What is the Dynamic Learning Maps Assessment?

The Dynamic Learning Maps™ (DLM) assessment measures student performance on alternate content 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 a content area.

During the 2015-2016 school year, your child took assessments in English language arts and math. Your child may also have tested in DLM science. This report describes how your child performed on the assessments.
How is my child doing?

The Performance Profile is reported by content area. In this example, English language arts is the content area shown.

The Overall Results section describes your child’s overall performance in relation to the alternate achievement standards for a content area.

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 a content area 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 by content area.

What skills are tested at my child’s grade level?
The Conceptual Areas section identifies the categories of tested skills by content area.
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. Each content area is reported separately. This particular Learning Profile is for English Language Arts.

**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 the content area.

**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.

**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.

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**Individual Student Year-End Report**

**Learning Profile**

- **NAME:** Susie Smith
- **SUBJECT:** English Language Arts
- **SCHOOL:** DLM School
- **REPORT DATE:** 10-08-2015
- **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.

<table>
<thead>
<tr>
<th>Area</th>
<th>Essential Element</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4 (Target)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.C1</td>
<td>Identify familiar people, objects, places, or events</td>
<td>Identify character actions in a familiar story</td>
<td>Identify character actions</td>
<td>Recount events in a story using details</td>
<td>Recount the key details of a story</td>
</tr>
<tr>
<td>ELA.C1.L4.R4.1</td>
<td>Understand object names</td>
<td>Identify concrete details in a familiar story</td>
<td>Identify characters, setting, and major events</td>
<td>Describe characters in a narrative</td>
<td>Describe characters, setting, and events</td>
</tr>
<tr>
<td>ELA.C1.L4.R4.5</td>
<td>Identify familiar people, objects, places, or events</td>
<td>Name or identify objects in pictures</td>
<td>Identify the beginning, middle, and end of a familiar story</td>
<td>Identify story characteristics</td>
<td>Identify story elements that change</td>
</tr>
<tr>
<td>ELA.C1.L4.R4.1</td>
<td>Understand object names</td>
<td>Identify concrete details in an informational text</td>
<td>Identify explicit details in informational texts</td>
<td>Identify words related to explicit information</td>
<td></td>
</tr>
<tr>
<td>ELA.C1.L4.R4.2</td>
<td>Understand object names</td>
<td>Name or identify objects in pictures</td>
<td>Identify the overall topic of a familiar text</td>
<td>Identify topic-related words in an informational text</td>
<td></td>
</tr>
</tbody>
</table>