



What Information is Contained in a Score Report: The Performance Profile Transcript

Slide 1. The Dynamic Learning Maps® (DLM®) Alternate Assessment Consortium provides Individual Student Score Reports for students who complete Dynamic Learning Maps alternate assessments each school year. Score reports are designed to be useful in preparing Individualized Education Program, or IEP, documents. The reports may also support teachers in making decisions about instruction, monitoring student progress, and adjusting instruction to meet changing student needs.

This video describes the contents of the DLM Individual Student Score Reports.

Slide 2. Score reports contain a lot of information about the student's performance. Here are some things to keep in mind. All of the results you see are based on the student's mastery of knowledge, skills, and understandings in the linkage levels measuring the Essential Elements. The linkage levels are called "skills" in the score report. Finally, the results are based on all the linkage levels for all the tested Essential Elements. Because of the ordered nature of the linkage levels within Essential Elements, results provide information about student performance beyond just the linkage levels the student actually tested on during the year. For more information on Essential Elements and linkage levels, please watch the helplet entitled *What Do the DLM Alternate Assessments Measure?* For more information on skill mastery, please watch the helplet entitled *What is Skill Mastery?*

Slide 3. The individual student score report is called the Performance Profile. It provides broad information about what the student knows and can do in the subject overall. As with scores from other assessments, the Performance Profile provides one source of evidence of what students know and can do based on their responses to the assessment.

Slide 4. Shown here is an example of the first page of a Performance Profile for a student in Grade 10 who took the English language arts assessment. You may find it helpful to compare one of your student's score reports to the sample shown as you watch this presentation. Please note: the screenshots shown in this presentation may differ slightly from your students' Performance Profiles based on grade and subject area assessed.

The purpose of the first page of the Performance Profile is to provide information about the student's overall results and consequent performance category. The word "overall" is used because this profile presents a broad view of the skills and performance in the subject assessed.

Slide 5. Now let's look at the Performance Profile in more detail. The top section contains basic information about the student. In the section titled Overall Results, the first sentence explains the total number of skills that could be mastered based on the number of Essential Elements assessed for this grade and subject. Remember, skills are interchangeable with linkage levels, and there are five linkage levels per Essential Element in ELA. This sample states that for Grade

10 ELA, there are 85 skills across 17 assessed Essential Elements.

Slide 6. The second sentence states the number of skills the student mastered in the subject. In this example, the student mastered 69 of the 85 skills. The total skills mastered is calculated by adding the number of skills the student mastered across all Essential Elements and linkage levels for the subject.

You might be tempted to think of this overall performance as a percent correct (69 out of 85), but that's not quite accurate. Students do not take testlets at every linkage level for each Essential Element. Therefore, this student was not necessarily assessed on all 85 skills.

Slide 7. Performance level information is included next in the Performance Profile. Once we know the total number of skills mastered in a grade and subject, that number is used to classify each student's overall performance into one of four performance levels.

Representatives from states that use the Dynamic Learning Maps alternate assessments approved the use of four performance levels to describe overall student performance in a subject. Educators from DLM states helped determine how many skills need to be mastered in order to achieve at each performance level. The number of skills a student needs to master to achieve at each performance level varies by grade and subject.

The performance levels are defined as follows:

For Emerging: The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

For Approaching Target: The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.

For At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.

For Advanced: The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Slide 8. In this example, the student mastered 69 skills and achieved at the **at target** performance level. The performance level is named in the third sentence and is shown by the green shaded boxes.

Slide 9. Below the performance level on the Performance Profile is a bullet-point list of skills. The example shows part of the list of skills. The skills are examples of typical skills mastered by students who achieve at this performance level in this grade and subject. This list does not cover every skill a student at this level might demonstrate. Instead, it provides an idea of the types of skills that are often demonstrated by students achieving at this performance level. Your student may not have demonstrated all these skills on the assessment and may demonstrate other, similar skills that are not listed.

This information can be helpful in explaining to parents or guardians the types of skills commonly demonstrated by students achieving at a given performance level. All of the performance level descriptors for each grade and subject are available on the DLM website. The full set of descriptors may help you set goals at the beginning of the year for the student's performance at the end of the year.

Slide 10. The next section of the Performance Profile summarizes student performance for groups of related Essential Elements. In this example, the report shows summaries by ELA conceptual area. The conceptual area bar charts can help identify broad areas of strength and need within the subject.

For each conceptual area, the report shows the percentage of mastery. Under the blue percentage bar, a note states the number of skills mastered and the total number of skills available.

Depending on your state and subject, the report may show summaries for domains instead of conceptual areas.

When looking at the conceptual areas listed on the sample student's Performance Profile, we can see that the student mastered 93% of the skills that fall within the "Construct understandings of text" conceptual area. However, the student only mastered 60% of the available skills within the "Integrate ideas and information in writing" conceptual area. These results could suggest the student may benefit from additional instruction and learning goals in integrating ideas and information in writing, using the Essential Elements in that conceptual area from this year's grade.

Remember: conceptual areas typically have a different number of component skills, and students may not have been assessed on all of the skills within a conceptual area. While each bar can go up to 100%, the number of skills that go into the calculation is likely to be different by conceptual area.

We recommend you pause the video now and review the Performance Profile for the sample student or for one of your own students. Make sure you can identify the key information in all parts of the report.

Slide 11. In summary, the Performance Profile provides broad information about what the student knows and can do in the subject overall. Results include the overall performance level, skills typically mastered by students achieving at that level for the grade and subject, and the percentage of skills mastered for related Essential Elements. For more information on reporting in your state, please contact your local or state education agency or visit your state's page on the DLM website.