



# Understanding Your Child's Individual Student Score Report

## Colorado Alternate Assessment English Language Arts & Math 2018-2019

### What is the Dynamic Learning Maps® (DLM®) Assessment?

As part of the Colorado Alternate Assessment (CoAlt), your child's teacher used the DLM® Alternate Assessment System to test academic progress in English language arts (reading and writing) and math. This assessment is designed for students with many types of significant cognitive disabilities. The CoAlt is a completely individualized test designed so students can show what they know and can do. The assessment is given in short sections called testlets so your child does not become too tired or stressed.

Your child will receive an Individual Student Score Report for each subject tested. 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. This report includes the Performance 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. 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 at your child’s grade level.

This part of the report 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.

The second part of the Performance Profile describes the percentage of skills your child demonstrated on related academic skills. If the number of skills mastered exceeds the total number of skills, your child was tested on (and mastered) more skills than necessary.

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: 11-06-2018  
SUBJECT: Mathematics  
GRADE: 10

**Individual Student Year-End Report**  
Performance Profile 2018-19

DYNAMIC LEARNING MAPS

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

DISTRICT ID: DLM District Code  
STATE: DLM State  
STATE ID: 123456

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### Overall Results

Grade 10 mathematics allows students to show their achievement in 45 skills related to 9 Essential Elements. DLM has mastered 4 of those 45 skills during the 2018-19 school year. Overall, DLM's mastery of mathematics fell into the first of four performance categories: **emerging**.

EMERGING:	The student demonstrates <b>emerging</b> 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 <b>approaching the target</b> .
AT TARGET:	The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is <b>at target</b> .
ADVANCED:	The student demonstrates <b>advanced</b> 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 looks for and makes use of mathematical structures (for example, patterns and attributes of shapes).  
The student looks for and makes use of mathematical structures by

- combining and partitioning, or dividing, objects into sets
- recognizing objects or shapes that are the same or different
- forming pairs of objects
- communicating the number of objects (up to ten) in a set without counting
- comparing objects in a set based on attributes (for example, size, shape, and number of sides)
- ordering objects using a rule

**Please see your child’s Individual Score Report for specific information regarding your child’s performance.**

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### Performance Profile, continued

- using context to identify the meaning of multiple-meaning words
- determining the meaning of idioms and figures of speech
- determining the connotative meaning of words and phrases

The student identifies text structure by

- identifying story elements that change

When writing, the student

- introduces and writes about a topic clearly
- develops a topic with facts or details
- produces grammatically correct simple sentences
- uses domain-specific vocabulary to strengthen claims
- produces a conclusion
- spells single-syllable words conventionally and phonetically

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### Conceptual Area

Bar graphs summarize the percent of skills mastered by conceptual area. Not all students test on all skills due to availability of content at different levels per standard.

Construct understandings of text	90% Mastered 4 of 5 skills	Integrate ideas and information from text	83% Mastered 14 of 15 skills
Use writing to communicate	60% Mastered 12 of 20 skills	Integrate ideas and information in writing	40% Mastered 4 of 10 skills

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

For more information, including resources, please visit [dmllearningmaps.org/11111111](#)

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