



Guide to Scoring and Reporting for Data Managers

Year-End Model 2017-18

Dynamic Learning Maps® (DLM®) is a system of alternate assessment for students with the most significant cognitive disabilities. Students demonstrate their performance on content standards called Essential Elements in English language arts, mathematics, and science. This guide explains the Individual Student Score Reports and aggregate results provided by the DLM Consortium. This guide is designed for local administrators, such as principals and superintendents.

For questions about school and state accountability, please contact your district or state department of education. [\[New Jersey: Contact the Office of Title One – \(609\) 376-9080\]](#)

Reports Provided by the Dynamic Learning Maps Consortium

Each Individual Student Score Report includes a Performance Profile. There are also several aggregate reports, including Class, School, District, and State Results.

How Results Are Calculated

DLM results are not based on raw or scale scores; all results are calculated using an approach called diagnostic classification modeling. This approach determines whether the student showed mastery of specific skills. Based on evidence from the DLM assessments, the student either mastered or did not master each skill. For each Essential Element tested, a student may master up to five skills in English language arts and mathematics or up to three skills in science at different levels, called linkage levels. The student's overall performance in the subject is based upon the number of linkage levels mastered across the tested Essential Elements. This performance is reported using the four achievement 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 its own definitions of proficiency for accountability purposes. [\[New Jersey: Contact the Office of Title One – \(609\) 376-9080\]](#)

Individual Student Score Reports

Individual Student Score Reports contain a Performance Profile, which summarizes skill mastery for broader content strands (e.g., conceptual area/claim/domain) and for the subject overall. There is one score report per student per subject.

Performance Profile

The Performance Profile provides a report of the student's overall performance in a subject. The total number of skills that must be mastered to reach a certain performance level was determined at the consortium level by a group of educators from the consortium states, including content experts and experts in teaching students with the most significant cognitive disabilities. 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 bar graphs on the Performance Profile below demonstrate the student's mastery of skills for groups of related Essential Elements (e.g., conceptual areas).

REPORT DATE: 06-06-2018
SUBJECT: English language arts
GRADE: 10

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

Individual Student Year-End Report
Performance Profile 2017-18

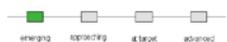


DISTRICT ID: DLM District ID
STATE: DLM State

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Overall Results

Students in Grade 10 English language arts are expected to be administered assessments covering 50 skills for 10 Essential Elements. Student mastered 17 skills during the year.
Overall, Student's mastery of English language arts fell into the first of four performance categories: **emerging**. The specific skills Student has and has not mastered can be found in Student's Learning Profile.



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

A student who achieves at the **emerging** performance level typically can identify objects associated with a text, identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.

The student identifies objects associated with a text by:

- using property words to identify familiar objects
- identifying objects within a category
- understanding subgroups of objects within a category

The student identifies text elements by:

- identifying details in a familiar text

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Performance Profile, continued

Conceptual Area

Construct understandings of text 100%

Mastered 12 of 12 skills*

Integrate ideas and information from text 7%

Mastered 1 of 12 skills

Use writing to communicate 10%

Mastered 2 of 20 skills

Integrate ideas and information in writing 20%

Mastered 2 of 10 skills

*Student took more assessments and demonstrated mastery of skills beyond what was required during the year.

More information about Student's performance on each Essential Element that make up the Conceptual Areas is located in the Learning Profile.

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Hints for Interpreting the Performance Profile

- Remember that the judgment of skill mastery is based on what the student demonstrated on the DLM assessments. A student may have demonstrated a similar skill during instruction but not demonstrated the skill during a DLM assessment.
- The assessment measures where students are with regard to 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.
- Students with the most 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 Learning Profile, including other academics, functional skills, and other priorities identified in the Individualized Education Program (IEP).
- If a student record was invalidated, the student will not have an Individual Student Score Report.

You may use these results to support teachers by

- helping them consider how the results can be used and the limitations of the data
- identifying areas of needed professional development to strengthen instruction
- identifying areas of academic skills where instruction may be focused
- reflecting on how a student's overall performance informs the IEP

Class and School Level Results

The Class Results report provides a summary of all student results who were rostered to the teacher. The report lists individual students, the number of Essential Elements tested, number of linkage levels mastered, and their final achievement level.

Each school receives Class Results reports for every teacher with students enrolled in the DLM alternate assessment. The students are arranged alphabetically by grade level. All subjects are included on the report.

Student Name	Grade	Subject	EEs Tested	EEs at or above Target	Skills Mastered	Achievement Level
Sigler, Alice	6	ELA	16	12	47	At Target
		Math	11	5	37	Approaching Target
		Science	9	3	9	Approaching Target
Sims, John	6	ELA	16	14	70	Advanced
		Math	11	8	30	At Target
		Science	9	7	21	Advanced
Daly, Joy	8	ELA	17	4	42	Emerging
		Math	15	2	33	Emerging

Achievement Levels

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.

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The School Results report contains the same information as the Class Results report along with the teacher for each student added in an additional column. Records for the entire school are organized by grade and then by teacher and student in alphabetical order.

Hints for Interpreting the Class and School Results

- Students appear in the School Results based on the roster and 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, the student appears once for each roster.
- If a student was enrolled in DLM assessments but did not complete any portion of the assessment, the student is not included in these results.
- If a student record was invalidated, the student is not included in these results.
- Remember that the judgment of skill mastery is based on what the student demonstrated on the DLM assessments. A student may have demonstrated a similar skill during instruction but not demonstrated the skill during a DLM assessment.
- The assessment measures where students are with regard to the grade-level target. Not all students perform at the *at target* level, and that is to be expected.
- These results provide a summary of overall performance in the grade/subject at the class and school level. More useful information for instructional planning is located in each student's Individual Student Score Report.

District and State Level Results

The District Results report provides one table of results. Each row shows the number of students assessed at that grade and subject and the number of students who achieved at each performance level. The last column indicates the percent of students at the *at target* or advanced levels.

REPORT DATE: 06-10-2018		End of Year Report District Results 2017-18					
DISTRICT: DLM District					DISTRICT ID: 1234 STATE: DLM State		
Grade	Subject	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	ELA	22	15	3	4	0	18%
	Math	22	15	3	4	0	18%
4	ELA	26	12	7	5	2	27%
	Math	26	14	6	4	2	23%
	Science	25	13	8	2	2	16%
5	ELA	27	8	11	5	3	30%
	Math	27	11	10	4	2	22%
6	ELA	26	10	9	5	2	27%
	Math	25	11	12	2	0	8%
	Science	25	11	11	1	2	12%
7	ELA	30	11	8	9	2	37%
	Math	30	10	9	9	2	37%
8	ELA	32	9	12	10	1	34%
	Math	32	10	10	8	4	38%
11	ELA	35	16	6	9	4	37%
	Math	36	19	10	7	0	19%
	Science	33	16	9	6	2	24%

Achievement Levels

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**.

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The State Results report has the same formatting and provides the same type of information for all student records in the state.

Hints for Interpreting Final District and State Results

- Student results are reported for the district where they were assessed. This may not be the same district where they are counted for accountability purposes.
- If a student was enrolled in DLM assessments but did not complete any portion of the assessment, the student is not included in these results.
- If a student record was invalidated, the student is not included in these results.
- These reports provide a high-level summary of all students at the district or state level. More useful information for instructional planning is located in each student's Individual Student Score Report.
- The assessment measures where students are with regard to the grade-level target. Not all students perform at the *at target* level, and that is to be expected.

How Reports Are Distributed

Reports are delivered to districts and schools electronically through the DLM Educator Portal. Individual Student Score Reports are generated as separate PDF files. There is one PDF per student per subject. Individual Student Score Reports are packaged for delivery in individual PDF files, organized by district name, school name, and grade. These reports can also be generated as a bundle of PDF files at the district level.

Aggregate reports at the Class, School, District, and State level are also generated as PDF files. All subject areas are included in each report.