DYNAMIC®
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® (DLM®) Assessment?

This year, your child's teacher used the Dynamic Learning Maps® (DLM®) 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.

COVID-19 Impact on DLM Assessments

COVID-19 caused school and district closures and impacted the spring administration of DLM Assessments. Individual Student Score Reports summarize performance on any assessments your student completed for the 2019-2020 school year.

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[1]) green (or medium gray in grayscale) shading shows specific skills your child demonstrated during the test.

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

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

DYNAMIC® LEARNING MAPS

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

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

The Spring 2020 assessment window was significantly impacted by the coronavirus outbreak. Results show what Student was able to demonstrate during the part of the year when assessments were available.

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 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 10th 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.

		Level Mastery				
Area	Essential Element	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   Page 1 of 4

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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[1] In science, columns are labeled 1-3.