

尊敬的家长或监护人：

2022 年春季，您的孩子老师使用动态学习地图 (DLM) 替代科学评估测试科学方面的学业进展。DLM 评估衡量对学生最重要的科学知识和技能——如让学生在科学方面获得信心和成功的科学思维、解决问题和建构理解等技能。

此评估为患有多种严重认知障碍的学生而设计。此为个性化测试，旨在让学生能够展示其知识和能力。评估以短篇形式进行，称为“题组”，以便您的孩子可以参与整个评估，并可以根据需要进行休息。

您将从您孩子所在学校收到您孩子所完成 DLM 评估的分数报告。本指南将引导您从您家孩子的分数报告中了解重要的启示，并为您提供资源，帮助您的孩子在来年取得进步。如果您还未收到您孩子的分数报告，请联系您孩子于 2021-22 学年就读的学校并要求提供副本。

您孩子的 DLM 评估分数报告对得分进行细分，以反映其在哪些方面做得好或者需要更多的支持。您孩子的老师可以利用这些信息提供额外的支持，或者在需要的时候提供更具挑战性的任务。您也可以利用这些信息在家中集中学习时间。

我们知道，评估分数并不能反映您孩子的整个学业情况。这些结果为多项衡量 – 指标之一（其中包括成绩单成绩、课堂表现和教师反馈在内），这些指标综合起来可全面了解您孩子在学校的进展。在这全面了解下，年度评估旨在帮助您和您孩子的老师更好地了解您的孩子于过去一年里在州级科学内容标准方面取得的进展。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。

最终，我们的目标是确保学生准备好在学校取得成功，并追求其梦想和抱负。如果您有一般性问题或想了解更多有关评估的信息，请访问我们的网站 <https://osse.dc.gov/science> 或与您孩子的老师进行讨论。您也可以使用本指南第 4 页中的资源来更好地理解评估、下一代科学标准以及可以在家中使用的学习资源。

州教育厅长办公室 (OSSE) 知道所有学生均能进行高水准的学习并取得高水准的成就，我们珍惜与您合作的机会，以帮助您的孩子取得成功。

感谢，



Christina Grant 博士

哥伦比亚特区州教育厅长办公室

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。

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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 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

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.

Physical Science: 78% (Mastered 8 of 9 skills)

Life Science: 47% (Mastered 6 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: 78% (Mastered 7 of 9 skills)

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

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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（例如，概念领域）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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Learning Profile 2021-2022

DYNAMIC[®]
LEARNING MAPS

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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 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.LE1-2	Recognize that organs have different functions	Identify which organs have a specific function	Model the organization and interaction of organs
SC.EE.HS.LE2-2	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.LE4-2	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/state>.
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3) 基本掌握水平

学习概况每行显示该学科的几个基本要素。对于每一个基本要素，在科学中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	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

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4) 报告指南

在学习概况中，绿色（或中灰色）阴影表示已经掌握的技能，而蓝色（或深灰色）表示未掌握技能的基本要素。浅灰色阴影表示未测试技能。

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：

- [《DLM 练习题和发布题组指南》](#) 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？