Understanding Your Child’s Individual Student Score Report

2018-2019 School Year

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 progress in 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 embedded 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. 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. 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.

This part of the report 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.
Performance Profile, continued

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.

- recognize the relationships between population size, food sources, and available shelter
- identify special traits in organisms that allow them to survive in different environments

In earth and space science, the student can
- model how Earth's position in its orbit corresponds with the seasons
- describe reasons for strategies to conserve, recycle, or reuse
- organize data on the effects of conservation strategies

Domain

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

Earth & Space Science: 100%
Life Science: 80%
Physical Science: 67%

More information about DLM’s performance on each of the Essential Elements that make up the Domains is located in the Learning Profile.
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) 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.

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1 In science, columns are labeled 1-3.

Parent Interpretive Guide (Science-Only)