called Essential Elements. This guide explains the individual student score reports and group results provided by the DLM consortium. This guide is designed for local administrators such as principals and superintendents.

For questions about school and state accountability, please contact your district or your state department of education. **[New Jersey: Contact the Office of Title One – (609) 943-4283]**

Reports Provided by Dynamic Learning Maps

Each student score report includes a Performance Profile. There are also several group reports, including Class, School, District, and State Results.

How Scores 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 demonstrated mastery of specific skills. Based on the evidence from the DLM assessments, the student either mastered or did not master the skill. For each Essential Element tested, a student may master up to five skills 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. **[New Jersey: Contact the Office of Title One – (609) 943-4283]**

Individual Student Score Reports

Individual student score reports contain a Performance Profile that summarizes skill mastery for each conceptual area and for the subject overall. There is one score report per student, per subject.

Performance Profile

The Performance Profile provides a report of the student's performance across Essential Elements on each content area blueprint. 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 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 Performance Profile below shows the student's mastery of skills for groups of related Essential Elements. The bar graphs show student mastery of skills for claims or conceptual areas.

Hints for Interpreting the Performance Profile

- Remember that the judgment of 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 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.

- 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 DLM profile, including other academics, functional skills, and other priorities identified in the Individualized Education Program (IEP).

You may use these results to support teachers by:
- helping them consider how the results can be used and the limitations of the data,
- identifying areas of needed professional development to strengthen instruction,
- identifying areas of academic skills where instruction may be focused, and
- reflecting on how a student's overall performance informs the IEP.

Class and School Level Results

The Class Results report lists individual students with the number of Essential Elements tested, number of linkage levels mastered, and their final performance level.

Each school receives Class Results reports for every teacher with students who participated in the DLM Alternate Assessment. The students are arranged alphabetically by grade level.

REPORT DATE: 06-10-2017

End of Year Report
Class Results 2016-17

DYNAMIC™
LEARNING MAPS

TEACHER NAME: Janice Walker
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT ID: 1234
STATE: DLM State
STATE ID: 1234567

Student Name	Grade	Subject	EEs Tested	EEs at or above Target	Skills Mastered	Achievement Level
Sigler, Alice	6	ELA	16	12	47	At Target
		Math	11	5	37	Approaching Target
		Science	9	3	9	Approaching Target
Sims, John	6	ELA	16	14	70	Advanced
		Math	11	8	30	At Target
		Science	9	7	21	Advanced
Daly, Joy	8	ELA	17	4	42	Emerging
		Math	15	2	33	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.

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 assessed. This may not be the same school where they are counted for accountability purposes.
- If a student was on more than one roster, the student appears once for each roster.
- If a student was enrolled in DLM assessments but did not complete any portion of the assessment, the student is not included in these 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 judgment of skill mastery is based on what the student demonstrated on the Dynamic Learning Maps 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 perform at the target level, and that is to be expected.
- These results only provide a summary of overall performance in the grade/subject. 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 for each subject: one for English language arts and one for mathematics. Each table contains a row that shows the number of students tested at each grade level and the number of those who were at each performance level in the subject. The last column indicates percent of students at the Target or Advanced levels.

End of Year Report
District Results 2016-17

DYNAMIC™
LEARNING MAPS

DISTRICT: DLM District

DISTRICT ID: 1234
STATE: DLM State
STATE ID: 1234567

Grade	Subject	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	ELA	22	15	3	4	0	18%
	Math	22	15	3	4	0	18%
4	ELA	26	12	7	5	2	27%
	Math	26	14	6	4	2	23%
	Science	25	13	8	2	2	16%
5	ELA	27	8	11	5	3	30%
	Math	27	11	10	4	2	22%
6	ELA	26	10	9	5	2	27%
	Math	25	11	12	2	0	8%
	Science	25	11	11	1	2	12%
7	ELA	30	11	8	9	2	37%
	Math	30	10	9	9	2	37%
8	ELA	32	9	12	10	1	34%
	Math	32	10	10	8	4	38%
11	ELA	35	16	6	9	4	37%
	Math	36	19	10	7	0	19%
	Science	33	16	9	6	2	24%

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 more than one district, the student appears once in each District Results report and is counted twice in the State Results report.
- If a student was enrolled in DLM assessments but did not complete any portion of the assessment, the student is not included in these results.
- If a student record was invalidated during the state's two-week review window, the student is not included in these 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 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 delivered to school districts electronically through the DLM Educator Portal. Group reports at the Class, School, District, and State level are also generated as PDF files. All subject areas are included in one report.