

New York State Alternate Assessment (NYSAA) 2019 Learning Profile Grade 3 ELA

Student: Mary Smith, State Student Identifier: 8569874125

District BEDS Code: 321000010000, District: Carolina City SD, School BEDS Code: 321000010056, School: RED MILL ELEMENTARY SCHOOL

Mary's performance on the Essential Elements for 3rd grade English Language Arts (ELA) is summarized below. This information is based on the DLM ELA assessment taken during the Spring 2019 test administration period. Demonstrating mastery of a level during the assessment assumes mastery of all prior levels for that Essential Element.

		This table 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.				
Area	Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	TARGET	Successor
ELA C1.2	ELA.L.3.5.a	Attend to object characteristics	Identify familiar people, objects, places, or events	Identify the meaning of words	Determine the literal meaning of words and phrases	Identify the words or phrases to complete a literal sentence
ELA C1.2	ELA.L.3.5.c	Identify feeling states in self	Understand common feeling words	Understand and identify feeling words	Identify feeling words for personal state	Describe internal and external character traits
ELA C1.1	ELA.RI.3.1	Attend to object characteristics	Identify familiar people, objects, places, or events	Identify concrete details in an informational text	Understand simple questions about concrete details	Identify words related to explicit information
ELA C1.1	ELA.RI.3.2	Seek absent objects	Attend to object characteristics	Identify illustrations for a familiar text	Identify a concrete detail in an informational text	Identify explicit details in informational texts
ELA C1.1	ELA.RI.3.3	Identify a forward sequence in a familiar routine	Identify actions in familiar routines	Identify events in a familiar informational text	Determine which event comes first	Identify temporal information or events
ELA C1.2	ELA.RI.3.4	Attend to object characteristics	Understand words for absent objects and people	Identify the meaning of words	Identify words or phrases to complete a literal sentence	Identify the meaning of an unambiguous word
ELA C1.2	ELA.RI.3.8	Notice what is new	Determine similar or different	Identify relationships between concrete details	Identify related points in an informational text	Identify reasons that support points

Green = Skills mastered as related to Essential Element
Gray = Essential Element not tested

Blue = No evidence of mastery on this Essential Element
White = Skills not mastered as related to Essential Element

You can find information and descriptions for ELA Essential Elements at <http://dynamiclearningmaps.org/essential-elements/ela>.

(c) The University of Kansas. All rights reserved. For educational purposes only. May not be used for commercial or other purposes without permission.

'Dynamic Learning Maps' is a trademark of The University of Kansas.

Disclaimer: This report is intended to serve as one source of evidence in an instructional planning process. Because evidence of student mastery of each Essential Element is based on a limited number of items, the estimated mastery patterns depicted here may not fully represent what a student knows and can do.

New York State Alternate Assessment (NYSAA) 2019 Learning Profile Grade 3 ELA

Student: Mary Smith, State Student Identifier: 8569874125

District BEDS Code: 321000010000, District: Carolina City SD, School BEDS Code: 321000010056, School: RED MILL ELEMENTARY SCHOOL

Mary's performance on the Essential Elements for 3rd grade English Language Arts (ELA) is summarized below. This information is based on the DLM ELA assessment taken during the Spring 2019 test administration period. Demonstrating mastery of a level during the assessment assumes mastery of all prior levels for that Essential Element.

		This table 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.				
Area	Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	TARGET	Successor
ELA C1.3	ELA.RI.3.9	Attend to object characteristics	Identify familiar people, objects, places, and events	Identify concrete details in an informational text	Identify similarities in texts on the same topic	Compare informational texts on the same topic
ELA C1.1	ELA.RL.3.1	Attend to object characteristics	Identify familiar people, objects, places, or events	Answer who and what questions about details in familiar text	Answer who and what questions about story details	Answer wh- questions about story details
ELA C1.1	ELA.RL.3.2	Seek absent objects	Identify familiar people, objects, places, or events	Associate details with events in a familiar story	Associate details with events in diverse stories	Recount diverse stories with key details
ELA C1.1	ELA.RL.3.3	Identify feeling states in self	Identify feeling words	Identify character feelings in a familiar story	Identify character feelings	Relate character feelings to actions
ELA C1.2	ELA.RL.3.4	Attend to object characteristics	Understand words for absent objects and people	Identify real-world uses of words	Identify words or phrases to complete a literal sentence	Identify the meaning of an unambiguous word
ELA C1.1	ELA.RL.3.5	Express interest in book sharing	Differentiate between text and pictures	Identify the beginning and end of a familiar story	Identify beginning, middle, and end of a familiar story	Identify the beginning and end of a story
ELA C1.3	ELA.RL.3.9	Attend to object characteristics	Identify familiar people, objects, places, or events	Associate details and events	Identify similar story elements in two stories	Identify similarities of plots in two stories

Green = Skills mastered as related to Essential Element
Gray = Essential Element not tested

Blue = No evidence of mastery on this Essential Element
White = Skills not mastered as related to Essential Element

You can find information and descriptions for ELA Essential Elements at <http://dynamiclearningmaps.org/essential-elements/ela>.

(c) The University of Kansas. All rights reserved. For educational purposes only. May not be used for commercial or other purposes without permission.

'Dynamic Learning Maps' is a trademark of The University of Kansas.

Disclaimer: This report is intended to serve as one source of evidence in an instructional planning process. Because evidence of student mastery of each Essential Element is based on a limited number of items, the estimated mastery patterns depicted here may not fully represent what a student knows and can do.

New York State Alternate Assessment (NYSAA) 2019 Learning Profile Grade 3 ELA

Student: Mary Smith, State Student Identifier: 8569874125

District BEDS Code: 321000010000, District: Carolina City SD, School BEDS Code: 321000010056, School: RED MILL ELEMENTARY SCHOOL

Mary's performance on the Essential Elements for 3rd grade English Language Arts (ELA) is summarized below. This information is based on the DLM ELA assessment taken during the Spring 2019 test administration period. Demonstrating mastery of a level during the assessment assumes mastery of all prior levels for that Essential Element.

		This table 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.				
Area	Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	TARGET	Successor
ELA C2.1	ELA.W.3.2.a	Direct attention to objects and people	Indicate a choice between two objects	Select a familiar topic	Write facts and details about a topic	Use perceptual information to write about a topic
ELA C2.1	ELA.W.3.4	Direct attention to objects and people	Attend to objects, pictures, or multimedia	Connect two or more words together	Produce writing which expresses multiple ideas	Write a complete thought

Green = Skills mastered as related to Essential Element
Gray = Essential Element not tested

Blue = No evidence of mastery on this Essential Element
White = Skills not mastered as related to Essential Element

You can find information and descriptions for ELA Essential Elements at <http://dynamiclearningmaps.org/essential-elements/ela>.

(c) The University of Kansas. All rights reserved. For educational purposes only. May not be used for commercial or other purposes without permission.
'Dynamic Learning Maps' is a trademark of The University of Kansas.

Disclaimer: This report is intended to serve as one source of evidence in an instructional planning process. Because evidence of student mastery of each Essential Element is based on a limited number of items, the estimated mastery patterns depicted here may not fully represent what a student knows and can do.

New York State Alternate Assessment (NYSAA) 2019 Learning Profile Grade 3 ELA

Student: Bob Brown, State Student Identifier: 1114598753
School BEDS Code: 441000010002, School: St. Thomas School

Bob's performance on the Essential Elements for 3rd grade English Language Arts (ELA) is summarized below. This information is based on the DLM ELA assessment taken during the Spring 2019 test administration period. Demonstrating mastery of a level during the assessment assumes mastery of all prior levels for that Essential Element.

Area	Essential Element	This table 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.				
		Initial Precursor	Distal Precursor	Proximal Precursor	TARGET	Successor
ELA C1.2	ELA.L.3.5.a	Attend to object characteristics	Identify familiar people, objects, places, or events	Identify the meaning of words	Determine the literal meaning of words and phrases	Identify the words or phrases to complete a literal sentence
ELA C1.2	ELA.L.3.5.c	Identify feeling states in self	Understand common feeling words	Understand and identify feeling words	Identify feeling words for personal state	Describe internal and external character traits
ELA C1.1	ELA.RI.3.1	Attend to object characteristics	Identify familiar people, objects, places, or events	Identify concrete details in an informational text	Understand simple questions about concrete details	Identify words related to explicit information
ELA C1.1	ELA.RI.3.2	Seek absent objects	Attend to object characteristics	Identify illustrations for a familiar text	Identify a concrete detail in an informational text	Identify explicit details in informational texts
ELA C1.1	ELA.RI.3.3	Identify a forward sequence in a familiar routine	Identify actions in familiar routines	Identify events in a familiar informational text	Determine which event comes first	Identify temporal information or events
ELA C1.2	ELA.RI.3.4	Attend to object characteristics	Understand words for absent objects and people	Identify the meaning of words	Identify words or phrases to complete a literal sentence	Identify the meaning of an unambiguous word
ELA C1.2	ELA.RI.3.8	Notice what is new	Determine similar or different	Identify relationships between concrete details	Identify related points in an informational text	Identify reasons that support points
ELA C1.3	ELA.RI.3.9	Attend to object characteristics	Identify familiar people, objects, places, and events	Identify concrete details in an informational text	Identify similarities in texts on the same topic	Compare informational texts on the same topic

Green = Skills mastered as related to Essential Element
Gray = Essential Element not tested

Blue = No evidence of mastery on this Essential Element
White = Skills not mastered as related to Essential Element

You can find information and descriptions for ELA Essential Elements at <http://dynamiclearningmaps.org/essential-elements/ela>.

(c) The University of Kansas. All rights reserved. For educational purposes only. May not be used for commercial or other purposes without permission.

'Dynamic Learning Maps' is a trademark of The University of Kansas.

Disclaimer: This report is intended to serve as one source of evidence in an instructional planning process. Because evidence of student mastery of each Essential Element is based on a limited number of items, the estimated mastery patterns depicted here may not fully represent what a student knows and can do.

New York State Alternate Assessment (NYSAA) 2019 Learning Profile Grade 3 ELA

Student: Bob Brown, State Student Identifier: 1114598753
School BEDS Code: 441000010002, School: St. Thomas School

Bob's performance on the Essential Elements for 3rd grade English Language Arts (ELA) is summarized below. This information is based on the DLM ELA assessment taken during the Spring 2019 test administration period. Demonstrating mastery of a level during the assessment assumes mastery of all prior levels for that Essential Element.

		This table 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.				
Area	Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	TARGET	Successor
ELA C1.1	ELA.RL.3.1	Attend to object characteristics	Identify familiar people, objects, places, or events	Answer who and what questions about details in familiar text	Answer who and what questions about story details	Answer wh- questions about story details
ELA C1.1	ELA.RL.3.2	Seek absent objects	Identify familiar people, objects, places, or events	Associate details with events in a familiar story	Associate details with events in diverse stories	Recount diverse stories with key details
ELA C1.1	ELA.RL.3.3	Identify feeling states in self	Identify feeling words	Identify character feelings in a familiar story	Identify character feelings	Relate character feelings to actions
ELA C1.2	ELA.RL.3.4	Attend to object characteristics	Understand words for absent objects and people	Identify real-world uses of words	Identify words or phrases to complete a literal sentence	Identify the meaning of an unambiguous word
ELA C1.1	ELA.RL.3.5	Express interest in book sharing	Differentiate between text and pictures	Identify the beginning and end of a familiar story	Identify beginning, middle, and end of a familiar story	Identify the beginning and end of a story
ELA C1.3	ELA.RL.3.9	Attend to object characteristics	Identify familiar people, objects, places, or events	Associate details and events	Identify similar story elements in two stories	Identify similarities of plots in two stories
ELA C2.1	ELA.W.3.2.a	Direct attention to objects and people	Indicate a choice between two objects	Select a familiar topic	Write facts and details about a topic	Use perceptual information to write about a topic
ELA C2.1	ELA.W.3.4	Direct attention to objects and people	Attend to objects, pictures, or multimedia	Connect two or more words together	Produce writing which expresses multiple ideas	Write a complete thought

Green = Skills mastered as related to Essential Element
Gray = Essential Element not tested

Blue = No evidence of mastery on this Essential Element
White = Skills not mastered as related to Essential Element

You can find information and descriptions for ELA Essential Elements at <http://dynamiclearningmaps.org/essential-elements/ela>.

(c) The University of Kansas. All rights reserved. For educational purposes only. May not be used for commercial or other purposes without permission.

'Dynamic Learning Maps' is a trademark of The University of Kansas.

Disclaimer: This report is intended to serve as one source of evidence in an instructional planning process. Because evidence of student mastery of each Essential Element is based on a limited number of items, the estimated mastery patterns depicted here may not fully represent what a student knows and can do.

New York State Alternate Assessment (NYSAA) 2019 Learning Profile Grade 3 ELA

Student: Jane Doe, State Student Identifier: 6657122589
School BEDS Code: 552000010000, School: Williamsburg BOCES

Jane's performance on the Essential Elements for 3rd grade English Language Arts (ELA) is summarized below. This information is based on the DLM ELA assessment taken during the Spring 2019 test administration period. Demonstrating mastery of a level during the assessment assumes mastery of all prior levels for that Essential Element.

		This table 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.				
Area	Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	TARGET	Successor
ELA C1.2	ELA.L.3.5.a	Attend to object characteristics	Identify familiar people, objects, places, or events	Identify the meaning of words	Determine the literal meaning of words and phrases	Identify the words or phrases to complete a literal sentence
ELA C1.2	ELA.L.3.5.c	Identify feeling states in self	Understand common feeling words	Understand and identify feeling words	Identify feeling words for personal state	Describe internal and external character traits
ELA C1.1	ELA.RI.3.1	Attend to object characteristics	Identify familiar people, objects, places, or events	Identify concrete details in an informational text	Understand simple questions about concrete details	Identify words related to explicit information
ELA C1.1	ELA.RI.3.2	Seek absent objects	Attend to object characteristics	Identify illustrations for a familiar text	Identify a concrete detail in an informational text	Identify explicit details in informational texts
ELA C1.1	ELA.RI.3.3	Identify a forward sequence in a familiar routine	Identify actions in familiar routines	Identify events in a familiar informational text	Determine which event comes first	Identify temporal information or events
ELA C1.2	ELA.RI.3.4	Attend to object characteristics	Understand words for absent objects and people	Identify the meaning of words	Identify words or phrases to complete a literal sentence	Identify the meaning of an unambiguous word
ELA C1.2	ELA.RI.3.8	Notice what is new	Determine similar or different	Identify relationships between concrete details	Identify related points in an informational text	Identify reasons that support points
ELA C1.3	ELA.RI.3.9	Attend to object characteristics	Identify familiar people, objects, places, and events	Identify concrete details in an informational text	Identify similarities in texts on the same topic	Compare informational texts on the same topic

Green = Skills mastered as related to Essential Element
Gray = Essential Element not tested

Blue = No evidence of mastery on this Essential Element
White = Skills not mastered as related to Essential Element

You can find information and descriptions for ELA Essential Elements at <http://dynamiclearningmaps.org/essential-elements/ela>.

(c) The University of Kansas. All rights reserved. For educational purposes only. May not be used for commercial or other purposes without permission.

'Dynamic Learning Maps' is a trademark of The University of Kansas.

Disclaimer: This report is intended to serve as one source of evidence in an instructional planning process. Because evidence of student mastery of each Essential Element is based on a limited number of items, the estimated mastery patterns depicted here may not fully represent what a student knows and can do.

New York State Alternate Assessment (NYSAA) 2019 Learning Profile Grade 3 ELA

Student: Jane Doe, State Student Identifier: 6657122589
School BEDS Code: 552000010000, School: Williamsburg BOCES

Jane's performance on the Essential Elements for 3rd grade English Language Arts (ELA) is summarized below. This information is based on the DLM ELA assessment taken during the Spring 2019 test administration period. Demonstrating mastery of a level during the assessment assumes mastery of all prior levels for that Essential Element.

		This table 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.				
Area	Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	TARGET	Successor
ELA C1.1	ELA.RL.3.1	Attend to object characteristics	Identify familiar people, objects, places, or events	Answer who and what questions about details in familiar text	Answer who and what questions about story details	Answer wh- questions about story details
ELA C1.1	ELA.RL.3.2	Seek absent objects	Identify familiar people, objects, places, or events	Associate details with events in a familiar story	Associate details with events in diverse stories	Recount diverse stories with key details
ELA C1.1	ELA.RL.3.3	Identify feeling states in self	Identify feeling words	Identify character feelings in a familiar story	Identify character feelings	Relate character feelings to actions
ELA C1.2	ELA.RL.3.4	Attend to object characteristics	Understand words for absent objects and people	Identify real-world uses of words	Identify words or phrases to complete a literal sentence	Identify the meaning of an unambiguous word
ELA C1.1	ELA.RL.3.5	Express interest in book sharing	Differentiate between text and pictures	Identify the beginning and end of a familiar story	Identify beginning, middle, and end of a familiar story	Identify the beginning and end of a story
ELA C1.3	ELA.RL.3.9	Attend to object characteristics	Identify familiar people, objects, places, or events	Associate details and events	Identify similar story elements in two stories	Identify similarities of plots in two stories
ELA C2.1	ELA.W.3.2.a	Direct attention to objects and people	Indicate a choice between two objects	Select a familiar topic	Write facts and details about a topic	Use perceptual information to write about a topic
ELA C2.1	ELA.W.3.4	Direct attention to objects and people	Attend to objects, pictures, or multimedia	Connect two or more words together	Produce writing which expresses multiple ideas	Write a complete thought

Green = Skills mastered as related to Essential Element
Gray = Essential Element not tested

Blue = No evidence of mastery on this Essential Element
White = Skills not mastered as related to Essential Element

You can find information and descriptions for ELA Essential Elements at <http://dynamiclearningmaps.org/essential-elements/ela>.

(c) The University of Kansas. All rights reserved. For educational purposes only. May not be used for commercial or other purposes without permission.

'Dynamic Learning Maps' is a trademark of The University of Kansas.

Disclaimer: This report is intended to serve as one source of evidence in an instructional planning process. Because evidence of student mastery of each Essential Element is based on a limited number of items, the estimated mastery patterns depicted here may not fully represent what a student knows and can do.

New York State Alternate Assessment (NYSAA) 2019 Learning Profile Grade 3 ELA

Student: John Jones, State Student Identifier: 9855671203

District BEDS Code: 662000010000, District: Florida City SD, School BEDS Code: 662000010021, School: MAPLE HILL ELEMENTARY SCHOOL

John's performance on the Essential Elements for 3rd grade English Language Arts (ELA) is summarized below. This information is based on the DLM ELA assessment taken during the Spring 2019 test administration period. Demonstrating mastery of a level during the assessment assumes mastery of all prior levels for that Essential Element.

		This table 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.				
Area	Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	TARGET	Successor
ELA C1.2	ELA.L.3.5.a	Attend to object characteristics	Identify familiar people, objects, places, or events	Identify the meaning of words	Determine the literal meaning of words and phrases	Identify the words or phrases to complete a literal sentence
ELA C1.2	ELA.L.3.5.c	Identify feeling states in self	Understand common feeling words	Understand and identify feeling words	Identify feeling words for personal state	Describe internal and external character traits
ELA C1.1	ELA.RI.3.1	Attend to object characteristics	Identify familiar people, objects, places, or events	Identify concrete details in an informational text	Understand simple questions about concrete details	Identify words related to explicit information
ELA C1.1	ELA.RI.3.2	Seek absent objects	Attend to object characteristics	Identify illustrations for a familiar text	Identify a concrete detail in an informational text	Identify explicit details in informational texts
ELA C1.1	ELA.RI.3.3	Identify a forward sequence in a familiar routine	Identify actions in familiar routines	Identify events in a familiar informational text	Determine which event comes first	Identify temporal information or events
ELA C1.2	ELA.RI.3.4	Attend to object characteristics	Understand words for absent objects and people	Identify the meaning of words	Identify words or phrases to complete a literal sentence	Identify the meaning of an unambiguous word
ELA C1.2	ELA.RI.3.8	Notice what is new	Determine similar or different	Identify relationships between concrete details	Identify related points in an informational text	Identify reasons that support points

Green = Skills mastered as related to Essential Element
Gray = Essential Element not tested

Blue = No evidence of mastery on this Essential Element
White = Skills not mastered as related to Essential Element

You can find information and descriptions for ELA Essential Elements at <http://dynamiclearningmaps.org/essential-elements/ela>.

(c) The University of Kansas. All rights reserved. For educational purposes only. May not be used for commercial or other purposes without permission.

'Dynamic Learning Maps' is a trademark of The University of Kansas.

Disclaimer: This report is intended to serve as one source of evidence in an instructional planning process. Because evidence of student mastery of each Essential Element is based on a limited number of items, the estimated mastery patterns depicted here may not fully represent what a student knows and can do.

New York State Alternate Assessment (NYSAA) 2019 Learning Profile Grade 3 ELA

Student: John Jones, State Student Identifier: 9855671203

District BEDS Code: 662000010000, District: Florida City SD, School BEDS Code: 662000010021, School: MAPLE HILL ELEMENTARY SCHOOL

John's performance on the Essential Elements for 3rd grade English Language Arts (ELA) is summarized below. This information is based on the DLM ELA assessment taken during the Spring 2019 test administration period. Demonstrating mastery of a level during the assessment assumes mastery of all prior levels for that Essential Element.

		This table 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.				
Area	Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	TARGET	Successor
ELA C1.3	ELA.RI.3.9	Attend to object characteristics	Identify familiar people, objects, places, and events	Identify concrete details in an informational text	Identify similarities in texts on the same topic	Compare informational texts on the same topic
ELA C1.1	ELA.RL.3.1	Attend to object characteristics	Identify familiar people, objects, places, or events	Answer who and what questions about details in familiar text	Answer who and what questions about story details	Answer wh- questions about story details
ELA C1.1	ELA.RL.3.2	Seek absent objects	Identify familiar people, objects, places, or events	Associate details with events in a familiar story	Associate details with events in diverse stories	Recount diverse stories with key details
ELA C1.1	ELA.RL.3.3	Identify feeling states in self	Identify feeling words	Identify character feelings in a familiar story	Identify character feelings	Relate character feelings to actions
ELA C1.2	ELA.RL.3.4	Attend to object characteristics	Understand words for absent objects and people	Identify real-world uses of words	Identify words or phrases to complete a literal sentence	Identify the meaning of an unambiguous word
ELA C1.1	ELA.RL.3.5	Express interest in book sharing	Differentiate between text and pictures	Identify the beginning and end of a familiar story	Identify beginning, middle, and end of a familiar story	Identify the beginning and end of a story
ELA C1.3	ELA.RL.3.9	Attend to object characteristics	Identify familiar people, objects, places, or events	Associate details and events	Identify similar story elements in two stories	Identify similarities of plots in two stories

Green = Skills mastered as related to Essential Element
Gray = Essential Element not tested

Blue = No evidence of mastery on this Essential Element
White = Skills not mastered as related to Essential Element

You can find information and descriptions for ELA Essential Elements at <http://dynamiclearningmaps.org/essential-elements/ela>.

(c) The University of Kansas. All rights reserved. For educational purposes only. May not be used for commercial or other purposes without permission.

'Dynamic Learning Maps' is a trademark of The University of Kansas.

Disclaimer: This report is intended to serve as one source of evidence in an instructional planning process. Because evidence of student mastery of each Essential Element is based on a limited number of items, the estimated mastery patterns depicted here may not fully represent what a student knows and can do.

New York State Alternate Assessment (NYSAA) 2019 Learning Profile Grade 3 ELA

Student: John Jones, State Student Identifier: 9855671203

District BEDS Code: 662000010000, District: Florida City SD, School BEDS Code: 662000010021, School: MAPLE HILL ELEMENTARY SCHOOL

John's performance on the Essential Elements for 3rd grade English Language Arts (ELA) is summarized below. This information is based on the DLM ELA assessment taken during the Spring 2019 test administration period. Demonstrating mastery of a level during the assessment assumes mastery of all prior levels for that Essential Element.

		This table 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.				
Area	Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	TARGET	Successor
ELA C2.1	ELA.W.3.2.a	Direct attention to objects and people	Indicate a choice between two objects	Select a familiar topic	Write facts and details about a topic	Use perceptual information to write about a topic
ELA C2.1	ELA.W.3.4	Direct attention to objects and people	Attend to objects, pictures, or multimedia	Connect two or more words together	Produce writing which expresses multiple ideas	Write a complete thought

Green = Skills mastered as related to Essential Element
Gray = Essential Element not tested

Blue = No evidence of mastery on this Essential Element
White = Skills not mastered as related to Essential Element

You can find information and descriptions for ELA Essential Elements at <http://dynamiclearningmaps.org/essential-elements/ela>.

(c) The University of Kansas. All rights reserved. For educational purposes only. May not be used for commercial or other purposes without permission.
'Dynamic Learning Maps' is a trademark of The University of Kansas.

Disclaimer: This report is intended to serve as one source of evidence in an instructional planning process. Because evidence of student mastery of each Essential Element is based on a limited number of items, the estimated mastery patterns depicted here may not fully represent what a student knows and can do.