



**DYNAMIC™**  
LEARNING MAPS

## **Understanding Your Child's Performance and Learning Profiles**

### **2015-2016 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.

During the 2015-2016 school year, your child took assessments in English language arts and math. This report describes how your child performed on the assessments.

REPORT DATE: 09-25-2016  
YEAR: 2015 — 16

## Individual Student Year-End Report Performance Profile



NAME: Susie Smith  
SUBJECT: English Language Arts  
SCHOOL: DLM School

DISTRICT: 1234  
DISTRICT: DLM District name

STATE: Kansas  
GRADE: 3  
STATE ID: 999999

### Overall Results

Students in Grade 3 English Language Arts are expected to be administered assessments covering 40 skills for 8 Essential Elements. Susie mastered 12 skills during the 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 Susie's 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.

A student who has achieved at the **approaching the target** performance level has typically shown that he or she can recognize details, ideas, and supporting points made by the author, understand vocabulary, identifies feelings and recognizes text structure when reading Literature and Informational text.

The student recognizes details, ideas, and supporting points made by the author by:

- Retelling concrete details
- Answering who, what, when, where, and why questions

The student demonstrates and understanding of vocabulary by:

- Understanding definitions for unambiguous words in texts

The student identifies feelings by:

- Relating character feelings and actions

The student recognizes text structure by:

- Comparing two texts
- Using text features to locate information
- Recognizing the beginning and end of unfamiliar texts

When writing, the student:

- Selects an informational topic
- Finds information in resources to support the topic
- Writes using complete thoughts

### 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.

### 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.

REPORT DATE: 09-25-2016

REPORT YEAR: 2015 – 16

TEACHER: Susie Smith

SUBJECT: English Language Arts

SCHOOL: DLM School

## Individual Student Year-End Report

### Performance Profile

DISTRICT: 1234

DISTRICT: DLM District name



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### Performance Profile Continued

#### Conceptual Areas

Determining critical elements of text



Integrating ideas and information from text



Constructing understandings of text



Using writing to communicate



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

### 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.

### 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.

**Individual Student Year-End Report**  
**Learning Profile**

**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 4<sup>th</sup> 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 4<sup>th</sup> grade. Susie was assessed on 4 out of 4 Conceptual Areas expected in 4<sup>th</sup> 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	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	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

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### 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.