



Entendiendo el informe individual de resultados de su estudiante Año Escolar 2020-2021

¿Qué es la evaluaciones Dynamic Learning Maps® (DLM®)?

Este año, el/la maestro/a de su estudiante utilizó el Sistema de Evaluación Alternativa Dynamic Learning Maps® (DLM®) para evaluar el rendimiento académico en Lengua y Literatura Inglesa (lectura y escritura), Matemáticas y / o Ciencias. Esta evaluación está diseñada para estudiantes con tipos de discapacidades cognitivas significativas. Es una prueba completamente individualizada diseñada para que los estudiantes puedan mostrar lo que saben y son capaces de hacer. La evaluación se realiza en partes cortas llamadas testlets para que su estudiante no se canse o estrese demasiado.

Los resultados de la evaluación incorporada proporciona durante el año escolar información que el/la maestro/a puede utilizar para guiar la instrucción en el aula.

El estudiante recibirá un informe individual de resultados del estudiante por cada materia evaluada. Este informe indica las habilidades que su estudiante completó durante el año escolar 2020-2021.

Resumen

Cada informe individual de resultados del estudiante contiene información sobre el rendimiento del estudiante para una materia. Este informe tiene dos partes: el perfil de rendimiento y el perfil de aprendizaje.

Perfil de Rendimiento

La primera parte del Perfil de Rendimiento, llamada **Overall Results**, describe el rendimiento general de su estudiante basado en los Elementos Esenciales, que son los estándares de logros alternativos para esta temática. Los cuatro niveles de rendimiento son

- emergente
- próximo al objetivo
- en el objetivo
- avanzado

"En el objetivo" (at target) significa que su estudiante ha cumplido con los estándares de logros alternativos en esta materia al nivel de su grado.


La segunda parte del Perfil de Rendimiento describe el porcentaje de habilidades que su estudiante demostró en habilidades académicas relacionadas, llamadas **Areas**. En la sección Perfil de Aprendizaje del informe se muestra más información sobre el dominio de las habilidades dentro de cada área.

Como es el caso con cualquier resultado de la prueba, la habilidad del estudiante para demostrar ciertas habilidades puede variar de un intento de examen a otro. Mantenga en mente que las habilidades demostradas durante esta evaluación proporcionan sólo una pieza de evidencia de lo que su estudiante sabe y puede hacer.

REPORT DATE: 12-03-2020
SUBJECT: English language arts
GRADE: 10

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

Individual Student End-of-Year Report
Performance Profile 2020-21




DISTRICT ID: 12345
STATE: DLM State
STATE ID: 245984

Overall Results

The 2020-2021 academic year was significantly impacted by the COVID-19 pandemic. Results may reflect the unusual circumstances for instruction and assessment. Use results with caution.

Grade 10 English language arts allows students to show their achievement in 70 skills related to 14 Essential Elements. Student has mastered 19 of those 70 skills during Spring 2021. Overall, Student's mastery of English language arts fell into the second of four performance categories: **approaching the target**. The specific skills Student has and has not mastered can be found in Student's Learning Profile.




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. |

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.

ELA.C1.2: Construct understandings of text



28%
Mastered 7 of 25 skills

ELA.C1.3: Integrate ideas and information from text



40%
Mastered 6 of 15 skills

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Perfil de Aprendizaje

Los Elementos Esenciales son los estándares de nivel de grado medidos por evaluaciones alternativas DLM. El Perfil de Aprendizaje muestra qué habilidades demostró su estudiante en la evaluación y cómo esas habilidades se comparan con las expectativas del nivel de grado (el Target) para cada Elemento Esencial evaluado y dentro de cada Area¹. En la tabla, cada elemento esencial tiene una fila de habilidades en diferentes niveles.


En la columna de Elemento Esencial, el sombreado azul (o gris oscuro) muestra Elementos Esenciales que se evaluaron, pero su estudiante no demostró dominar durante la prueba. El sombreado gris claro significa que el Elemento Esencial no se evaluó este año. En las columnas Level Mastery (1-5²), el sombreado verde (o gris medio) muestra habilidades específicas que su estudiante demostró durante la prueba.

El rendimiento de su estudiante en todos los Elementos Esenciales se utilizan para calcular el rendimiento general de su estudiante en la asignatura.

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Student's performance in 10th grade English language arts Essential Elements is summarized below. This information is based on all of the DLM tests Student took during Spring 2021. Student was assessed on 13 out of 14 Essential Elements and 4 out of 4 Conceptual Areas expected in 10th grade.

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.

| | | Estimated Mastery Level | | | | |
|----------|-------------------|--|--|--|--|--|
| | | ④ | | | | |
| Area | Essential Element | 1 | 2 | 3 | 4 (Target) | 5 |
| ELA.C1.2 | ELA.EE.RI.9-10.1 | Identify concrete details in a familiar informational text | Identify concrete details in an informational text | Cite textual evidence for inferred information | Discriminate between citations for explicit and inferred information | Cite evidence for a text's specific meaning |
| ELA.C1.2 | ELA.EE.RI.9-10.2 | Identify concrete details in an informational text | Identify details relevant to the topic of text | Summarize a familiar informative text | Identify key details supporting the central idea | Support implicit and explicit meaning with details |
| ELA.C1.2 | ELA.EE.RI.9-10.5 | Draw conclusions from category knowledge | Answer who and what questions | Identify key details | Identify evidence for a claim | Differentiate between evidenced and non-evidenced claims |
| ELA.C1.2 | ELA.EE.RI.9-10.8 | Understand difference of perspective | Identify an author's points | Identify the evidence for a claim | Analyze an argument and determine evidence for it | Determine how structure contributes to claims |

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 end of year spring assessment. 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/states>.

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