



Understanding Your Child's Individual Student Score Report

2021-2022 School Year



RIDE Rhode Island
Department
of Education

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 achievement in English language arts (reading and writing), math, 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, labeled **Overall Results**, describes your child's overall performance based on Essential Elements, which are the alternate content standards for this subject.

The four 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, or **Areas**. Further information on skill mastery within each Area is shown in the Learning Profile portion of the report.

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.

REPORT DATE: 01-19-2022 **Individual Student End-of-Year Report**
SUBJECT: English language arts **Performance Profile 2021-2022**
GRADE: 10

NAME: Student DLM **DISTRICT ID:** DLM District
DISTRICT: DLM District **STATE:** DLM State
SCHOOL: DLM School

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Overall Results

Grade 10 English language arts allows students to show their achievement in 70 skills related to 14 Essential Elements. Student has mastered 10 of those 70 skills during Spring 2022. 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. |

Area

Bar graphs summarize the percent of skills mastered by area. Not all students test on all skills due to availability of content at different levels per standard.

| | | | |
|--|-------------------------------|---|--------------------------------|
| ELA.C1.2: Construct Understandings of Text | 4% Mastered 1 of 25 skills | ELA.C1.3: Integrate Ideas and Information from Text | 13% Mastered 2 of 15 skills |
|--|-------------------------------|---|--------------------------------|

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For more information, including resources, please visit <https://dynamiclearningmaps.org/states>.
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Learning Profile

Essential Elements are the grade-level standards measured by DLM alternate assessments. The Learning Profile shows what skills your child demonstrated on the assessment and how those skills compare to grade-level expectations (the Target) for every Essential Element tested and within each Area¹. 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 1-5²) 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.

¹ Overall performance on each Area can be found on the Performance Profile.

² In science, columns are labeled 1-3.

REPORT DATE: 01-19-2022
SUBJECT: English language arts
GRADE: 10

Individual Student End-of-Year Report Learning Profile 2021-2022



DISTRICT ID: DLM District
STATE: DLM State

NAME: Student DLM
DISTRICT: DLM District
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Student's performance in 10th grade English language arts Essential Elements is summarized below. This information is based on all of the DLM tests Student took during Spring 2022. Student was assessed on 14 out of 14 Essential Elements and 4 out of 4 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.

| Area | Essential Element | Estimated Mastery Level | | | | |
|----------|-------------------|--|--|---|--|--|
| | | 1 | 2 | 3 | 4 (Target) | 5 |
| ELA.C1.2 | ELA.EE.RL.9-10.4 | Identify descriptive words | Identify the words or phrases to complete a literal sentence | Determine the meaning of idioms and figures of speech | Determine the meaning of words and phrases | Determine the meaning and impact of words and phrases |
| ELA.C1.2 | ELA.EE.RI.9-10.1 | Identify concrete details in a familiar informational text | Identify concrete details in an informational text | Cite textual evidence for inferred information | Discriminate between citations for explicit and inferred information | Cite evidence for a text's specific meaning |
| ELA.C1.2 | ELA.EE.RI.9-10.2 | Identify concrete details in an informational text | Identify details relevant to the topic of text | Summarize a familiar informational text | Identify key details supporting the central idea | Support implicit and explicit meaning with details |
| ELA.C1.2 | ELA.EE.RI.9-10.5 | Draw conclusions from category knowledge | Answer who and what questions | Identify key details | Identify evidence for a claim | Differentiate between evidenced and non-evidenced claims |

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

This report is intended to serve as one source of evidence in an instructional planning process. Results are based only on item responses from the end of year spring assessment. Because your child may demonstrate knowledge and skills differently across settings, the estimated mastery results shown here may not fully represent what your child knows and can do.

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