Dynamic Learning Maps® (DLM®) and New York State Education Department (NYSED) Score Reports

Slide 1: This presentation explains both the Dynamic Learning Maps®, or DLM®, and the New York State Education Department score reports for the NYSAA. It is intended for all educators who will be accessing and utilizing the score reports.

Slide 2: Individual Student Score Reports are available for students who participate in the end-of-year New York State Alternate Assessment, commonly called the NYSAA, in English language arts, or ELA, mathematics, and science. Eligible students in grades 3 through 8 and high school must be assessed in ELA and mathematics. For science, the grades required to be assessed are 5, 8, and high school.

Slide 3: New York uses the Dynamic Learning Maps, or DLM, alternate assessment for the NYSAA. The DLM assessment is a nationwide assessment used by several states. DLM score reports include two parts. The Performance Profile provides broad information about what the student likely knows and can do in a subject. Then the Learning Profile describes the skills the student mastered related to the Essential Elements on which they were assessed. Note that NYSED provides its own Student Score Report for each subject in which a student was assessed. It is similar to the DLM Performance Profile.

Slide 4: Listed here is the process for generating a student's score report. First, students complete testlets. Then, if a student's assessment was never started, discontinued, or interrupted, a Special Circumstance Code can be applied to explain the circumstances. As their name indicates, Special Circumstances are only applied for special circumstances. The DLM system processes students' responses on any and all testlets taken and creates a data file that is then delivered to the state. The DLM technical team follows a careful quality control process to verify the data, which then goes to the Information Reporting Services at NYSED for review and editing, if necessary. Then NYSED sends the data file back to the DLM technical team for final review. Then the data file is approved by both DLM and NYSED. The data is loaded to the state's data warehouse, and NYSED score reports are populated. At the same time, DLM score reports are populated.

Slide 5: The DLM Performance Profile summarizes overall performance and the number of skills mastered for groups of related Essential Elements. It can be used to develop IEPs by describing present levels of performance and providing guidance on goals on which to focus. It can be used to communicate with parents and guardians to explain the student's overall performance in a subject. The Areas, Claims, and Domains, which indicate groups

of related Essential Elements for each subject, describe student strengths. The NYSED Score Report summarizes a student's achievement in relation to the state's alternate achievement learning standards. This is intended to be sent to parents.

Slide 6: The DLM scoring system is nontraditional. No raw scores, percentages, or scale scores are produced. Instead, the system analyzes a student's responses according to the structure of the Dynamic Learning Map model. Results are determined based on the student showing mastery of skills at the linkage levels as they relate to each Essential Element. For each ELA and mathematics Essential Element assessed, a student can master up to five skills that correspond to the linkage levels. A student can master up to three skills per science Essential Element assessed. The student's overall performance in a subject is based on the number of linkage levels mastered across the assessed Essential Elements. Then the number of skills mastered places the student within one of four performance levels for reporting purposes.

Slide 7: The NYSED performance levels are similar to, but not exactly the same as, the DLM performance levels. The NYSED performance levels are numbered 1 through 4, with level 4 being the highest. The DLM performance levels are Emerging, Approaching the Target, At Target, and Advanced. Provided here are the descriptions for each level.

Slide 8: Claims and conceptual areas for ELA and mathematics are groups of related Essential Elements. Claims are broader than the conceptual areas. For example, Claim 1 for ELA pertains to text comprehension, and the conceptual areas within that claim all pertain to aspects of reading comprehension. On a score report for ELA, the number of skills assessed and mastered within each conceptual area are provided. Mathematics score reports provide the number of skills assessed and mastered by claim. Science score reports provide the number of skills assessed and mastered by domain.

Slide 9: Shown here is page 1 of a DLM Performance Profile. This Performance Profile is for a student who took the grade 5 mathematics assessment. The top of the Performance Profile describes the student's overall performance and performance level. Then the Area section at the bottom summarizes the percent of skills mastered by conceptual area and continues to page 2 of the score report.

Slide 10: Shown here is a NYSED score report. Since this report is for parents, the first page starts off with an explanation for parents and guardians then provides links to resources. The second page of the report indicates the student's NYSED performance level for both this year and last year and explains what the level means. Then finally, the report provides the breakdown of skills mastered by area like the bottom of the DLM Performance Profile.

Slide 11: As mentioned earlier, the second part of the DLM score report is the Learning Profile. The Learning Profile is an informational report that shows the student's mastery of specific skills. During the assessment, teachers use the term linkage levels to describe the degree of difficulty and complexity related to each Essential Element. Essential Elements

for ELA and mathematics have five linkage levels. Essential Elements for science have three linkage levels. On DLM score reports, the linkage levels are referred to as skills. So, the Learning Profile shows which skills a student mastered for each Essential Element. Therefore, the Learning Profile is useful in setting instructional goals, identifying strengths and weaknesses, and guiding IEP development. It is also useful as a visual aid when meeting with parents or guardians, but it should not be given to parents. Give them the NYSED score report instead. The Learning Profile shows the student's skill mastery at the end of the assessed grade and is based on the best estimates of mastery available, based on the student's responses to assessed items. Results are intended to inform instruction but not for decisions about retention, placement, or disability eligibility.

Slide 12: Shown here is the first page of an example Learning Profile that goes with the grade 5 mathematics Performance Profile shown earlier in this presentation. Here, the specific skills mastered or not mastered are indicated for each Essential Element. Green shading indicates each skill a student mastered. Students are not assessed on all skills, but rather, at a particular linkage level for each Essential Element. However, when a student masters a skill, the system assumes the student has mastered any lower-level skills. For example, in this report, the student mastered the level 3 skill for the first Essential Element listed, so the system assumed the student mastered the skills for levels 1 and 2 as well. Blue shading means the student was assessed on the Essential Element but did not master any of its skills. Light gray shading is used when students were not assessed on an Essential Element. For example, if a student wasn't assessed on all the testlets expected for the subject, the Essential Elements for those testlets would be shaded gray. This student was assessed on all the Essential Elements shown. White, gray, and blue shading could signal skills that could be used for future instructional goals.

Slide 13: Keep in mind that judgment of mastery is based on what the student demonstrated on the DLM assessments. A student may have demonstrated similar skills during instruction but not during the assessment. The assessment measures where each student is in relation to the grade-level target. Not all students will perform at the target level, nor is that expected. The number of skills mastered does not mean a student answered a certain percentage of items correctly. Also remember that teachers provide instruction beyond what is reflected on the DLM assessment.

Slide 14: When thinking about the results, recognize how they can be used as well as their limitations. They can assist in identifying needed professional development for the teacher to strengthen instruction. They can be used to identify areas of academic skills where instruction may be focused. They can be used to reflect on how a student's overall performance informs IEP development. They can be used to communicate with parents and guardians to explain a student's overall performance in a subject, and they can be used to communicate with parents and guardians to highlight a student's strengths and weaknesses identified in the conceptual areas.

Slide 15: DLM score reports are provided in Kite® Educator Portal under the Reports tab. Choose the Alternate Assessment option. Then, go to the End-of-Year tab and choose the level at which you would like the reports. Options include by individual student, bundled students, or aggregate reports based on your level of access in Educator Portal. Since reports are archived for every year a student was assessed, you will need to specify the report year you want to view as well as the district, school, subject, grade, and teacher, again, as appropriate and as your level of permission allows. Click on the generated links to download the reports. Note that teachers can only access students that are currently rostered to them. DTCs and BTCs can access school, class, and individual student reports.

Slide 16: Score reports are available to the student's public school—that is CSE school—through the L2RPT Reporting System. The L2RPT Reporting System reflects statewide Level 2 data in the Student Information Repository System, or SIRS, which are made available through distributed applications at the regional Level 1 Data Centers. They are aggregated to the region at which they are hosted. L2RPT reports are designed to help districts verify a variety of demographic, enrollment, program, assessment, and graduation data in support of accountability and other requirements. You should contact your Level 1 Regional Information Center, or RIC, or Big 5 City District data center to access these reports. Districts with CSE responsibility will receive score reports for out-of-district placements.

Slide 17: For more information about score reports, refer to the website URLs shown here.