



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

## Understanding Your Child's Individual Student Score Report

### 2019-2020 School Year

Area for state branding and contact information.

### What is the Dynamic Learning Maps<sup>®</sup> (DLM<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 achievement in English language arts (reading and writing), math, and/or science. This assessment is designed for students with many types of 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.

Results from the assessment given during the school year provide information that the teacher can use to guide classroom instruction.

Your child will receive an Individual Student Score Report for each subject tested. The 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. This report has two parts: the Performance Profile and the Learning 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. 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 at your child's grade level.

The second part of the Performance Profile describes the percentage of skills your child demonstrated on related academic skills. If the number of skills mastered exceeds the total number of skills, your child was tested on (and mastered) more skills than necessary.

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.

REPORT DATE: 12-13-2019  
SUBJECT: English language arts  
GRADE: 10

### Individual Student End-of-Year Report Performance Profile 2019-20



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

DISTRICT ID: 12345  
STATE: DLM State  
STATE ID: 404596

### Overall Results

Students in Grade 10 English language arts are expected to be administered assessments covering 50 skills for 10 Essential Elements. Student mastered 7 skills during the year.

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



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

### Conceptual Area

Bar graphs summarize the percent of skills mastered by conceptual area. Not all students test on all skills due to availability of content at different levels per standard.



## Learning Profile

The Learning Profile shows your child's performance relative to grade-level targets for each Essential Element tested. In the table, each Essential Element has a row of skills at different levels.

In the Essential Element column, blue (or dark gray in grayscale) shading shows Essential Elements that were tested, but your child did not demonstrate mastery of any level during the test. Light gray shading means the Essential Element was not assessed this year. In the Level Mastery columns (labeled 1-5<sup>1</sup>) green (or medium gray in grayscale) shading shows specific skills your child demonstrated during the test.


Your child's performance on all Essential Elements is used to calculate your child's overall performance in a subject, as shown on the first page of the Performance Profile.

<sup>1</sup> In science, columns are labeled 1-3.  
Parent Interpretive Guide (IE)

**Individual Student End-of-Year Report**  
**Learning Profile 2019-20**

REPORT DATE: 12-13-2019  
SUBJECT: English language arts  
GRADE: 10

**NAME:** Student DLM  
**DISTRICT:** DLM District  
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**DISTRICT ID:** 12345  
**STATE:** DLM State  
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Student's performance in 10<sup>th</sup> grade English language arts Essential Elements is summarized below. This information is based on all of the DLM tests Student took during the 2019-20 school year. Grade 10 had 19 Essential Elements in 4 Conceptual Areas available for instruction during the 2019-20 school year. The minimum required number of Essential Elements for testing in 10<sup>th</sup> grade was 10. Student was tested on 12 Essential Elements in 4 of the 4 Conceptual 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.

Area	Essential Element	Level Mastery				
		1	2	3	4 (Target)	5
ELA.C1.2	ELA.EE.L.9-10.4.a	Identify familiar objects through property word descriptors	Identify definition of words	Identify missing words using sentence context	Use semantic clues to identify word meaning	Use semantic clues to identify phrase meaning
ELA.C1.2	ELA.EE.L.9-10.5.b	Draw conclusions from category knowledge	Identify the multiple meanings of a word	Identify word meaning of multiple meaning words using context clues	Identify the intended meaning of multiple meaning words	Understand how multiple meaning words can result in humor
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 informative text	Identify key details supporting the central idea	Support implicit and explicit meaning with details

Levels mastered this year

No evidence of mastery on this Essential Element

Essential Element not tested

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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.  
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