



DYNAMIC[®]
LEARNING MAPS

Understanding Your Child's Individual Student Score Report

2016-2017 School Year

Area for state branding and contact information.

What is the Dynamic Learning Maps[®] Assessment?

This year, your child's teacher used the Dynamic Learning Maps[®] (DLM[®]) Alternate Assessment System to test academic progress in 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.

Your child will receive an Individual Student Score Report. This report indicates the skills your child demonstrated during the assessment.

Overview

Each Individual Student Score Report contains information about your child's performance for one subject area. This report has two parts: the Performance Profile and the Learning Profile.

Performance Profile

The first part of the Performance Profile describes your child's overall performance based on Essential Elements, which are the alternate achievement standards for this subject area. The performance levels are:

- emerging
- approaching the target
- at target
- advanced

“At target” means your child has met the alternate achievement standards in this subject area at your child's grade level.


This part also lists examples of skills mastered by students at your child's performance level. Your child may or may not demonstrate all of these skills.

REPORT DATE: 03-20-2017
SUBJECT: Science
GRADE: 5

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

Individual Student Year-End Report

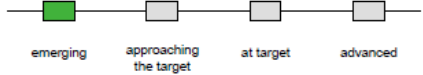
Performance Profile 2016-17



DISTRICT ID: DLM District ID
STATE: DLM State

Overall Results

Elementary science allows students to show their achievement in 27 skills related to 9 Essential Elements. Student has mastered 7 of those 27 skills during the 2016-17 school year. Overall, Student's mastery of Science fell into the first of four performance categories: **emerging**. The specific skills Student has and has not mastered can be found in Student's Learning Profile.



emerging approaching the target at target advanced

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.

A student who achieves at the **emerging** performance level typically can recognize changes in state of matter, match properties, observe the effects of gravity, distinguish living from non-living things, identify human needs, order daily events, and anticipate routines.

In physical science, the student can

- recognize melting and freezing
- match materials with similar physical properties
- recognize the direction objects go when dropped
- identify models that show plants need sunlight to grow

In life science, the student can

Page 1 of 2

©The University of Kansas. All rights reserved. For educational purposes only. May not be used for commercial or other purposes without permission. "Dynamic Learning Maps" is a trademark of The University of Kansas.

Performance Profile, continued

The second part of the Performance Profile describes the percentage of skills your child demonstrated on related academic skills. These skills meet or lead up to grade-level content for students with the most significant cognitive disabilities.

Your child's mastery of skills is an estimate of mastery made with reasonable certainty. 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: 03-20-2017
SUBJECT: Science
GRADE: 5

Individual Student Year-End Report Performance Profile 2016-17



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

DISTRICT ID: DLM District ID
STATE: DLM State

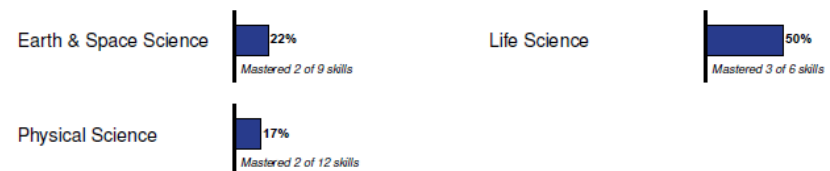
Performance Profile, continued

- distinguish things that grow from things that do not grow
- identify common human foods

In earth and space science, the student can

- order events in daily routines, including sunrise and sunset
- identify routines to follow when it is raining

Domain



More information about Student's performance on each of the Essential Elements that make up the Domains is located in the Learning Profile.

Learning Profile


The Learning Profile shows your child's progress toward grade-level targets for each Essential Element tested. In the table, each Essential Element has a row of skills at different levels. Level 3 is the Target, which is the grade-level expectation. Skills at levels 1 and 2 are skills that build to the Target.

In the Essential Element column, blue (or dark gray) shading shows Essential Elements that were tested but your child did not demonstrate during the test. Light gray shading means the Essential Element was not assessed this year. In the Level Mastery columns (1-3) green (or medium gray) shading shows specific skills your child demonstrated during the test. Your child's performance for all Essential Elements is used to calculate your child's overall performance in a subject.

REPORT DATE: 03-20-2017
SUBJECT: Science
GRADE: 5

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

Individual Student Year-End Report Learning Profile 2016-17



DISTRICT ID: DLM District ID
STATE: DLM State

Student's performance in elementary science Essential Elements is summarized below. This information is based on all of the DLM tests Student took during the 2016-17 school year. Student was assessed on 9 out of 9 Essential Elements expected in elementary science. Student was assessed on 3 out of 3 Domains expected in elementary science.

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. Gray shading indicates the Essential Element was not assessed this year.

Essential Element	Level Mastery		
	1	2	3 (Target)
SCI.5.ESS.1.2	Order events including sunrise and sunset	Recognize patterns in the length of day	Show seasonal patterns in the length of day
SCI.5.ESS.2.1	Anticipates routine to follow when it is raining	Recognize how water affects people	Model how water affects the living things
SCI.5.ESS.3.1	Identify one way to protect a resource of Earth	Compare methods that help protect the Earth's resources	Describe how to protect the Earth's resources
SCI.5.LS.1.1	Distinguish things that grow from things that don't grow	Provide evidence that plants grow	Provide evidence that plants need air and water to grow
SCI.5.LS.2.1	Identify common human foods	Identify a model that shows matter moving from plants to animals	Model matter moving through living things
SCI.5.PS.1.2	Recognize melting and freezing	Compare weight before and after melting and freezing	Compare weight before and after heating, cooling, or mixing
SCI.5.PS.1.3	Match physical properties	Classify materials by physical properties	Identify materials based on properties

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

©The University of Kansas. All rights reserved. For educational purposes only. May not be used for commercial or other purposes without permission. "Dynamic Learning Maps" is a trademark of The University of Kansas.

Page 1 of 2