



RESEARCH SYNOPSIS

Parent Feedback on DLM Individual Student Score Reports

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KEY POINTS

- A DLM[®] Individual Student Score Report include two parts. The performance profile summarizes students' overall performance and skill mastery for groups of related standards. The learning profile reports individual skill mastery for each alternate content standard.
- We conducted interviews with parents of students taking a DLM alternate assessment to learn about their interpretation and potential uses of score reports.
- Most parents were unfamiliar with DLM score reports prior to the feedback session.
- During feedback sessions, parents reviewed an example Individual Student Score Report (English language arts) for a hypothetical Grade 5 student.
- Parents consistently stated the score report provided valuable and useful information about academic performance.
- Parents liked how easily they could see and interpret the student's overall performance in the subject.
- Some parents found it challenging to interpret the bar graphs and summaries of skill mastery for groups of related standards.
- Parents valued the inclusion of mastery status for specific skills.
- Some parents were unsure how to interpret results showing skills with no evidence of mastery (e.g., Which skills did students have the opportunity to show mastery, but did not? Which skills were not assessed?).
- Feedback from parents provided insight into the interpretability and uses of Individual Student Score Reports and can inform continuous improvements to DLM score reports.
- View a sample Individual Student Score Report

BACKGROUND AND PURPOSE

DLM[®] alternate assessments deliver Individual Student Score Reports for each subject (English language arts, mathematics, and/or science) to educators and parents. We collected parent feedback on the interpretability and usability of the DLM Individual Student Score Report, which can inform continuous improvements to DLM score reports. We conducted virtual feedback sessions (via phone or video call) that included 1 or 2 parents at a time.

PARTICIPATING PARENTS

Thirteen parents/guardians of students eligible to take DLM alternate assessments participated. All participants resided in one state that administers DLM assessments during a year-end assessment window. Prior to participating in the session, most parents were not familiar with the DLM Individual Student Score Report. During sessions, parents used a score report for a hypothetical Grade 5 student (similar to this [sample English language arts report](#)).

Almost all participants were female, white, and had attended and/or graduated from college. While this sample of parents provided valuable feedback, they are likely not representative of the population of parents whose children take DLM alternate assessments. Recruitment challenges impacted our ability to engage with a more representative sample.

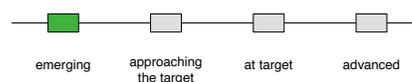
FINDINGS

Performance Profile

The performance profile summarizes a student's performance in the subject, reporting at two levels: Overall results and groups of related standards (areas). Parents understood and liked the summary of a child's overall level of performance in the subject. Parents found the graphic representing the four performance levels easy to understand and the definitions of those levels useful.

"the little graph showing emerging, approaching, etc., that's helpful...The explanation of emerging and approaching and target and etc. [I] believe that would help anyone...I think it's pretty clear cut and very easy to read."

Example Excerpt of Performance Profile: Performance Level



- 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.

FINDINGS (continued)

Performance Profile (continued)

Parents had mixed opinions on the bar graphs that summarize skill mastery on groups of related standards. Some parents liked seeing the percentages of skills mastered while others wanted more information about each area (e.g., which specific skills constitute each area). Several parents did not initially realize that the specific skills mastered are shown in the learning profile, which lists all skills (grouped by area).

Example of Area Results, Summarizing Mastery on Related Standards



Learning Profile

The learning profile details skills mastered within each area and displays five levels for each alternate content standard [shown as Essential Element in the figure]. Parents successfully interpreted the graphic to identify which skills were mastered and found that information useful.

"I do like how it's...color coded...where those greens are showing...what they completed...under each area, I think that's kind of helpful for someone to...glance at and see what their child's got."

However, some parents expressed confusion around the color coding used to indicate alternate content standards where no skill mastery was indicated.

"there's...a gray area, and it says...this element wasn't tested. And there's...another part...under the essential element where it's blue, and it says, no evidence of mastery of this essential element. So I guess that would kind of confuse me... I'm assuming they're just not tested, or were they not successful at all?"

Parents also said that the label for the 4th level (Target) helped them interpret which level was the learning goal. They used the 4th level as the reference when judging where the child was on track, and where the child potentially needed further support.

Example Excerpt of Learning Profile

Area	Essential Element	Estimated Mastery Level				
		1	2	3	4 (Target)	5
ELA.C1.1	ELA.EE.RL.5.1	Understand object names	Identify major events in a familiar story	Identify characters, setting, and major events	Identify words that answer explicit questions	Identify details that answer explicit questions
ELA.C1.2	ELA.EE.RL.5.6	Identify familiar people, objects, places, or events	Identify character actions	Identify the narrator	Identify narrator point of view	Identify the feelings or thoughts of the narrator
ELA.C1.2	ELA.EE.RI.5.2	Identify familiar people, objects, places, or events	Identify illustrations for a familiar text	Identify concrete details in an informational text	Identify the implicit main idea in an informational text	Identify key details supporting the main idea
ELA.C1.2	ELA.EE.RI.5.4	Identify familiar people, objects, places, or events	Identify real-world uses of words	Identify the meaning of an unambiguous word	Assign meaning to domain-specific words/phrases	Associate word choice with textual meaning
ELA.C1.2	ELA.EE.RI.5.8	Recognize same	Identify relationships between concrete details	Identify related points in an informational text	Identify the relationship between points and supporting reasons	Identify the supporting points of a text

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

Conclusions

- Parents valued the performance and mastery information contained in score reports, and wanted to use them to help work with their children on academic skills.
- Most parents in our sample were unfamiliar with DLM score reports; consider how districts and schools can effectively share and discuss reports with parents.
- Parents expressed some confusion with aspects of reports, likely because of unfamiliarity with DLM assessment design, DLM terms, and reporting formats.
- Feedback from parents provided insight into the interpretability and uses of Individual Student Score Reports and can inform continuous improvements to DLM score reports.

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