

Talking with Parents/Guardians about Score Reports

Students who take the Dynamic Learning Maps[®] (DLM[®]) alternate assessments receive score reports following their spring assessments. These reports become available in Educator Portal over the summer, and teachers typically access them in the fall when they come back to school.

This guide is designed to help teachers talk about the DLM score reports when meeting with parents and guardians in the fall.

For questions about school and state accountability, please contact your district test coordinator or state department of education.

A Parent Interpretive Guide for DLM score reports is located on your state's DLM webpage. Review this guide and share it with parents. To find the guide,

- Visit <https://dynamiclearningmaps.org/>
- In the banner at the top of the screen, go to the **STATES** tab and select your state.
- Select the **Scoring and Reporting** tab
- Scroll down the page and click on "Parent Interpretive Guide." This guide can be downloaded and printed.

Getting Ready for the Meeting

- Set a positive tone when meeting with parents/guardians to review the Parent Interpretive Guide and the student's results.
- Review the report, the Parent Interpretive Guide, and this guide to make sure you are comfortable with the language in the report.
- Think about different explanations you may need to provide to describe the report contents. If you need to modify the language in the report, be careful not to change the intended meaning. For example, it would be acceptable to substitute "reading and writing" for "English language arts" or "ELA." However, do not refer to ELA as just "reading," because the ELA assessment includes more than just reading.
- Review sections of the TEST ADMINISTRATION MANUAL and ACCESSIBILITY MANUAL to remind yourself about topics that parents are likely to ask about.

Discussing the Score Report

The report has two parts for each subject: a Performance Profile and a Learning Profile.

- The Performance Profile contains summary results for the conceptual area in ELA and mathematics or the domain for science, and also for the subject as a whole.
- The Learning Profile summarizes the student's mastery of specific linkage levels for each Essential Element.

Key points about each section of the Performance Profile are summarized below.

Overall Results

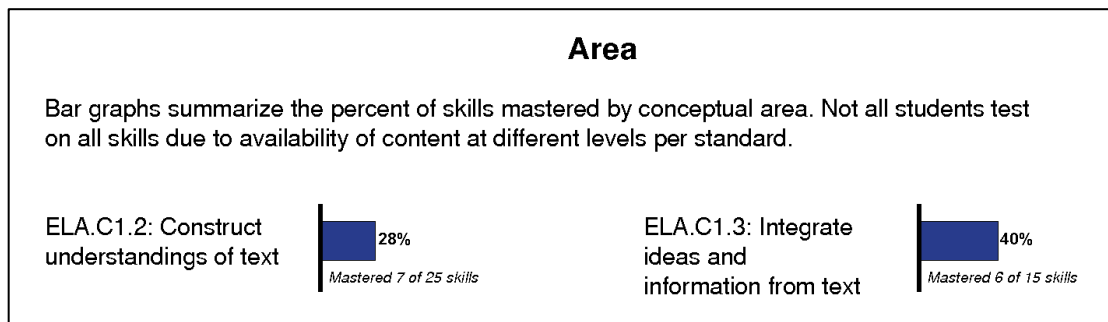
- This section explains the student’s overall performance in Essential Elements for the grade and subject.
- Remind parents/guardians that skills demonstrated during this assessment provide only one piece of evidence about what their child knows and can do.
- Caution parents against thinking that the number of linkage levels mastered is a raw score or number of items correct.
- Provide examples of the Essential Elements. If appropriate, tell and/or show the parents/guardians where the Essential Elements are located on your state webpage.
- Give academic examples of the skills. Help with this can be found in the mini-maps for each Essential Element.
- Tell or show parents/guardians how the Essential Elements relate to what is being taught to grad-level peers.

Performance Categories

- Explain that “at target” means the student has met the grade-level standard.
- Focus on the student’s highest level of mastery.
- [In states that convert DLM performance level descriptors into the state’s labels] Explain how the DLM performance levels correspond to the state performance level descriptors.
- If parents/guardians are concerned about low performance, remind them that the DLM assessment has high expectations, perhaps higher than the past alternate assessment. Students have room to grow and do even more in the future.

Areas¹

- This section summarizes the student’s performance in groups of related Essential Elements within the subject.
- Focus on what the student has mastered².
- Sometimes students demonstrate skills during instruction but not during the assessment.



Remember, convey to parents/guardians how the DLM assessment is a part of their child’s educational journey.

¹ “Domains” are used in science when referring to this portion of the report.

² Student mastery of skills is an estimate of mastery made with reasonable certainty. As with any test result, the skills a student demonstrates may vary across administrations.

Learning Profile


This section shows the student’s mastery of certain skills, or levels, for each Essential Element. Each row is one Essential Element. Each level is a skill.

- Explain that the Target is the grade-level expectation for all students.
- Explain the green boxes. Focus on what skills the student was able to show during the assessment. Sometimes students perform skills inconsistently. Other times they show skills during instruction but may not have shown them during the DLM alternate assessment.
- Provide examples of how the student demonstrates knowledge of this skill during instruction.
- Encourage the parent to think about the blue, gray, or white boxes as areas for future instructional goals.
- Explain the blueprint and how choices were made about which Essential Elements and levels to assess.

REPORT DATE: 12-03-2020
SUBJECT: English language arts
GRADE: 10

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

Individual Student End-of-Year Report
Learning Profile 2020-21



DISTRICT ID: 12345
STATE: DLM State
STATE ID: 245984

The 2020-2021 academic year was significantly impacted by the COVID-19 pandemic. Results may reflect the unusual circumstances for instruction and assessment. Use results with caution.

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 2021. Student was assessed on 13 out of 14 Essential Elements and 4 out of 4 Conceptual 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.

		Estimated Mastery Level				
Area	Essential Element	1	2	3	4 (Target)	5
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 informative 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
ELA C1.2	ELA EE RI. 9-10.8	Understand difference of perspective	Identify an author’s points	Identify the evidence for a claim	Analyze an argument and determine evidence for it	Determine how structure contributes to claims

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

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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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The format of the sample above applies to all DLM subjects. For science reports, the table within the Learning Profile will only contain three columns under “Level Mastery” which correspond to the three linkage levels in science (Initial, Precursor, and Target).

Remember, convey to parents how the DLM assessment is a part of their child’s educational journey.

Other Information

The following information may help you talk with parents/guardians about other aspects of DLM assessments. Use the TEST ADMINISTRATION MANUAL, found on your state's DLM webpage, to locate other information that will help with your conversations.

About the assessment administration

- Explain that this is not a typical assessment. The students are administered 3-9 items grouped together in small testlets. Each testlet is at one level for one Essential Element. Explain the adaptive nature of the spring DLM assessment by telling parents that the assessment is delivered online, and when the student completes a testlet, the system will present the next testlet at a higher, lower, or the same level as the previous one based on the items the student correctly answered.
- Explain how the student accessed the assessment (computer or other device) and what accessibility supports were used.
- Explain that the testlets can be either teacher-administered or computer-delivered, depending on the student.
- Since the reports from spring testing are being shared with the parents/guardians the following fall, consider sharing the Essential Elements for the next grade the child will be taught.

Be prepared to show examples of the Essential Elements. The Essential Elements are available to share. You may explain the assessment and what the student sees on the computer screen. However, do not give specific examples of assessment items. The assessment items are secure even after test administration is complete. Example testlets that can be shared with parents/guardians are available on the DLM website at <http://dynamiclearningmaps.org/content/information-parents>

Additionally, parents/guardians can download Student Portal and use practice activities and released testlets that are available on the DLM website to have a good understanding of what the testlets are like. Show them the [Guide to Practice Activities and Released Testlets \(pdf\)](#) so they know how to find these available testlets.

Notes: