



TALKING TO PARENTS ABOUT THE DLM SCORE REPORTS 2014-15

Students who take Dynamic Learning Maps alternate assessments receive score reports at the end of each year. This guide is designed to help you talk to parents about the DLM score reports.

If you have questions about school and state accountability, please contact your state department of education.

- ➔ There is also a PARENT INTERPRETATIVE GUIDE for DLM score reports. Review this guide and share it with parents.

Getting Ready for the Meeting

- Set a positive tone when meeting with the parent(s) to review the parent interpretation guide and the student's results.
- Review the report, the interpretive guide for parents and this guide to make sure you are comfortable with the language in the report.
- Think about different explanations you may need to give and alternative wording to explain 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." But 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.

Continued on next page



Discussing the Score Report

The report has two parts in each subject: a performance profile and a learning profile.

- The performance profile contains summary results for the claim or conceptual area and for the subject as a whole.
- The learning profile summarizes the student’s mastery of specific linkage levels for each Essential Element.

Key points about each section are summarized below.

Overall Results

- This section explains the student’s overall performance in Essential Elements for the appropriate grade and subject.
- Caution parents against thinking that the number of linkage levels mastered is a raw score or number of items correct.
- Give academic examples of the skills.
- Provide examples of the Essential Elements. If appropriate, tell and/or show the parents where the EEs are located on your state web page.
- Tell or show parents how the EEs relate to what is being taught to grade level peers.

Performance Categories

- Explain that “at target” means the student has met the standard.
- Focus on the student’s highest level of mastery.
- [In states that convert DLM performance level descriptors into the state’s labels]: explain how DLM’s performance levels correspond to the state’s performance level descriptors.
- If parents are concerned about low performance, remind them that the DLM assessment has high expectations, perhaps higher than the past alternate assessment. There is room for students to grow and do even more in the future. This is just the first year of DLM results.

Conceptual Areas

- This section summarizes the student’s performance in groups of related Essential Elements within the subject.
- Focus on what the student has mastered.

The statements that come after the bar graphs list the skills students demonstrated during the assessment, or those that they were assessed on but did not show mastery.

- Sometimes students demonstrate skills during instruction but not during the assessment.

Learning Profile

- This section shows the student’s mastery of certain skills, or levels, for each Essential Element. Each row is one Essential Element. Each level is a skill.
- Explain that the target is the grade level expectation for all students.
- Explain the green boxes. Focus on what the student was able to show during the assessment. Sometimes students perform skills inconsistently. Other times they show skills during instruction but may not have shown them during the DLM assessment.
- Provide examples of how the student demonstrates knowledge of this skill during instruction.
- Encourage the parent to think about the blue or white boxes as areas for future instructional goals.
- Integrated model states: explain the blueprint and how choices were made about which Essential Elements and levels to assess.

		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.C.1.1	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.C.1.1	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.C.1.1	ELA.RL.4.5	Identify familiar people, objects, places, or events	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.C.1.1	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.C.1.1	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			

Remember: Convey to parents how the DLM assessment is a part of their child’s educational journey.

Other Reports

You may also receive a class roster that lists DLM results for each of your students. Information about this type of report is provided in the GUIDE TO DLM RESULTS.



Other Information

The following information may help you talk with parents about other aspects of Dynamic Learning Maps. Use the Test Administration Manual to locate other information that will help with your conversations.

About the assessment administration:

- Explain that this not a typical assessment. The students are administered 3-5 items grouped together in small testlets. Each testlet is at one level for one or more Essential Elements (EE).
- Explain the adaptive nature of the 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 or lower level than the previous one.
- Explain how the student accessed the assessment (computer or other device) and what accessibility supports were used.
- Consider sharing the Essential Elements that will be assessed in the next grade.

Be prepared to show examples of the EEs. The EEs 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 test items. The test items are secure even after test administration has been completed. Example testlets that can be shared with parents are available on the DLM website: <http://dynamiclearningmaps.org/content/information-parents>

Notes: