Understanding Your Child’s Performance and Learning Profiles

2014-2015 School Year

What is the Dynamic Learning Maps Assessment?

The Dynamic Learning Maps (DLM) assessment measures student performance on alternate achievement standards for students with the most significant cognitive disabilities—DLM Essential Elements.

Essential Elements detail what your child should know and be able to do at a particular grade level.

In the spring of 2015, your child took assessments in English language arts and math. This report describes how your child performed on the assessment.
How is my child doing?

The **Overall Results** section describes your child's overall performance in relation to the alternate achievement standards for English language arts or math.

**Student performance** on this assessment is categorized as Emerging, Approaching the Target, at Target, and Advanced.

"At Target" means that your child has met the alternate achievement standards in English language arts or math for your child's grade level.

What skills are tested at my child's grade level?

The **Conceptual Areas** section identifies the categories of tested skills in English language arts or math.

You can read more about the specific knowledge and skills within each **Conceptual Area** on the following page(s) of the report.

How is my child doing in each Conceptual Area?

This section describes your child's performance on academic skills in grade-level English language arts or math.

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**Individual Student Year-End Report**

**Performance Profile**

- **NAME**: Susie Smith
- **SCHOOL**: DUM School
- **SUBJECT**: English Language Arts
- **DISTRICT**: DUM District
- **REPORT DATE**: 06-10-2015
- **STATE**: DUM State
- **STATE ID**: 08691
- **YEAR**: 2014–15
- **GRADE**: 3

**Overall Results**

This allows students to show their achievement in 85 skills related to 17 Essential Elements. Susie mastered 32 of those 85 skills during the 2014-15 school year. Overall, Susie’s mastery in English language arts fell into the second of four performance categories: **approaching the target**. The academic skills Susie has and has not mastered can be found in her **Learning Profile**.

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**Conceptual Areas**

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determining critical elements of text</td>
<td>43%</td>
<td>17 of 40 skills mastered</td>
</tr>
<tr>
<td>Integrating ideas and information from text</td>
<td>40%</td>
<td>4 of 10 skills mastered</td>
</tr>
<tr>
<td>Constructing understandings of text</td>
<td>28%</td>
<td>7 of 25 skills mastered</td>
</tr>
<tr>
<td>Using writing to communicate</td>
<td>40%</td>
<td>4 of 10 skills mastered</td>
</tr>
</tbody>
</table>
What specific academic skills did my child show on this test?

This section lists specific skills that your child demonstrated during the assessment.

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Are these academic skills based on grade-level academic content?

All reported academic skills are grade-level academic content or are leading up to grade-level content for students with the most significant cognitive disabilities.

Look at the next section of the report for more information about how your child’s performance compares to grade-level alternate achievement standards.
The **Learning Profile** shows your child’s progress toward grade-level Targets on each Essential Element tested. To show achievement of the grade-level Target for each Essential Element, your child must have already mastered some skills that come before the Target. This table explains what your child has achieved and can do.

### Individual Student Year-End Report

**NAME:** Susie Smith  
**SUBJECT:** English Language Arts  
**REPORT DATE:** 08-23-2015  
**SCHOOL:** DLM School  
**DISTRICT:** DLM District  
**YEAR:** 2014-15  
**GRADE:** 4

Susie’s performance in 4th grade English Language Arts Essential Elements is summarized below. This information is based on all of the DLM tests Jason took during Spring 2015. Susie was assessed on 17 out of 17 Essential Elements expected in 4th grade. Susie was assessed on 4 out of 4 Conceptual Areas expected in 4th grade.

In order to master an Essential Element, a student must master a series of skills leading up to the specific skill identified in the Essential Element. This table describes what skills your child demonstrated in the assessment and how those skills compare to grade-level expectations.

Green (or light gray) shading in the Target column indicates grade-level achievement of that Essential Element.

### What can my child do?

The five **Levels** indicate a series of skills that build on each other toward a more complex grade-level skill.

Green (or light gray) shading shows skills your child demonstrated during the test.

Your child’s performance on all levels for all Essential Elements is used to calculate the overall results in English language arts or mathematics.

### Where is my child making progress?

Blue (or dark gray) shading shows skills that were tested but that your child did not show during the assessment. No shading means the skill was not assessed this year.

<table>
<thead>
<tr>
<th>Essential Element</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4 (Target)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify familiar people, objects, places, or events</td>
<td>Identify character actions in a familiar story</td>
<td>Identify story characteristics</td>
<td>Identify characters, setting, and major events</td>
<td>Describe characters, setting, and events</td>
</tr>
<tr>
<td>Identify familiar people, objects, places, or events</td>
<td>Identify character actions in a familiar story</td>
<td>Identify story characteristics</td>
<td>Describe characters, setting, and events</td>
<td>Describe characters, setting, and events</td>
</tr>
<tr>
<td>Name or identify objects in pictures</td>
<td>Identify beginning, middle, and end of a familiar story</td>
<td>Identify characters, setting, and major events</td>
<td>Describe characters, setting, and events</td>
<td>Describe characters, setting, and events</td>
</tr>
<tr>
<td>Identify concrete details in a familiar story</td>
<td>Identify explicit details in informational text</td>
<td>Identify overall topic of a familiar text</td>
<td>Identify topic-related words in an informational text</td>
<td>Identify topic-related words in an informational text</td>
</tr>
<tr>
<td>Identify concrete details in informational text</td>
<td>Identify overall topic of a familiar text</td>
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</tr>
</tbody>
</table>

### How does my child’s performance compare to the standards?

The **Target** indicates grade-level expectations. Green (or light gray) shading in the Target column indicates grade-level achievement of that Essential Element.