



## Understanding Your Child's Individual Student Score Report

**2018-2019 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 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.

REPORT DATE: 11-06-2018  
SUBJECT: Science  
GRADE: 10

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

### Individual Student Year-End Report

#### Performance Profile 2018-19



DISTRICT ID: DLM District Code  
STATE: DLM State  
STATE ID: 123456

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### Overall Results

High school science allows students to show their achievement in 27 skills related to 9 Essential Elements. DLM has mastered 22 of those 27 skills during the 2018-19 school year. Overall, DLM's mastery of Science fell into the third of four performance categories: **at target**. The specific skills DLM has and has not mastered can be found in DLM's Learning Profile.



emerging    approaching the target    at target    advanced

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 explain properties, compare safety devices, compare temperatures before and after mixing, identify organ functions, recognize relationships that affect population size, identify factors that affect survival, model Earth's orbit, explain conservation strategies, and organize data.

In physical science, the student can

- make a claim supported by evidence that explains chemical properties
- use data to compare the effectiveness of safety devices in minimizing forces during collisions
- compare the temperature of a mixture of two liquids before and after mixing

In life science, the student can

- identify which organs perform specific functions

Page 1 of 2

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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. 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.

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**Individual Student Year-End Report**  
**Performance Profile 2018-19**



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**Performance Profile, continued**

- 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

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**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% <small>Mastered 9 of 9 skills</small>	Life Science  78% <small>Mastered 7 of 9 skills</small>
Physical Science  67% <small>Mastered 6 of 9 skills</small>	

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

For more information, including resources, please visit [dynamiclearningmaps.org/states](http://dynamiclearningmaps.org/states)

Page 2 of 2

## 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.

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### Individual Student Year-End Report Learning Profile 2018-19



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DISTRICT: DLM District  
SCHOOL: DLM School

DLM's performance in high school science Essential Elements is summarized below. This information is based on all of the DLM tests DLM took during the 2018-19 school year. DLM was assessed on 9 out of 9 Essential Elements expected in high school science. DLM was assessed on 3 out of 3 Domains expected in high school science.

In order to master an Essential Element, a student must master a series of skills leading up to the specific skill identified in the Essential Element. This table describes what skills your child demonstrated in the assessment and how those skills compare to grade level expectations.

Green shading shows levels mastered this year. Blue shading shows Essential Elements with no evidence of mastery. Gray shading indicates the Essential Element was not assessed this year.

Essential Element	Level Mastery		
	1	2	3 (Target)
SCI.HS.ESS.1.4	Identify characteristics of the seasons	Model Earth's position in the seasons	Model how Earth's tilt and orbit cause seasonal changes
SCI.HS.ESS.3.2	Recognize strategies to manage objects	Describe reasons for a strategy to conserve, recycle, or reuse	Argue for a strategy to conserve, recycle, or reuse resources
SCI.HS.ESS.3.3	Gather data on a conservation strategy	Organize data on conservation strategies	Analyze data about a conservation strategy
SCI.HS.LS.1.2	Recognize that organs have different functions	Identify which organs have a specific function	Model the organization and interaction of organs
SCI.HS.LS.2.2	Identify food and shelter needs	Recognize the relationship between population size and resources	Explain the dependence of an animal population on other organisms
SCI.HS.LS.4.2	Match species to environments	Identify factors that require special traits to survive	Explain how traits allow a species to survive

     Levels mastered this year  
      No evidence of mastery on this Essential Element  
      Essential Element not tested  
 Page 1 of 2

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<sup>1</sup> In science, columns are labeled 1-3.