Understanding Your Child’s Individual Student Score Report

2019-2020 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 English language arts (reading and writing), mathematics, 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. 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.

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

Student's performance in 10th grade mathematics Essential Elements is summarized below. This information is based on all of the DLM tests Student took during Spring 2020. Student was assessed on 6 out of 8 Essential Elements and 6 out of 6 Conceptual Areas expected in 10th grade.

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.

<table>
<thead>
<tr>
<th>Essential Element</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4 (Target)</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.C1.3 M.EE.HS.G.P.1 5</td>
<td>Combine objects in pairs and compare/contrast objects</td>
<td>Classify objects based on attributes</td>
<td>Know possible/impossible outcomes for simple events</td>
<td>Know dependent or independent events</td>
<td>Explain compound events</td>
</tr>
<tr>
<td>M.C2.1 M.EE.H.S.O.G.5</td>
<td>Recognize objects that are the same or different</td>
<td>Match 2-D and 3-D shapes with the same size and different orientation</td>
<td>Recognize transformation and congruent figures</td>
<td>Understand transformations and congruent shapes</td>
<td>Use transformations to describe congruence</td>
</tr>
<tr>
<td>M.C3.1 M.EE.H.S.N.Q.1 3</td>
<td>Without counting, tell the number of objects in a set</td>
<td>Round decimals to any place</td>
<td>Solve word problems with rational numbers</td>
<td>Report numerical answers with a degree of precision</td>
<td>Solve multi-step problems with rational numbers</td>
</tr>
<tr>
<td>M.C3.2 M.EE.H.S.I.D.1 2</td>
<td>Classify objects and arrange objects by rule</td>
<td>Know bar/picture/line graphs and pie charts</td>
<td>Read information on different kinds of graphs</td>
<td>Represent data and read graphs</td>
<td>Use graphs to predict information</td>
</tr>
<tr>
<td>M.C3.2 M.EE.H.S.I.D.4</td>
<td>Recognize attributes of an object</td>
<td>Classify objects</td>
<td>Know the number of observations</td>
<td>Calculate mean</td>
<td>Calculate mode or median</td>
</tr>
</tbody>
</table>

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1 In science, columns are labeled 1-3.

Parent Interpretive Guide (YE) 2019-20