



DYNAMIC[®]
LEARNING MAPS

Entendiendo el informe individual de resultados de su estudiante

Año Escolar 2019- 2020

Area for state branding and contact information.

¿Qué es la evaluación Dynamic Learning Maps[®] (DLM[®])?

Este año, el/la maestro/a de su estudiante utilizó el Sistema de Evaluación Alternativa Dynamic Learning Maps[®] (DLM[®]) para evaluar el rendimiento académico en Lengua y Literatura Inglesa (lectura y escritura), Matemáticas y / o Ciencias. Esta evaluación está diseñada para estudiantes con tipos de discapacidades cognitivas significativas. Es una prueba completamente individualizada diseñada para que los estudiantes puedan mostrar lo que saben y son capaces de hacer. La evaluación se realiza en partes cortas llamadas testlets para que su estudiante no se canse o estrese demasiado.

Impacto de COVID-19 en Evaluaciones DLM

COVID-19 provocó el cierre de escuelas y distritos e impactó la administración de las evaluaciones primaverales de DLM. Los informes individuales de resultados del estudiante resumen el rendimiento en cualquier evaluación que su estudiante completó durante el año escolar 2019-2020.


Perfil de Aprendizaje

El perfil de aprendizaje muestra el rendimiento de su estudiante en relación con los objetivos de nivel de grado para cada elemento esencial evaluado. En la tabla, cada elemento esencial (Essential Element) tiene una fila de habilidades en diferentes niveles. En la columna Essential Element, el sombreado azul (o gris oscuro en escala de grises) muestra los elementos esenciales que se probaron, pero su hijo no demostró dominio de ningún nivel durante la prueba. El sombreado gris claro significa que el elemento esencial no se evaluó este año. En las columnas de Level Mastery (nivel de dominio etiquetadas 1-5), el sombreado verde (o gris medio en escala de grises) muestra habilidades específicas que su hijo/a demostró durante la prueba.

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

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

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



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.

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

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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