

# Talking with Parents/Guardians about Score Reports

Students who take Dynamic Learning Maps<sup>®</sup> (DLM<sup>®</sup>) alternate assessments receive score reports following their spring assessments. These reports become available in Educator Portal over the summer, and teachers typically access them in the fall when they come back to school. This guide is designed to help teachers talk with parents/guardians about the DLM score reports when meeting with parents and guardians in the fall.

For questions about school and state accountability, please contact your district test coordinator or state department of education.

A Parent Interpretive Guide for DLM score reports is located on your state's DLM webpage. Review this guide and share it with parents. To find the guide:

- Visit <https://dynamiclearningmaps.org/>
- In the banner at the top of the screen, go to the STATES tab and select your state.
- Select the Scoring and Reporting tab
- Scroll down the page and click on "Parent Interpretive Guide". This guide can be downloaded and printed.

## Getting Ready for the Meeting

- Set a positive tone when meeting with parents/guardians to review the Parent Interpretive Guide and the student's results.
- Review the report, the Parent Interpretive Guide, and this guide to make sure you are comfortable with the language in the report.
- Think about different explanations you may need to provide to describe 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." However, do not refer to ELA as just "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 that parents are likely to ask about.

## Discussing the Score Report

- The report has a Performance Profile for each subject. The Performance Profile contains summary results for the conceptual area in ELA and mathematics or the domain for science, and also for the subject as a whole.

Key points about each section of the Performance Profile are summarized below.

## Overall Results

- This section explains the student’s overall performance in Essential Elements for the grade and subject.
- Remind parents/guardians that skills demonstrated during this assessment provide only one piece of evidence about what their child knows and can do.
- Caution parents against thinking that the number of linkage levels mastered is a raw score or number of items correct.
- Provide examples of the Essential Elements. If appropriate, tell and/or show the parents/guardians where the Essential Elements are located on your state webpage.
- Give academic examples of the skills. Help with this can be found in the mini-maps for each Essential Element.
- Tell or show parents/guardians how the Essential Elements relate to what is being taught to grade level peers.

## Performance Categories

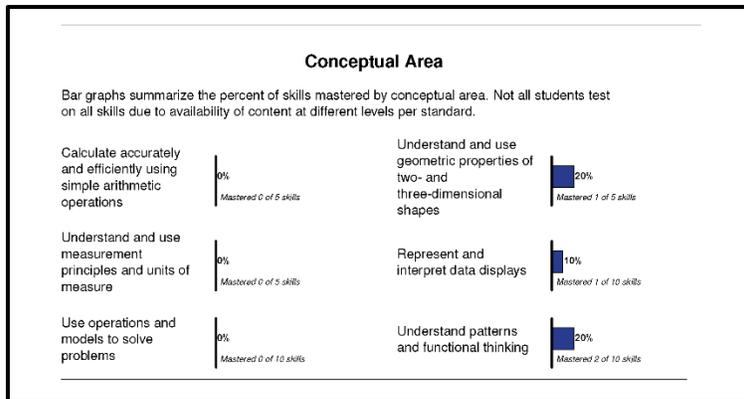
- Explain that “at target” means the student has met the grade level standard.
- [In states that convert DLM performance level descriptors into the state’s labels] Explain how the DLM performance levels correspond to the state performance level descriptors.
- If parents/guardians are concerned about low performance, remind them that the DLM assessment has high expectations, perhaps higher than the past alternate assessment. Students have room to grow and do even more in the future.

## Conceptual Areas<sup>1</sup>

- This section summarizes the student’s performance in groups of related Essential Elements within the subject.
- The statements that come before the bar graphs are examples of skills mastered by students at the relevant performance level, which the student may or may not have actually demonstrated.
- Sometimes students demonstrate skills during instruction but not during the assessment.

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<sup>1</sup> “Domains” are used in science when referring to this portion of the report.



Remember, convey to parents/guardians how the DLM assessment is a part of their child's educational journey.

## Other Information

The following information may help you talk with parents/guardians about other aspects of Dynamic Learning Maps assessments. Use the **TEST ADMINISTRATION MANUAL**, found on your state's DLM webpage, to locate other information that will help with your conversations.

About the assessment administration:

- Explain that this is not a typical assessment. The students are administered 3-9 items grouped together in small testlets. Each testlet is at one level for one or more Essential Elements.
- Explain the adaptive nature of the spring DLM assessment by telling parents that the assessment is delivered online, and when the student completes a testlet, the system will present the next testlet at a higher, lower, or the same level as the previous one based on the items the student correctly answered.
- Explain how the student accessed the assessment (computer or other device) and what accessibility supports were used.
- Explain that the testlets can be either teacher-administered or computer-delivered, depending on the student.
- Since the reports from spring testing are being shared with the parents/guardians the following fall, consider sharing the Essential Elements for the next grade the child will be taught.

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

Additionally, parents/guardians can download Student Portal and use practice activities and released testlets that are available on the DLM website to have a good understanding of what the testlets are like. Show them the [Guide to Practice Activities and Released Testlets \(pdf\)](#) so they know how to find these available testlets.

Notes: