



Dear Parent or Guardian,

In spring 2019, your child's teacher used the new Dynamic Learning Maps (DLM) Alternate Science Assessment 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 can be engaged throughout the assessment and can take breaks as needed.

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.

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 your child's school to ask them for a copy.

It is important to remember that standardized test scores provide only one measure of student learning. 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 science during the past year.

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.

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/science 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 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,
Hanseul Kang
DC State Superintendent of Education

BREAKING DOWN THE SCORE REPORT: FRONT

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 his or her performance in the coming year.

Science

Scott Testtaker **8th Grade Assessment Results**
Community College Preparatory Academy PCS

1 About This Assessment

Scott took the Dynamic Learning Maps (DLM) Science Alternate Assessment in spring 2019. The DLM Science assessment is designed to ensure 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.

DLM Science results are one of several ways to understand Scott's performance on academic content and skills. These results should be used with Scott's Individualized Education Program (IEP) progress reports, student work, diagnostic assessments, and teacher feedback in order to provide a complete picture of Scott's progress.

If you have questions about this report, please talk to Scott's teacher or principal or contact Community College Prep at **(202) 610-5780**. If you have questions about the DLM Science assessment, contact OSSE at **(202) 727-6500**.

How Can You Use This Report?

This report will help you answer questions about the development of Scott's skills:

- How did Scott score on this assessment?
- What are Scott's strengths and weaknesses in this subject?

2 How Did Scott Perform on This Science Assessment?

This section shows your student's overall score on the assessment. This overall score determines which performance level your student is in.

Performance Level
Level 3

Emerging Approaching the target **At target** Advanced

Want to Know More?

Turn to the next page to learn about how Scott performed on key areas of the assessment.

Level 1 Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

Level 2 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.

Level 3 At target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.*

Level 4 Advanced: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.*

*Levels 3 & 4 indicate that the student has met or exceeded expectations for the assessment

1) Description of assessment

At the top of the report is a brief description of the assessment. At the bottom of this paragraph is contact information should you have any questions about this report.

2) How did your child perform overall?

Your child's score falls into one of four performance levels. The performance levels identify where your child's score falls and if your child has met the expectations for the grade level. A score in Level 3 or 4 means your child has met or exceeded expectations in the subject. It also means he or she is on track for the next grade level. Students scoring below a Level 3 may still be developing grade-level skills and knowledge.

BREAKING DOWN THE SCORE REPORT: BACK

3) How well did your student learn specific knowledge and skills?

Students receive more detailed information in several components about their strengths and where they might need additional support.

Grade 8 Science Details

Performance Level
Level 3

How Did Scott Perform on Key Parts of the Assessment?

Level 3 Students

A student who achieves at the at target performance level typically can gather observational data, predict change in thermal energy transfer with different materials, model and understand how organs are connected and function, use data to show that environmental resources influence growth, distinguish between catastrophic and non-catastrophic weather events, make predictions about future weather, and recognize how humans impact the environment.

In physical science, the student can

- make observations and measurements of properties before and after chemical changes
- predict how different materials will keep a substance hot or cold

In life science, the student can

- use models to show how organs work together to support survival
- use data to show that environmental resources influence the growth of plants and animals

In earth and space science, the student can

- understand how catastrophic and non-catastrophic weather events change Earth's surface
- interpret weather forecasts to make predictions
- recognize ways that humans impact the environment

Physical Science 11%
Mastered 1 of 9 skills

Life Science 33%
Mastered 3 of 9 skills

Earth & Space Science 78%
Mastered 7 of 9 skills

What Is Next?

Share this report to your next conference with your student's teachers. You can ask Scott's teachers:

- What is Scott learning in science this year?
- How is Scott doing?
- How can I use this information to work with Scott this year?
- What resources should I use to support Scott?

Where can you find more information?

- How Scott's school and other schools scored: Call Community College Prep at (202) 610-5780
- How families, educators, and schools use these reports: Visit osse.dc.gov/science or call OSSE at (202) 719-6500

4) What's next?

The information in the score report is designed to both measure student performance and provide guidance for skill building. This section provides a few questions you can ask your child's teacher about his or her performance. It also shares where you can find more information.

RESOURCES AND SUPPORT

Below are several helpful resources to help your child grow his or her 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 for information on the score reports, DC Science Assessments.
- Nextgenscience.org to learn more about the NGSS
- 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 a number of resources available that will help you use these assessments to help your child improve academically:

- [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.
- NGSS.nsta.org/classroom-resources.aspx presents engaging investigations arranged by science domain that can be conducted at home.
- Exploratorium.edu/snacks/ introduces scientific investigations of natural phenomena students can explore using common, inexpensive, readily available materials.
- 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 his or her score?

Parents 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 his or her score?

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

- How are science lessons integrating the three dimensions of NGSS science and engineering?
- 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?