



School and District Guide to DLM Results School Year 2014-15

Dynamic Learning Maps™ (DLM) is a new system of alternate assessments for students with the most significant cognitive disabilities. Students show their performance on English language arts and mathematics content standards called Essential Elements. This guide explains the individual student score reports and group results provided by the consortium. This guide is designed for local administrators such as principals and superintendents.

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

Reports Provided by Dynamic Learning Maps

Each student score report includes a Performance Profile and a Learning Profile. There are also several group reports, including Class and School Results, and Final District and State Results.

How Scores Are Calculated

DLM results are not based on raw or scale scores; all results are calculated using an approach called diagnostic classification modeling, or cognitive diagnostic modeling. This approach determines whether the student showed mastery of specific skills. Based on the evidence from the DLM assessments, the student either mastered or did not master the skill. For each Essential Element tested, a student may master up to five skills 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 performance 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. The following chart denotes how the consortium performance levels translate into definitions of proficiency for Oklahoma:

Dynamic Learning Maps	Oklahoma
Emerging	Unsatisfactory
Approaching Target	Limited Knowledge
At Target	Proficient
Advanced	Advanced

Individual Student Score Reports

Individual student score reports have two parts: (1) the Learning Profile, which reports specific skills mastered for each tested Essential Element, and (2) the Performance Profile, which summarizes skill mastery for each conceptual area and for the subject overall. There is one score report per student per subject.

Learning Profile

The Learning Profile shows one row for each Essential Element in that subject. For every Essential Element, there are skills at five linkage levels: Initial Precursor, Distal Precursor, Proximal Precursor, Target and Successor. These levels are shown in columns. The target level represents the grade-level expectation for all students with significant cognitive disabilities.

Each student is assessed on one linkage level for each Essential Element on the blueprint. Each student is not assessed at every level for every Essential Element.

On the Learning Profile below, green shading shows skills that were mastered, and blue shows skills that were attempted but not mastered.

Individual Student Year-End Report Learning Profile						
NAME: Susie Smith SUBJECT: English Language Arts REPORT DATE: 08-23-2015		SCHOOL: DLM School DISTRICT: DLM District STATE: DLM State		 YEAR: 2014-15 GRADE: 4		
<p>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.</p> <p>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.</p> <p>Green shading shows levels mastered this year. Blue shading shows Essential Elements with no evidence of mastery. No shading indicates the Essential Element was not assessed this year.</p>						
Area	Essential Element	Level				
		1	2	3	4 (Target)	5
ELA.C1.1	ELA.RL.4.1	Identify familiar people, objects, places, or events	Identify character actions in a familiar story	Identify character actions	Recount events in a story using details	Recount the key details of a story
ELA.C1.1	ELA.RL.4.3	Understand object names	Identify concrete details in a familiar story	Identify characters, setting, and major events	Describe characters in a narrative	Describe characters, setting, and events
ELA.C1.1	ELA.RL.4.5	Understand object names	Name or identify objects in pictures	Identify the beginning, middle, and end of a familiar story	Identify story characteristics	Identify story elements that change
ELA.C1.1	ELA.RI.4.1	Understand object names	Name or identify objects in pictures	Identify concrete details in an informational text	Identify explicit details in informational texts	Identify words related to explicit information
ELA.C1.1	ELA.RI.4.2	Understand object names	Name or identify objects in pictures	Identify concrete details in informational texts	Identify the overall topic of a familiar text	Identify topic-related words in an informational text
		Levels mastered this year	No evidence of mastery on this Essential Element	Essential Element not tested	Page 1 of 3	

Performance Profile

The Performance Profile provides a report of the student’s performance across Essential Elements from the 2014-2015 blueprints. The number of skills that must be mastered in order 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. Each State reviewed and approved cut points for performance levels through internal State processes. **There is no exact correspondence between mastering a particular linkage level on a specific Essential Element and an overall performance level in the subject.**

The Performance Profile below shows the student’s mastery of skills for groups of related Essential Elements. The bar graphs show student mastery of skills for claims or conceptual areas.

Individual Student Year-End Report

Performance Profile



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

Overall Results

Grade 3 English language arts allows students to show their achievement in 85 skills related to 17 Essential Elements. Susie has mastered 32 of those 85 skills during the 2014-15 school year. Overall, Susie’s mastery of English language arts fell into the second of four performance categories: **approaching the target**. The specific skills Susie has and has not mastered can be found in her Learning Profile.



- EMERGING:** The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- APPROACHING 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.

Conceptual Areas

<p>Determining critical elements of text</p> <div style="text-align: right; margin-bottom: 5px;">43%</div> <div style="background-color: #0056b3; width: 43%; height: 10px; margin-bottom: 5px;"></div> <p style="font-size: small;">Susie mastered 17 of 40 skills</p>	<p>Integrating ideas and information from text</p> <div style="text-align: right; margin-bottom: 5px;">40%</div> <div style="background-color: #0056b3; width: 40%; height: 10px; margin-bottom: 5px;"></div> <p style="font-size: small;">Susie mastered 4 of 10 skills</p>
<p>Constructing understandings of text</p> <div style="text-align: right; margin-bottom: 5px;">28%</div> <div style="background-color: #0056b3; width: 28%; height: 10px; margin-bottom: 5px;"></div> <p style="font-size: small;">Susie mastered 7 of 25 skills</p>	<p>Using writing to communicate</p> <div style="text-align: right; margin-bottom: 5px;">40%</div> <div style="background-color: #0056b3; width: 40%; height: 10px; margin-bottom: 5px;"></div> <p style="font-size: small;">Susie mastered 4 of 10 skills</p>



Hints for Interpreting the Learning and Performance Profiles

- Remember that the judgment of 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.
- The amount of white space does not necessarily reflect a lack of instruction. DLM is designed so students may be instructed at a linkage level that is an appropriate level of challenge for them.
- Students with 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 DLM profile, including other academics, functional skills, and other priorities identified in the Individualized Education Program (IEP).

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, and
- reflecting on how a student's overall performance informs the IEP.

There is a [Teacher Interpretive Guide](#) designed to help teachers talk to parents about the DLM score reports.

Class and School Level Score Results

At the classroom and building levels, the Class Results is a list of individual students with the number of Essential Elements tested, number of linkage levels mastered, and their final performance level.

Each school receives Class Results for every teacher with students who participated in the DLM Alternate Assessment. The students are arranged alphabetically by grade level.

**End of Year Report
 Class Results**
TEACHER NAME: Alissa Streeter

SCHOOL: DLM SCHOOL couldbe 30characters

DISTRICT: DLM DISTRICT

REPORT DATE: 06-10-2015

STATE: DLM State

Student Name	Grade	English Language Arts				Mathematics			
		EEs Tested	EEs at or above Target	Skills Mastered	Achievement Level	EEs Tested	EEs at or above Target	Skills Mastered	Achievement Level
Daly, Aaron	8	17	4	42	Emerging	15	2	33	Emerging
Daly, Tabitha	8	17	4	42	Emerging	15	2	33	Emerging
Sigler, Eleanor	6	16	12	47	At Target	11	5	37	Approaching Target
Sigler, Ronnie	6	16	12	47	At Target	11	5	37	Approaching Target
Sigler, Terrence	6	16	12	47	At Target	11	5	37	Approaching Target
Simpson, Zita	6	16	14	70	Advanced	11	8	20	At Target
Zamboni, Albert	8	17	4	42	Emerging	15	2	33	Emerging
Zamboni, Benjamin	6	16	12	47	At Target	11	5	37	Approaching Target
Zamboni, Carl	6	16	14	70	Advanced	11	8	20	At Target
Zamboni, David	8	17	4	42	Emerging	15	2	33	Emerging
Zamboni, Earl	6	16	12	47	At Target	11	5	37	Approaching Target
Zamboni, Frank	6	16	14	70	Advanced	11	8	20	At Target
Zamboni, Gerald	8	17	4	42	Emerging	15	2	33	Emerging
Zamboni, Harry	6	16	12	47	At Target	11	5	37	Approaching Target
Zamboni, Ingrid	6	16	14	70	Advanced	11	8	20	At Target
Zamboni, Jessie	8	17	4	42	Emerging	15	2	33	Emerging

The School Results contain the same information as the Class Results and includes the teacher for each student in the second column. Records for the entire school are organized alphabetically by teacher, and then by grade 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 (one column for ELA and one column for math).
- If a student was enrolled in DLM assessments but did not complete any portion of the assessment, the student is not counted in these results.
- Remember that the judgment of skill mastery is based on what the student demonstrated on the Dynamic Learning Maps 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 perform at the target level, and that is to be expected.
- These results only provide a summary of overall performance in the grade/subject. More useful information for instructional planning is located in each student's Learning Profile.

District and State Level Results

The Final District Results provides one table for each subject: one for English language arts and one for mathematics. Each table contains a row that shows the number of students tested at each grade level and the number of those who were at each performance level in the subject. The last column indicates percent of students at the Target or Advanced levels.

 DYNAMIC LEARNING MAPS						
Final District Results						
DISTRICT: LAMAR RE 2			YEAR: 2014-15			
STATE: Colorado						
English Language Arts						
Grade	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	1	1	0	0	0	0%
5	2	2	0	0	0	0%
8	3	1	0	1	1	67%
10	2	1	0	1	0	50%
11	1	0	0	0	1	100%
Mathematics						
Grade	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	1	1	0	0	0	0%
5	2	2	0	0	0	0%
8	3	1	2	0	0	0%
10	2	1	1	0	0	0%
11	1	0	0	1	0	100%

The Final State Results 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 more than one district, the student appears once in each Final District Results and counted twice in Final State Results.



- If a student was enrolled in DLM assessments but did not complete any portion of the assessment, the student is not counted in these results.
- Both of these results provide a high-level summary of students at the district or state level. More useful information for instructional planning is located in each student's Learning Profile.
- The assessment measures where students are with regard to the grade-level target. Not all students perform at the target level, and that is to be expected.

How Reports Are Distributed

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 folders, organized by district name, school name, and grade.