

Guide to Scoring and Reporting for District and School Educators

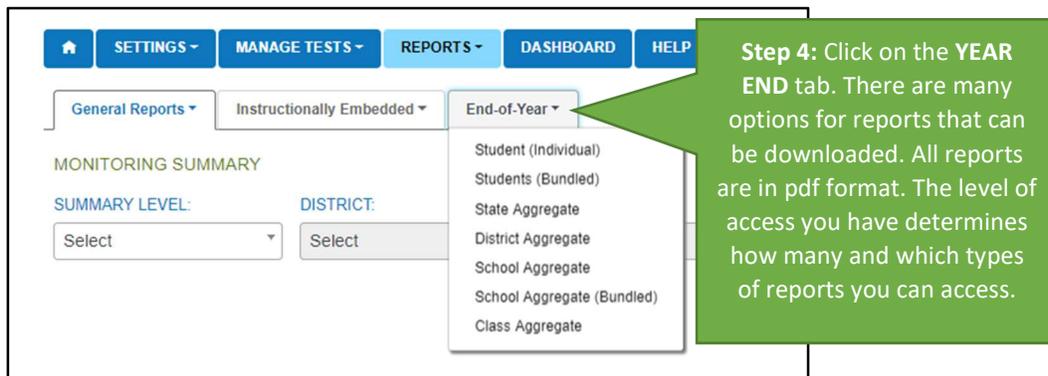
Year-End Model 2018-19

The Dynamic Learning Maps[®] (DLM[®]) alternate assessment is for students with the most significant cognitive disabilities. Students show their performance on content standards called Essential Elements in English language arts, mathematics, and science (in states that administer DLM science assessments). 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.

How to Find Your District's or School's Score Reports

District administrators will be able to see and download all district-, school-, class-, and student-level reports. School administrators will be able to see only school-, class-, and student-level reports for their school. Teachers will be able to see the individual student score reports for students who are on their rosters. Follow the steps below to download the score reports:

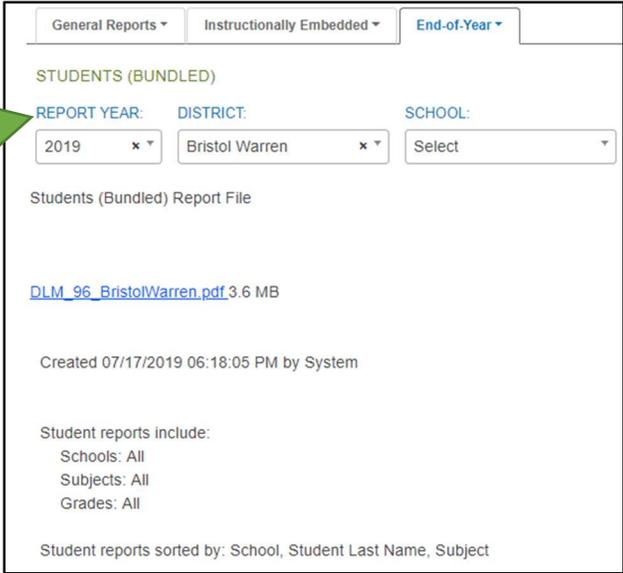
Step 1: Your login and password to Educator Portal (<https://educator.kiteaai.org/AART/userHome.htm>). If you forgot your login, use the *forgot password* to reset your password.



The *Individual* and *Bundled* report options allows you to download individual reports for specific students or all of the student reports for all students in your district. The same applies to the *School Aggregate* and *School Aggregate (Bundled)* report options.

SCHOOL-level administrators have access to the school, class, and student report options.

Step 5: Click on the **REPORT YEAR** drop-down menu and select **2019**. After you select the year, then either the bundled report will appear or, if you selected an individual or class report, additional report options will be available.



General Reports ▾ Instructionally Embedded ▾ End-of-Year ▾

STUDENTS (BUNDLED)

REPORT YEAR: 2019 x ▾ DISTRICT: Bristol Warren x ▾ SCHOOL: Select ▾

Students (Bundled) Report File

[DLM_96_BristolWarren.pdf](#) 3.6 MB

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Student reports include:
Schools: All
Subjects: All
Grades: All

Student reports sorted by: School, Student Last Name, Subject

Reports Provided by the Dynamic Learning Maps Consortium

Each Individual Student Score Report includes a Performance Profile. Also, several aggregate reports are available, 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.

Individual Student Score Reports

Individual Student Score Reports contain a Performance Profile, which summarizes skill mastery for related content (e.g., conceptual area/ domain) and for the subject overall. Each student has one score report 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.

Bulleted lists describe skills that students in the performance level can typically demonstrate.

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: 11-09-2018
SUBJECT: Mathematics
GRADE: 10

**Individual Student Year-End Report
Performance Profile 2018-19**

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

DISTRICT ID: DLM District Code
STATE: DLM State
STATE ID: 123456

Overall Results

Grade 10 mathematics allows students to show their achievement in 45 skills related to 9 Essential Elements. DLM has mastered 4 of those 45 skills during the 2018-19 school year. Overall, DLM's mastery of mathematics fell into the first of four performance categories: **emerging**.

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 looks for and makes use of mathematical structures (for example, patterns and attributes of shapes).

The student looks for and makes use of mathematical structures by

- combining and partitioning, or dividing, objects into sets
- recognizing objects or shapes that are the same or different
- forming pairs of objects
- communicating the number of objects (up to ten) in a set without counting
- comparing objects in a set based on attributes (for example, size, shape, and number of sides)
- ordering objects using a rule

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SUBJECT: Mathematics
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Performance Profile, continued

- recognizing attributes of objects (for example, shape, size, and number of sides)

Conceptual Area

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

Calculate accurately and efficiently using simple arithmetic operations	0%	Mastered 0 of 5 skills	Understand and use geometric properties of two- and three-dimensional shapes	20%	Mastered 1 of 5 skills
Understand and use measurement principles and units of measure	0%	Mastered 0 of 5 skills	Represent and interpret data displays	10%	Mastered 1 of 10 skills
Use operations and models to solve problems	0%	Mastered 0 of 10 skills	Understand patterns and functional thinking	0%	Mastered 0 of 10 skills

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For more information, including technical, please visit www.dlmaps.org.

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).
- Reports include only valid student records as determined by state-level review of results. If a student record was invalidated during the state's two-week review window, 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 results for all student who were rostered to the teacher. The report lists individual students, the number of Essential Elements tested, number of skills 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 a single item in any testlet in any subject of the assessment, the student is included, but with dashes in place of results.
- If a student record was invalidated during the state's two-week review window, the student is not included in these results.
- Remember that total skills mastered is based on what the student demonstrated on the DLM assessments. A student may have demonstrated similar skills 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: 06-10-2019		End of Year Report District Results 2018-19					
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 items in any testlet in any subject, the student is not included in these results.
- If a student record was invalidated during the state’s two-week review window, 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

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 are also 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 and delivered in Educator Portal. All subject areas are included in each report.

The following is an excerpt from the RISAP Test Coordinator Handbook, page 10, on the RI distribution policy for Individual Score Reports.

It is important that families are provided with their child’s individual student score report (ISR) for each state assessment the child took in a timely manner. The following outlines the state policy concerning the distribution of ISRs. Please note the following:

- For the following state assessments, RIDE has two copies of the ISRs printed and shipped to LEAs: ACCESS *and* Alternate ACCESS for ELLs, Dynamic Learning Maps, RICAS, and NGSA.
 - All paper ISRs are shipped to the LEA, attention to the district testing coordinator, with the exception of the PSAT10 and SAT RIDE-produced ISRs. Those must be downloaded from the Rhode Island Assessment Data Portal and provided to families.
 - One copy must be retained in the student's records
 - One copy must be provided to families **within two months** of the LEAs receiving the paper copies.
- **Outplacement Schools:** If necessary, one copy must be provided to the outplacement school **within two weeks** of the LEAs receiving either the paper copies or online access (whichever is available first).

- **Additional copies:** LEAs and/or schools may need to make additional copies in order to ensure that teachers and other professionals involved in instructional planning or providing services to the student have the necessary information in order to make the best decisions possible.
- **PSAT10 and SAT:** RIDE-produced student score reports for PSAT10 and SAT should be provided to families even though the College Board-provided score reports were made available to students in early May.
- **Resources:** Documents and other resources to help educators and families understand the ISRs can be found at www.ride.ri.gov/tc. Families who have questions about the score reports should contact their district office.