

Guide to DLM Results Educator Toolkit 2017-2018



West Virginia
Department of Education

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Dynamic Learning Maps

Dynamic Learning Maps (DLM) is a system of alternate assessments for students with the most significant cognitive disabilities. Students show their performance on English language arts and mathematics content standards called Essential Elements. This guide explains the individual student score reports and group reports provided by the consortium. This guide is designed for administrators.

An overview of the DLM system is provided at the end of this document.

Reports Provided by Dynamic Learning Maps

Each student score report includes a performance profile and a learning profile. There are also several group reports including classroom and school roster reports and district and state summary reports.

How Scores Are Calculated

DLM results are not based on raw or scale scores; all results are calculated using an approach called diagnostic classification modeling, or cognitive diagnostic modeling. This approach determines whether the student showed mastery of specific skills. Based on the evidence from the DLM assessments, the student either mastered or did not master the skill. For each Essential Element tested, a student may master up to five skills at different levels, called linkage levels. The student's overall performance in the subject is based on the number of linkage levels mastered across the tested Essential Elements. This performance is reported using the four performance levels chosen by the consortium:

- The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target.
- The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
- The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Each state determines how the DLM performance levels translate into their own definitions of proficiency for accountability purposes.

Individual Student Score Reports


Individual student score reports have two parts: (1) the Learning Profile, which reports specific skills mastered for each tested Essential Element, and (2) the Performance Profile, which summarizes skill mastery for each conceptual area and for the subject overall. There is one score report per student per subject.

Learning Profile

The Learning Profile shows one row for each Essential Element in that subject. For every Essential Element there are skills at five linkage levels: initial precursor, distal precursor, proximal precursor, target, and successor. These levels are shown in columns. The target level represents the grade level expectation for all students with significant cognitive disabilities.

Each student is assessed on one linkage level for each Essential Element on the blueprint. Each student is not assessed at every level for every Essential Element.

On the Learning Profile, green shading shows skills that were mastered and blue shows skills that were attempted but not mastered.

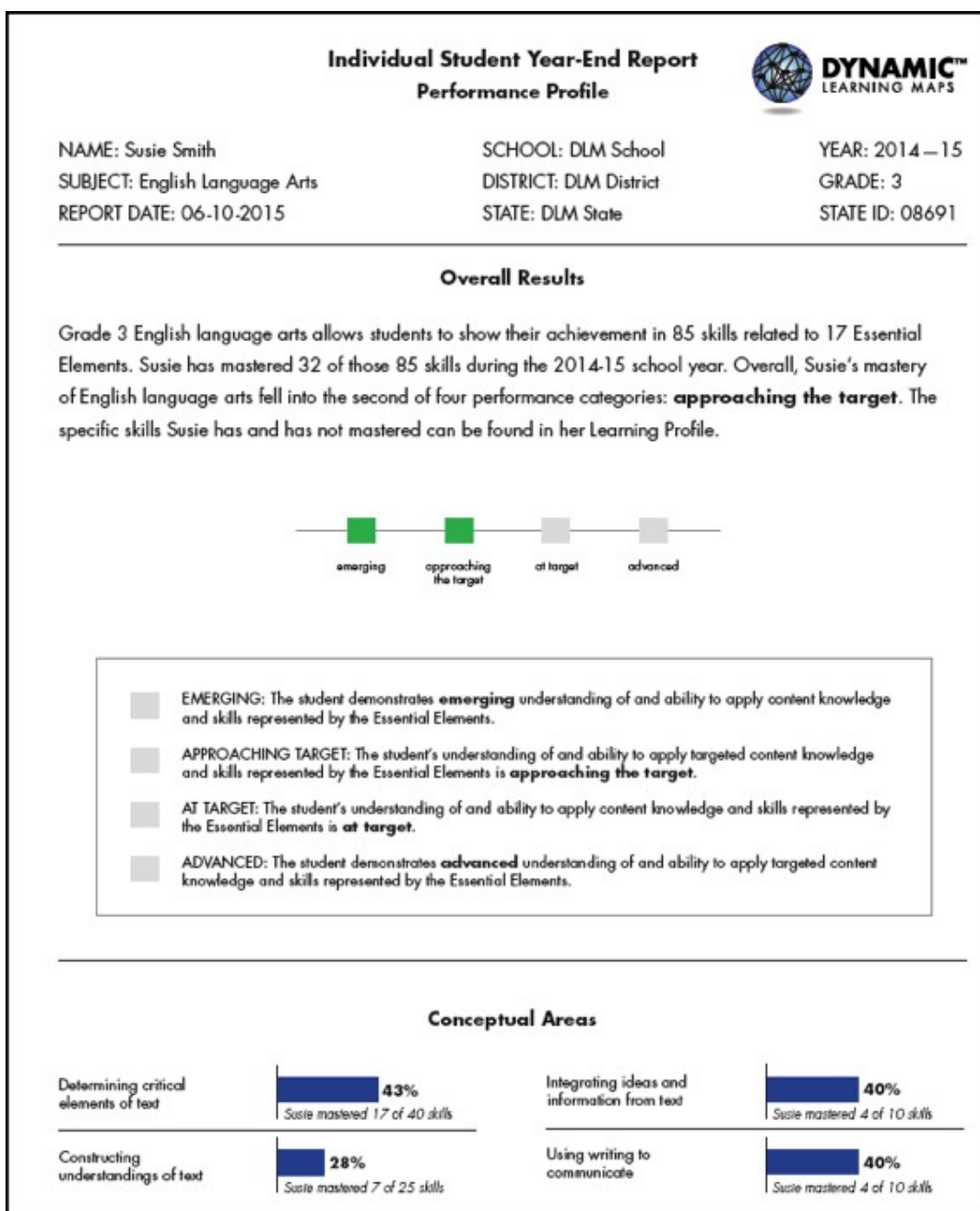
| Individual Student Year-End Report Learning Profile | | | | | | |
|---|-------------------|---|--|--------------------------------------|---|--|
| | | | | |  | |
| NAME: Nicholas Cooper SUBJECT: English Language Arts REPORT DATE: 07-24-2015 | | SCHOOL: Park School DISTRICT: Jefferson STATE: West Virginia | | | YEAR: 2014-15 GRADE: 4 STATE ID: 006273143 | |
| Area | Essential Element | Level Mastery | | | | |
| | | 1 | 2 | 3 | 4(Target) | 5 |
| ELA.C1.2 | ELA.L.4.5.c | Identify familiar people, objects, places, or events | Identify descriptive words | Identify real-world uses of words | Identify words with opposite meanings | Understand similar word meanings |
| ELA.C1.3 | ELA.RI.4.9 | Understand object names | Draw conclusions from category knowledge | Identify commonalities in two texts | Compare informational texts on the same topic | Compare similarities and differences between texts |
| ELA.C2.1 | ELA.L.4.2.a | Understand words are comprised of letters | Differentiate between upper- and lowercase letters | Understand the use of capitalization | Capitalize the first letter of a sentence | Correct capitalization when writing a title |
| ELA.C2.1 | ELA.L.4.2.d | Understand words are comprised of letters | Identify first letter in own name | Use letters to create words | Spell words phonetically | Spell words with inflectional endings |
| ELA.C2.1 | ELA.W.4.2.b | Understand object names | Identify people, objects, places, and events | Identify descriptive words | Identify words, facts, or details about a topic | Provide facts and details related to a topic |

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Performance Profile

The performance level reported on the Performance Profile is a statement of the student's performance across Essential Elements. The level of performance needed to reach a performance level is determined at the consortium level. There is no exact correspondence between mastering a particular linkage level on a specific Essential Element and an overall performance level in the subject.

The Performance Profile also shows the student's mastery of skills for groups of related Essential Elements. The bar graphs show student mastery of skills for claims or conceptual areas.



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Hints for Interpreting the Learning and Performance Profiles

- Remember that the judgment of mastery is based on what the student demonstrated on the Dynamic Learning Maps assessments. A student may have shown a similar skill during instruction but not shown it during a DLM assessment.
- The assessment measures where students are with regard the grade level target. Not all students will perform at the target level and that is to be expected.
- The number of skills mastered does not mean that a student answered a certain percent of items correctly.
- The amount of white space does not necessarily reflect a lack of instruction. DLM is designed so students may be instructed at a linkage level that is an appropriate level of challenge for them.
- Students with significant cognitive disabilities have a variety of educational goals. Academics are one part of their educational program. Teachers provide instruction beyond what is reflected in the student's report, in other academics and other areas.

You may use these results to support teachers by:

- Helping them consider how the results can be used, as well as the limitations of the data.
- Identify areas of needed professional development to strengthen instruction.
- Identify areas of academic skills where instruction may be focused.
- Reflect on how student overall performance informs the IEP.

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Class and School Level Score Reports

At the classroom and school levels, roster reports list individual students with the number of Essential Elements tested, number of linkage levels mastered, and final performance level.

The Class Roster lists the names of the assessed students in alphabetical order by grade. A class roster is generated for each teacher who has one or more students on their roster for mathematics and/or English language arts.

Each school receives class rosters for every teacher with rostered students who took part in the DLM alternate assessment.

| English Language Arts | | | | | | Mathematics | | | |
|-----------------------|-------|------------|------------------------|-----------------|-------------------|-------------|------------------------|-----------------|--------------------|
| Student Name | Grade | EEs Tested | EEs at or above Target | Skills Mastered | Achievement Level | EEs Tested | EEs at or above Target | Skills Mastered | Achievement Level |
| Daly, Aaron | 8 | 17 | 4 | 42 | Emerging | 15 | 2 | 33 | Emerging |
| Daly, Tabitha | 8 | 17 | 4 | 42 | Emerging | 15 | 2 | 33 | Emerging |
| Sigler, Eleanor | 6 | 16 | 12 | 47 | At Target | 11 | 5 | 37 | Approaching Target |
| Sigler, Ronnie | 6 | 16 | 12 | 47 | At Target | 11 | 5 | 37 | Approaching Target |
| Sigler, Terrence | 6 | 16 | 12 | 47 | At Target | 11 | 5 | 37 | Approaching Target |
| Simpson, Zita | 6 | 16 | 14 | 70 | Advanced | 11 | 8 | 20 | At Target |
| Zamboni, Albert | 8 | 17 | 4 | 42 | Emerging | 15 | 2 | 33 | Emerging |
| Zamboni, Benjamin | 6 | 16 | 12 | 47 | At Target | 11 | 5 | 37 | Approaching Target |
| Zamboni, Carl | 6 | 16 | 14 | 70 | Advanced | 11 | 8 | 20 | At Target |
| Zamboni, David | 8 | 17 | 4 | 42 | Emerging | 15 | 2 | 33 | Emerging |
| Zamboni, Earl | 6 | 16 | 12 | 47 | At Target | 11 | 5 | 37 | Approaching Target |
| Zamboni, Frank | 6 | 16 | 14 | 70 | Advanced | 11 | 8 | 20 | At Target |
| Zamboni, Gerald | 8 | 17 | 4 | 42 | Emerging | 15 | 2 | 33 | Emerging |
| Zamboni, Harry | 6 | 16 | 12 | 47 | At Target | 11 | 5 | 37 | Approaching Target |
| Zamboni, Ingrid | 6 | 16 | 14 | 70 | Advanced | 11 | 8 | 20 | At Target |
| Zamboni, Jessie | 8 | 17 | 4 | 42 | Emerging | 15 | 2 | 33 | Emerging |

The school roster report contains the same information as the class roster report, but the teacher for each student is also listed. Records are organized alphabetically by teachers, and then by grade and student alphabetical order.


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Hints for Interpreting the Roster Reports

- Students appear on the roster at the school where they were assessed. This may not be the same school where they are counted for accountability purposes.
- If a student was on more than one roster, they will have a record for each roster.
- Remember that the judgment of skill mastery is based on what the student demonstrated on the Dynamic Learning Maps assessments. A student may have shown a similar skill during instruction but not shown it during a DLM assessment.
- The assessment measures where students are with regard the grade level target. Not all students will perform at the target level and that is to be expected.
- This report only provides a summary of overall performance in the grade/subject. More useful information for instructional planning is located in each student's Learning Profile.

District and State Level Reports

The district report provides one table for each subject: English language arts and mathematics. Each table contains a row that shows the number of students tested at each grade, and the number of those who were at each performance level in the subject. The last column indicates percent of students at the Target or Advanced levels.

|  | | | | | | |
|---|---------------------------|----------|--------------------|-----------|----------|-----------------------|
| Final District Results | | | | | | |
| DISTRICT: LAMAR RE 2 | | | YEAR: 2014-15 | | | |
| STATE: Colorado | | | | | | |
| English Language Arts | | | | | | |
| Grade | Number of Students Tested | Emerging | Approaching Target | At Target | Advanced | At Target or Advanced |
| 3 | 1 | 1 | 0 | 0 | 0 | 0% |
| 5 | 2 | 2 | 0 | 0 | 0 | 0% |
| 8 | 3 | 1 | 0 | 1 | 1 | 67% |
| 10 | 2 | 1 | 0 | 1 | 0 | 50% |
| 11 | 1 | 0 | 0 | 0 | 1 | 100% |
| Mathematics | | | | | | |
| Grade | Number of Students Tested | Emerging | Approaching Target | At Target | Advanced | At Target or Advanced |
| 3 | 1 | 1 | 0 | 0 | 0 | 0% |
| 5 | 2 | 2 | 0 | 0 | 0 | 0% |
| 8 | 3 | 1 | 2 | 0 | 0 | 0% |
| 10 | 2 | 1 | 1 | 0 | 0 | 0% |
| 11 | 1 | 0 | 0 | 1 | 0 | 100% |

The Final State Results reports provides this same data for the entire state.

Hints for Interpreting the Roster Reports

- Students appear on the roster at the school where they were assessed. This may not be the same school where they are counted for accountability purposes.
- If a student is on more than one roster for the same subject, they will be counted twice.
- This report provides a high-level summary of students at the district level. More useful information for instructional planning is located in each student's Learning Profile.
- The assessment measures where students are with regard the grade level target. Not all students will perform at the target level and that is to be expected.

How Reports Are Distributed

Student reports are generated as separate PDF files. There is one PDF per student, per subject. Individual student reports are packaged for delivery in folders, organized by district name, school name, and grade.

Talking to Parents about the Alternate Assessment DLM Score Reports

Students who take Dynamic Learning Maps alternate assessments receive score reports at the end of each year. This guide is designed to help you talk to parents about the DLM score reports.

Getting Ready For the Meeting

- Set a positive tone when meeting with the parent(s) to review the parent interpretation guide and the student's results.
- Review the report, the interpretive guide for parents, and this guide to make sure you are comfortable with the language in the report.
- Think about different explanations you may need to give, and alternative wording to explain the report contents. If you need to modify the language in the report, be careful not to change the intended meaning. For example: it would be acceptable to substitute "reading and writing" for "English language arts" or "ELA." But don't just refer to ELA as "reading," because the ELA assessment includes more than just reading.
- Review sections of the Test Administration Manual and Accessibility Manual to remind yourself about topics parents are likely to ask about.

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Discussing the Score Report

The report has two parts in each subject: a performance profile and a learning profile.

- The performance profile contains summary results at for the claim or conceptual area and for the subject as a whole.
- The learning profile summarizes the student's mastery of specific linkage levels for each Essential Element.

Key Points

Key points about each section are summarized below.

Overall Results

- This section explains the student’s overall performance in Essential Elements for that grade and subject.
- Caution parents against thinking that the number of linkage levels mastered is a raw score or number of items correct.
- Give academic examples of the skills.
- Provide examples of the Essential Elements. If appropriate, tell and/or show the parents where the EEs are located on your state web page.
- Tell or show parents how the EEs relate to what is being taught to grade level peers.

Performance Categories

- Explain that ‘at target’ means the student has met the standard.
- Focus on the student’s highest level of mastery.
- [In states that convert DLM performance level descriptors into the state’s labels]: explain how DLM’s performance levels correspond to the state’s performance level descriptors.
- If the parent is concerned about low performance, remind them that the DLM assessment has higher expectations than the past alternate assessment. There is room for students to grow and do even more in the future. This is just the first year.

Conceptual Areas

- This section summarizes the student’s performance in groups of related Essential Elements within the subject.
- Focus on what the student has mastered.
- The statements that come after the bar graphs list the skills students demonstrated during the assessment, or those that they were assessed on but did not show.
- Sometimes students show skills during instruction but not during the assessment.

Learning Profile

- This section shows the student’s mastery of certain skills, or levels, for each Essential Element. Each row is one Essential Element. Each level is a skill.
- Explain that the target is the grade level expectation for all students.
- Explain the green boxes. Focus on what the student was able to show during the assessment. Sometimes students perform skills inconsistently. Other times they show skills during instruction but may not have shown them during the DLM assessment.
- Provide examples of how the student demonstrates knowledge of this skill during instruction.

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- Encourage the parent to think about the blue or white boxes as areas for future instructional goals.
- Integrated model states: explain the blueprint and how choices were made about which Essential Elements and levels to assess.

Remember: It is important to convey to parents how the DLM assessment is a part of their child's educational journey.

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Other Reports

You may also receive a class roster that lists DLM results for each of your students. Information about this type of report is provided in the GUIDE TO DLM RESULTS.

Other Information

The following information may help you talk with parents about other aspects of Dynamic Learning Maps. Use the Test Administration Manual to locate other information that will help you with your conversations.

About the assessment administration:

- Explain that this not a typical assessment and that there are no individual test items but rather testlets. Testlets are composed of 3 – 5 items around one level for one or more Essential Elements(EE).
- Explain the adaptive nature of the DLM assessment by telling parents that the assessment is delivered on-line or on the computer and when the student completes a testlet the system will present the next testlet at a higher or lower level than the previous one.
- Explain how the student accessed the assessment (computer or other device) and what accessibility supports were used.
- Consider sharing the Essential Elements that will be assessed in the next grade.

Be prepared to show examples of the *Essential Elements*. You may explain the assessment and what the student sees on the computer screen. However, do not give specific examples of test items. The test items are secure even after test administration has been completed. Example testlets that can be shared with parents are available on the DLM website: <http://dynamiclearningmaps.org/content/information-parents>

More Information

Please contact the Office of Assessment at 304-558-2546 or Sonja Phillips at Sonja.Phillips@k12.wv.us



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