



**DYNAMIC**<sup>®</sup>  
LEARNING MAPS

## Understanding Your Child's Individual Student Score Report

**2016-2017 School Year**



West Virginia DEPARTMENT OF  
**EDUCATION**

For more information contact:  
Dr. Melissa Gholson  
Alternate Assessment Coordinator

### What is the Dynamic Learning Maps<sup>®</sup> Assessment?

This year, your child's teacher used the Dynamic Learning Maps<sup>®</sup> (DLM<sup>®</sup>) Alternate Assessment System to test academic progress in English language arts (reading and writing), math, and science. This assessment is designed for students with significant cognitive disabilities. It is a completely individualized test designed so students can show what they know and can do. The assessment is given in short parts called testlets so your child does not become too tired or stressed.

Your child will receive an Individual Student Score Report for each subject tested. This report indicates the skills your child demonstrated during the assessment.

## Overview

Each Individual Student Score Report contains information about your child's performance for one subject area. This report includes the Performance Profile.

## Performance Profile

The first part of the Performance Profile describes your child's overall performance based on Essential Elements, which are the alternate achievement standards for this subject area. The performance levels are:

- emerging
- approaching the target
- at target
- advanced

“At target” means your child has met the alternate achievement standards in this subject area at your child's grade level.

This part also lists examples of skills mastered by students at your child's performance level. Your child may or may not demonstrate all of these skills.

REPORT DATE: 02-13-2017  
SUBJECT: English language arts  
GRADE: 10

Individual Student Year-End Report  
Performance Profile 2016-17



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

DISTRICT ID: DLM District ID  
STATE: DLM State

### Overall Results

Grade 10 English language arts allows students to show their achievement in 85 skills related to 17 Essential Elements. Student has mastered 69 of those 85 skills during the 2016-17 school year. Overall, Student's mastery of English language arts fell into the third of four performance categories: **at target**.



EMERGING:	The student demonstrates <b>emerging</b> 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 <b>approaching the target</b> .
AT TARGET:	The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is <b>at target</b> .
ADVANCED:	The student demonstrates <b>advanced</b> understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

A student who achieves at the **at target** performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.

The student identifies text elements by:

- identifying how a character changes or develops
- identifying changes in details
- identifying changes in the setting
- identifying changes in the events
- identifying inferred information in a text
- distinguishing between explicit and implicit information

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## Performance Profile, continued

The second part of the Performance Profile describes the percentage of skills your child demonstrated on related academic skills. These skills meet or lead up to grade-level content for students with the most significant cognitive disabilities.

Your child's mastery of skills is an estimate of mastery made with reasonable certainty. As is the case with any test result, your child's ability to demonstrate certain skills may vary from one testing attempt to another. Please keep in mind that the skills demonstrated during this assessment provide only one piece of evidence of what your child knows and can do.

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**Performance Profile, continued**

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**Conceptual Area**

Construct understandings of text		Integrate ideas and information from text	
Use writing to communicate		Integrate ideas and Information in writing	

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