

**2021-22 New
York State
Alternate
Assessment
(NYSAA)**

**Individual Student Score Reports:
Administration of NYSAA through
Dynamic Learning Maps (DLM)**

The NYSAA measures student knowledge of the Essential Elements in the academic areas of English Language Arts (ELA), mathematics, and/or science. The Essential Elements are alternate achievement standards that are reduced in depth, breadth, and complexity from the State's grade level academic achievement standards. They have been adopted by the State for students with the most severe cognitive disabilities.

Individual Student Score Reports consist of two parts: a Performance Profile, which summarizes skill mastery for related content (e.g., a specific conceptual area or domain) and for the subject overall, and a Learning Profile, which describes the skills, as they relate to each Essential Element, that were included in the assessment and how the student's mastery of these skills compares to alternate achievement grade-level expectations. A student-specific score report is available for each subject a student was assessed on.

Individual Student Score Reports are now available for students in your school who participated in one or more testlets of the New York State Alternate Assessment (NYSAA) in English Language Arts (ELA), mathematics, and/or science. These are for teacher use only.

Performance Profile

The Performance Profile provides a report of the student's overall performance in a subject. Please note that there is no exact correlation between mastering a particular linkage level on a specific Essential Element and an overall performance level in the subject.

The bar graphs on the Performance Profile demonstrate the student's mastery of skills for groups of related Essential Elements (e.g., conceptual areas).

Hints for Interpreting the Learning and Performance Profiles

- Remember that the judgment of skill mastery is based on what the student demonstrated on the DLM assessments at the time the assessment was administered. A student may have demonstrated a similar skill during instruction but not demonstrated the skill during a DLM assessment.
- The assessment measures where students are with regard to the grade-level target. Not all students will perform at the Target level, and that is to be expected.

- The number of skills mastered does not mean that a student answered a certain percent of items correctly.
- The amount of white space on the Learning Profile does not necessarily reflect a lack of instruction. The DLM assessment is adaptive and is designed so students are assessed at a linkage level that is an appropriate level of challenge for them.
- Students with the most significant cognitive disabilities have a variety of educational goals. Academics are one part of their educational program. Teachers provide instruction beyond what is reflected in the student's Learning Profile, including additional academics, functional skills, and other priorities identified in the Individualized Education Program (IEP).
- Reports include only valid student records as determined by state-level review of results. If a student record was invalidated during the state's two-week review window, the student will not have an Individual Student Score Report.

You may use these results to support teachers by

- helping them consider how the results can be used and the limitations of the data
- identifying areas of needed professional development to strengthen instruction
- identifying areas of academic skills where instruction may be focused
- reflecting on how a student's overall performance informs the IEP

Learning Profile

A Student Learning Profile Report describes the student's mastery of certain skill levels for each assessed Essential Element.

For every Essential Element in English Language Arts and mathematics, there are skills at five linkage levels: Initial Precursor, Distal Precursor, Proximal Precursor, Target, and Successor. For every Essential Element in science, there are skills at three linkage levels: Initial, Precursor and Target. These levels are shown in columns on the Learning Profile. The Target level represents the grade-level expectation for students with the most significant cognitive disabilities. Each student is assessed on one linkage level for all Essential Elements on the blueprint, with the exception of Writing. Students are typically not assessed at every linkage level and may not be assessed on every Essential Element.

A Student Learning Profile Report provides one piece of evidence to help inform instruction of NYSAA students and helps to build a bridge between the alternate achievement standards, the State assessment, and teaching.

Class and School Level Results

The Class Results report provides a summary of results for all students who were rostered to the teacher. The report lists individual students, the number of Essential Elements tested, number of skills mastered, and their final achievement level.

Each school receives Class Results reports for every teacher with students enrolled in the DLM alternate assessment. The students are arranged alphabetically by grade level. All subjects are included on the report.

REPORT DATE: 06-10-2021

End of Year Report Class Results 2020-21



TEACHER NAME: Janice Walker
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT ID: 1234
STATE: DLM State

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.

| Student Name | Grade | Subject | EEs Tested | EEs at or above Target | Skills Mastered | Achievement Level |
|---------------|-------|---------|------------|------------------------|-----------------|--------------------|
| Sigler, Alice | 6 | ELA | 16 | 12 | 47 | At Target |
| | | Math | 11 | 5 | 37 | Approaching Target |
| | | Science | 9 | 3 | 9 | Approaching Target |
| Sims, John | 6 | ELA | 16 | 14 | 70 | Advanced |
| | | Math | 11 | 8 | 30 | At Target |
| | | Science | 9 | 7 | 21 | Advanced |
| Daly, Joy | 8 | ELA | 17 | 4 | 42 | Emerging |
| | | Math | 15 | 2 | 33 | Emerging |

Achievement Levels

The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.

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

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

The School Results report contains the same information as the Class Results report along with the teacher for each student added in an additional column. Records for the entire school are organized by grade and then by teacher and student in alphabetical order.

Hints for Interpreting the Class and School Results

- Students appear in the School Results based on the roster and school where they were assessed. This may not be the same school where they are counted for accountability purposes.

- If a student was enrolled in DLM assessments but did not complete a single item in any testlet in any subject of the assessment, the student is included, but with dashes in place of results.
- Reports include only valid student records as determined by state-level review of results. If a student record was invalidated during the state's two-week review window, the student is not included in these results.
- Remember that total skills mastered is based on what the student demonstrated on the DLM assessments. A student may have demonstrated similar skills during instruction but not demonstrated the skill during a DLM assessment.
- The assessment measures where students are with regard to the grade-level target. Not all students perform at the at Target level, and that is to be expected.
- These results provide a summary of overall performance in the grade/subject at the class and school level. More useful information for instructional planning is located in each student's Individual Student Score Report.

District and State Level Results

The District Results report provides one table of results. Each row shows the number of students assessed at that grade and subject and the number of students who achieved at each performance level. The last column indicates the percent of students at the *at target* or *advanced* levels. The State Results report has the same formatting and provides the same type of information for all student records in the state.

Hints for Interpreting Final District and State Results

- Student results are reported for the district where they were assessed. This may not be the same district where they are counted for accountability purposes.
- If a student was enrolled in DLM assessments but did not complete any items in any testlet in any subject, the student is not included in these results.
- Reports include only valid student records as determined by state-level review of results.
- These reports provide a high-level summary of all students at the district or state level. More useful information for instructional planning is located in each student's Individual Student Score Report.
- The assessment measures where students are with regard to the grade-level target. Not all students perform at the at target level, and that is to be expected.

How Reports Are Distributed

Individual Student Score Reports are available through the Dynamic Learning Maps (DLM) Educator Portal platform. The reports will only contain information pertaining to the testlets that the student completed. The Performance Profile would indicate the student has a zero on performance or no levels mastered for Essential Elements not

assessed and the Learning Profile would indicate a student was not assessed on these Essential Elements.

An Educator Portal user with the role of District Superintendent, District Test Coordinator (DTC), Building Test Coordinator (BTC) or Teacher will have access to Individual Student Score Reports (Learning and Performance Profile Reports) for students who were assessed the previous spring. To access the reports, the authorized user logs into Educator Portal.

Educator Portal users with the role of District Superintendent, DTC or BTC will select Alternate Assessment from the Reports dropdown menu. Next the authorized user selects the End-of-Year tab and Student (Individual) or Students (Bundled).

Educator Portal users with the role of Teacher will have access to Student Learning Profile Reports for students who are rostered to them for the current school year's assessment. Teachers will have access to the reports by logging into the Educator Portal platform and selecting the Student Report Archive from the Reports tab dropdown.

Questions regarding the Individual Student Score Reports may be directed to the Office of State Assessment at emscassessinfo@nysed.gov.