DYNAMIC™
LEARNING MAPS

Understanding Your Child's Performance and Learning Profiles

2014-2015 School Year

Area for state branding and contact information.

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.

Individual Student Year-End Report
Performance Profile

DYNAMIC™
LEARNING MAPS

NAME: Susie Smith
SUBJECT: English Language Arts
REPORT DATE: 06-10-2015

SCHOOL: DLM School
DISTRICT: DLM District
STATE: DLM State

YEAR: 2014—15
GRADE: 3
STATE ID: 08691

Overall Results

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

emerging   approaching the target   at target   advanced

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

- APPROACHING TARGET: The student's understanding of and ability to apply targ... ntent knowledge and skills represented by the Essential Elements is **approaching the target**.

- AT TARGET: The student's understanding of and ability to apply content kno... ge and skills represented by the Essential Elements is **at target**.

- ADVANCED: The student demonstrates **advanced** understanding of... ability to apply targeted content knowledge and skills represented by the Essential Elements.

Conceptual Areas

Determining critical elements of text — 43%
Susie mastered 17 of 40 skills

Constructing understandings of text — 28%
Susie mastered 7 of 25 skills

Integrating ideas and information from text — 40%
Susie mastered 4 of 10 skills

Using writing to communicate — 40%
Susie mastered 4 of 10 skills

October 2015

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.

What specific academic skills did my child show on this test?

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

Individual Student Year-End Report
Performance Profile

DYNAMIC™
LEARNING MAPS

Smith
glish Language Arts
06-10-2015

SCHOOL: DLM School
DISTRICT: DLM District
STATE: DLM State

YEAR: 2014—15
GRADE: 3
STATE ID: 08691

Performance Profile Continued

More information about Susie's performance on each Essential Element, that make up the Conceptual Areas, is located in the Learning Profile.

Determining Critical Elements of Text

Susie can:

- Show an interest in shared reading
- Understand actions that are part of routines familiar to her
- Understand that words have meanings that relate to people and objects around her
- Identify characters' feelings and illustrations in familiar texts

Constructing understanding of text

Susie can:

- Identify objects based on words that describe objects
- Understand some feeling words

Susie was tested on these skills but did not show them during the assessment:

- Notice new things in the environment

Integrating ideas and information from text

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.

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.

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.

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.

Individual Student Year-End Report
Learning Profile

DYNAMIC LEARNING MAPS™

NAME: Susie Smith
SUBJECT: English Language Arts
REPORT DATE: 10-08-2015

SCHOOL: DLM School
DISTRICT: DLM District
STATE: DLM State

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 Susie 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 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.

Area	Essential Element	Level 1	Level 2	Level 3	Level 4 (Target)	Level 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	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.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

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