



OFFICE OF THE STATE  
SUPERINTENDENT OF EDUCATION

Dear Parent or Guardian,

In spring 2023, your child’s teacher used the Dynamic Learning Maps (DLM) Alternate Science Assessment to test academic progress in science. The DLM assessment measures the scientific knowledge and skills that matter most for students – skills like scientific thinking, problem-solving and sense-making that lead to confidence and success in science.

This assessment is designed for students with many types of significant cognitive disabilities. It is an individualized test designed so students can show what they know and what they can do. The assessment is given in short parts, called testlets, so your child can be engaged throughout the assessment and can take breaks as needed.

You are receiving a score report from your child’s school for the DLM Assessment that your child completed. This guide walks you through important takeaways you can learn from your child’s score report and provides you with resources to help your child improve in the coming year. If you have not received your child’s score reports, please contact the school that your child attended in the 2022-23 school year and ask for a copy.

Your child’s DLM Assessment score report breaks down performance to reflect areas in which they are doing well or need more support. Your child’s teachers can use this information to provide additional support or more challenging work when needed. You may also use this information to focus learning time at home.

We know that assessment scores do not tell your child’s entire academic story. The results are one of several measures – including report card grades, classroom performance and teacher feedback – that together create the full picture of your child’s progress in school. Within that picture, annual assessments are designed to help you and your child’s teachers better understand the progress your child has made on the state content standards for English language arts (ELA) and math during the past year. Assessments also help us to better understand what resources schools need to support the needs of all learners.

Ultimately, our goal is to ensure that students are prepared to be successful in school and pursue their dreams and aspirations. If you have general questions or want more information about the assessments, please visit our website at [osse.dc.gov/service/alternate-assessments](https://osse.dc.gov/service/alternate-assessments) or have a discussion with your child’s teacher. You can also use the resources on page 4 of this guide to gain a better understanding of the assessment, the Next Generation Science Standards, and learning resources that can be used at home.

At the Office of the State Superintendent of Education (OSSE), we know that all students can learn and achieve at high levels and appreciate the opportunity to partner with you to help your child succeed.

Thank you,

Dr. Christina Grant  
DC State Superintendent of Education

# BREAKING DOWN THE SCORE REPORT: PERFORMANCE PROFILE

This guide will walk you through the most important takeaways you can learn from your child's score report. It also provides you with helpful resources to help your child improve their performance in the coming year.

**1**

REPORT DATE: 01-19-2022  
SUBJECT: Science  
GRADE: 10

Individual Student End-of-Year Report  
Performance Profile 2021-2022

DYNAMIC LEARNING MAPS

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

DISTRICT ID: DLM District  
STATE: DLM State

### Overall Results

High school science allows students to show their achievement in 27 skills related to 9 Essential Elements. Student has mastered 21 of those 27 skills during Spring 2022. Overall, Student's mastery of science fell into the third of four performance categories: **at target**.

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.

### Domain

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

Domain	Mastered Skills	Percentage
Physical Science	8 of 9 skills	89%
Life Science	8 of 9 skills	89%

Page 1 of 2

For more information, including resources, please visit <https://dynamiclearningmaps.org/istates>.  
© 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.

**2**

REPORT DATE: 01-19-2022  
SUBJECT: Science  
GRADE: 10

Individual Student End-of-Year Report  
Performance Profile 2021-2022

DYNAMIC LEARNING MAPS

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

DISTRICT ID: DLM District  
STATE: DLM State

### Performance Profile, continued

Domain	Mastered Skills	Percentage
Earth & Space Science	7 of 9 skills	78%

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

Page 2 of 2

For more information, including resources, please visit <https://dynamiclearningmaps.org/istates>.

## 1) Description of Overall Results

The Performance Profile provides a report of your child's overall performance in a subject. The total number of skills that must be mastered to reach a certain performance level was determined by experts in content and experts in teaching students with the most significant cognitive disabilities.

## 2) Results Measurement

The bar graphs on the Performance Profile demonstrate your child's mastery of skills related to the Essential Elements for each domain (physical science, life science or earth science).

## Reminders

- Skill mastery is based on what your child demonstrated on the DLM assessments. Your child may have demonstrated a similar skill during instruction but not demonstrated the skill during a DLM assessment.
- The assessment measures where your child is with regard to the grade-level target. Not all students will perform at the *At Target* level, and that is to be expected.
- The number of skills mastered does not mean that your child answered a certain percent of items correctly.

# BREAKING DOWN THE SCORE REPORT: LEARNING PROFILE

3

REPORT DATE: 01-19-2022  
SUBJECT: Science  
GRADE: 10

**Individual Student End-of-Year Report  
Learning Profile 2021-2022**

DYNAMIC<sup>®</sup>  
LEARNING MAPS

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

DISTRICT ID: DLM District  
STATE: DLM State

Student's performance in high school science Essential Elements is summarized below. This information is based on all of the DLM tests Student took during Spring 2022. Student was assessed on 9 out of 9 Essential Elements and 3 out of 3 Domains expected in High school science.

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.

Essential Element	Estimated Mastery Level		
	1	2	3 (Target)
SC.EE.HS.PS1-2	Recognize a change during a chemical reaction	Identify changes during a chemical reaction	Use evidence to explain patterns in chemical properties
SC.EE.HS.PS2-3	Identify safety devices that lessen force	Use data to compare the effect of safety devices	Evaluate safety devices and minimize force
SC.EE.HS.PS3-4	Compare the temperatures of two liquids	Compare the temperatures of liquids before and after mixing	Investigate and predict the temperatures of liquids before and after mixing
SC.EE.HS.LS1-2	Recognize that organs have different functions	Identify which organs have a specific function	Model the organization and interaction of organs
SC.EE.HS.LS2-2	Identify food and shelter needs for wildlife	Recognize the relationship between population size and resources	Explain the dependence of an animal population on other organisms
SC.EE.HS.LS4-2	Match species to their environments	Identify factors that require special traits to survive	Explain how traits allow a species to survive

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

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 full academic year. 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/grades>.  
© The University of Kansas. All rights reserved. For additional questions only, they may be contacted at [help@dynamiclearningmaps.org](mailto:help@dynamiclearningmaps.org). "Dynamic Learning Maps" is a trademark of The University of Kansas. Page 1 of 2

## 3) Essential Mastery Level

The Learning Profile shows one row for each Essential Element in science. For every Essential Element, there are skills at three linkage levels: Initial, Precursor and Target. These levels are shown in columns on the Learning Profile. The Target level represents the grade-level expectation for students with the most significant cognitive disabilities.

4

REPORT DATE: 01-19-2022  
SUBJECT: Science  
GRADE: 10

**Individual Student End-of-Year Report  
Learning Profile 2021-2022**

DYNAMIC<sup>®</sup>  
LEARNING MAPS

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

DISTRICT ID: DLM District  
STATE: DLM State

Essential Element	Estimated Mastery Level		
	1	2	3 (Target)
SC.EE.HS.ESS1-4	Identify characteristics of the seasons	Model how Earth's position in orbit corresponds to the seasons	Model how Earth's tilt and orbit cause changes in seasons
SC.EE.HS.ESS2-2	Recognize strategies to manage objects	Describe reasons for a strategy to conserve, recycle, or reuse	Argue for a strategy to conserve, recycle, or reuse resources
SC.EE.HS.ESS3-3	Gather data on a conservation strategy	Organize data on conservation strategies	Analyze data about the effects of a conservation strategy

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

For more information, including resources, please visit <https://dynamiclearningmaps.org/grades>. Page 2 of 2

## 4) Reporting Guide

On the Learning Profile, skills are shaded to show if a student mastered the skill, did not demonstrate mastery, or was not tested on the skill.

## Reminders

- The amount of white space on the Learning Profile does not necessarily reflect a lack of instruction. The DLM assessment is designed so your child may be instructed at a linkage level that is an appropriate level of challenge for them.
- Students with the most significant cognitive disabilities have a variety of educational goals. Academics are one part of their educational program. Teachers provide instruction beyond what is reflected in your child's Learning Profile, including other academics, functional skills, and other priorities identified in the Individualized Education Program (IEP).
- Reports include only valid student records as determined by state-level review of results. If your child's record was invalidated during the state's two-week review window, they will not have an Individual Student Score Report.

## RESOURCES AND SUPPORT

---

Below are several helpful resources to help you child grow their performance, as well as useful tips for discussing the score report with your child and with your child's teacher.

### Want to learn more about Science Scores or the Dynamic Learning Maps (DLM) Science Assessment?

Visit the following websites for more information on the Dynamic Learning Maps (DLM) Science Assessment and the Next Generation Science Standards (NGSS):

- [OSSE.DC.gov/science](https://OSSE.DC.gov/science) for information on the score reports, DC Science Assessments.
- [Nextgenscience.org](https://Nextgenscience.org) to learn more about the NGSS.
- [Dynamiclearningmaps.org/essential-elements/science](https://Dynamiclearningmaps.org/essential-elements/science) for information about the DLM Essential Elements, the alternate science standards in which the DLM Science Assessment is based.

### Now that you have your child's test results, what's next?

There are several resources available that will help you use these assessments to support your child academically. These resources are intended to be helpful tools for the sole purpose of assisting students and families. OSSE and the District do not endorse and/or sponsor any such resources to the extent that they are meant to be informative recommendations:

- [DLM Guide to Practice Activities and Released Testlets](#) provides instructions on how to access practice tests for students in grades 5 and 8, and students taking high school biology.
- [NSTA.org/science-resources-parents](https://NSTA.org/science-resources-parents) provides resources for parents to support NGSS learning at home.
- [Exploratorium.edu/snacks/](https://Exploratorium.edu/snacks/) introduces scientific investigations of natural phenomena students can explore using common, inexpensive, readily available materials.
- [HowToSmile.org](https://HowToSmile.org) is a project of University of California, Berkeley's Lawrence Hall of Science and the National Science Foundation that provides families with easy-to-follow scientific investigations.

### Interested in talking to your child about their score?

Families are the experts on talking to their children. Below are a few helpful things to remember when talking about your child's test score:

- Test scores are only one measure of performance.
- Focus on strengths.
- Discuss strategies for addressing areas of growth (e.g., online practice, working with a teacher).

### Interested in talking to your child's teacher about their score?

Below are a few questions that can help guide a conversation with your child's teacher:

- What are my child's learning goals in science this year?
- How is my child performing in science class?
- What extra support in school and at home does my child need to meet these goals?
- Based on your observations, what does my child do well? What are some areas of growth for my child?