



Understanding Your Child's Individual Student Score Report

2023-24 School Year



For More information

DLM General Information <https://dpi.wi.gov/assessment/dlm>

Wisconsin Essentials Elements <https://dpi.wi.gov/sped>

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

This year, your child's teacher used the Dynamic Learning Maps (DLM) Alternate Assessment System to test academic achievement in English language arts (reading and writing), math, and/or science. This assessment is designed for students with many types of significant cognitive disabilities. It is a completely individualized test designed so students can show what they know and can do. The assessment is given in short parts called testlets, so your child does not become too tired or stressed.

Results from the assessment given during the school year provide information that the teacher can use to guide classroom instruction.

Your child will receive an Individual Student Score Report for each subject tested. This report indicates 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.

NOTE: Contact your school district to request a translation of your child's Individual Student Report.

Comuníquese con su distrito escolar para solicitar una traducción del Informe individual del estudiante de su hijo.

Hu rau koj lub tsev kawm ntawv hauv cheeb tsam kom thov kev txhais ntawm koj tus menyuam Daim Ntawv Qhia Txog Tus Kheej Cov Tub Ntxhais Kawm.

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, Spring 2024

NAME: Ashanti Allison
 GRADE: 10 REPORT DATE: 06-06-2019
 SCHOOL: Arcadia High
 DISTRICT: ARCADIA SCHOOL DISTRICT



(A)

(B) **PURPOSE:** This report presents information about Ashanti’s achievement on the Dynamic Learning Maps (DLM) assessment. Performance levels describe Ashanti’s performance on subject area tests. The DLM assessment is designed to identify strengths and needs relative to the Wisconsin Essential Elements.

| Content Area* | DLM Performance Levels | | | |
|-----------------------|------------------------|------------------------|-----------|----------|
| | Emerging | Approaching the Target | At Target | Advanced |
| English Language Arts | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Studies** | | | | |

(C)

(D) **DLM Performance Levels**
EMERGING: The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
APPROACHING THE 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.

For more information:
 Dynamic Learning Maps General Information:
<http://dpi.wi.gov/assessment/dlm>
 Wisconsin Essential Elements:
<http://dpi.wi.gov/sped/topics/essential-elements>
 Grade and content-specific Performance Level Descriptions can be found at:
<http://dynamiclearningmaps.org/content/assessment-results>

*If no performance area is shaded, the student did not test in that content area.
 **Social studies is assessed through a Wisconsin developed rating scale, in grades 4, 8, and 10. For reporting purposes, social studies performance levels have been included with the DLM performance levels and content areas.

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

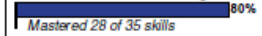
This section describes Ashanti's performance on grade-level academic skills in each content area. The Conceptual Areas and Domains sections further identify the categories of tested skills and the percent mastered relevant to the Wisconsin Essential Elements.

English Language Arts

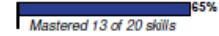
Grade 11 English language arts allows students to show their achievement in 85 skills related to 17 Essential Elements. Ashanti has mastered 63 of those 85 skills during the 2015-16 school year.

Conceptual Areas

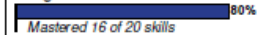
Construct understandings of text



Use writing to communicate



Integrate ideas and information from text



Integrate ideas and Information in writing

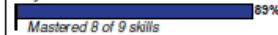


Science

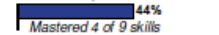
Grade 11 science allows students to show their achievement in 27 skills related to 9 Essential Elements. Ashanti has mastered 15 of those 27 skills during the 2015-16 school year.

Domains

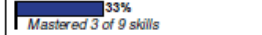
Physical Science



Earth & Space Science



Life Science

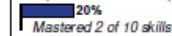


Mathematics

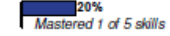
Grade 11 mathematics allows students to show their achievement in 40 skills related to 9 Essential Elements. Ashanti has mastered 11 of those 40 skills during the 2015-16 school year.

Conceptual Areas

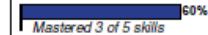
Calculate accurately and efficiently using simple arithmetic operations



Represent and interpret data displays



Understand and use geometric properties of two- and three-dimensional shapes



Understand patterns and functional thinking



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.

REPORT DATE: 01-03-2023
SUBJECT: English language arts
GRADE: 10

Individual Student End-of-Year Report
Performance Profile 2022-2023



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

DISTRICT ID: DLM District
STATE: DLM State
STATE ID: DLM State ID

Overall Results

Grade 10 English language arts allows students to show their achievement in 70 skills related to 14 Essential Elements. Student has mastered 44 of those 70 skills during Spring 2023. Overall, Student's mastery of English language arts fell into the third of four performance categories: **at target**. The specific skills Student has and has not mastered can be found in Student's Learning Profile.



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

Area

Bar graphs summarize the percent of skills mastered by area. Not all students test on all skills due to availability of content at different levels per standard.



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For more information, including resources, please visit <https://dynamiclearningmaps.org/states>.
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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 Area¹. 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 1-5²) 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.


¹ Overall performance on each Area can be found on the Performance Profile.

² In science, columns are labeled 1-3.

REPORT DATE: 01-03-2023
SUBJECT: English language arts
GRADE: 10

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

Individual Student End-of-Year Report
Learning Profile 2022-2023



DISTRICT ID: DLM District
STATE: DLM State
STATE ID: DLM State ID

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 2023. Student was assessed on 14 out of 14 Essential Elements and 4 out of 4 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.RL.9-10.4 | Identify descriptive words | Identify the words or phrases to complete a literal sentence | Determine the meaning of idioms and figures of speech | Determine the meaning of words and phrases | Determine the meaning and impact of words and phrases |
| 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 informational 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 |

Levels mastered this year
 No evidence of mastery on this Essential Element
 Essential Element not tested

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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