OFFICE OF THE STATE
SUPERINTENDENT OF EDUCATION

DYNAMIC LEARNING MAPS

尊敬的家长或监护人：

2026 年春季，您孩子的老师使用动态学习地图（DLM）替代性科学评估对科学学科的学业进展进行了测试。DLM 评估衡量对学生最为重要的科学知识与技能——包括科学思维、问题解决和科学理解等能力，这些能力能够帮助学生在科学领域树立信心并取得成功。本评估专为存在多种严重认知障碍的学生设计。这是一项个性化测试，旨在让学生展示他们所掌握的知识和技能。评估分为简短章节（称为测试单元）进行，确保您的孩子在整个评估过程中保持专注，并可根据需要随时休息。

您的孩子完成 DLM 评估后，学校会给您一份成绩报告。本指南将帮助您了解孩子成绩报告中的重要要点，并为您提供资源，以帮助您的孩子在新学年取得进步。如果您在十一月前没有收到孩子的成绩报告，请联系您孩子于 2025-26 学年所就读的学校，并索取一份副本。 您孩子在 DLM 评估中的分数予以细分，以反映他们表现良好或需要更多支持的领域。您孩子的老师可以利用这些信息提供额外的支持或在需要时增加挑战性任务。您也可以利用这些信息来重点安排家庭学习时间。

我们理解，评估分数并不能完全反映您孩子的学业情况。这些结果只是多项衡量指标中的一项——包括成绩单上的成绩、课堂表现和教师反馈——这些共同构成了您孩子在学校进展的全面情况。在这种全面衡量情况下，年度评估旨在帮助您和孩子的老师更好地了解您的孩子在过去一年里，在州立科学内容标准方面所取得的进步。这些评估也有助于我们更好地了解学校需要哪些资源来支持所有学习者的需求。

我们的最终目标是确保学生做好准备，在学校取得成功，并追求自己的梦想和抱负。如果您有一般性问题或想了解更多关于评估的信息，请访问我们的网站：osse.dc.gov/service/alternate-assessments 或与您孩子的老师进行讨论。您还可以参考本指南第 4 页所提供的资源，以便您更好地理解这项评估、新一代科学标准以及可在家中使用的学习资源。

州教育厅长办公室 (OSSE) 坚信，所有学生都具备学习能力并会取得优异成绩，我们珍视与您合作的机会，共同助力您的孩子取得成功。

感谢，

Antoinette S. Mitchell 博士
哥伦比亚特区州教育厅长

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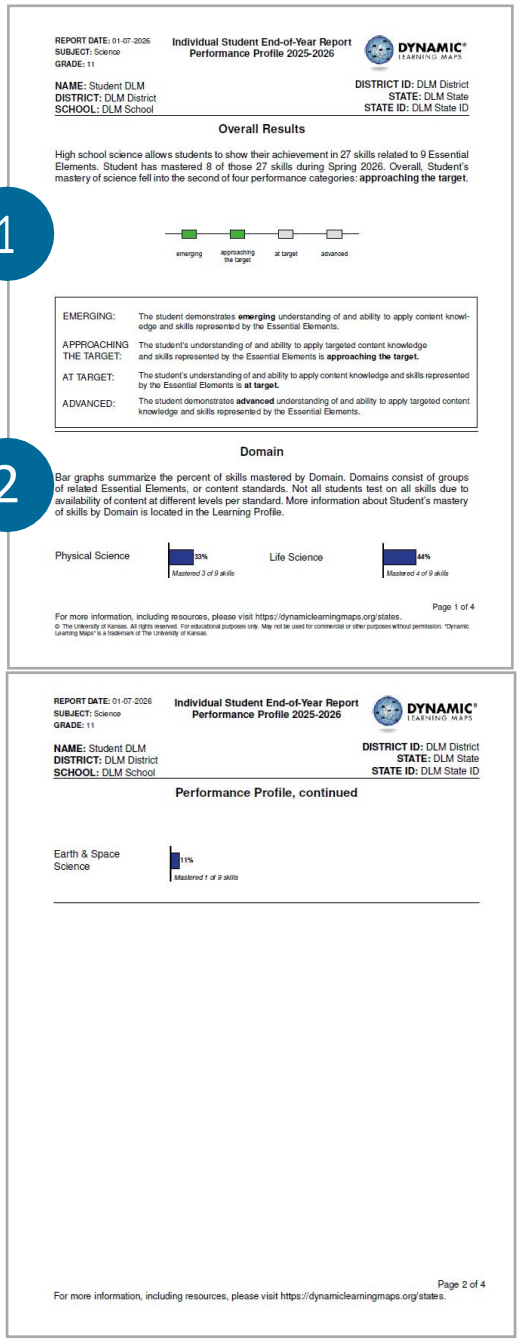
分数报告细分：成绩概况

本指南将引导您从**您**家孩子的分数报告中了解最重要的**启**示。也为您提供有用的资源，**帮**助**您**的孩子在来年提高其成绩。



REPORT DATE: 01-07-2026
SUBJECT: Science
GRADE: 11

Individual Student End-of-Year Report
Performance Profile 2025-2026

DYNAMIC LEARNING MAPS

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

DISTRICT ID: DLM District
STATE: DLM State
STATE ID: DLM State ID

Overall Results

High school science allows students to show their achievement in 27 skills related to 9 Essential Elements. Student has mastered 8 of those 27 skills during Spring 2026. Overall, Student's mastery of science fell into the second of four performance categories: **approaching the target**.

1

emerging | approaching the target | at target | advanced

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

2

Bar graphs summarize the percent of skills mastered by Domain. Domains consist of groups of related Essential Elements, or content standards. Not all students test on all skills due to availability of content at different levels per standard. More information about Student's mastery of skills by Domain is located in the Learning Profile.

Physical Science — 33% — *Mastered 3 of 9 skills*

Life Science — 44% — *Mastered 4 of 9 skills*

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For more information, including resources, please visit https://dynamiclearningmaps.org/states.

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Performance Profile, continued

Earth & Space Science — 11% — *Mastered 1 of 9 skills*

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1) 总体成绩描述

成绩概况提供有**关您**孩子在某一科目上的整体成绩报告。**达**到一定成绩水平所必须掌握的技能总数由内容专家和教授患有最严重认知障碍学生的专家**确**定。

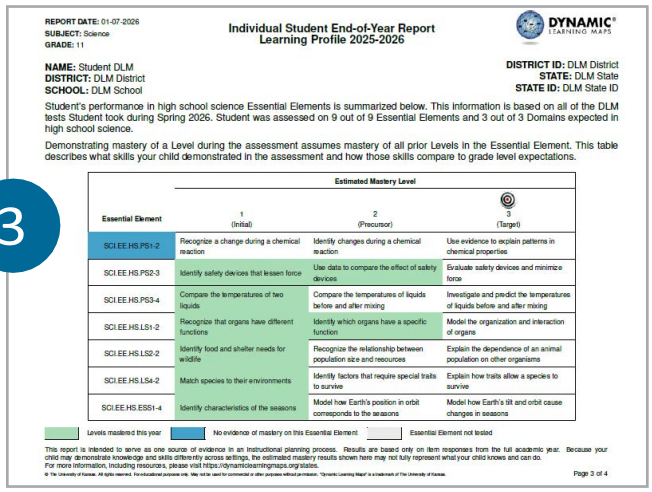
2) 成绩测评

成绩概况上的条形图显示了**您**的孩子对相**关**基本要素组（物理科学、生命科学或地球科学）技能的掌握情况。

请注意

- 技能的掌握基于**您**孩子在 DLM 评估中的表现。**您**的孩子可能在教学过程中展示了类似技能，但在 DLM 评估中未展示该技能。
- 该评估衡量**您**孩子在年级目标方面的情况。并非所有学生都能**达**到*目标*水平，此为预料之中。
- 所掌握的技能数量并不代表**您**孩子正**确**回答了一定百分比的题目。

分数报告细分：学习概况



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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 2026. 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 (Initial)	2 (Precursor)	3 (Target)
SCI.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
SCI.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
SCI.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
SCI.EE.HS.LS1-2	Recognize that organs have different functions	Identify which organs have a specific function	Model the organization and interaction of organs
SCI.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
SCI.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
SCI.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

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.
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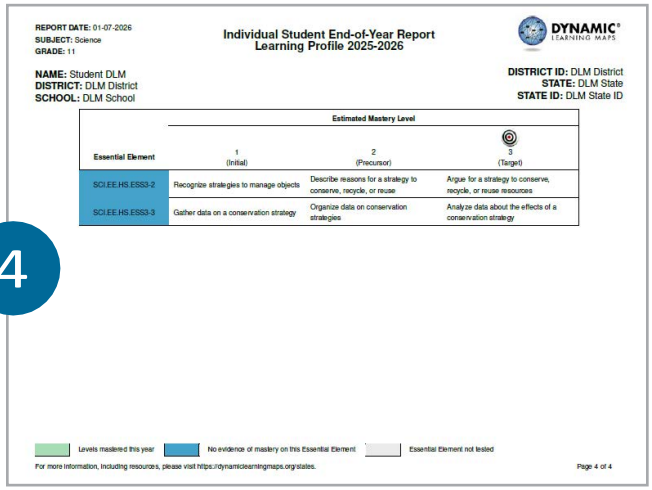
3) 基本掌握水平

学习概况**每**行显示科学的**每**个基本要素。对于**每**一个基本要素，都有三个联动等级技能：初始、前兆和目标。这些等级在学习简介中以列的形式显示。目标等级代表对患有最严重认知障碍学生的年级水平预期。



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Essential Element	Estimated Mastery Level		
	1 (Initial)	2 (Precursor)	3 (Target)
SCI.EE.HS.ESS3-2	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
SCI.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/states.

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4) 报告指南

在学习概况中，用**阴**影显示技能表示学生已经掌握该技能、未表现出掌握该技能或或未接受该技能的测试。

请注意

- 学习概况上的留白量并不一定反映出缺乏教导。DLM 评估旨在让您孩子可以在一个**适**合其的挑战水平联动等级得到教导。
- 患有最严重认知障碍的学生有各**种**不同的教育目标。学术是其教育计划的一部分。教师提供的教导超出**您**孩子学习概况所反映的内容，包括其他学术、功能性技能，以及个别化教育计划 (IEP) 中**确**定的其他优先事项。
- 报告只包括州级审查结果所**确**定的有效学生成绩。如果**您**孩子的成绩在州政府的**两**周审查窗口期间被宣布无效，他们则不会有个人学生分数报告。

资源和支持

以下为一些有益资源，帮助您的孩子提高成绩，以及与您的孩子和您孩子的老师讨论分数报告时的有益技巧。

想了解有关科学分数或动态学习地图 (DLM) 科学评估的更多信息？

请访问以下网站以获取有关动态学习地图 (DLM) 科学评估和下一代科学标准 (NGSS) 的更多信息：

- 请访问 OSSE.DC.gov/science 以获取有关分数报告、哥伦比亚特区科学评估的信息。
- 请访问 Nextgenscience.org 以了解有关 NGSS 的更多信息。
- 请访问 Dynamiclearningmaps.org/essential-elements/science 以获取有关 DLM 基本要素（DLM 科学评估所依据的替代科学标准）的信息。

现在您有了孩子的测试结果，接下来该做什么？

有一些可用资源有助于您利用这些评估来在学业上为您的孩子提供支持。此类资源旨在作为有益工具进行提供，其唯一目的是帮助学生和家庭。OSSE 和哥伦比亚特区政府不背书和/或赞助任何此类资源，其目的在于提供信息性建议：

- Dynamiclearningmaps.org/essential-elements/science 为 5 年级和 8 年级的学生以及正在学习高中生物的学生提供如何获取练习测试的指南。
- NSTA.org/science-resources-parents 为家长提供资源，以为居家 NGSS 学习提供支持。
- Exploratorium.edu/snacks/ 介绍了学生可使用常见的、廉价、现成材料进行的自然现象科学调查。
- HowToSmile.org 为加州大学伯克利分校劳伦斯科学馆和国家科学基金会下设项目，为家庭提供简单易行的科学调查。

有兴趣和您的孩子谈谈其分数？

父母是与孩子交谈的专家。以下为在谈论您孩子的测试得分时需谨记的一些有益事项：

- 考试分数只是衡量成绩的一种方法。
- 专注于优势。
- 讨论解决增长领域的策略（例如，在线练习、与老师合作）。

有兴趣和您孩子的老师谈谈您孩子的分数？

以下为一些问题，有助于指导您和孩子的老师进行对话：

- 我孩子今年的科学学习目标是什么？
- 我的孩子在科学课上表现如何？
- 我的孩子需要在学校和家中获得哪些额外支持才能实现这些目标？
- 根据您的观察，我的孩子在哪些方面做得好？我的孩子在哪些方面需要成长？