



DYNAMIC™
LEARNING MAPS

Understanding Your Child's Performance and Learning Profiles

2014-2015 School Year



**Alaska Alternate Assessments in English
Language Arts and Mathematics**

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.

**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

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.

Overall Results

This section allows students to show their achievement in 85 skills related to 17 Essential Elements. Susie mastered 32 of those 85 skills during the 2014-15 school year. Overall, Susie's mastery in 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.



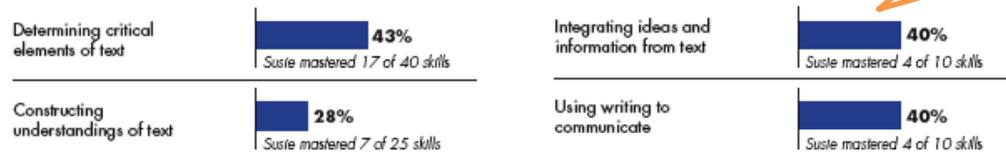
- EMERGING: The student demonstrates **emerging** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.
- APPROACHING TARGET: The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential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

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.

Conceptual Areas



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.

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



Susie Smith
English Language Arts
10-2015

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

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

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

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

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.

Individual Student Year-End Report Learning Profile



NAME: Nicholas Cooper
SUBJECT: English Language Arts
REPORT DATE: 07-24-2015

SCHOOL: Park School
DISTRICT: Jefferson
STATE: West Virginia

YEAR: 2014-15
GRADE: 4
STATE ID: 006273143

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.

Level Mastery

		1	2	3	4(Target)	5
C1.2	ELA.L.4.5.c	Identify familiar people, objects, places, or events	Identify descriptive words	Identify real-world uses of words	Identify words with opposite meanings	Understand similar words and meanings
C1.3	ELA.RI.4.9	Understand object names	Draw conclusions from category knowledge	Identify commonalities in two texts	Compare informational texts on the same topic	Compare similarities and differences between texts
C2.1	ELA.L.4.2.a	Understand words and phrases are comprised of	Differentiate between upper- and lowercase letters	Understand the use of capitalization	Capitalize the first letter of a sentence	Correct capitalization when writing a title
C2.1	ELA.L.4.2.d	Understand words and phrases are comprised of	Identify first letter in own name	Use letters to create words	Spell words phonetically	Spell words using phonics
C2.1	ELA.W.4.2.b	Understand words and phrases are comprised of	Identify people, objects, places, and events	Identify descriptive words	Identify words, facts, or details about a topic	Provide facts and details related to a topic

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.