Understanding Your Child's Individual Student Score Report

2020-21 School Year

For More Information
DLM General Information https://dpi.wi.gov/assessment/dlm
Wisconsin Essential Elements https://dpi.wi.gov/sped

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What is the Dynamic Learning Maps® (DLM®) Assessment?

The Dynamic Learning Maps (DLM) assessment is administered statewide in the spring each year and assesses English language arts (ELA) and mathematics. In addition, your student may have also taken the science and social studies assessments depending on their grade level. The DLM assessment is intended for students with the most significant cognitive disabilities in grades 3-11 and is designed to compare a student's strengths and needs to clearly defined standards, skill levels, or areas of knowledge. It is aligned with the Wisconsin Essential Elements and measures how students perform in relation to those standards.

Your child should receive an Individual Student Report for each subject tested. These reports indicate the skills your child demonstrated during the assessment.

Dynamic Learning Maps Reports

As you read your child's *Individual Student Year End Reports*, please refer to explanations in this guide to assist you in understanding the information. In order to obtain a complete picture of your child's academic performance, daily class work, homework and other learning activities should also be considered. Please feel free to contact your child's teacher with any questions.

Individual Student Report – Front Page

The Individual Student Report (ISR) summarizes how your child performed on the English language arts and mathematics assessments. Some students may also take science and social studies depending on their grade level. DLM performance levels are presented as Emerging, Approaching Target, At Target, and Advanced. A description of the information on the ISR is provided below.

A. **Identifying Information**. The student's name and grade are shown at the top of the report. You will also find the student's, report date, school, and district listed in the lower part of this panel.

B. **Purpose.** This statement indicates what the report contains and how to use the data. This helps teachers and parents/guardians interpret the test results.

C. **DLM Performance Levels.** The chart provides information about student achievement in terms of DLM performance levels. For each subject, each performance level is shown, along with a bar graph indicating the performance level the student achieved in each content area.

D. **Explanation of DLM Performance Levels.** This section provides an explanation of the DLM performance levels.

Individual Student Report *Summary* – Back Page

The back page of the *Individual Student Report Summary* (ISR) provides additional interpretive information about the DLM. Each DLM subject area measures student learning with respect to the Wisconsin Essential Elements and are further grouped into conceptual areas and domains. This report indicates your child's score and the percent mastered according to these areas.

Overall Results

This section describes Ashanti's performance on grade-level academic skills in each content area. The Conceptual Areas and Domains sections further identify the categories of tested skills and the percent mastered relevant to the Wisconsin Essential Elements.
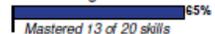
English Language Arts

Grade 11 English language arts allows students to show their achievement in 85 skills related to 17 Essential Elements. Ashanti has mastered 63 of those 85 skills during the 2015-16 school year.

Conceptual Areas

Construct understandings of text
80%
Mastered 28 of 35 skills

Use writing to communicate
65%
Mastered 13 of 20 skills

Integrate ideas and information from text
80%
Mastered 16 of 20 skills

Integrate ideas and Information in writing
60%
Mastered 6 of 10 skills

Mathematics

Grade 11 mathematics allows students to show their achievement in 40 skills related to 9 Essential Elements. Ashanti has mastered 11 of those 40 skills during the 2015-16 school year.

Conceptual Areas

Calculate accurately and efficiently using simple arithmetic operations
20%
Mastered 2 of 10 skills

Represent and interpret data displays
20%
Mastered 1 of 5 skills

Understand and use geometric properties of two- and three-dimensional shapes
60%
Mastered 3 of 5 skills

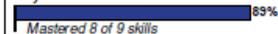Understand patterns and functional thinking
25%
Mastered 5 of 20 skills

Science

Grade 11 science allows students to show their achievement in 27 skills related to 9 Essential Elements. Ashanti has mastered 15 of those 27 skills during the 2015-16 school year.
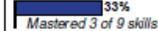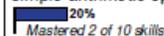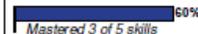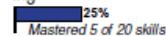
Domains

Physical Science
89%
Mastered 8 of 9 skills

Earth & Space Science
44%
Mastered 4 of 9 skills

Life Science
33%
Mastered 3 of 9 skills

Social Studies

Ashanti's performance is **approaching the target**. Social studies is completed for students in grades 4, 8, and 10 using a Wisconsin developed rating scale completed by the teacher. These scores are reported based upon Ashanti's performance level as indicated by the overall score on the rating scale and not by individually scored test items. Please contact Ashanti's teacher for more information regarding social studies.

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.

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 Area[1]. 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 1-5[2]) 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.

REPORT DATE: 12-03-2020
SUBJECT: English language arts
GRADE: 10

Individual Student End-of-Year Report
Learning Profile 2020-21

DYNAMIC
LEARNING MAPS

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

DISTRICT ID: 12345
STATE: DLM State
STATE ID: 245984

The 2020-2021 academic year was significantly impacted by the COVID-19 pandemic. Results may reflect the unusual circumstances for instruction and assessment. Use results with caution.

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 2021. Student was assessed on 13 out of 14 Essential Elements and 4 out of 4 Conceptual 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.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 informative 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
ELA.C1.2	ELA.EE.RI. 9-10.8	Understand difference of perspective	Identify an author's points	Identify the evidence for a claim	Analyze an argument and determine evidence for it	Determine how structure contributes to claims

☐ Levels mastered this year   ☐ No evidence of mastery on this Essential Element   ☐ Essential Element not tested   Page 1 of 3

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. For more information, including resources, please visit https://dynamiclearningmaps.org/states.

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[1] Overall performance on each Area can be found on the Performance Profile.
[2] In science, columns are labeled 1-3.