

## Understanding Your Child's DLM Score Report

This Dynamic Learning Maps (DLM) assessment was developed to assess the academic progress of students with significant cognitive disabilities whose instruction is based upon the Wisconsin Essential Elements. DLM has developed two individual student score reports, the *Performance Profile* and the *Learning Profile*. Each of these reports is designed to help students, parents, and educators identify specific areas of strength and need relative to the grade-level Essential Elements.

### Individual Student Year-End Report – Performance Profile

The *Performance Profile* summarizes how your child performed on the English language arts and mathematics assessments. DLM performance levels, as defined by educators, are presented as: Emerging, Approaching Target, At Target, and Advanced. **(A)**

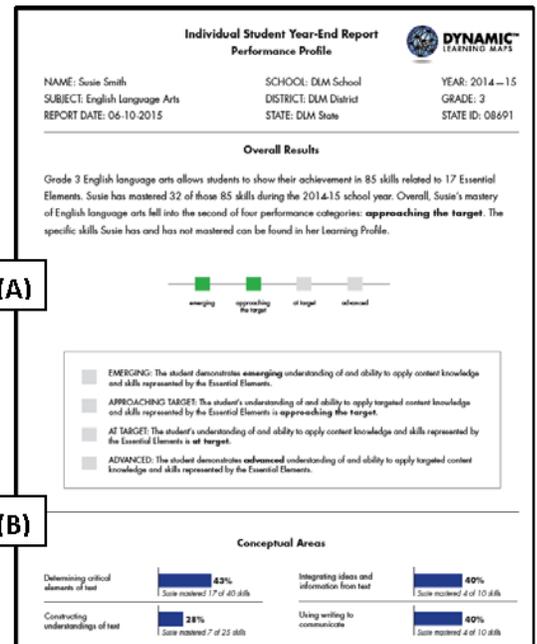
Each DLM subject area – ELA and mathematics – measures student learning with respect to the Wisconsin Essential Elements, and are further grouped into conceptual areas. This report indicates your child's score and the percent mastered according to these areas. **(B)**

The standards grouped in each conceptual area are further defined in the Learning Profile below.

### Individual Student Year-End Report – Learning Profile

The *Learning Profile* shows your child's performance relative to specific English language arts and mathematics Essential Elements. The *Learning Profile* can help education teams easily see how a student performed on the assessment, and may be considered when planning educational goals to meet your child's specific academic needs.

Level 1 **(C)** describes an entry level skill. These skills then become more difficult as a student moves up the levels. Level 4/*At Target* **(D)** represents the grade level expectation for children with significant cognitive disabilities. The shading on your child's *Learning Profile* describes what skills he/she demonstrated on the assessment, and how those skills compare to grade level expectations.



**Individual Student Year-End Report Learning Profile**

NAME: Nicholas Cooper SCHOOL: Park School YEAR: 2014-15  
 SUBJECT: English Language Arts DISTRICT: Jefferson GRADE: 4  
 REPORT DATE: 07-24-2015 STATE: Wisconsin

| Area    | Essential Element | 1  | 2  | 3                                    | 4/Target  | 5  |
|---------|-------------------|--|--|--------------------------------------|---|--|
| EIA.D.2 | EIA.L.4.1c        | Identify familiar people, objects, places, or events | Identify descriptive words                         | Identify real-world uses of words    | Identify words with opposite meanings           | Understand similar word meanings                   |
| EIA.D.3 | EIA.R.4.9         | Identified topic                                     | Draw conclusions from category knowledge           | Identify commonalities in two facts  | Compare informational facts on the same topic   | Compare similarities and differences between facts |
| EIA.G.1 | EIA.L.4.2a        | Understand words are comprised of letters            | Differentiate between upper- and lowercase letters | Understand the use of capitalization | Capitalize the first letter of a sentence       | Correct capitalization when writing a title        |
| EIA.G.1 | EIA.L.4.2b        | Understand words are comprised of letters            | Identify first letter in own name                  | Use letters to create words          | Spell words phonetically                        | Spell words with inflectional endings              |
| EIA.G.1 | EIA.W.4.2b        | Understand object names                              | Identify people, objects, places, and events       | Identify descriptive words           | Identify words, facts, or details about a topic | Provide facts and details related to a topic       |

**(C)** **(D)**

### For More Information

DLM General Information <http://oea.dpi.wi.gov/assessment/DLM>  
 Wisconsin Essential Elements [http://sped.dpi.wi.gov/sped\\_assmt-ee](http://sped.dpi.wi.gov/sped_assmt-ee)