South Dakota
Science Assessment

2022–2023

Volume 6:
Score Interpretation Guide

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

Appendix 6-A. Reporting System User Guide for Summative and Interim Assessments
Appendix 6-B. Sample Printed Individual Student Report

1. SOUTH DAKOTA SCORE REPORTS

In spring 2023, the South Dakota Science Assessment (SDSA) was administered to South Dakota students in grades 5, 8, and 11. The purpose of the *Score Interpretation Guide* is to document the features of the South Dakota Centralized Reporting System (CRS), which is designed to assist stakeholders in reviewing and downloading the test results and understanding and appropriately using the results of the state assessments. Additionally, this volume describes the score types reported for the spring 2023 assessments, the appropriate uses of those score types, the inferences that can be drawn from them, and features of the score reports.

1.1 OVERVIEW OF SOUTH DAKOTA SCORE REPORTS

The SDSA was first administered operationally statewide in spring 2021. Due to the COVID-19 pandemic, testing in spring 2020 was cancelled. Testing resumed in spring 2021. Achievement standards were recommended through standard setting in September 2021 and confirmed by standards confirmation in July 2022. Test scores from the spring 2021 assessment were provided to districts and schools through the CRS on November 1, 2021. Test scores for the 2022 assessment were provided through the CRS on September 12, 2022. Test scores from the Spring 2023 assessment were provided to districts and students through the CRS, beginning on March 27, 2023. The CRS provided information on student performance and aggregated summaries at several levels—district, school, and roster.

The CRS (https://sd.portal.cambiumast.com/) is a web-based application that provides SDSA results at various levels. Test results are available for users based on their roles and the privileges they receive based on the authentication granted to them. There are four basic levels of user roles (state, district, school, and teacher). Each user is granted drill-down access to reports in the system based on his or her assigned role. This means that teachers can access data for their roster(s) of students only, schools can access data for the students in their school only, and districts can access data for all schools and students in their district only.

The following users have access to the system:

- **State.** These users have access to all data at the state, district, school, teacher, and student levels.

- **Assessment Coordinator (AC) and District Administrator (DA).** These users have access to all data for their district and the schools and students in their district.

- **School Coordinator (SC).** These users have access to all data for their school and the students in their school.

- **Teacher Examiner (TE).** These users have access to all aggregate data for their rosters and the students within their rosters.

Access to reports is password protected, and users can access data at and below their assigned level. For example, an SC user can access the school report of students for his or her school but not for another school.

1.2 OVERALL SCORES AND DISCIPLINE-LEVEL SCORES

Each student receives a single scale score for each subject tested if there is a valid score to report. A student's score is based only on the operational items on the assessment. A scale score is used to describe how well a student performed on a test and can be interpreted as an estimate of the student's knowledge and skills measured. The scale score is transformed from a theta score, which is estimated based on mathematical models. Low scale scores can be interpreted as an indication that the student does not possess sufficient knowledge and skills measured by the test. Conversely, high scale scores can be interpreted as an indication that the student has proficient knowledge and skills measured by the test. Interpretation of scale scores is more meaningful when the scale scores are used along with achievement levels and Achievement-Level Descriptors (ALDs)[1].

Based on the scale score, students will be assigned a level based on their overall performance. These levels are proficiency categories on a test, which students fall into based on their scale scores. For the SDSA, scale scores are mapped into four levels:

1. Does Not Meet Standard

2. Approaching Standard

3. Meets Standard

4. Exceeds Standard

For details on the standard-setting process and standards confirmation, refer to Volume 3, Setting Achievement Standards, and Addendum to Volume 3, Confirming Achievement Standards, of this technical report.

ALDs are a description of content-area knowledge and skills that students at each level are expected to possess. Generally, students performing on the SDSA at Levels 3 and 4 are considered on track to demonstrate progress toward mastery of the knowledge and skills necessary for college and career readiness.

In addition to an overall score, students will receive discipline-level scores. For the SDSA, student performance on each discipline level is reported on three categories:

1. Below Standard

2. Approaching Standard

3. Above Standard

Unlike the levels for the overall test performance, student performance on each of the discipline levels is evaluated with respect to the *Meets Standard* performance standard. Student performance at either *Below Standard* or *Above Standard* can be interpreted as student performance clearly below or above the *Meets Standard* cut score for a specific discipline. Student performance at

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[1] Note that for the SDSA, achievement levels and ALDs are shown as performance levels and Performance-Level Descriptors (PLDs) on the individual student reports.

Approaching Standard can be interpreted as student performance that does not provide enough information to tell whether students reached the *Meets Standard* mark for the specific discipline.

Table 1 displays the disciplines and discipline-level claims for science by grade.

Table 1. Disciplines and Discipline-Level Claims for Science

Grade	Discipline	Claim
5, 8, 11	Practices and Concepts in Life Sciences	The student can use the science and engineering practices to demonstrate understanding of the disciplinary core ideas and crosscutting concepts in Life Science.
	Practices and Concepts in Physical Sciences	The student can use the science and engineering practices to demonstrate understanding of the disciplinary core ideas and crosscutting concepts in Physical Science.
	Practices and Concepts in Earth and Space Sciences	The student can use the science and engineering practices to demonstrate understanding of the disciplinary core ideas and crosscutting concepts in Earth and Space Science.

1.3 CENTRALIZED REPORTING SYSTEM

The CRS generates a set of online score reports that describe student performance for students, families, educators, and other stakeholders. The online score reports are produced after the tests are submitted by the students, handscored and machine-scored, and finally processed into the CRS. In addition to each individual student's score report, the CRS produces aggregate score reports for teachers, schools, districts, and states.

Furthermore, to facilitate comparisons, each aggregate report contains the summary results for the selected aggregate unit, as well as all aggregate units above the selected aggregate. For example, if a school is selected, the summary results of the district to which the school belongs are provided so that the school performance can be compared with the district performance. If a teacher is selected, the summary results for the school and the district above the teacher are also provided for comparison purposes.

1.4 AVAILABLE REPORTS ON THE SOUTH DAKOTA CENTRALIZED REPORTING SYSTEM

The South Dakota CRS is hierarchically structured. An authorized user can view reports at his or her own aggregated unit and any lower level of aggregation. For example, a school user can view only the reports and data at the school and student levels of his or her school. DA users can view the reports and data for their districts and also the student-level results for all of their schools.

Table 2 summarizes the types of score reports that are available in the CRS and the levels at which the reports can be viewed. A description of each report is also provided. Data files are also accessible for districts to download.

For detailed information on available reports and available features, educators can refer to the CRS user guide included in Appendix 6-A, Reporting System User Guide for Summative and Interim Assessments.

Table 2. South Dakota Score Reports Summary

Report	Description	Unit of Aggregation				
		State	**District**	**School**	**Roster**	**Student**
Summary Performance	Summary of performance (to date) across grades and subjects or courses for the current test administration	✓	✓	✓	✓	
Aggregate-Level Subject Report	Summary of overall performance for a subject and a grade for all students in the defined level of aggregation	✓	✓	✓	✓	
Aggregate-Level Discipline-Level Score Report	Summary of overall performance on each discipline level for each grade across all students within the selected level of aggregation	✓	✓	✓	✓	
Aggregate-Level Disciplinary Core Ideas Report	Summary of overall performance on each disciplinary core idea for a given subject and grade across all students within the selected level of aggregation	✓	✓	✓	✓	
Student-Level Subject Report	List of all students who belong to a school, teacher, or roster with their associated subject or course scores for the current test administration			✓	✓	✓
Student-Level Discipline-Level Score Report	List of all students who belong to a school, teacher, or roster with their associated discipline-level performance for the current test administration			✓	✓	✓
Individual Student Report (ISR)	Detailed information about a selected student's performance in a specified subject or course, and overall subject and discipline-level results					✓
Data Files	Text/CSV file containing overall and discipline-level scale scores and performance levels along with demographic information		✓	✓	✓	✓

1.4.1 Reporting by Subgroup

The aggregate score reports provide overall student results by default but can at any time be analyzed by subgroups based on demographic data. When used on aggregate-level reports, an additional level of analysis will be provided by aggregating students based on subgroup. For example, when the Gender subgroup is selected, the CRS will display aggregate results for all students, male and female. When used on student-level reports, subgroups can instead be used to

filter individual results. For example, a user will have the option to select Male or Female after the Gender subgroup is selected.

Users can see student assessment results by any subgroup at any time by selecting the desired subgroup from the *Breakdown By* drop-down menu available. Table 3 presents the types of subgroups and subgroup categories provided in the CRS.

Table 3. South Dakota List of Subgroups

Breakdown by Category	Displayed Category
Ethnicity	Two or More Races
	American Indian or Alaskan Native
	Asian
	Hispanic or Latino
	Black or African American
	White
	Native Hawaiian or Other Pacific Islander
Gender	Male
	Female
IDEA Indicator	Yes
	No
Limited English Proficiency Status	Yes
	No
Section 504 Plan Status	Yes
	No
	Unknown or cannot provide
Enrolled Grade	Grade 5
	Grade 8
	Grade 11

1.4.2 Summary Performance Report

Authorized users can log in to the CRS dashboard to view summaries of students' performance across grades and subjects. State personnel and district personnel can access district summaries, school personnel can access school summaries, and teachers can access summaries of their students through the dashboard. The Summary Performance Report has the following features:

- Displays summary data separated by grade and subject

- Presents level of aggregation based on a user's role

- Reports number of students tested and percentage meeting standard

Figure 1 presents sample Summary Performance Reports at the district level.

Figure 1. District-Level Summary Performance Report
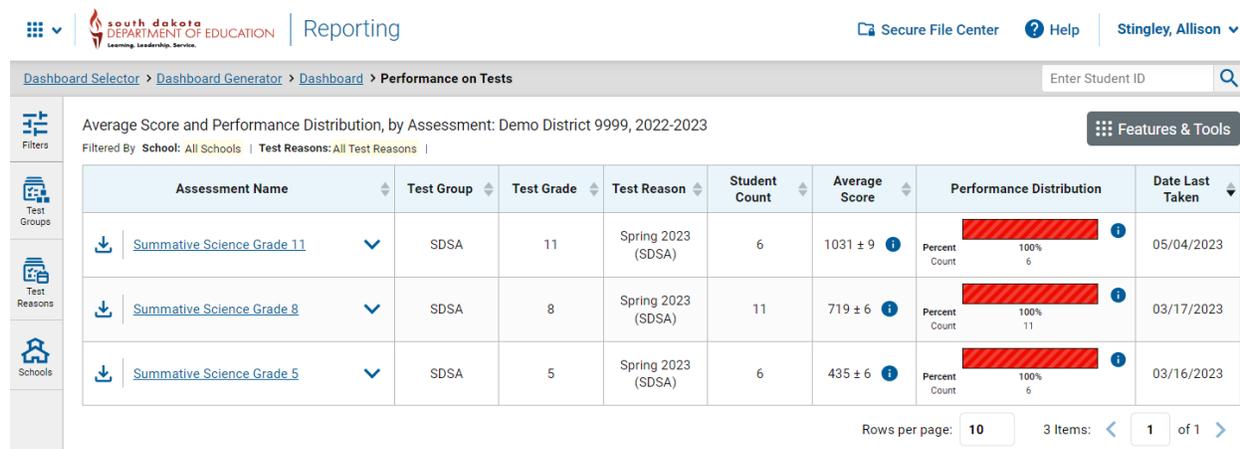
1.4.3 Aggregate-Level Subject Report

Detailed summaries of student performance within a grade and subject area are made available in the Aggregate-Level Subject Report. The Aggregate-Level Subject Report presents results for the aggregate unit, as well as the results for any higher-level aggregate units. For example, a school's Aggregate-Level Subject Report will contain the summary results of the school's district so that school performance can be compared with district performance.

The Aggregate-Level Subject Report provides the aggregate summaries on a specific subject area, including the following:

- Number of students

- Average scale score and standard error of the average scale score

- Percentage of students meeting standard

- Percentage of students in each performance level

The summaries are also presented for overall students and by subgroups. Figure 2 presents an example of Aggregate-Level Subject Reports for grade 11 science at the district level without subgroups. Figure 3 highlights grade 11 science at the district level when a user selects a subgroup of gender.

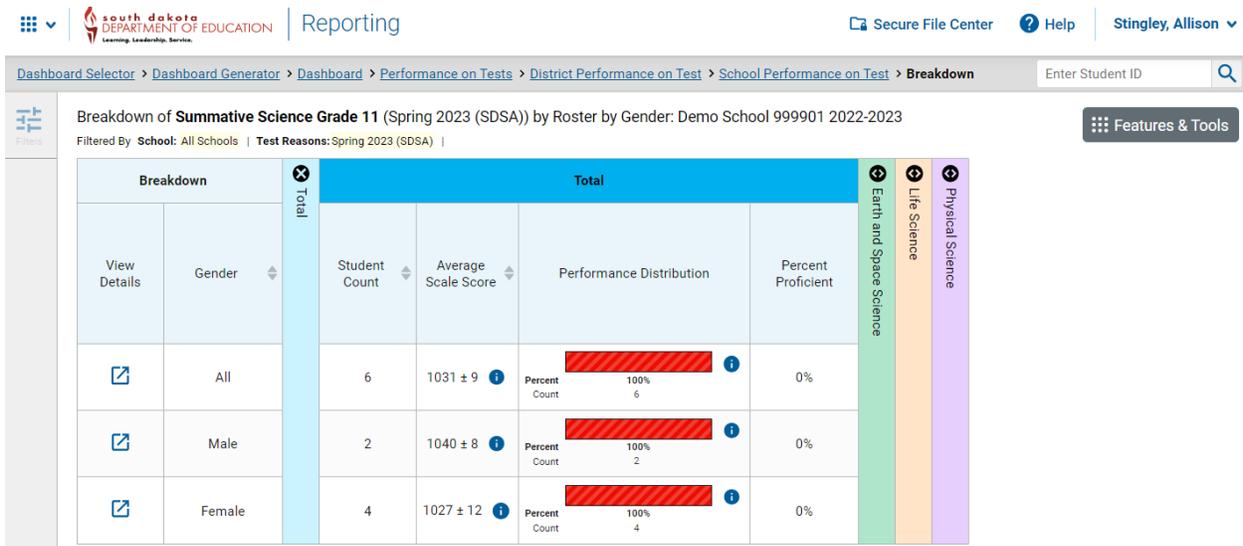*Figure 2. District Aggregate-Level Subject Report for Grade 11 Science*
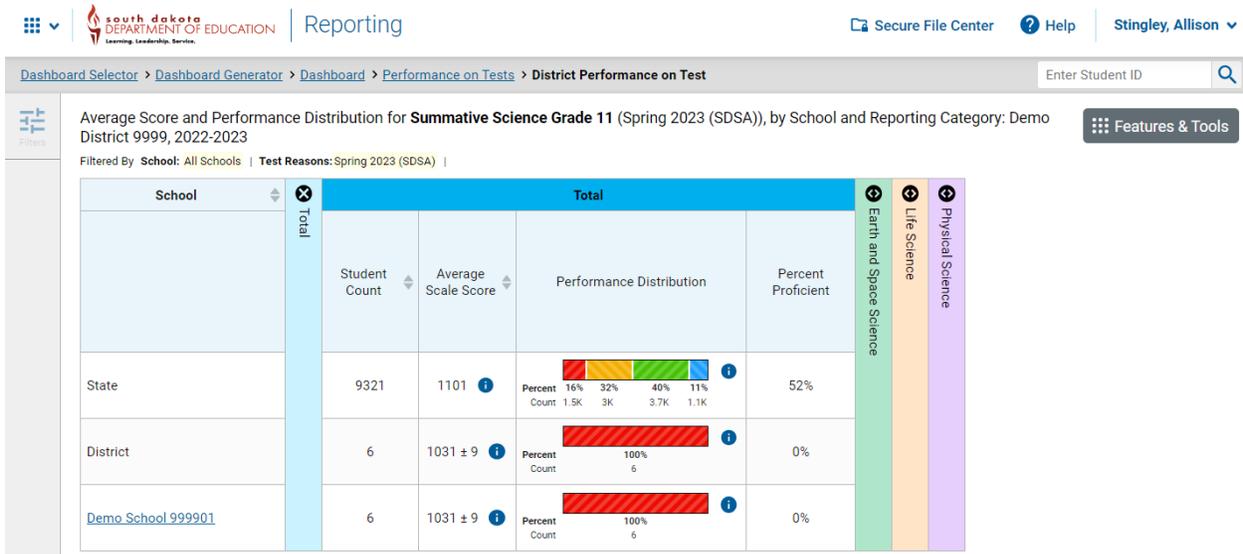
Figure 3. District Aggregate-Level Subject Report for Grade 11 Science by Gender

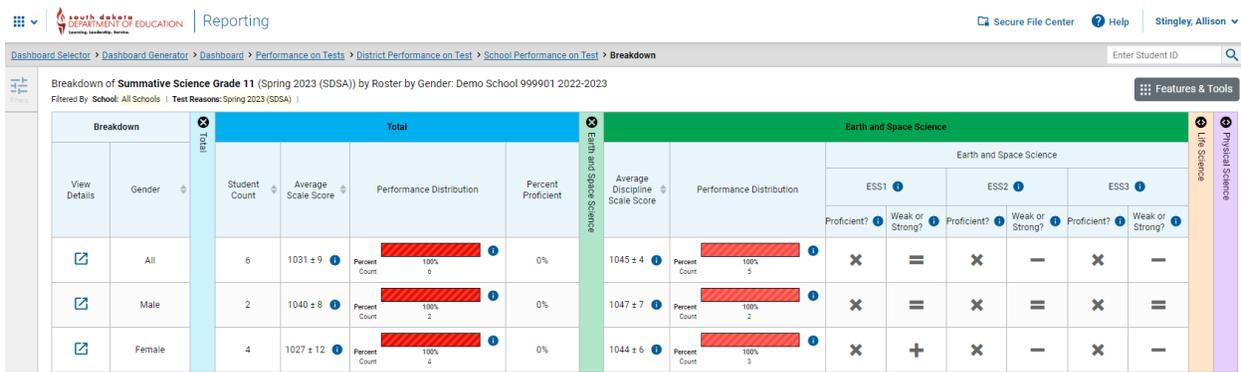## 1.4.4 Aggregate-Level Discipline-Level Report

The Aggregate-Level Discipline-Level Report provides the aggregate summaries on student performance in each discipline level for each grade. The summaries on the Aggregate-Level Discipline-Level Report include the following:

- Number of students

- Average scale score and standard error of the average scale score

- Percentage of students meeting standard

- Percentage of students in each performance category for each of the disciplines

Similar to the Aggregate-Level Subject Report, the Aggregate-Level Discipline-Level Report presents the summary results for the selected aggregate unit, as well as the summary results for the aggregate unit above the selected aggregate. In addition, summaries can be presented for all students within an aggregate and by students within a defined subgroup. Figure 4 presents an example of the District Aggregate-Level Discipline-Level Report for grade 11 science. Reports by subgroups are also available for the Aggregate-Level Discipline-Level Report, similar to Figure 3.

Figure 4. District Aggregate-Level Discipline-Level Report for Grade 11 Science

1.4.5 Aggregate-Level Disciplinary Core Ideas-Level Report

The Aggregate-Level Disciplinary Core Ideas-Level Report lists data on the performance of student groups on each standard of a subject for the current window and reports "Areas Where Performance Indicates Proficiency" and "Areas of Strongest and Weakest Performance." For "Areas Where Performance Indicates Proficiency," a performance indicator produces information on how a group of students in a class, school, or district performed on the standard compared to the proficiency cuts. It shows whether performance on this standard for this group was above, no different than, or below what is expected of students at the proficient level. This indicator shows strengths and weaknesses for a group of students and is provided only at an aggregate level since it is unstable at the individual level. For "Areas of Strongest and Weakest Performance," the expected performance is determined based on the students' overall performance on the entire test.

Figure 5 demonstrates examples of the Aggregate-Level Disciplinary Core Ideas-Level Report for grade 11 science.

Figure 5. District Aggregate-Level Disciplinary Core Ideas-Level Report for Grade 11 Science

1.4.6 Student-Level Subject Report

The Student-Level Subject Report lists all students who belong to the selected aggregate level, such as a school, and reports the following measures for each student:

- Scale score

- Overall subject performance level

Figure 6 demonstrates an example of the Student-Level Subject Report for grade 8 science.

Figure 6. Student Roster Subject Report for Grade 8 Science

1.4.7 Student-Level Discipline-Level Report

The Student-Level Discipline-Level Report lists all students who belong to the selected aggregate level, such as a school, and reports the following measures for each student:

- Scale score

- Overall subject performance level

- Discipline performance category (i.e., Earth and Space Sciences, Life Sciences, and Physical Sciences)

Figure 7 presents an example of the Student-Level Discipline-Level Report for grade 8 science.

Figure 7. Student-Level Discipline-Level Report for Grade 8 Science

1.4.8 Individual Student Report

When a student receives a valid test score, an ISR can be generated in the CRS. The ISR contains the following measures:

- Scale score and standard error of measurement (SEM)

- Overall subject performance level

- Average scale scores for student's district and school

- Performance category in each discipline (science)

At the top of the report, the following information appears:

- Student's name

- Scale score with SEM

- Performance level

In the middle section of the report, the following information appears:

- Barrel chart with student's scale score and SEM (using a sign of "±")

- Level descriptors with cut scores at each performance level

- Average scale scores and standard errors for district and school aggregation levels

- o Note: the "±" next to the student's scale score is the SEM of the scale score, whereas the "±" next to the average scale scores for aggregate levels represents the standard error of the average scale scores.

At the bottom of the report, the following information appears:

- Detailed information on student performance on each discipline level

  - o Note: Bar charts in the Discipline table show how students performed on each discipline (black bar), relative to the discipline-level performance standard (dashed white line). Green boxes show the score range the student would likely fall within if they took the test multiple times.

Figure 8 presents an example ISR for grade 8 science. An example of the printed ISRs is displayed in Appendix 6-B, Sample Printed Individual Student Report.

Figure 8. Individual Student Report for Grade 8 Science
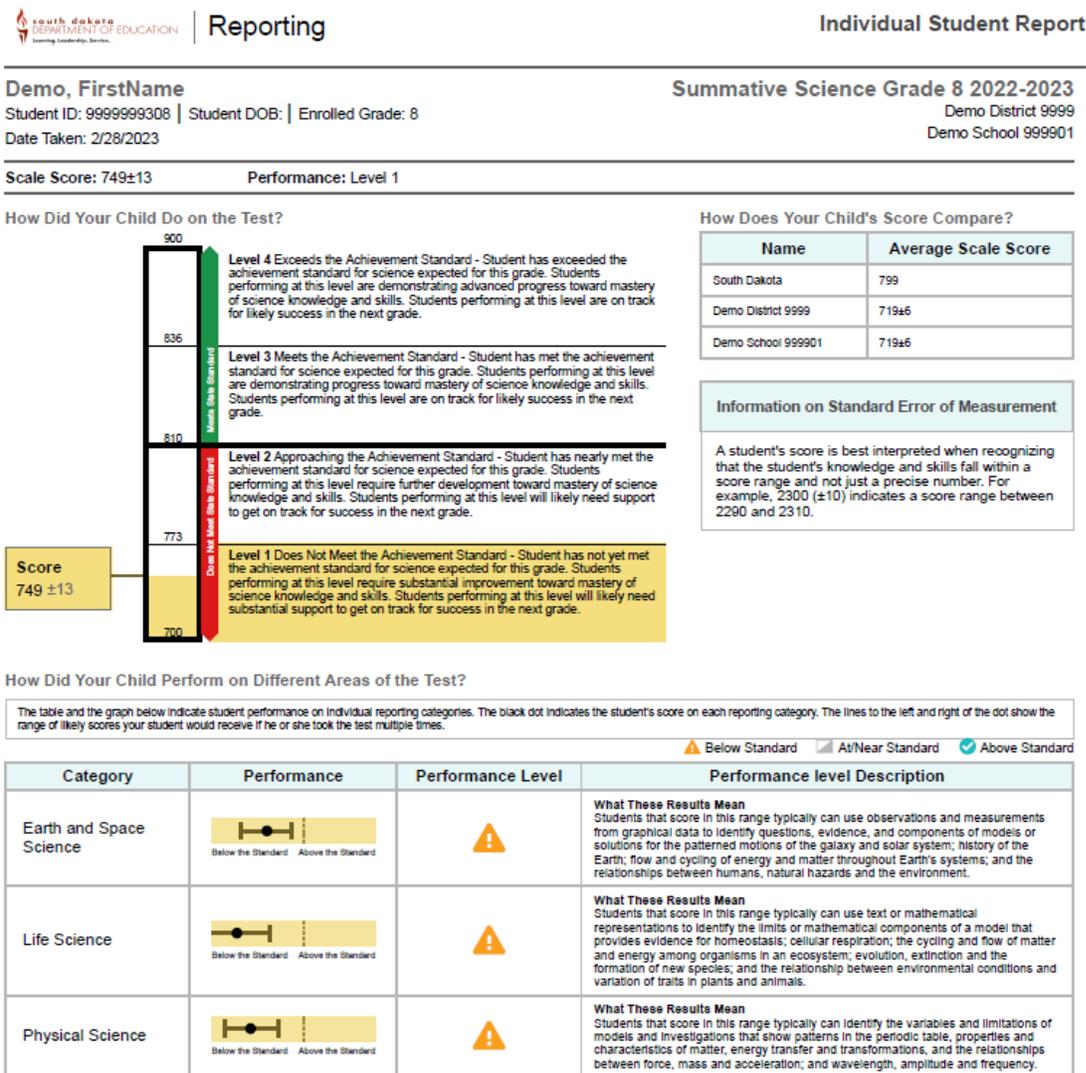
1.4.9 Data Files

CRS users have the option to quickly generate a comprehensive data file of their students' scores. Data files (see Figure 9) can be downloaded in Microsoft Excel or CSV format and contain a wide variety of data, which includes scale scores, reporting discipline scores, demographic data, and performance levels. Data files can be useful as a resource for further analysis. Data files can be generated at the district, school, teacher, or roster level.

Figure 9. Data File

H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
Er	Enrolled C	Enrolled S	Enrolled S	Enrolled C	Enrolled C	Science Sc	Standard I	Science A	Practices	Practices	Standard I	Practices	Practices	Standard I	Practices	Practices	Standard Error f	
8	Demo Sch	999999999	Demo Dis	999999999	752	12	Level 1	Below Sta	743	24	Below Sta	765	17	Below Sta	740	24	
8	Demo Sch	999999999	Demo Dis	999999999	700	17	Level 1	Below Sta	700	44	Below Sta	733	21	Below Sta	700	35	
8	Demo Sch	999999999	Demo Dis	999999999	751	12	Level 1	Below Sta	766	20	Below Sta	749	19	Below Sta	739	22	
8	Demo Sch	999999999	Demo Dis	999999999	751	10	Level 1	Below Sta	742	17	Below Sta	772	16	Below Sta	727	25	
8	Demo Sch	999999999	Demo Dis	999999999	751	11	Level 1	Below Sta	754	17	Below Sta	750	19	Below Sta	748	21	
8	Demo Sch	999999999	Demo Dis	999999999	747	12	Level 1	Below Sta	734	22	Below Sta	759	19	Below Sta	745	21	
8	Demo Sch	999999999	Demo Dis	999999999	717	15	Level 1	Below Sta	754	18	Below Sta	700	44	Below Sta	700	38	
8	Demo Sch	999999999	Demo Dis	999999999	700	19	Level 1	Below Sta	700	37	Below Sta	714	24	Below Sta	700	44	
8	Demo Sch	999999999	Demo Dis	999999999	727	12	Level 1	Below Sta	726	20	Below Sta	755	17	Below Sta	700	33	
8	Demo Sch	999999999	Demo Dis	999999999	760	10	Level 1	Below Sta	751	20	Below Sta	755	17	Approachi	774	18	
8	Demo Sch	999999999	Demo Dis	999999999	736	13	Level 1	Below Sta	741	23	Below Sta	741	20	Below Sta	720	27	
8	Demo Sch	999999999	Demo Dis	999999999	762	11	Level 1	Below Sta	730	25	Approachi	798	17	Below Sta	738	23	
8	Demo Sch	999999999	Demo Dis	999999999	747	12	Level 1	Below Sta	741	21	Below Sta	740	23	Below Sta	759	19	
8	Demo Sch	999999999	Demo Dis	999999999	700	26	Level 1	Below Sta	700	44	Below Sta	700	39	Below Sta	700	38	
8	Demo Sch	999999999	Demo Dis	999999999	709	17	Level 1	Below Sta	700	44	Below Sta	723	23	Below Sta	717	26	
8	Demo Sch	999999999	Demo Dis	999999999	705	15	Level 1	Below Sta	700	44	Below Sta	700	44	Below Sta	745	18	
8	Demo Sch	999999999	Demo Dis	999999999	741	12	Level 1	Below Sta	762	18	Below Sta	709	27	Below Sta	739	22	
8	Demo Sch	999999999	Demo Dis	999999999	746	11	Level 1	Below Sta	761	17	Below Sta	737	20	Below Sta	731	25	
8	Demo Sch	999999999	Demo Dis	999999999	707	18	Level 1	Below Sta	700	44	Below Sta	732	23	Below Sta	700	37	

1.5 TEST INFORMATION DISTRIBUTION ENGINE

Test Completion Rate Reports were available on the Test Information Distribution Engine (TIDE) website (https://sd.tide.cambiumast.com). These reports indicate the students who completed or need to complete computer-based testing and allow users to view participation summary statistics (counts and percentages) of students who have tested.

Once a user logs in, he or she is directed to the home page, which allows users to access the Test Completion Rate Reports.

The Test Completion Rate Report allows teachers, principals, and district staff to see which students have not yet completed their tests. Users can select from a series of options to customize the group of students whose participation status is to be reviewed for a particular grade and subject, such as those who started but have not completed their test or those who have not yet begun their test. Users can export the list into a Microsoft Excel file and download the file.

1.6 PAPER INDIVIDUAL STUDENT REPORTS FOR FAMILIES

ISRs were printed by districts and sent home to parents. The primary purpose of the ISR was to provide a document that enabled families to understand their child's performance in the subject in which he or she tested. The ISR also presented information that indicated how a student's performance compared to that of other students who took the same test. The report is organized as follows:

- **Top of Report.** In this section, the student's name, student ID, test grade, test date, school, and district are identified.

- **SDSA Scores.** In this section, the student's scale score and corresponding performance level are displayed graphically and explained in accompanying text. A range of scores that is ±SEM is given with explanatory text.

- **Student Performance Compared.** Included with the SDSA scores graphic, this section provides a comparison between the student's scale score and that of the student's school and district.

- **Discipline-Level Scores.** Discipline-level tables show how students performed on each discipline level. This section includes graphical displays of the Performance Category (*Below Standard, Approaching Standard,* or *Above Standard*), or relative strength/weakness, for each of the discipline levels assessed. These results are explained in greater detail next to the graphics, including "Next Steps" that families and students may take to improve student performance.

An example of the printed ISRs is displayed in Appendix 6-B, Sample Printed Individual Student Report.

2. INTERPRETATION OF REPORTED SCORES

A student's performance on a test is reported as a scale score and a performance level for the overall test and as a performance level for each discipline level. Students' scores and performance levels are summarized at the aggregate levels. This section describes how to interpret these scores.

2.1 SCALE SCORE

A scale score is used to describe how well a student performed on a test and can be interpreted as an estimate of a student's knowledge and skills as measured by their performance on the test. A scale score is the student's overall numeric score. These scores fall on a continuous scale. The SDSA scale scores are not expressed on a vertical scale, which means that scores from different grades cannot be compared.

Scale scores can be used to illustrate a student's current levels of performance. Low scale scores indicate that a student does not possess sufficient knowledge and skills measured by the test. Conversely, high scale scores indicate that a student has proficient knowledge and skills measured by the test. When combined across a student population, scale scores can also describe school- and district-level changes in performance and reveal gaps in performance among different groups of students. In addition, scale scores can be averaged across groups of students, allowing educators to use group comparison. Interpretation of scale scores is more meaningful when the scale scores are used along with performance levels and level descriptors. It should be noted that the utility of scale scores is limited when comparing smaller differences among scores (or averaged group scores), particularly when the difference among scores is within the SEM. Furthermore, the scale score of individual students should be cautiously interpreted when comparing two scale scores, because small differences in scores may not reflect real differences in performance.

2.2 STANDARD ERROR OF MEASUREMENT

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and are not just precise numbers. A scale score (the observed score on any test) is an estimate of the true score. If a student takes a similar test several times, the resulting scale scores will vary across test administrations; sometimes the scores will be a little higher, a little lower, or the same. The SEM represents the precision of the scale score, or the range in which the student would likely score if a similar test were administered several times. The SEM can be interpreted as the degree of uncertainty of a student's score based on a statistical analysis of the student's answers on a test. When interpreting scale scores, it is recommended to always consider the range of scale scores incorporating the SEM of the scale score.

The "±" next to a student's scale score provides information about the certainty, or confidence, of the score's interpretation. The boundaries of the score band are one SEM above and below the student's observed scale score, representing a range of score values that is likely to contain the true score. For example, "680 ± 10" indicates that if a student were tested again, it is likely that he or she would receive a score between 670 and 690.

2.3 ACHIEVEMENT/PERFORMANCE LEVELS

Achievement/performance levels are proficiency categories on a test, which students fall into based on their scale scores. The SDSA scale scores are mapped into four levels (*Does Not Meet Standard, Approaching Standard, Meets Standard,* and *Exceeds Standard*) using achievement standards (see Section 2.5, Cut Scores). Descriptors of each level are included to show content-area knowledge and skills that students at each performance level are expected to possess. Students performing on the SDSA at *Meets Standard* and *Exceeds Standard* are considered on track to demonstrate progress toward mastery of the knowledge and skills necessary for college and career readiness.

2.4 PERFORMANCE CATEGORY FOR DISCIPLINE LEVELS

Students' performance on each reporting discipline is reported for three performance categories: *Below Standard, Approaching Standard,* and *Above Standard*. Unlike the achievement levels for the overall test, student performance on each of the discipline levels is evaluated with respect to the *Meets Standard* mark. Students performing at either *Below Standard* or *Above Standard* can be interpreted as having student performance that is clearly below or above the *Meets Standard* cut score for a specific discipline level. Students performing at *Approaching Standard* can be interpreted as having student performance that does not provide enough information to tell whether students reached the *Meets Standard* mark for the specific discipline level.

2.5 CUT SCORES

For all grades in the SDSA, scale scores are mapped onto four achievement levels (*Does Not Meet Standard, Approaching Standard, Meets Standard,* and *Exceeds Standard*). For each level, there is a minimum and a maximum scale score that define the range of scale scores students in each level have achieved. Collectively, these minimum and maximum scale scores are defined as cut scores and are the cut-off points for each achievement level. Table 4 presents the cut scores for science for all grades.

Table 4. SDSA Cut Scores

Grade	Does Not Meet Standard	Approaching Standard	Meets Standard	Exceeds Standard
5	400–476	477–507	508–526	527–599
8	700–772	773–809	810–835	836–899
11	1000–1072	1073–1101	1102–1133	1134–1199

2.6 AGGREGATED SCORES

Students' scale scores are aggregated at roster, teacher, school, and district levels to represent how a group of students perform on a test. When students' scale scores are aggregated, the aggregated scale scores can be interpreted as an estimate of knowledge and skills that a group of students possesses. This interpretation makes aggregated scores a powerful tool when comparing student performance across different groups of students, whether it be at a similar level of aggregation (e.g., school to school) or an analysis of a subgroup (e.g., comparing a teacher's roster to the overall school).

Given that student scale scores are estimates, the aggregated scale scores are also estimates and are subject to measures of uncertainty, as expressed using the calculated SEM for an aggregate average scale score. In addition to the aggregated scale scores, the percentage of students in each performance level is reported at the aggregate level to represent how well a group of students performs overall and by discipline level.

2.7 RELATIVE STRENGTHS AND WEAKNESSES FOR DISCIPLINARY CORE IDEAS

For Disciplinary Core Idea performance, relative strengths and weaknesses at each standard are reported for aggregate levels only (e.g., classroom, school, or district). Because an individual student responds to too few items within a standard to generate reliable data, the standard performance is produced by aggregating all items within a standard across students at an aggregate level.

The "Areas Where Performance Indicates Proficiency" for a standard shows how a group of students performed in each standard relative to the expected performance for proficiency. For summative assessments, this is the expected level of performance necessary to achieve *Meets Standard* performance. This is a standards-based report with the group performance in each standard being compared to performance standard for that standard. Similar to the performance levels provided for the total test, this is an indication of students' performance in the standard with respect to the standards.

Since the "Areas Where Performance Indicates Proficiency" data for each standard is a comparison to the standards-based expectations, performance across groups can be compared.

For "Areas of Strongest and Weakest Performance," the expected performance is determined based on the students' overall performance on the entire test. It shows how a group of students performed in each standard relative to their overall performance on the test. Rather than comparing across

groups, "Areas of Strongest and Weakest Performance" provides more information regarding the relative strength and weakness on different standards on the test within a group.

2.8 APPROPRIATE USES FOR SCORES AND REPORTS

Assessment results can be used to provide information on individual student performance on the test. Overall, assessment results tell what a student knows and can do in certain subject areas and gives further information on whether a student is on track to demonstrate the knowledge and skills necessary for college and career readiness. Additionally, assessment results can be used to identify a student's relative strengths and weaknesses in certain content areas. For example, performance categories for reporting disciplines can be used to identify an individual student's relative strengths and weaknesses among reporting categories within a content area.

Assessment results on student performance on the test can be used to help teachers or schools make decisions on how to support students' learning. Aggregate score reports at the teacher and school levels provide information about the strengths and weaknesses of students and can be used to improve teaching and student learning. For example, a group of students may have performed very well overall, but possibly did not perform as well in several standards compared to their overall performance. In this case, teachers or schools can identify strengths and weaknesses of their students through the group performance by standards and promote instruction on specific areas where student performance is below their overall performance. Further, by narrowing down the student performance result by subgroup, teachers and schools can determine what strategies may be needed to improve teaching and student learning, particularly for students from disadvantaged subgroups. For example, teachers might see student assessment results by gender and observe that a particular group of students is struggling with Physical Sciences. Teachers can then provide additional instructions that focus on the Physical Sciences for these students.

In addition, assessment results can be used to compare student performance among different students and groups. Teachers can evaluate how their students perform compared with other students in schools and districts for overall scores and by discipline level. Although all students are administered different sets of items under the adaptive test design, scale scores are comparable across students.

While assessment results provide valuable information to understand student performance, these scores and reports should be used with caution. It is important to note that scale scores are estimates of true scores and hence do not represent the precise measure for student performance. A student's scale score is associated with measurement error, and thus users need to consider measurement error when using student scores to make decisions about student performance. Moreover, although student scores may be used to help make important decisions about student placement and retention or teachers' instructional planning and implementation, the assessment results should not be used as the only source of information. Given that assessment results measured by a test provide limited information, other sources on student performance, such as classroom assessment and teacher evaluation, should be considered when making decisions on student learning. Finally, when student performance is compared across groups, users need to consider the group size. The smaller the group, the larger the measurement error related to these aggregate data, thus requiring a more cautious interpretation.

3. SUMMARY

The SDSA results are reported online via the CRS as well as through printed ISRs sent to families. The results were released after the testing window closed and standards confirmation was completed.

The CRS is interactive. When educators or administrators log in, they see a summary of data about students for whom they are responsible (e.g., a principal will see the students in his or her school; a teacher will see students in his or her class). Users can then drill down through various levels of aggregation all the way to individual reports. The system allows users to tailor the content more precisely, moving from subject area through reporting categories, and even to standards-level reports for aggregates. Aggregate reports are available at every level, and authorized users can print these reports or download them (or the data on which they are based). ISRs can be produced individually or batched as PDF reports.

All authorized users can download files, including data about students for whom they are responsible, at any time. The various reports available may be used to inform stakeholders regarding student performance and instructional strategies.

Appendix 6-A
Reporting System User Guide for Summative and Interim Assessments

Reporting System
User Guide

For Summative and Interim Assessments

2022 - 2023

Published August 19, 2022

Prepared by Cambium Assessment, Inc.

Table of Contents

Introduction to the User Guide

This user guide gives instructions on using the Reporting System for the following:

- Accessing summative assessment data.

- Accessing interim assessment data.

- Scoring interim assessments. It includes the following sections:

- How to Navigate Reports for Summatives and Interims

- How to Set Up Reports for Summatives and Interims to suit your needs

- How to Export and Print Data on Summatives

The guide also includes additional information on accessing your interim data and scoring interims:

- How to Access Item-Level Data on Interims

- How to Score Items on Interims

- How to Set Up Your Interim Reports to suit your needs

- How to Export and Print Data on Interims

How to Navigate Reports for Summatives and Interims

This section explains how to navigate your reports for both summative and interim assessments.

How to Understand Which Students Appear in Your Reports

- Teachers can view data for all students in their classes (rosters) who have completed assessments.

- School-level users can view data for all students in their schools who have completed assessments.

- District-level users can view data for all students in their districts who have completed assessments.

How to Use the Dashboard Generator Page

When you log in to the Reporting System, the Dashboard Generator page appears (Figure 1). The controls on the left let you select from the groups of tests that have been processed in your state for the school year. Typically, you may choose test types, subjects within the test types, and grades within the subjects.

Figure 1. Dashboard Generator Page
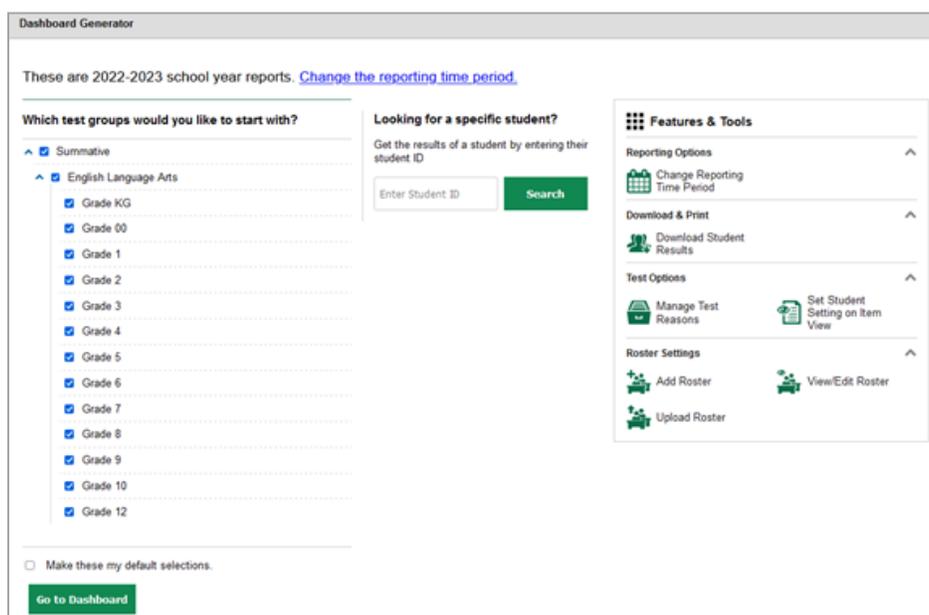
To the right of the dashboard generation controls are some other useful features. The *Looking for a specific student?* section allows you to use student ID to view all that student's test results. The **Features & Tools** menu appears on the right side of this page and in reports and offers multiple features that are described elsewhere in this guide.

If the Dashboard Generator shows a message saying there are no data, that means no test opportunities are available for this school year.

1.   *Optional*: To change the test groups listed in the Dashboard Generator, [change the reporting time period](#).

2.   Select the tests you want to view, expanding the test groups as needed.

3.   *Optional*: To save your selections, mark the checkbox **Make these my default selections**. These selections will be set in the Dashboard Generator whenever you log in. You can change the defaults at any time.

4.   Click **Go to Dashboard**. The dashboard appears, displaying any data available for your selections.

Figure 2. Teacher View: Dashboard
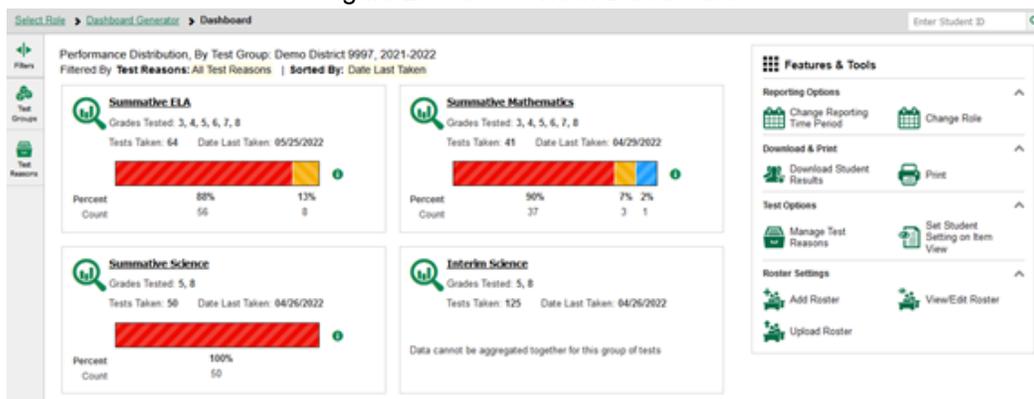
By default, the dashboard is filtered to display only summative assessments, unless no summatives are available, in which case all assessments are displayed. You can change the test groups and test reasons that appear using the **Filters** panel on the left. For more information on filtering, see [How to Set Up Reports for Summatives and Interims So they meet your needs](#) and [How to Set Up Interim Reports to suit your needs](#).

If a message appears saying "There are no assessments to display", there may be no assessments taken in your current reporting time period, or you may have filtered out all data.

How to View High-Level Aggregate Test Results

When you log in to the Reporting System, the first thing you see is the dashboard where you can view overall test results for some or all of your test groups. From there, you can navigate to a report listing individual tests.

How to Use the Dashboard to View Aggregate Test Results

All users except state-level users see the standard dashboard. It displays an aggregation card for each test group. A typical test group comprises a single test type, a single subject, and all grades (for example, the second card shown in [Figure 1](#) is for Summative ELA).

Each aggregation card displays the test group name, a list of grades included, the number of students who took tests in the group, the date of the test last taken, and a performance distribution bar displaying both percentages and student counts below it. You may sometimes see the message "Data cannot be aggregated together for this group of tests" instead of the performance distribution bar for tests that do not report performance distribution, or that use different sets of performance levels. Test

group cards are sorted by date last taken.

Clicking the ℹ️ button beside the performance distribution bar displays a legend with more information about performance levels.

How to View More Detailed Data on a Particular Test Group

To view more detailed data for a particular test group, click the name of the group (or 🔍 beside it). The Performance on Tests report appears. It is filtered to display only the test group you selected.

In the Performance on Tests report, teachers see two tables, as in Figure 3:

- The My Assessments table, listing all the assessments in the filtered test group or groups.

- The My Students table, listing all your students who took the assessments.

Figure 3. Teacher View: Performance on Tests Report
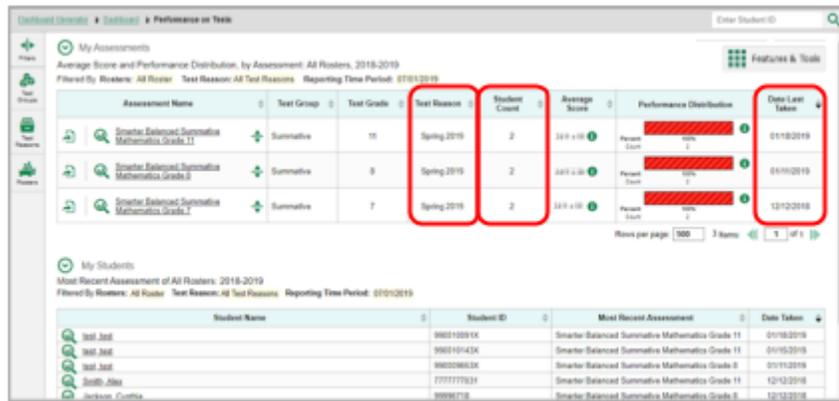
District- and school-level users see just one table, as in Figure 4. Like the first table on the teacher Performance on Tests report, this table lists all the assessments in the test group.

Figure 4. School-Level User View: Performance on Tests Report
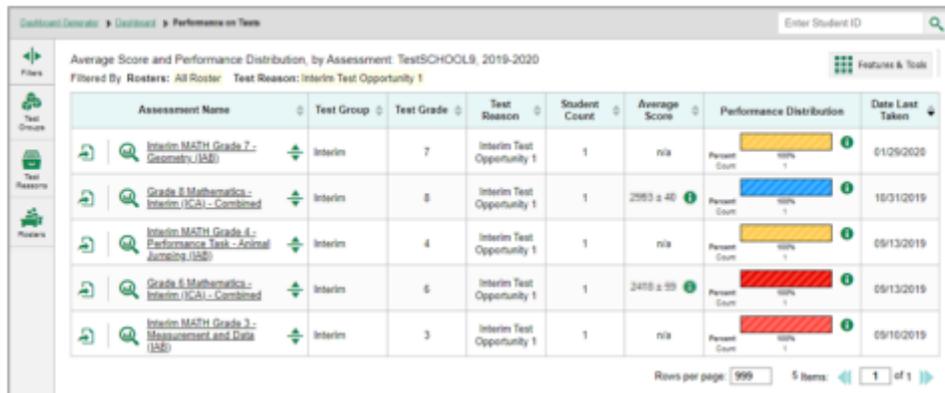
For each test, the assessments table (see Figure 4) shows the test group, grade, test reason (the name of the test window of a summative assessment, or a category assigned to an interim assessment), number

of students who took the test, average score, performance distribution, and date the test was last taken.

Figure 5. Teacher View: Performance on Tests Report
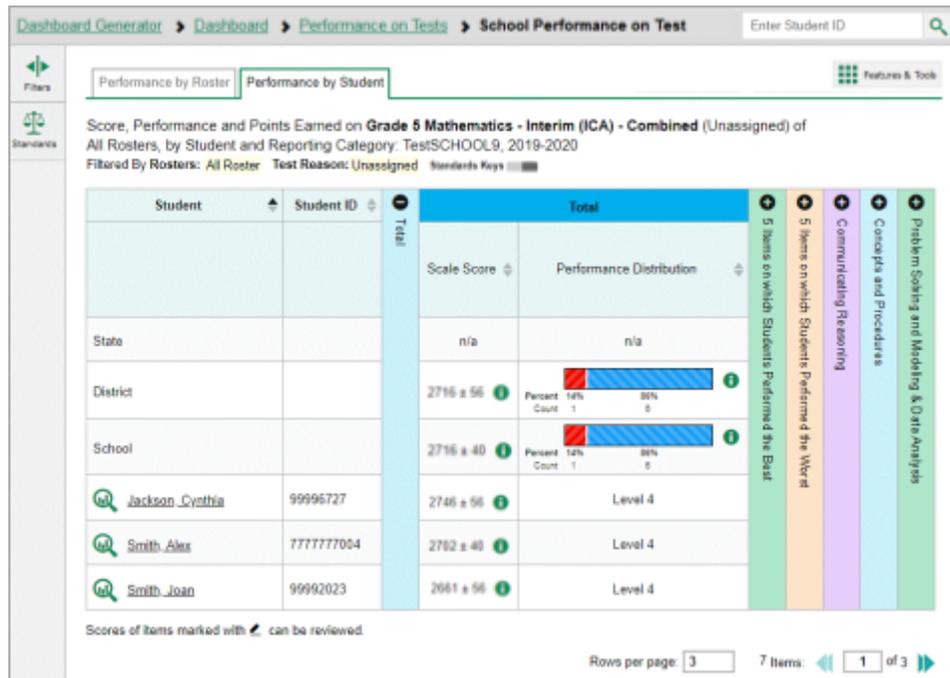
You can use the filters to view a different set of assessments. For more information on filtering, see How to Set Up Your Reports for Summatives and Interims So They Make Sense and How to Set Up Your Interim Reports to suit your needs.

If a message appears saying "There are no assessments to display" or "There are no students to display", there may be no assessments taken in your current reporting time period, or you may have filtered out all data.

For Teachers and School-Level Users: How to View Student-Level Data for All Your Students

The **Performance by Student** tab displays test results for each of your students across classes (rosters). In order to see the results for all your students, follow the instructions below.

1. Starting from the dashboard that appears when you log in, click a test group name (or 🔍 beside it).

2. Click a test name (or 🔍 beside it) in the assessments table at the top of the page.

3. In the report that appears, select the **Performance by Student** tab, as in Figure 6. You will see results listing all your students. The first few rows also show aggregate performance data for your state, district, school, and/or total students.

Figure 6. School Performance on Test Report: Performance by Student Tab
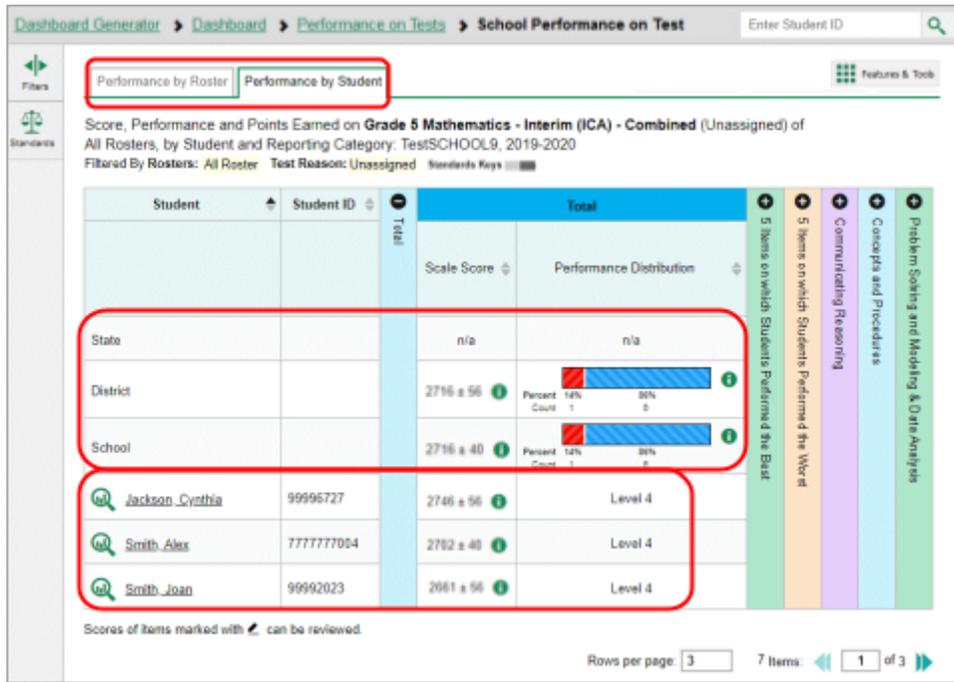
To see which students performed best, click the score or Performance columns to sort them.

You can view your students' performance in each area of the test by clicking the reporting category section bars to expand them, as shown in Figure 7.

Figure 7. My Students' Performance on Test Report: Performance by Student Tab with Expanded Reporting Category Section
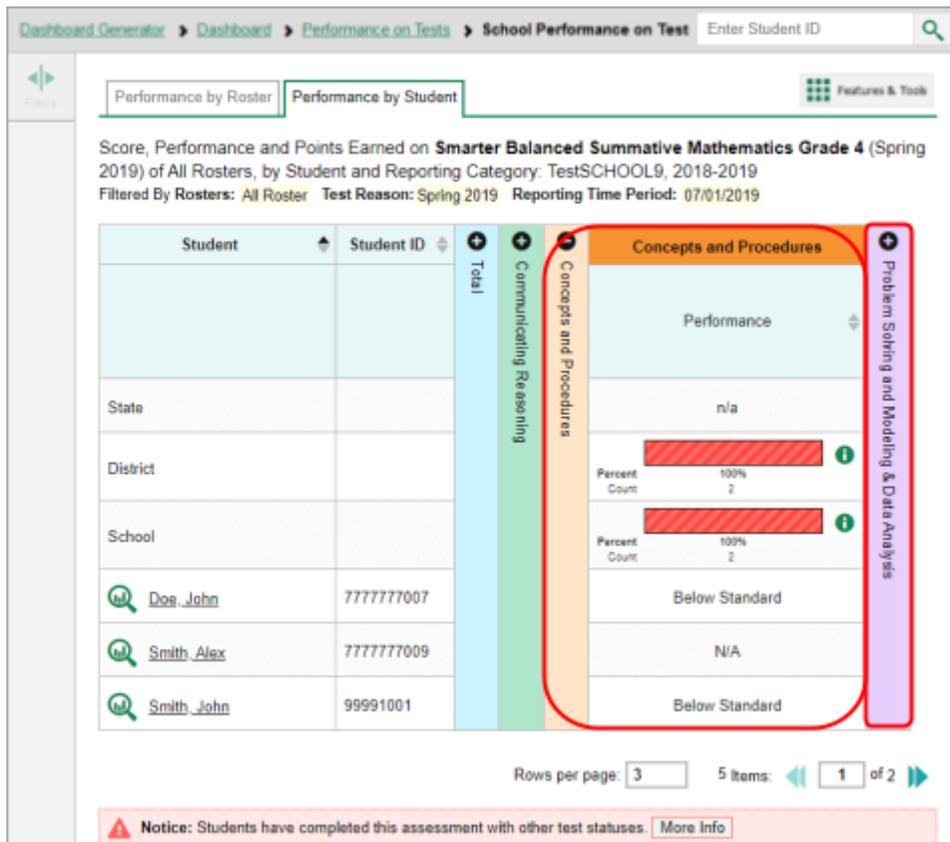
How to View Test Results for Classes (Rosters) on a Particular Test

You can view a list of classes (rosters) that took a particular test, and you can also view the test results for a particular class.

How to Access Test Results for All Your Classes (Rosters)

The **Performance by Roster** tab (Figure 8) displays test results for each class (roster). To view this tab, follow the instructions for your user role below.

Teachers and school-level user:

1. Generate a dashboard and click a test group name (or 🔍 beside it).

2. Click a test name (or 🔍 beside it) in the table of assessments. Either the My Students' Performance on Test or the School Performance on Test report appears, depending on your role. It is open to the **Performance by Roster** tab.

District-level users can view all classes (rosters) in a school. To do so, follow these instructions:

1. Generate a dashboard and click a test group name (or 🔍 beside it).

2. Click a test name (or 🔍 beside it) in the table of assessments. A page of district test results appears, listing schools within the district.

3. Click a school name (or 🔍 beside it). The School Performance on Test report appears, open to the

   Performance by Roster tab.

The report shown in Figure 8 displays a list of your classes (rosters) and each class's performance. The first few rows also show aggregate performance data for your state, district, school, and total students.

Figure 8. My Students' Performance on Test Report: Performance by Roster Tab
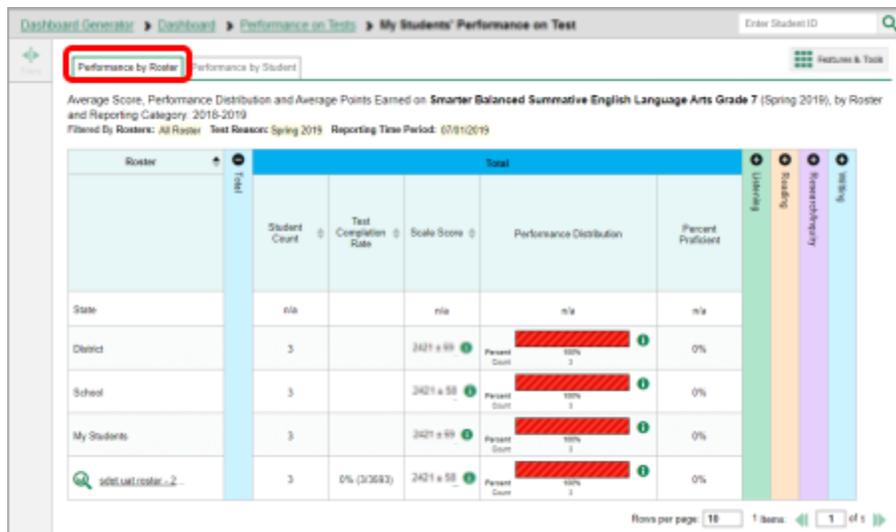
How to See Which Classes (Rosters) Performed Well on This Assessment

To see which classes performed best on the test, do either of these things (see Figure 9):

- Click the score column header to sort by score and look for rosters with high average scores.

- Look at the bars in the Performance Distribution column to see where the percentage of students at or above proficient is high.

Figure 9. My Students' Performance on Test Report: Performance by Roster Tab
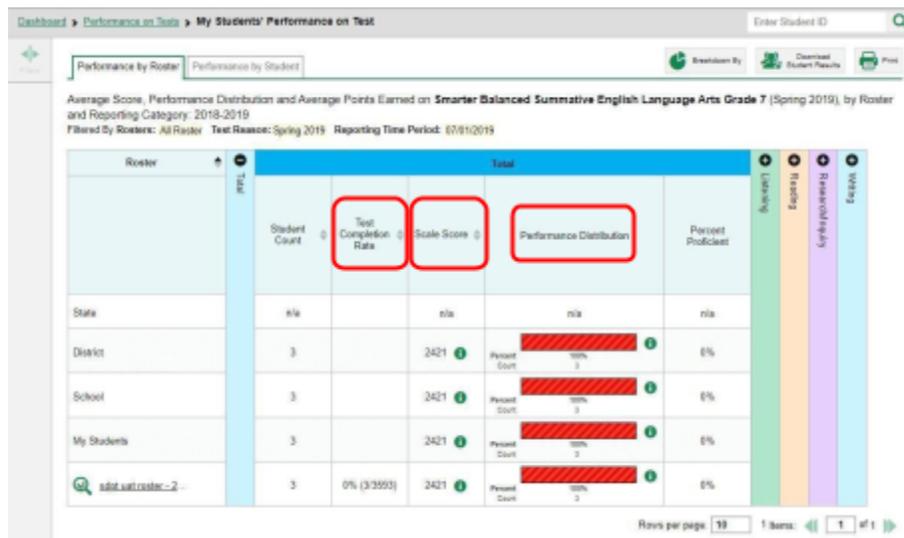
How to See Which Classes (Rosters) Had the Highest Test Completion Rates

To see which classes had the highest test completion rate, click the Test Completion Rate column header to sort the column.

How to See How Well Classes (Rosters) Performed in Each Area on the Test

For tests with reporting category sections, you can compare the performance of your students in each area of the test. Click each vertical section bar to expand or collapse it. In this example (Figure 10), you can view average score and a performance distribution bar for each class (roster) under the reporting category Communicating Reasoning.

Figure 10. My Students' Performance on Test Report: Performance by Roster Tab with Expanded Reporting Category Section
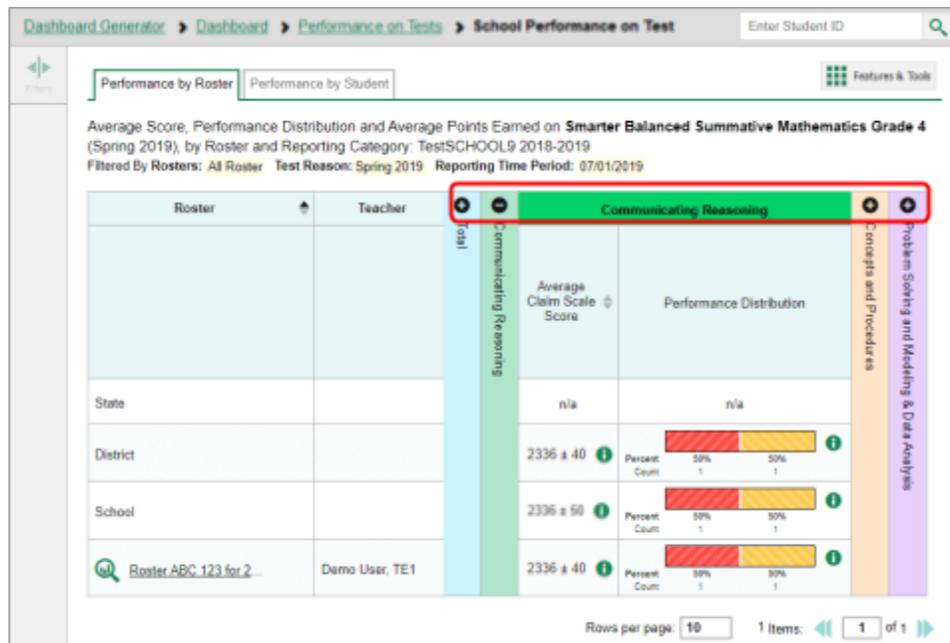
Summative and interim tests cover multiple reporting categories, while a benchmark test covers only one.

How to View and Interpret Standard Measures Within Reporting Category Sections

Aggregate test results for adaptive tests may include detailed performance measures within standards within reporting categories.

An educational standard, sometimes called an assessment target, describes the skill the item measures. Standards are nested within clusters (groups of standards).

The Standards sub-section (shown in Figure 11) contains the following:

• **Clusters** within the reporting category.

  ▪ **Standards** within each cluster.

    – **Measures** within each standard.

To learn more about each standard, click the more information button 🛈 to the right of the standard

name.

Figure 11. School Performance on Test Report: Performance by Roster Tab with Expanded Reporting Category Section
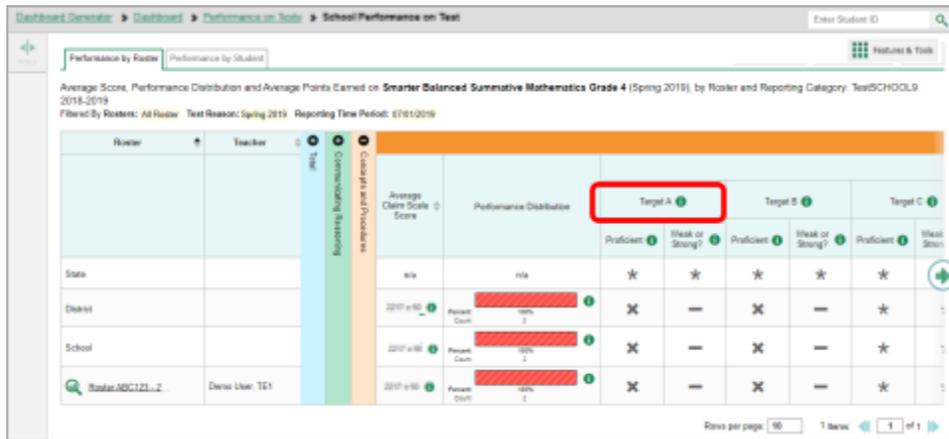
Each standard column consists of sub-columns displaying performance measures:

- **Weak or Strong?:** You may want to identify strengths and weaknesses in different standards within the reporting category so you can focus instruction on very specific areas where improvement is needed. This column displays icons indicating how students' average performance on the standard compares with their average performance on the overall test. Note that these icons indicate only relative performance and not proficiency.

- **Proficient:** This column displays icons indicating whether students have on average attained proficiency in the standard. To learn more about these measures and the symbols they use, click the more information button 🛈 to the right of each measure.

How to Access Test Results for an Individual Class (Roster)

Prior sections explained how to access test results for all your classes (rosters). To view results for one specific class (roster), click the name of a class that appears in the first column of the report (or beside it). The class results listed by student appear (see [Figure 12](#)).

Figure 12. School-Level User View: Roster Performance on Test Report
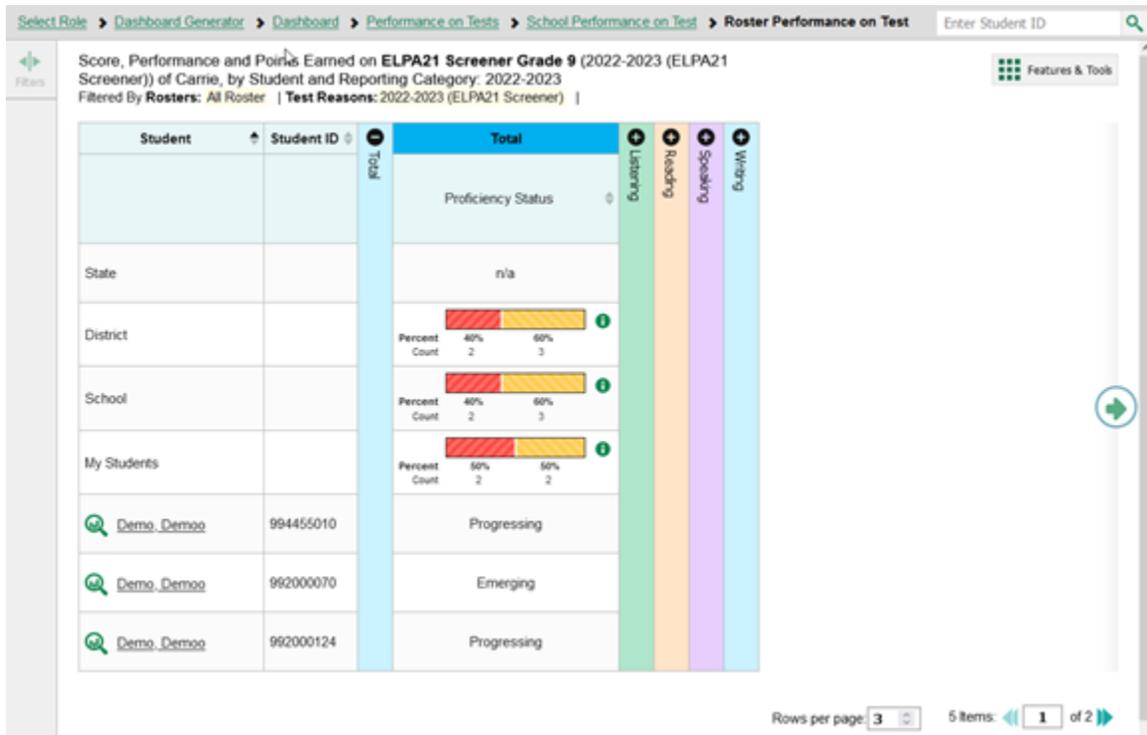
How to See How Well Students in Your Class (Roster) Performed in Each Area of the Test

You can compare the performance of your students in each area of the test using the reporting category sections, as shown in Figure 13. Click the vertical section bar to expand each section.

Figure 13. School-Level UserView: Roster Performance on Test Report with Expanded Reporting Category Section
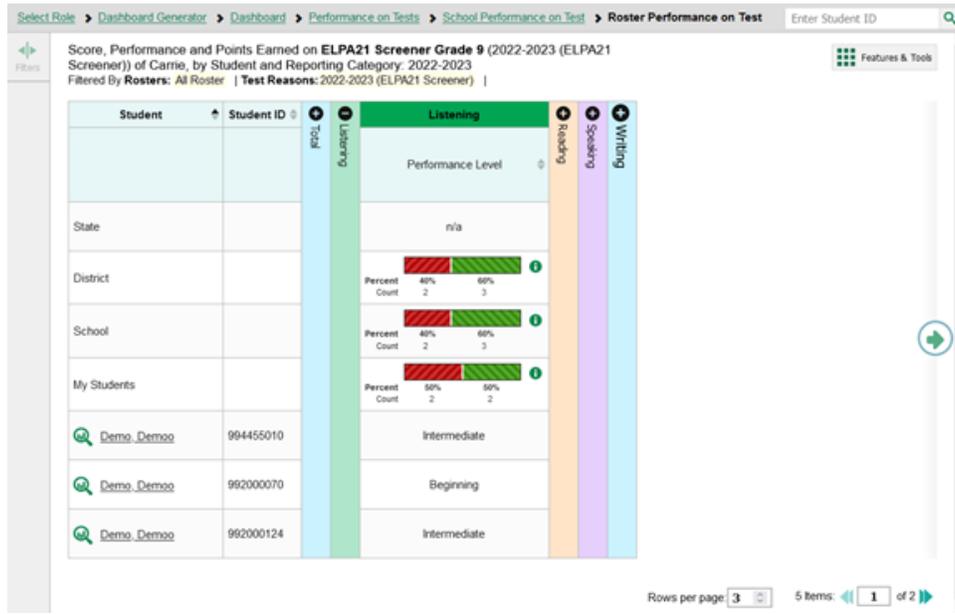
For School- and District-Level Users: How to View Test Results for a School on a Particular Test

You can view test results for all the students in a school on a particular test. This gives you a high-level look at how the school is performing.

How to Access Test Results for a School

School-level users:

1. Generate a dashboard and click a test group name (or 🔍 beside it).

2. Click a test name (or 🔍 beside it) in the table of assessments. The School Performance on Test report appears.

District-level users:

1. Generate a dashboard and click a test group name (or 🔍 beside it).

2. Click a test name (or 🔍 beside it) in the table of assessments. A table listing test results by school appears.

3. Click the name of the school (or 🔍 beside it) for which you would like to see results. The test results for the school appear.

   Note that district-level users can also access the test results from a school directly from the Performance on Tests report, by first filtering by school.

The **Performance by Roster** tab is open by default, as in Figure 14.

Figure 14. School Performance on Test Report: Performance by Roster Tab
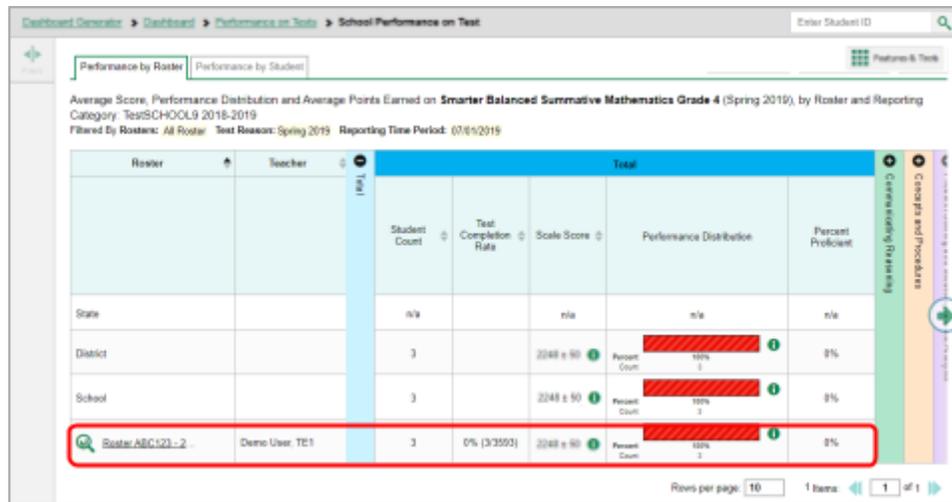
How to See Which Classes (Rosters) Performed Well on This Assessment

In the **Performance by Roster** tab, look at the Performance Distribution column and click the header of the score column to sort by score. Rosters with a high average scale score, and with a high percentage of students performing at or above proficient in the performance distribution bar, performed well on the assessment. If certain classes (rosters) performed consistently well, you could use them as a model for the classes with lower performance.

For District-Level Users: How to View Test Results for a District on a Particular Test

You can view test results for a district on a particular test. This gives you a high-level view of how the district is performing.

How to Access Test Results for a District

1. Generate a dashboard and click a test group name (or 🔍 beside it).

2. Click a test name (or 🔍 beside it) in the table of assessments. The District Performance on Test report appears, listing schools in the district (see Figure 15).

Figure 15. District Performance on Test Report
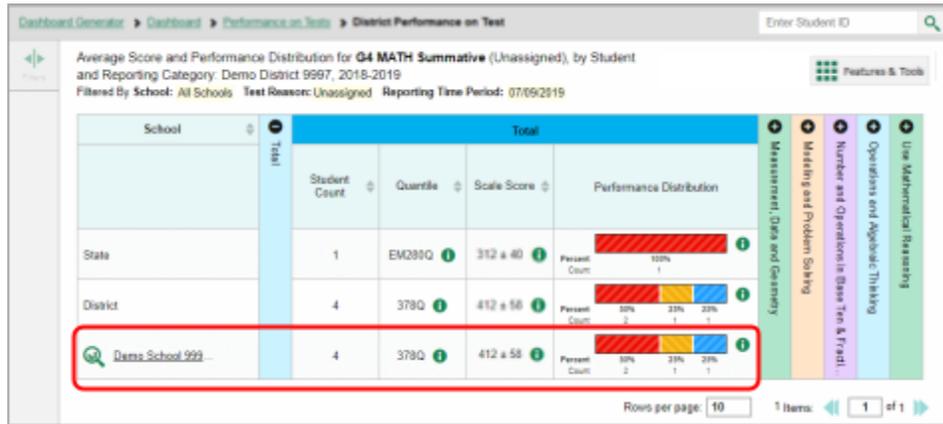
How to See Which Schools in the District Performed Well on This Assessment

Look at the score column and/or Performance Distribution column, and click the score column to sort by it.

How to See How Well Schools in the District Performed in Each Area of the Test

Click the vertical section bars to expand the reporting category sections (as in Figure 16).

Figure 16. District Performance on Test Report with Expanded Reporting Category Section
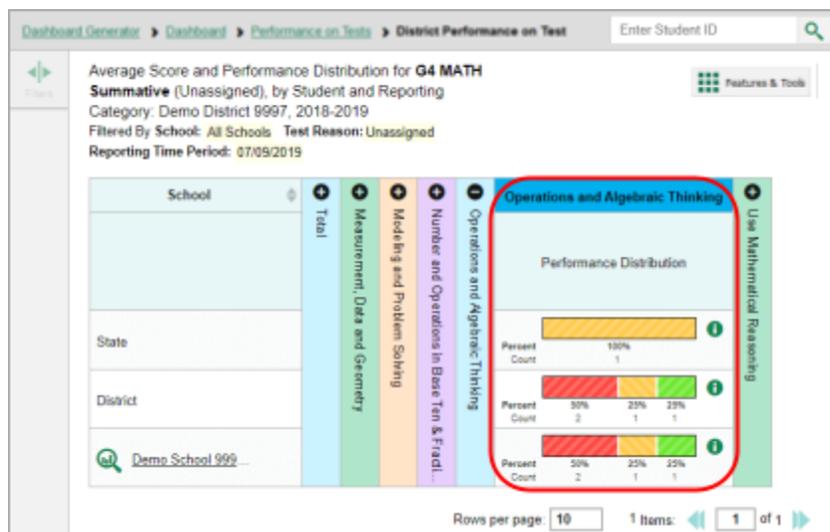
How to Track Student Performance Over Time

You can view your students' performance over time across multiple related assessments or across multiple test opportunities of a single assessment. This lets you see how students' performance has improved or declined.

Each Longitudinal Report displays performance data for one of the following:

- A group of students who have completed every assessment available in the report. If you are a district- or school-level user, note that a certain percentage of students must have taken *all* the related assessments in order for you to generate a Longitudinal Report. Teachers have the option of adjusting the pool of students, tests, and test reasons.

- An individual student (see Figure 17).

Figure 17. Longitudinal Report Window: Summative Report for a Single Student with Multiple Reporting Categories
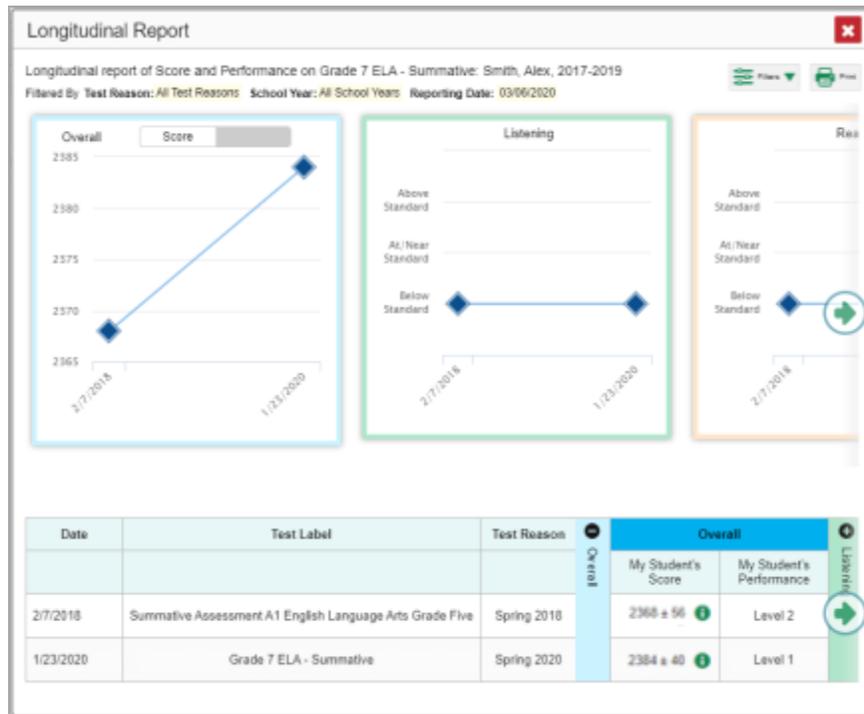
How to Access a Longitudinal Report Comparing Related Assessments

If the student(s) in your test results have completed multiple related assessments, the **Build**

Longitudinal Reports button ⟋⟍ allows you to access a Longitudinal Report in the reports for any of those assessments. If they haven't done so, then no Longitudinal Report is available.

Click the **Build Longitudinal Report** button ⟋⟍ in the **Features & Tools** menu ⠿.

The *Longitudinal Report* window appears. Depending on your role, the test types, and the number of students in the report, it may display a report options page rather than the Longitudinal Report itself. The contents of this page depend on your role and the number of students.

- If you are viewing a Longitudinal Report for which both interims and summatives are available, the **Progression** drop-down list (see Figure 18 and Figure 19) appears. Use it to select which test types to view in the Longitudinal Report: summative, interim, or a combination. This drop-down list does not appear when only one test type is available.

Figure 18. District-Level User View: Longitudinal Report Window: Report Options Page with Progression Drop-Down List Only
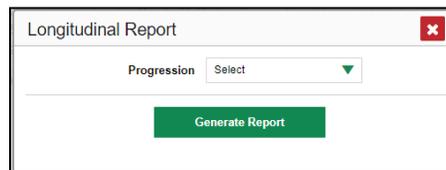
- **Teachers only**: If the test results you're looking at are for multiple students, a table appears with a column for each test (see Figure 19). This table does not appear if you're looking at an individual student.

  – A sub-column appears for each test reason (a category of test, or, for a summative, a test window).

  – The cells in the columns display checkmarks ✔ to indicate which students completed which test/test reason combinations.

Figure 19. Teacher View: Longitudinal Report Window: Detailed Report Options Page

– Mark the checkbox for each test/test reason combination you wish to include in the report. Mark the **Test Reason** checkbox on the left to include all, or clear it to remove all. The test opportunities that will be included are highlighted in yellow.

▪ If you're viewing report options, click **Generate Report** at the top of the window to view the Longitudinal Report. (You can modify your selections and regenerate the report later using the **Change Selections** button ⬆ .)

How to View Students' Overall Performance on These Assessments Over Time

Look at the graph in the upper-left corner of the Longitudinal Report (see Figure 20). It shows the scores or performance levels of the student(s) each time they took the test(s).

Score data are plotted along a line.

Figure 20. Longitudinal Report Window: Summative Report for a Single Student with Multiple Reporting Categories
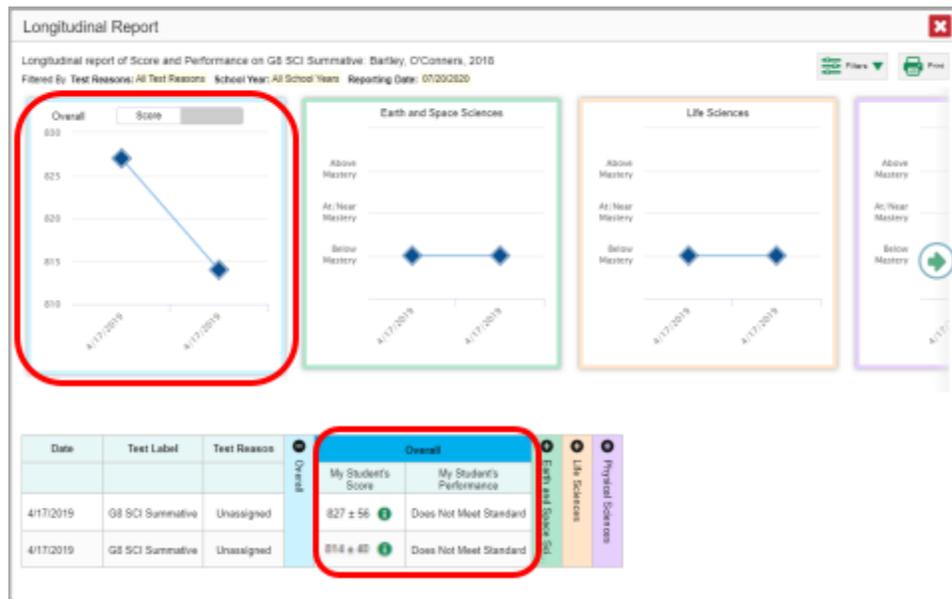
Performance level data are shown either the same way or, for multiple students, in performance distribution bars.

Mouse over the data points in a line graph or the sections in a bar to get more information.

Alternatively, in the table at the bottom of the report, look at the **Overall** section.

How to Switch Between Score Data and Performance Level Data

When a graph offers both score and performance level data, a toggle bar appears at the top of it. Click the toggle to switch. You may want to do this if you find performance level data easier to read, or if you prefer the precision of score data. Sometimes a test includes only one type of data.

How to See Students' Performance in Different Areas Over Time

Look at the reporting category graphs to the right of the overall performance graph, or look at the expandable reporting category sections in the table at the bottom. Here, you can see at a glance how students are improving or declining in each area, and you can compare their trajectories in different areas.

How to Distinguish Different Types of Tests in the Graphs

A symbol appears on each data point. When multiple test types are present, refer to the legend immediately below the graphs (see Figure 21) to find out which symbols correspond to which types.

How to Modify the Test Groupings You've Selected

If you generated the report from the report options page, click the **Change Selections** button 🔄 in the upper-right corner of the window. The report options page reappears, allowing you to change your

selection of test type or types and, if you are a teacher viewing multiple students, your selection of tests and test reasons as well.

Alternatively, if your report contains multiple test types, click the test type toggles ▇▇ in the legend immediately below the graphs (see Figure 21) to hide and show data for each one. Note that these toggles do not affect report printouts or exports.

Figure 21. Longitudinal Report Window: Summative & Interim Report for Multiple Students with Multiple Reporting Categories
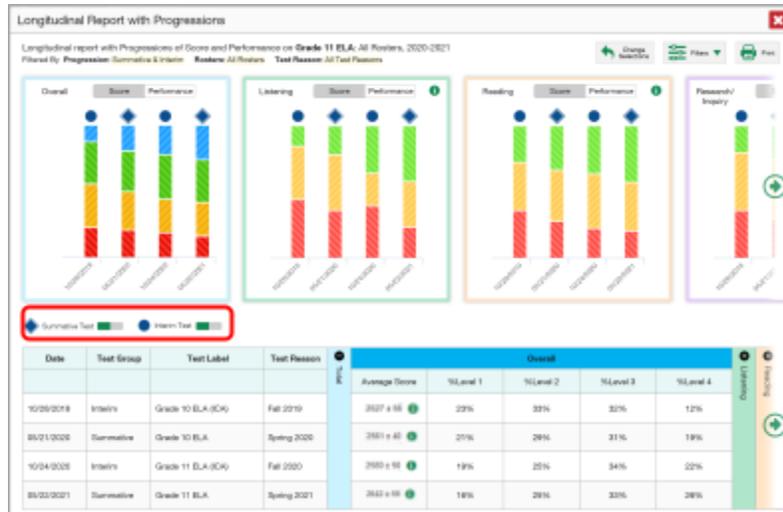
How to Filter Test Opportunities to Show Some and Not Others

You may want to filter a Longitudinal Report in order to focus on some test opportunities and not others.

Note that filtering tests may affect the set of students whose data are included in the report.

1. Open the **Filters** menu ⚏ at the upper-right corner and select the filter options you prefer from the drop-down lists (see Figure 22).

Figure 22. Longitudinal Report Window: Summative Report for a Single Student with Multiple Reporting Categories and with Expanded Filter Menu
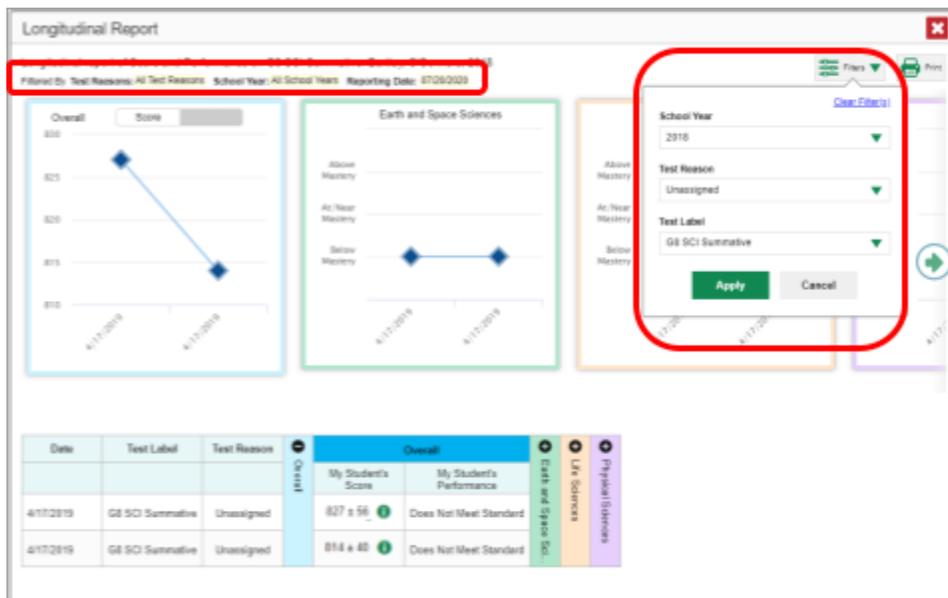
- ▪ You may want to filter by a particular school year or years. Note that years are not calendar years. "2022" refers to the 2022–2023 school year. By default, Longitudinal Reports show data for all years.

  Longitudinal Reports can show student performance from a time when the students were not yet associated with you. For example, if you are a seventh-grade teacher, you can use these reports to view your current students' performance on last year's sixth-grade tests.

- ▪ If the report includes interim assessments, you may wish to filter by a test reason (a category of test), which means excluding all other test reasons from the data. For example, you may want to narrow the report down to show only tests taken in the spring. For summative assessments, test reasons are the same as test windows and are not useful.

- ▪ Finally, you may find that certain individual tests are less relevant than others. In that case, you can use the **Test Label** options to deselect the names of the tests you don't want to see.

2. Click **Apply**.

3. *Optional*: To revert all filters to their defaults, open the **Filters** menu ⚙ again and click **Clear Filters**. Click **Apply**.

A row of filter details appears below the report header showing the test reasons and school years included in the report.

How to View Test Results Broken Down by Demographic Sub-Groups

You can use the **Breakdown By** button 🥧 in the **Features & Tools** menu ⚏ to compare performance between different demographic sub-groups. This button is available for most aggregate test results.

How to View Test Results Broken Down by Demographic Sub-Groups

To view test results broken down by demographic sub-groups, do the following:

1. Click **Breakdown By** 🥧 in the **Features & Tools** menu ⊞. The *Breakdown Attributes* window opens (see Figure 23).

Figure 23. My Students' Performance on Test Report: Performance by Student Tab: Breakdown Attributes Window
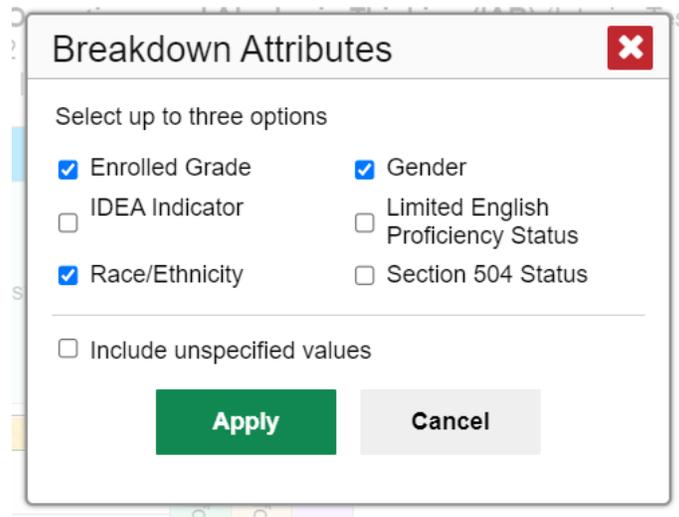
2. Select up to three student demographic categories.

   There is also an **Include unspecified values** checkbox, explained below:

   ▪ Some students who complete tests do not have specific demographic information in the Test Information Distribution Engine (TIDE). These students are considered to have unspecified values.

   ▪ To include data for these students, mark the checkbox.

3. Click **Apply**.

   Data for each sub-group selected are displayed in the report (see Figure 24).

Figure 24. Demographic Breakdown of a My Students' Performance on Test Report
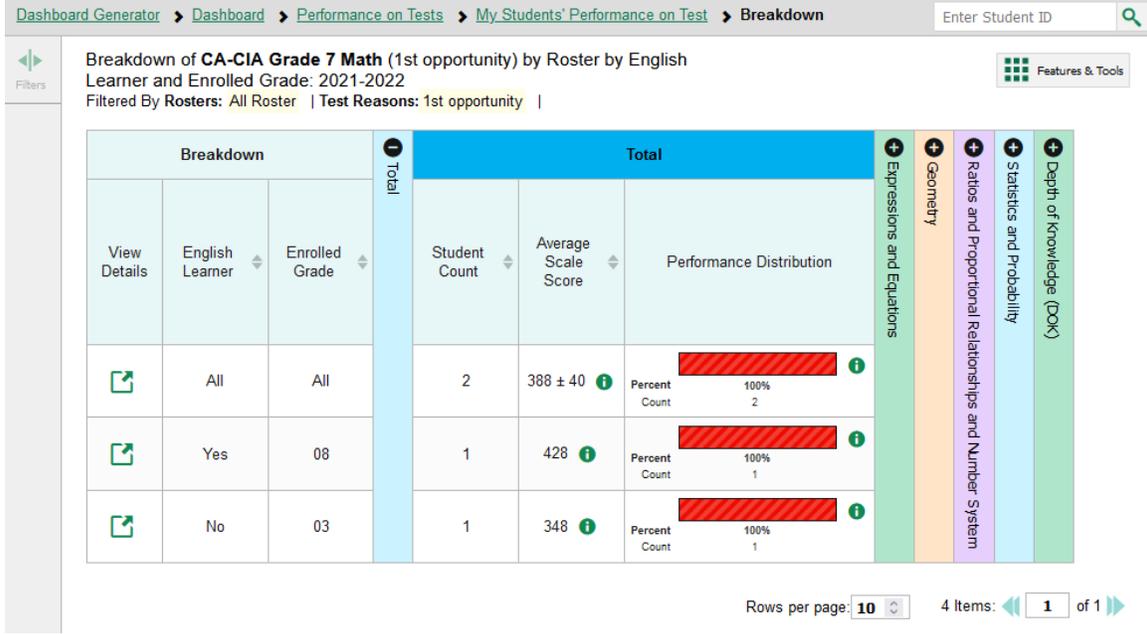
How to View Test Results for a Particular Demographic Sub-Group or Combination

When viewing test results broken down by sub-groups, go to the row for the demographic combination you want to view and click the view button ⬚ in the View Details column on the left (see).

A window opens, displaying detailed results for that combination. The report table is now laid out the same way as the original report, before you viewed it broken down by sub-groups (see).

Figure 25. Demographic Combination Breakdown Window (from My Students' Performance on Test Report)
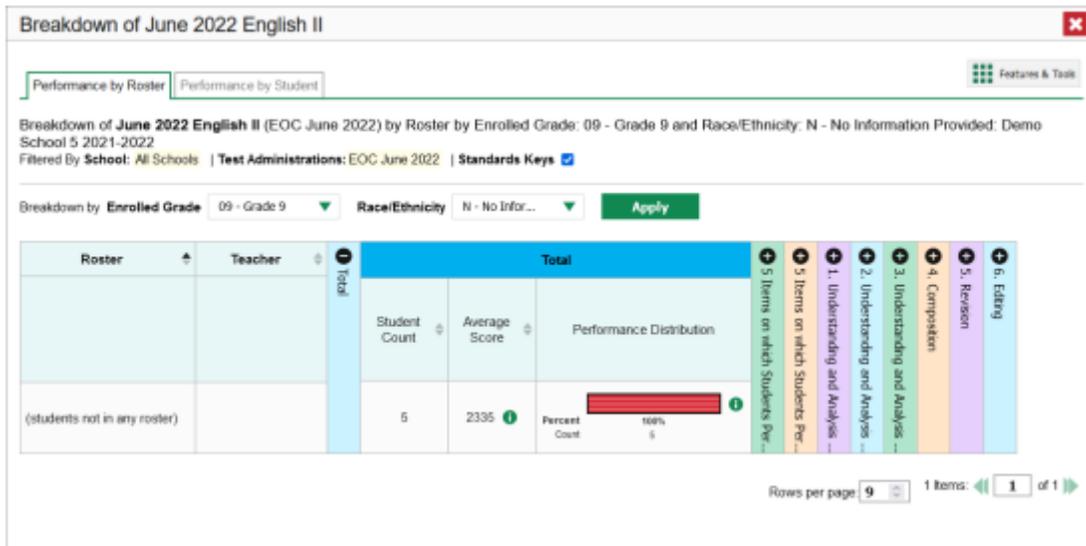
At the top of the report table are filter menus for each demographic category you chose. To change the demographic combination displayed, use the filters to select the demographic sub-groups you want to see and click **Apply**. The new combination is displayed.

You can use this window to get an in-depth look at specific groups of students. For example, you may want to determine which classes (rosters) have the highest-performing girls in the first grade.

How to View Test Results for Individual Students

You can find out how well an individual student understands the material covered on a specific completed assessment. You can also view a report for all the assessments a student has taken.

How to Access Test Results for an Individual Student on a Particular Test

Teachers and school-level users:

1. Generate a dashboard and click a test group name (or 🔍 beside it).

2. Click a test name (or 🔍 beside it) in the table of assessments. A page of test results appears.

3. Select the **Performance by Student** tab.

4. Click the name of an individual student (or 🔍 beside it) in the report. The Student Performance on Test report appears (see [Figure 26](#)).

District-level users:

1. Generate a dashboard and click a test group name (or 🔍 beside it).

2. Click a test name (or 🔍 beside it) in the table of assessments. A page of test results by school appears.

3. Click a school name (or 🔍 beside it). The School Performance on Test report appears.

4. Perform the same steps as teachers and school-level users, starting at step [3](#).

Figure 26. Teacher View: Student Performance on Test Report
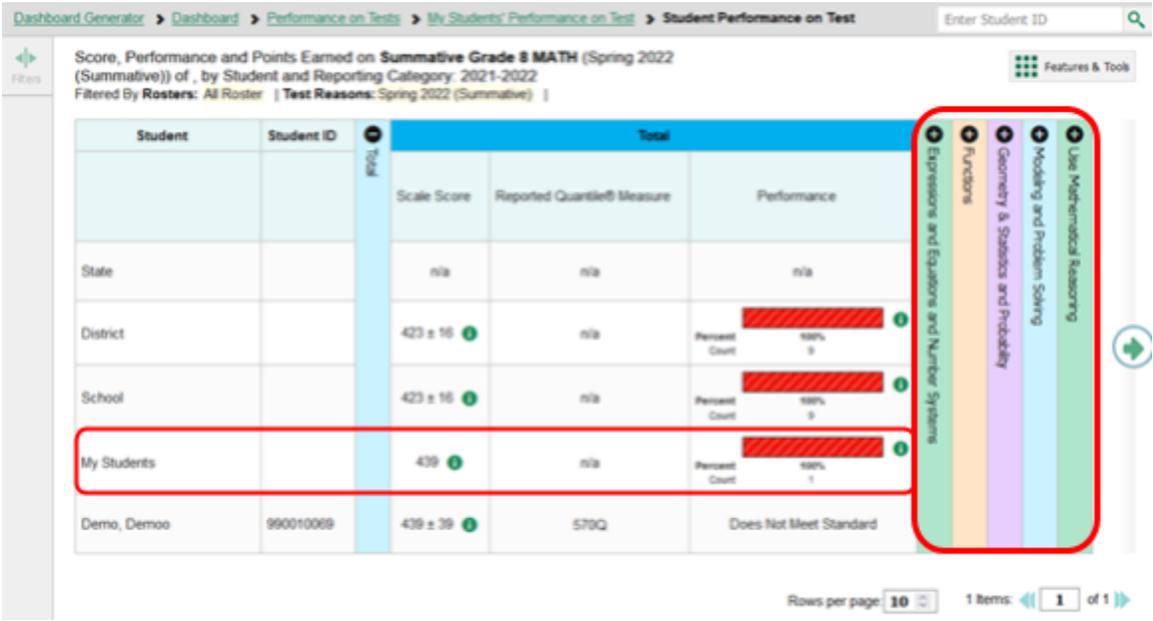
You can view the student's performance in each area of the test using the reporting category sections, which you can click to expand.

How to View a Report for All the Assessments a Student Has Completed Over Time

The Student Portfolio Report allows you to view all the assessments an individual student has completed over time. This is useful for viewing performance on tests that have multiple opportunities, and for interim tests that were administered multiple times throughout the year.

To access this report, enter the student's SSID in the search field in the upper-right corner and click 🔍 (When you are viewing the Dashboard Generator and data are available, the same field appears to the right of the dashboard generation controls.)The Student Portfolio Report appears (see Figure 27).

Teachers can also access this report from the Performance on Tests report by going to the My Students table below the main assessments table and clicking a student's name (or 🔍 beside it), also shown in Figure 27.

Figure 27. Student Portfolio Report
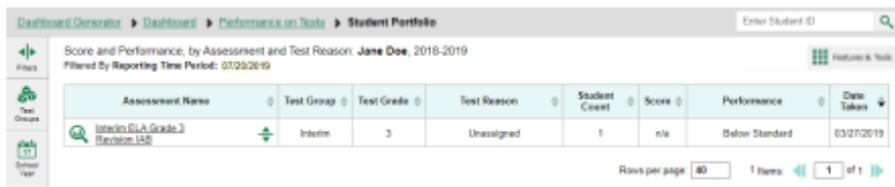
To view individual test results for this student, click a test name (or 🔍 beside it).

How to Use the Student Portfolio Report to View Only the Tests You're Interested In

You can temporarily filter which tests you want to see in the Student Portfolio Report. You may want to do this, for example, if you are an ELA teacher and you don't want to see a student's math scores. By default, the data for those math assessments appear in the report, but you can exclude them.

1. In the **Filters** panel on the left side of the Student Portfolio Report (see Figure 28), click either the expand button ◀▶ or the **Test Group** button 🧊. The **Filters** panel expands (see Figure 28).

Figure 28. Student Portfolio Report with Expanded Filters Panel
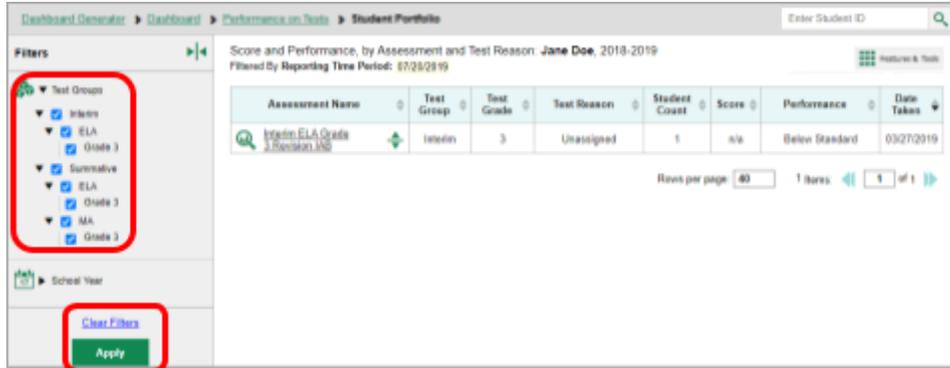
2. Mark as many selections as you like in the **Test Group** section of the **Filters** panel. Tests are organized by test type, subject, and grade.

3. Click **Apply**. The Student Portfolio Report updates to show only data for those tests.

4. *Optional*: To revert all filters to their defaults, open the filters panel again and click **Clear Filters**. Click **Apply**. Filters also revert when you log out, switch user roles, or switch systems.

How to View a Student's Performance on Tests Taken in a Previous School Year or Years

If there are multiple years of data for a student, the Student Portfolio Report can look back at previous years. This gives you a high-level look at the student's progress. Student Portfolio Reports can show student performance from a time when the students were not yet associated with you. For example, if you are a seventh-grade teacher, you can use these reports to view a current student's performance on last year's sixth-grade tests.

1. On the left side of the page, click either the **Filters** panel expand button ◀▶ or the school year button 🗓 . The **Filters** panel expands.

2. Under **School Year**, select a year or years (see Figure 29).

Figure 29. Student Portfolio Report with Expanded Filters Panel
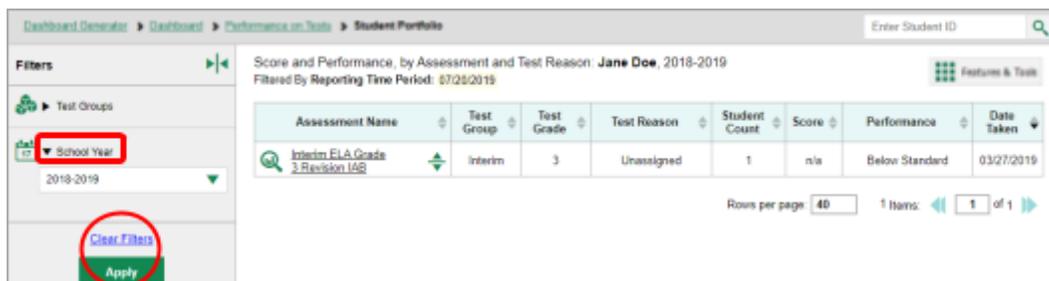
3. Click **Apply**.

To switch back to the current year:

1. Open the **Filters** panel again.

2. Click **Clear Filters**.

3. Click **Apply**.

How to Use Individual Student Reports (ISR)

This section discusses Individual Student Reports (ISR), each of which provides easy-to-read performance data on a particular test. If a student took tests multiple times, an ISR will be available for each instance of a test the student took. ISRs are useful for sharing performance information with students and their parents and guardians, and may be generated in English or Spanish.

What an Individual Student Report (ISR) Looks Like and How to Read It

An ISR is a PDF that displays test results for an instance of test that a student took. It may consist of a single page or multiple pages. ISR layouts vary according to the type of test. Details of sample ISRs are shown below in Figure 30, Figure 31, Figure 32, Figure 33, and Figure 34.

- At the top of each ISR are the student name and SSID, the name of the test, district, and school, and any other relevant information.

- Below that is a summary of the student's performance. An ISR for a scale-scored test displays the student's performance on a vertical scale that includes all the cut scores and performance levels.

- Each ISR includes a comparison table showing the average performance of the state, district, and/or school.

- Many ISRs include a table detailing the student's performance in each reporting category (as in Figure 31).

- Some ISRs include item-level data (as in Figure 32), scoring assertions, and/or scoring assertion outcomes (as in Figure 33).

- Some ISRs include longitudinal graphs (as in Figure 34).

- ISRs can include supplemental materials, such as cover pages and addenda. These typically contain a message to parents and guardians, information on the assessment, a brief guide to interpreting the ISR, and/or links to additional resources.

Figure 30. Detail of Individual Student Report (ISR): Math Interim (ICA)
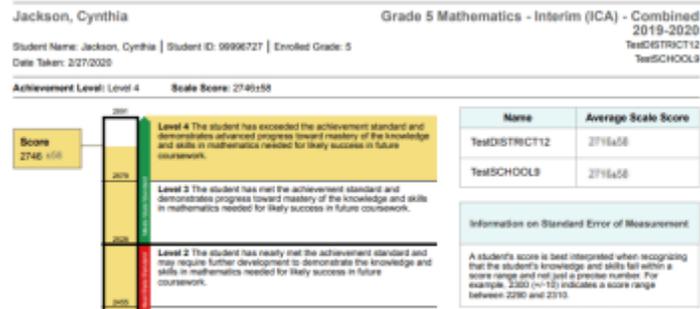
Figure 31. Detail of Individual Student Report (ISR): Math Interim (ICA) with Reporting Categories
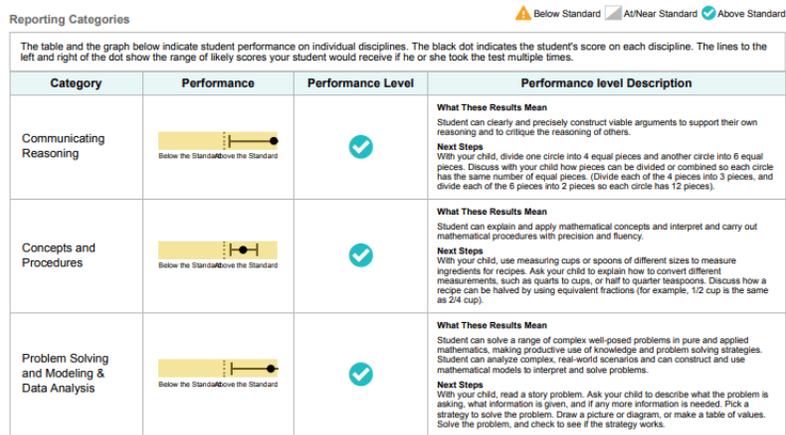
Figure 32. Detail of Individual Student Report (ISR): Math Interim (ICA) with Item- and Standard-Level Data

Concepts and Procedures (Continued)		
Question #	Standard	Points Earned/Points Possible
17	Number and Quantity: Reason quantitatively and use units to solve problems.	1/1
18	Algebra: Create equations that describe numbers or relationships	0/1
19	Statistics and Probability: Summarize, represent, and interpret data on a single count or measurement variable.	0/1
21	Functions: Interpret functions that arise in applications in terms of a context.	0/1
23	Algebra: Represent and solve equations and inequalities graphically.	1/1
24	Geometry: Define trigonometric ratios and solve problems involving right triangles.	0/1
28	Geometry: Define trigonometric ratios and solve problems involving right triangles.	0/1
29	Algebra: Create equations that describe numbers or relationships	0/1
30	Functions: Build a function that models a relationship between two quantities.	0/1
31	Functions: Analyze functions using different representations.	0/1

Figure 33. Detail of Individual Student Report (ISR): Science Interim with Scoring Assertions

	SCI Interim Grade 8 - Waves 2018-2019
Marquez, Santos	Demo District 9998
Student ID: 991007093 | Student DOB: 2/3/2002 | Enrolled Grade: 8	Demo School 999801
Date Taken: 10/18/2018	

Score: 1/22

Item #	Scoring Assertion	Outcome
1-1	The student correctly identifies the change in amplitude recorded in the simulation, providing some evidence of student ability to observe and summarize how waves change in different media.	✗
1-2	The student correctly identifies that the frequency does not change, providing some evidence of student ability to identify wave properties and how they change in different scenarios.	✗
1-3	The student identifies that frequency does not change, providing some evidence of student ability to identify how properties of the medium affect each wave characteristic.	✗
1-4	The student identified that amplitude increases (or is indeterminate if they did not record it decreasing in the simulation), providing some evidence of student ability to identify how properties of the medium affect each wave characteristic.	✗
1-5	The student indicates that the wavelength cannot be determined simply from density (or that it increases if they found it to decrease in the simulation), providing some evidence of student ability to interpret the data given and make inferences about the affect of media density on each wave characteristic.	✗
1-6	The student correctly calculates and records the amplitude of the wave through salt water (4) providing some evidence of student ability to make observations and use them in a model of sound waves through media with different properties.	✗
1-7	The student correctly calculates the wavelength of salt water (13-15), providing some evidence of student ability to make observations and use them in a model of sound waves through media with different properties.	✗
1-8	The student indicates that the wave speed increases as the density increases based on the observations (or if they recorded the wavelength in salt water as shorter, then decrease, or "cannot tell" if they recorded equal wavelengths), providing some evidence of student ability to use data to identify how wave properties change in each scenario.	✗
1-9	The student correctly calculates and records the amplitude of the wave through water (5) providing some evidence of student ability to make observations and use them in a model of sound waves through media with different properties.	✗
1-10	The student correctly calculates the wavelength of water (11-13), providing some evidence of student ability to make observations and use them in a model of sound waves through media with different properties.	✗
1-11	The student correctly identifies that the change in wavelength that was recorded in the simulation, providing some evidence of student ability to observe and summarize how waves change in different media.	✗
1-12	The student correctly identifies that the change in wave speed (which goes up with the wavelength recorded in the simulation), providing some evidence of student ability to observe and summarize how waves change in different media.	✗
1-13	The student indicated that the wave speed cannot be determined (or increase, if they found it to decrease in the simulation), providing some evidence of student ability to interpret the data given and make inferences about the effect of media density on each wave characteristic.	✓

Figure 34. Detail of Individual Student Report (ISR): Math Interim (ICA) with Longitudinal Graph

	Grade 5 Mathematics - Interim (ICA) - Combined
Jackson, Cynthia	2019-2020
	TestDISTRICT12
Student Name: Jackson, Cynthia | Student ID: 99996727 | Enrolled Grade: 5	TestSCHOOL9
Date Taken: 2/27/2020	

Achievement Level: Level 4   **Scale Score:** 2746±58

Trend Report

Date	Test Reason	Test Label	Scale Score	Performance Level
8/17/2018 12:00:00 AM	Unassigned	Grade 3 MATH -COMBINED	2314±6	Level 1
2/27/2020 12:00:00 AM	Unassigned	Grade 5 Mathematics - Interim (ICA) - Combined	2746±58	Level 4

How to Generate and Export Individual Student Reports (ISR)

To generate and export an Individual Student Report (ISR) for a test opportunity (an instance of a student taking a test), use the Student Results Generator. Each ISR shows a student's overall performance on their test plus a breakdown of performance by reporting category. You can select any combination of test reasons, assessments, and students in order to generate either a single ISR or multiple ISRs at once.

You may want to use the Student Results Generator to simultaneously print large numbers of ISRs.

ISRs can be generated from almost any Reporting page.

1. Click the **Download Student Results** button ![icon] in the **Features & Tools** menu ![icon]. The ***Student Results Generator*** window opens ([Figure 35](#)).

   Depending what page you open the Student Results Generator from, the options available to you may be prepopulated or preselected. (The filters applied to the page have no effect, however.) You can change the selections.

Figure 35. Student Results Generator Window as Opened from Performance on Tests Report

2. In the panel on the left, select **Individual Student Report**. Always do this before you make other selections. Switching between the **Individual Student Report** and **Student Data File** options may revert some selections.

3. If you're generating multiple ISRs, then under Report Format, choose either a single PDF for all the ISRs, or a ZIP file containing a separate PDF for each one. If you select **Single PDF**, the Student Results Generator may nonetheless create a ZIP file of multiple PDFs depending on the number of schools, grades, and opportunities included.

4. Under PDF Type, select either a simple or detailed PDF.

5. *Optional*: If supplemental materials are available, such as a cover page or addendum, select **Include** under Supplemental Materials.

6. If the test opportunity options are not preselected, or if you want to change them, there are two ways to make selections:

   ▪ Search for students. In the search field at the upper-right corner, enter up to 5 comma-separated student IDs and click **Search**. The resulting list of students and all the tests they've taken will replace any previous selections, as in [Figure 36](#). To deselect and clear results, click **Clear Search Results**.

Figure 36. Student Results Generator Window: Student Search Results
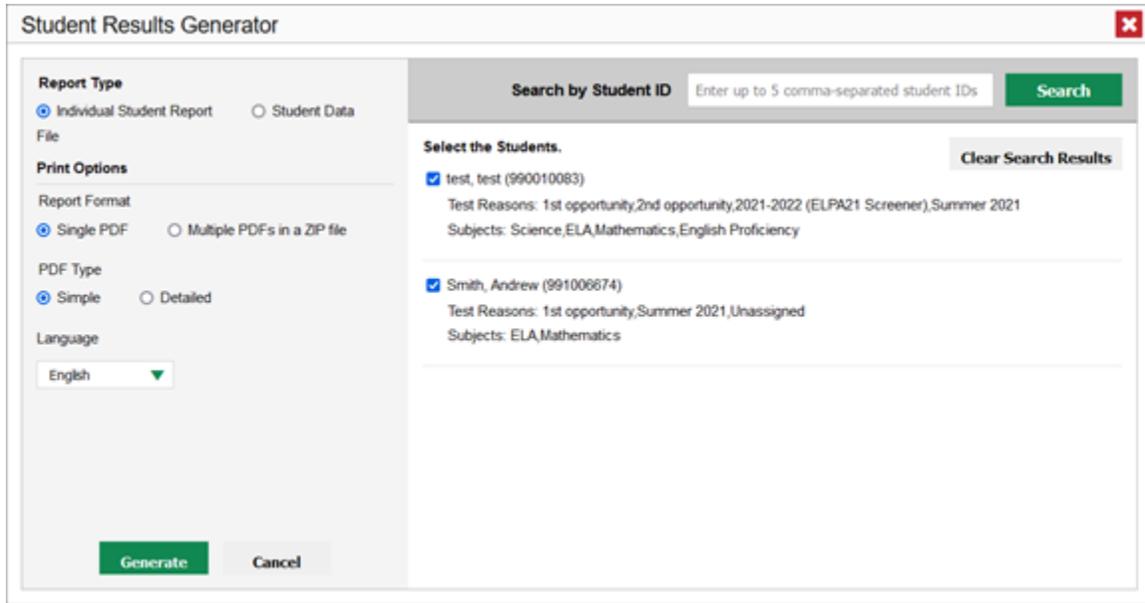
▪ Use the three accordion sections. (If a student is prepopulated by the Student Portfolio Report, first remove the student by clicking **Clear Search Results**.) Starting from the left, click the section bars to expand them or use the **Next** and **Previous** buttons to navigate. Within each section you must make selections using the radio buttons and checkboxes:

▪ In the **Select Test Reason** accordion section (Figure 37), choose a test reason. Test reasons are either test windows or categories for tests.

Figure 37. Student Results Generator Window: Select Test Reason Section
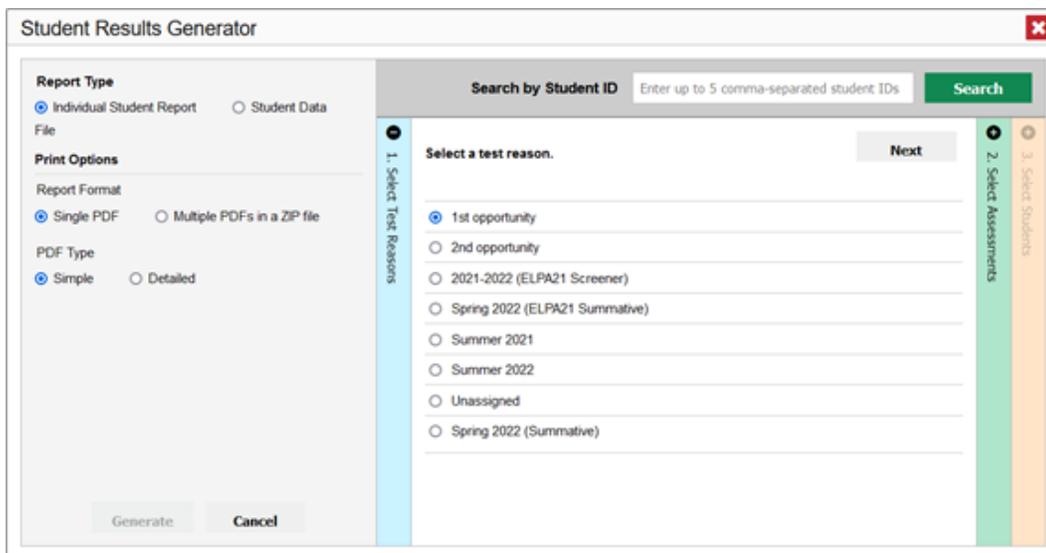

○ In the **Select Assessments** section (Figure 38), choose any number of tests or grade levels within a single subject.

Figure 38. Student Results Generator Window: Select Assessments Section
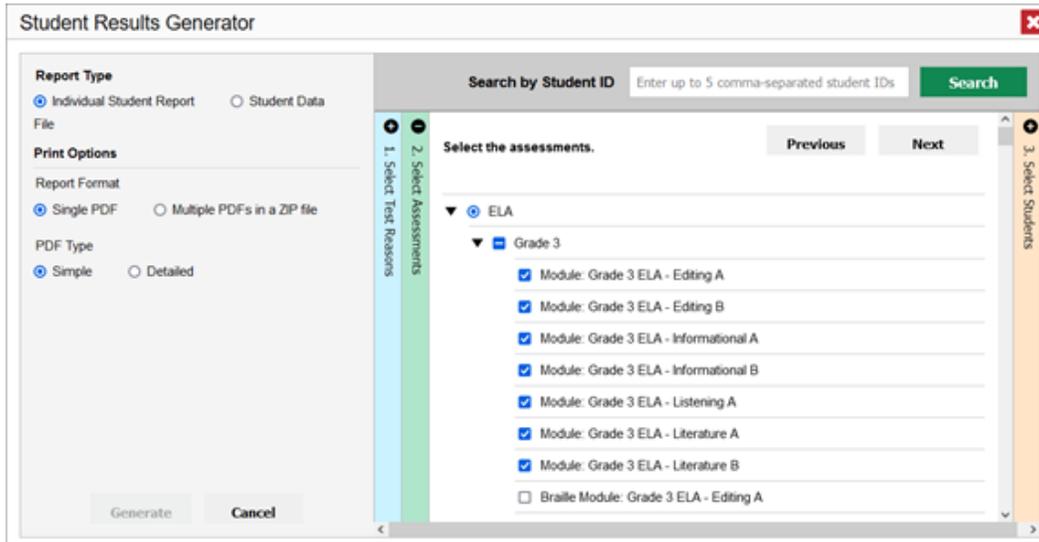
- In the **Select Students** section (Figure 39), choose students from the expandable school and/or class (roster) options. If you're a district-level user, you may choose students in up to three schools.

- Sometimes the list of students is truncated. You can display the entire list by clicking **Click to Load More**.
- Note that marking the checkbox for a student in one class (roster) or school also marks it anywhere else the student appears, and the same goes for clearing the checkbox.

- Figure 39. Teacher View: Student Results Generator Window: Select Students Section
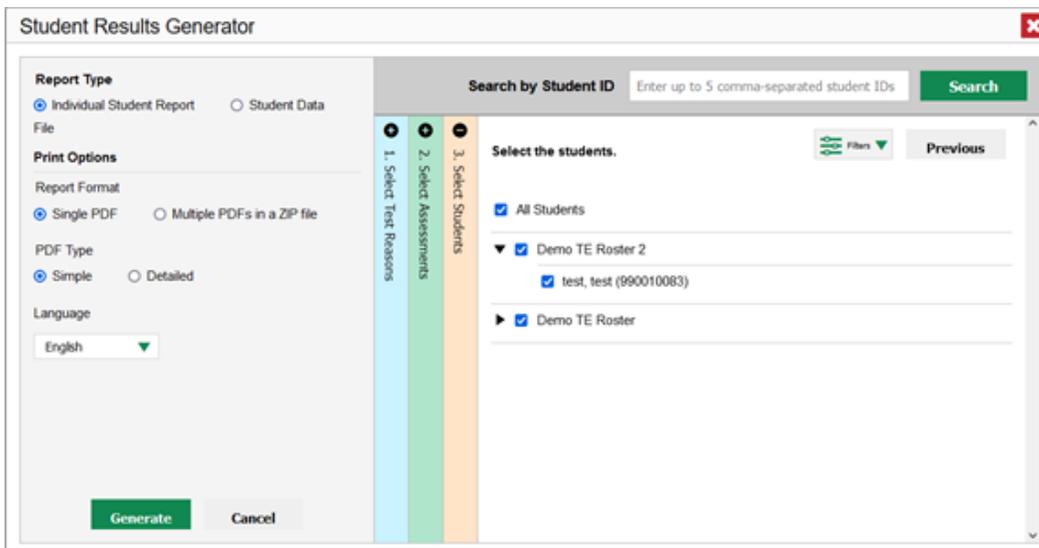
- *Optional*: If you used the accordion sections to make your selections, then to set a range of processing dates for which to generate results, use the filter menu as follows:
- Open the **Filters** menu ⚏. The menu displays two date fields, as in [Figure 39](#).
- Use the calendar tools to select dates, or enter them in the format mm/dd/yyyy.
- Click **Apply**.
- *Optional*: To revert to including results for all available dates, reopen the filter menu, click **Clear Filters**, then click **Apply**.
- Note that processing date is not always the same as the date a test was taken.

Figure 40. Teacher View: Student Results Generator Window: Select Students Section with Filters Menu Open
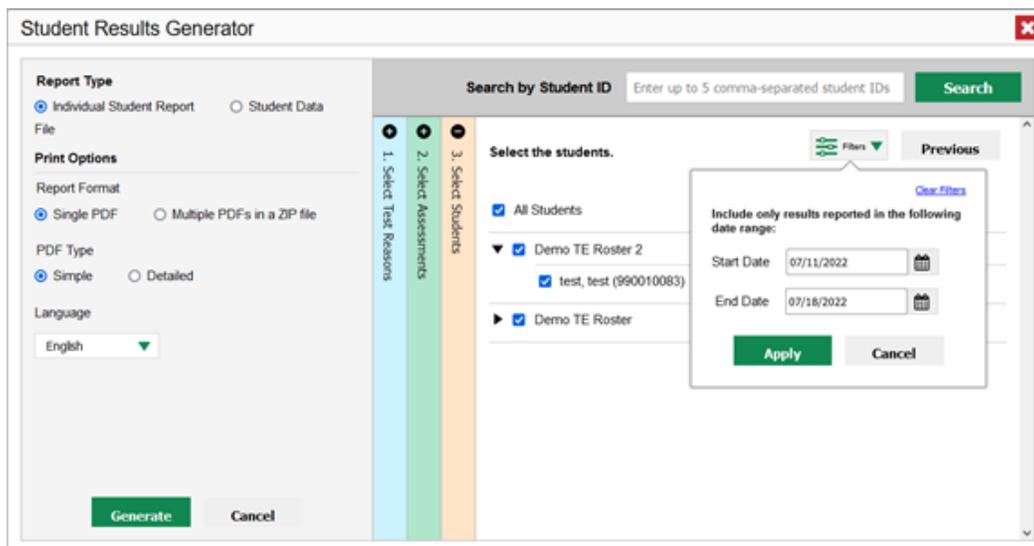
1. From the **Language** drop-down list, select a language for the ISR.

2. Click **Generate**. Once ISR generation is finished, the Inbox contains the new ISR(s) available for download.

Note that if a student took a test multiple times with different test reasons, an ISR will be generated for each test opportunity. If a student took a test multiple times with the same test reason, only the most recent test opportunity will be included. You can create an ISR for another test opportunity by navigating directly to the report for that opportunity. Past test opportunities are marked with numbers ① in reports, starting with the earliest.

How to Generate and Export Student Data Files

This section discusses student data files, which are useful for analysis.

To generate and export a student data file for a student, use the Student Results Generator. You can select any combination of test reasons, assessments, and students in order to generate and export the files.

You can generate student data files from almost any report page.

1. Click the **Download Student Results** button ![icon] in the **Features & Tools** menu ![icon]. The *Student Results Generator* window opens (see Figure 41).

   Depending what page you open the Student Results Generator from, the options available to you may be prepopulated or preselected. (The filters applied to the page have no effect, however.) You can change the selections.

2. In the panel on the left, select **Student Data File**, as in Figure 41. Always do this before you make other selections. Switching between the **Individual Student Report** and **Student Data File** options may revert some selections.

Figure 41. Student Results Generator Window

3. Under Report Format, select **XLS** (Excel .xlsx), **CSV** (comma-separated values), or **TXT** (tab-delimited text).

4. Under Output, select either **Data File for Each Test** or **Single Combined Data File**. Note that a single combined file does not include reporting categories. Large files may be split by school.

5. If the test opportunity options are not preselected, or if you want to change them, there are two ways to make selections:

   ▪ Search for students. In the search field at the upper-right corner, enter up to 5 comma-separated student IDs and click **Search**. The resulting list of students and all the tests they've taken will replace any previous selections, as in Figure 42. To deselect and clear results, click **Clear Search Results**.

Figure 42. Student Results Generator Window: Student Search Results
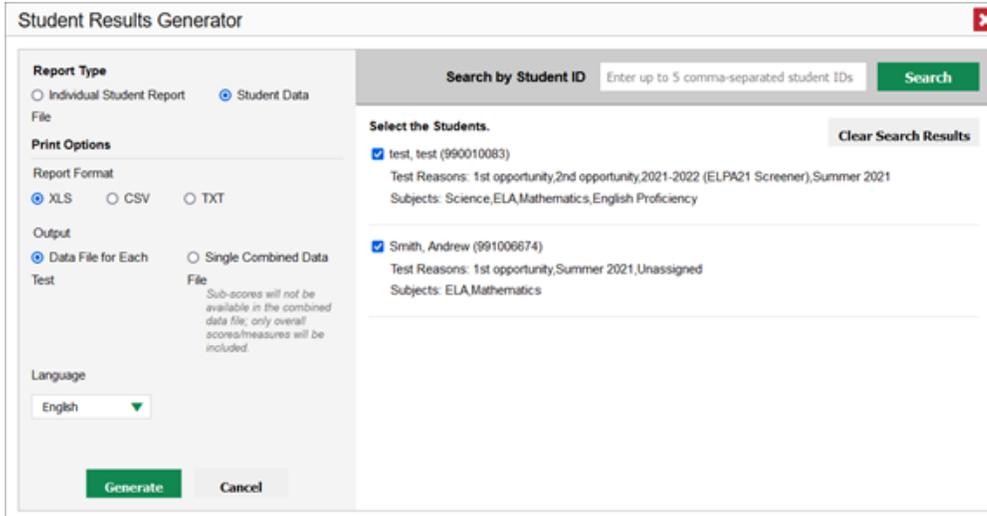
- Use the three accordion sections. (If a student is prepopulated by the Student Portfolio Report, first remove the student by clicking **Clear Search Results**.) Starting from the left, click the section bars to expand them or use the **Next** and **Previous** buttons to navigate. Within each section you must make selections using the radio buttons and checkboxes:

    i. In the **Select Test Reason** section (Figure 43), choose a test reason. Test reasons are either test windows or categories for tests.

Figure 43. Student Results Generator Window: Select Test Reason Section
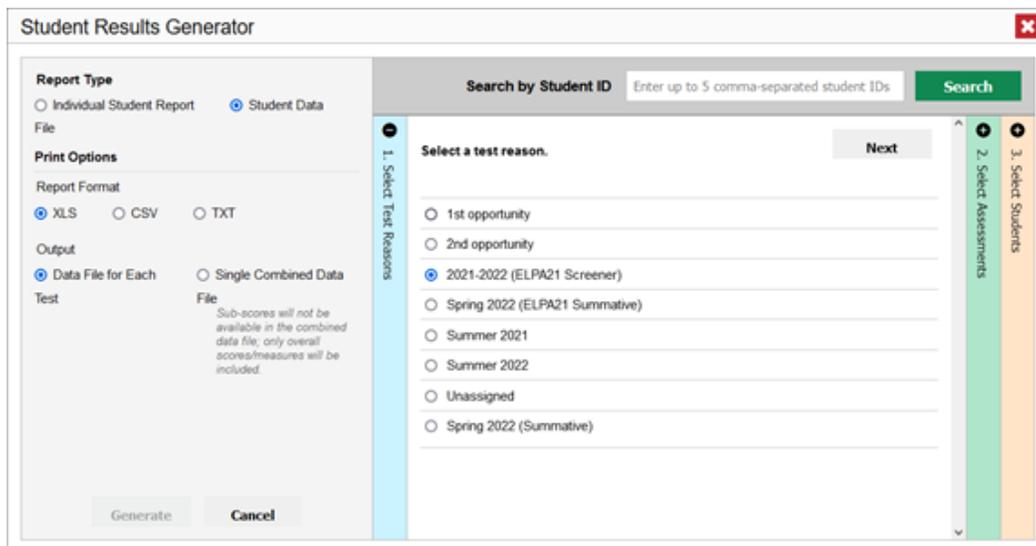
    i. The **Select Assessments** section (Figure 44) groups tests by subject and grade. Mark the checkboxes beside the tests or groups of tests you want to include in the report, or mark **All Subjects**.

Figure 44. Student Results Generator Window: Select Assessments Section
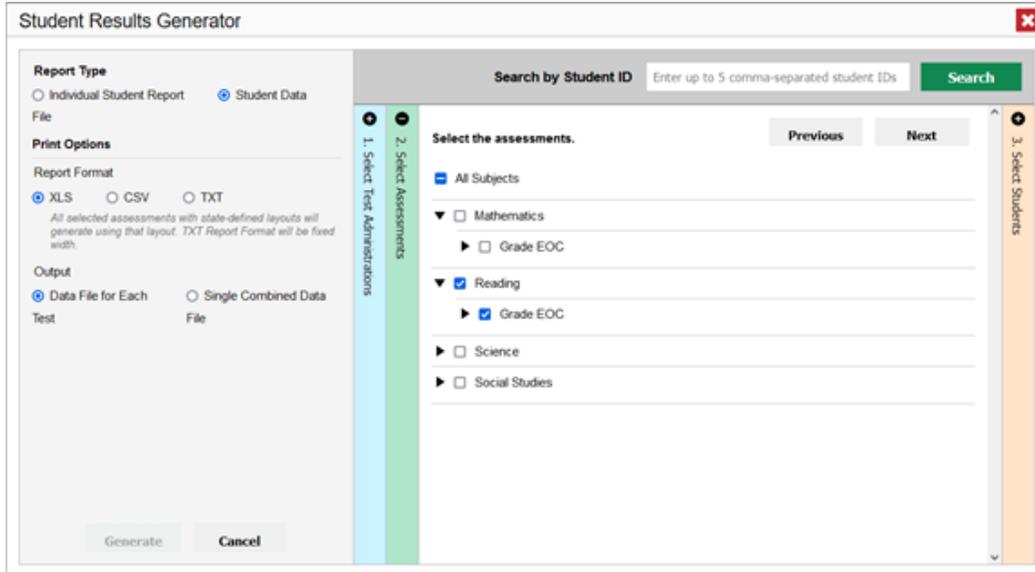
i. In the **Select Students** section ([Figure 45](#)), select any number of students from the expandable school and/or class (roster) options.

- Sometimes a list of students is truncated. You can display the entire list by clicking **Click to Load More**.
- Marking the checkbox for a student in one class (roster) or school also marks it anywhere else the student appears, and the same goes for clearing the checkbox.

Figure 45. District-Level User View: Student Results Generator Window: Select Students Section
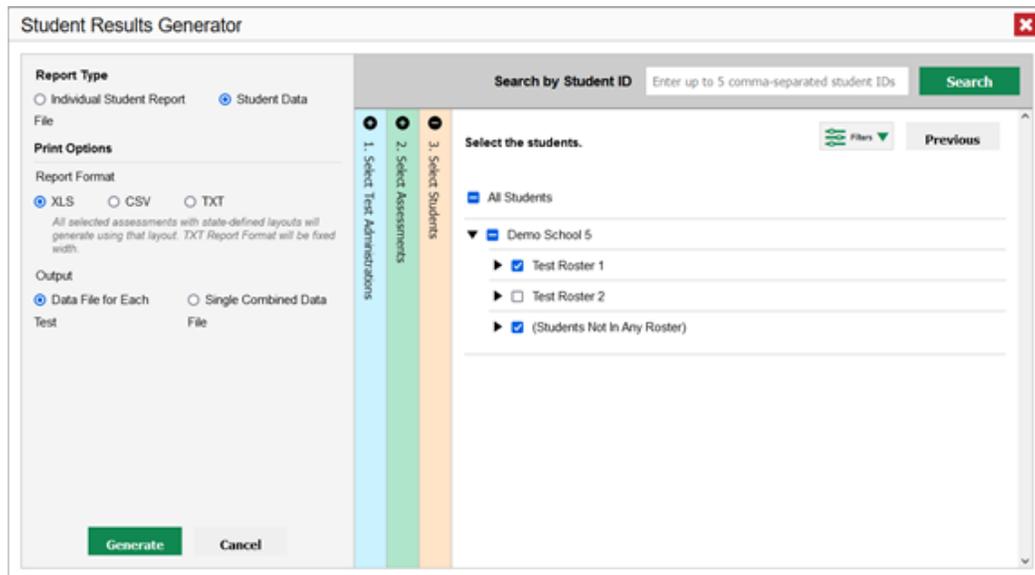
7. *Optional*: If you used the accordion sections to make your selections, then to set a range of processing dates for which to generate results, use the filter menu as follows:

a. Open the **Filters** menu ⚏ (see Figure 46). The menu displays two date fields.

b. Use the calendar tools to select dates, or enter them in the format mm/dd/yyyy.

c. Click **Apply**.

d. *Optional*: To revert to including results for all available dates, reopen the filter menu, click **Clear Filters**, then click **Apply**.

Note that processing date is not always the same as the date a test was taken.

Figure 46. District-Level User View: Student Results Generator Window: Select Students Section with Filters Menu Open
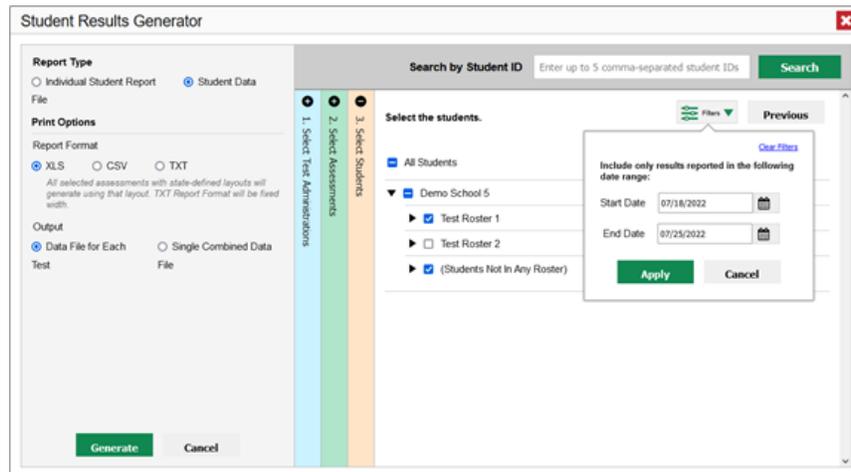
1. Click **Generate**. Once data file generation is finished, the Inbox contains the new student data file(s) available for download.

Note that if a student took a test multiple times, the files will include each test opportunity.

How to Compare Students' Data with Data for Your State, District, School, and/or Total Students

In the Performance on Tests report and the Student Portfolio Report, you can access performance data for your state, district, school, and/or total students.

How to Compare All Your Students' Performance on Any Test with Larger Groups'

In the Performance on Tests report (see Figure 47), click ⬍ to the right of a test name.

Figure 47. Teacher View: Performance on Tests Report

Rows containing data for the state, district, and/or school appear below, as in [Figure 48](#).

Figure 48. Teacher View: Performance on Tests Report with Expanded Comparison Rows

To hide the comparison rows, click ⬦ to the right of the test name.

How to Compare a Student's Performance on Any of Their Tests with Larger Groups'

In the Student Portfolio Report, you can compare a student's performance on any test with that of your state, district, school, and/or total students.

1. Enter the student's SSID in the search field in the upper-right corner and click 🔍 When you are viewing the Dashboard Generator and data are available, the same field appears to the right of the dashboard generation controls.) The Student Portfolio Report appears.

    Teachers can also access this report from the Performance on Tests report by going to the My

    Students table at the bottom of the page and clicking a student's name (or 🔍 beside it).

2. Click ⬍ to the right of a test name (see [Figure 49](#)).

Figure 49. Student Portfolio Report
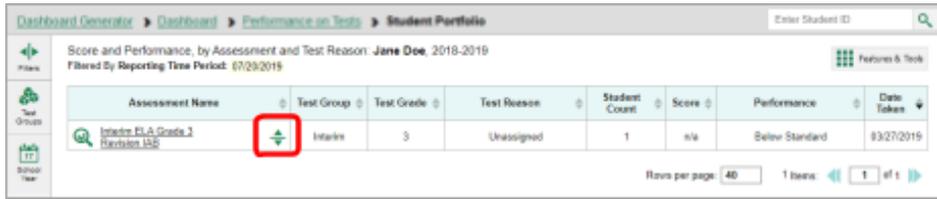
Rows containing data for your state, district, school, and/or total students appear below, as in [Figure 50](#).

Figure 50. Student Portfolio Report with Expanded Comparison Rows

To hide the comparison rows, click ⬍ to the right of the test name.

How to Set Up Reports for Summatives and Interims to Suit Your Needs

You can set up your reports so it's easier to access the data that are most important to you. For example, if you're a teacher, you may want to hide certain tests in subjects you don't teach, or you may want to narrow down your reports to a single roster.

This section explains how to make several different adjustments to reports: filtering to show only the tests you're interested in; filtering to show only the classes (rosters) you're interested in; and viewing data from a previous point in time.

How to Filter Tests to Display

You can temporarily filter which tests you want to see in your reports. You may want to do this, for example, if you are an ELA teacher and you don't want to see your students' math scores. By default, the data for those math assessments appear in your reports.

1. On the left side of the dashboard or the Performance on Tests report, click either the **Filters** panel expand button ![icon] or the **Test Group** button ![icon]. The **Filters** panel expands (see).

Figure 51. Teacher View: Dashboard

Mark as many selections as you like in the Test Group section of the filters panel (see). Tests are organized by test type, subject, and grade.

Figure 52. Teacher View: Dashboard with Expanded Filters Panel

2. Click **Apply**. The report updates to show only data for those tests.

3. *Optional*: To revert all filters to their defaults, open the filters panel again and click **Clear Filters**. Click **Apply**. Filters also revert when you log out, switch user roles, or switch systems.

For Teachers and School-Level Users: How to Filter Classes (Rosters) to Display

Rosters usually represent classes, but can represent any group that's meaningful to users, such as students who have taken honors courses. Each roster is associated with a teacher. To learn how to create and modify rosters in the Reporting System, see Roster Management.

In the Performance on Tests report, teachers and school-level users can filter by a particular roster. When you filter, you eliminate students not in the selected class from the data you're viewing.

Filtering by roster makes it easy to focus on a particular class's performance. And by switching filters, you can easily compare one class with another. If you don't filter by roster, the reports default to showing data for all classes. You may find data for a single class easier to understand.

1. On the left side of the Performance on Tests report, click either the **Filters** panel expand button ◀▶ or the **Rosters** button 🏫 . The **Filters** panel expands (see [Figure 53](#)).

2. Make a selection from the drop-down list in the **Rosters** section (see [Figure 53](#)).

   ▪ If you're a school-level user, you must first select a teacher from the drop-down list, and then select a particular class (roster) from the second drop-down list that appears. By default the first class listed is selected.

   Figure 53. Teacher View: Performance on Tests Report with Expanded Filters Panel

3. Click **Apply**. The report updates to show only data for that class (roster).

4. *Optional*: To revert all filters to their defaults, open the filters panel again and click **Clear Filters**. Click **Apply**. Filters also revert when you log out, switch user roles, or switch systems.

All the reports accessible from this page will be filtered the same way.

The row of filter details below each table header shows the classes (rosters) you're viewing.

For District-Level Users: How to Filter Schools to Display

Filtering the Performance on Tests report by school makes it easy to focus on a particular school's performance. And by switching filters, you can easily compare it with another school. If you don't filter by school, the Performance on Tests report defaults to showing data for all schools. You may find data for a single school easier to understand.

1. On the left side of the Performance on Tests report, click either the expand button ⬌ or the **Schools** button 🏫 The **Filters** panel expands (see Figure 54).

2. Make a selection from the drop-down list in the **Schools** section (see Figure 54).

Figure 54. District-Level User View: Performance on Tests Report with Expanded Filters Panel

2. Click **Apply**. The report updates to show only data for that school.

3. *Optional*: To revert all filters to their defaults, open the filters panel again and click **Clear Filters**. Click **Apply**. Filters also revert when you log out, switch user roles, or switch systems.

If you click the name of a test (or 🔎 beside it) when you've filtered by a single school, the link will take you to the School Performance on Test report and not to the District Performance on Test report.

The row of filter details below the table header shows the schools you're viewing

How to View Data from a Previous Point in Time

Changing the reporting time period allows you to view test results from a previous point in time. There are two time period settings: you can select a school year for which to view tests, and you can enter a date for which to view students.

- When you set a school year for which to view tests, the reports show data for test opportunities completed *in the selected school year*.

- When you set a date for which to view students, the reports show data only for the students who were associated with you *as of the selected date*. Students' enrollment and demographic information is all given as of the selected date as well. You can use this setting to view data for students who have left or recently entered your classes (rosters), school, or district. You can even view students who have left your state.

If you don't change the reporting time period, or if you reset it to the default, all the reports show test opportunities only for the current school year (except Longitudinal Reports and Student Portfolio Reports, which always retain the ability to look back to previous years), with current student data.

Some examples of how you can use this feature:

- You may want to view the past performance of your current students, including new transfer students. In that case, set a school year in the past and keep the date set to today.

- You may want to view the performance of your former students in order to compare them with that of your current students. In that case, set the date to a time when your former students belonged to you and had started testing, and set the school year to the same time. Then switch back to the present to compare.

From the **Features & Tools** menu ⚏ , select **Change Reporting Time Period** 📅 . (If you're viewing the Dashboard Generator page, click **Change the reporting time period.** The dashboard also offers this link when no assessments are available to display.) The *Change Reporting Time Period* window appears (see Figure 55).

Figure 55. Change Reporting Time Period Window
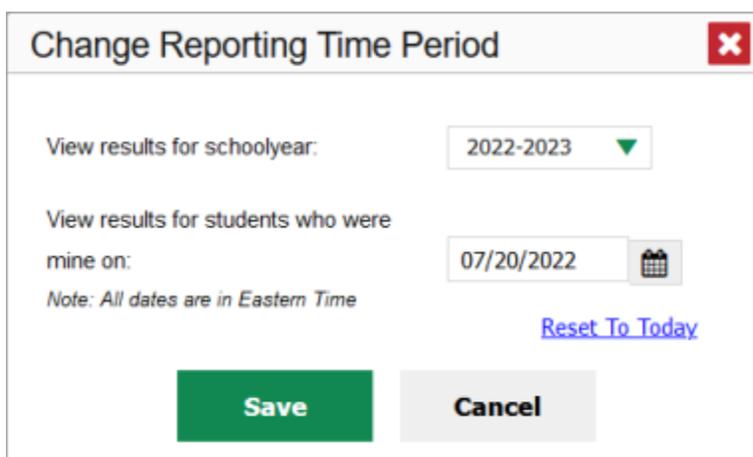
2. From the school year drop-down list, select a school year (see Figure 55). This is the year for which you will view test results.

3. In the *View results for students who were mine on* field, use the calendar tool to select a date, or enter it in the format mm/dd/yyyy. You will be viewing all the students who were associated with you on that date, and only those students.

- To view your current students' past performance, keep the date set to today.

- To view the performance of your former students, set the date to a day when those students were associated with you and had started testing.

4. Click **Save**. All reports are now filtered to show only data for the selected school year and date. All other filters are cleared.

5. *Optional*:To go back to viewing the latest data, open the *Change Reporting Time Period* window again, click **Reset To Today** in the lower-right corner, then click **Save**. The date resets and all filters are cleared. The reporting time period also resets when you log out, but persists when you switch roles.

How to Export and Print Data on Summatives

You can export or print any data you see in the Reporting System. Some can be exported directly from the Performance on Tests report. You may want to export or print to save a snapshot of data to consult later, or to share data. Different options will be available depending on the report you are viewing.

How to Export or Print a Report You're Viewing

1. Select the print button 🖶 from the **Features & Tools menu** ⚏ or, in a Longitudinal Report window, from the upper-right corner. If there are multiple report tables on the page, multiple print buttons appear.

   A print preview page opens (see Figure 56).

   ▪ To zoom in on the print preview, use the drop-down list under the *Zoom Level (Display only)* section. This setting affects the preview only.

Figure 56. Print Preview Page
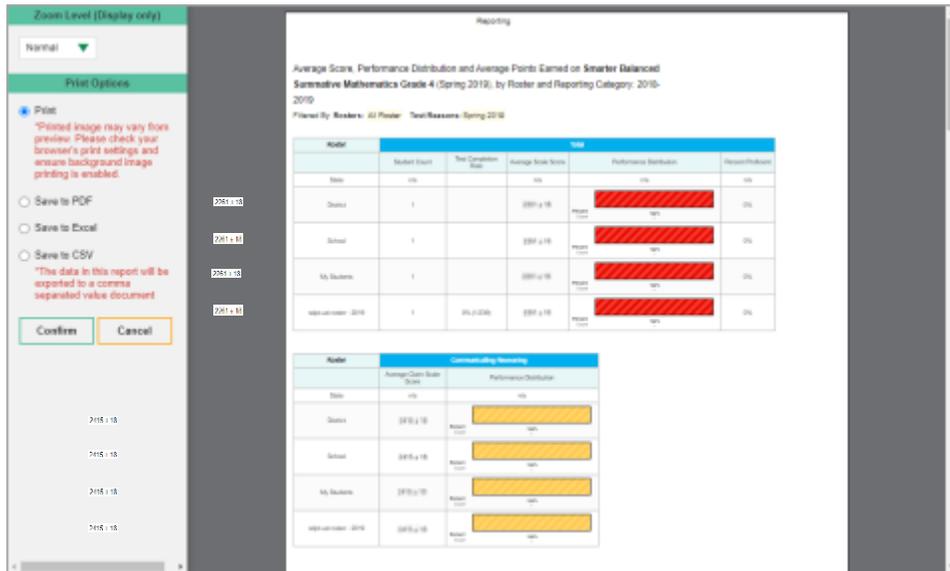
2. If an aggregate report provides data for individual items, the *Report Options* section appears. Select either **Summary Only** or **Summary and Item Scores**. If you select the latter option, as in Figure 57, the printed report includes data for the individual assessment items. Printouts of the Student Performance on Test report always include item data if available.

Figure 57. Print Preview Page with Summary and Item Scores Option Selected
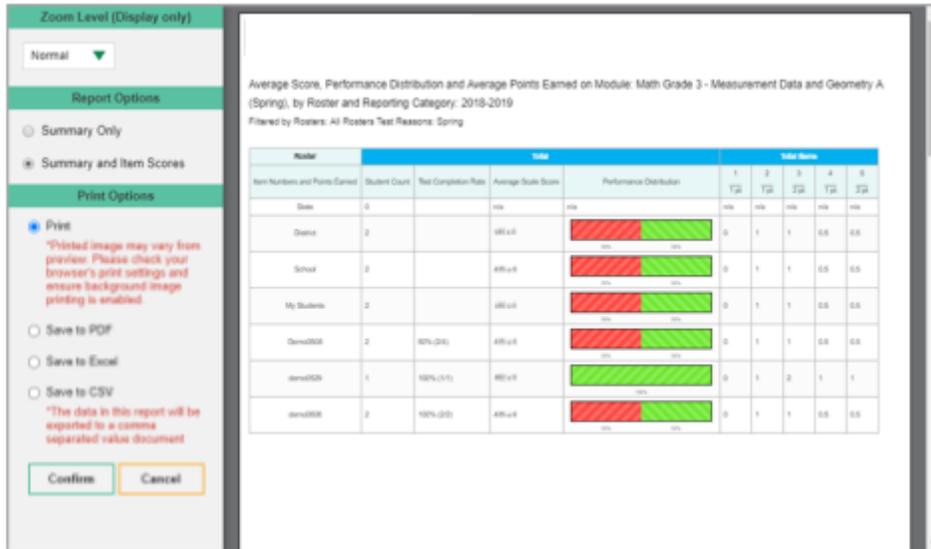
3. To print the report, select the **Print** radio button. To download it, select **Save to PDF**, **Save to Excel** (.xlsx), or **Save to CSV** (comma-separated values).

- *Optional*: If a printout or PDF is for a particular student, you can mark the **Include Items and Responses (takes extra time)** checkbox. The resulting report includes the actual items and the student's responses.

- If you selected **Save to PDF**, choose an option from the **Page Layout** drop-down list that appears.

4. Click **Confirm**.

If you saved the report as a PDF or CSV, the **Secure Inbox** window appears, displaying the generated report.

How to Export an Assessment Report Directly from the Performance on Tests Report

1. Click the export button [icon] to the left of the name of the assessment whose report you wish to export (see).

Figure 58. Teacher View: Performance on Tests Report
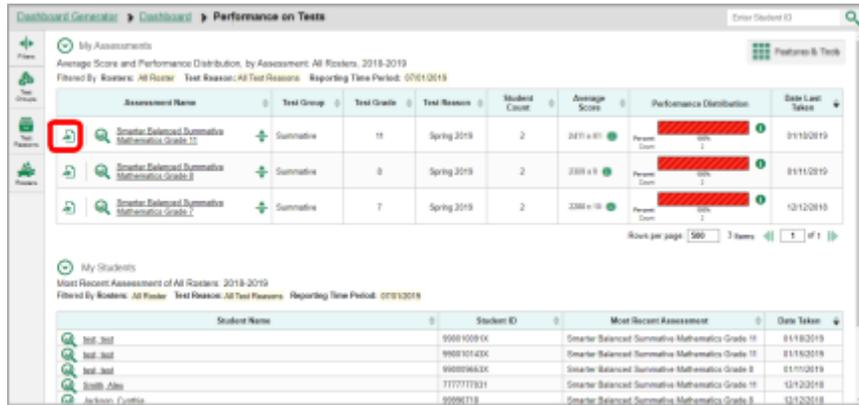
The *Export Report* window opens. The options in this window vary according to your user role (see Figure 59 and Figure 60).

2. If necessary, select which report to export for the assessment.

Teachers and school-level users: The exported report will contain test results for all your students.

Figure 59. Teacher View: Export Report Window
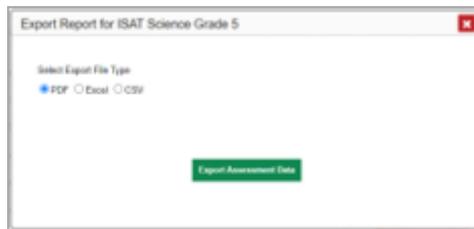
District-level users: Select which report to export for the assessment (see Figure 60).

- To export the district test results for the assessment, mark the **Overall Performance of all my Schools** radio button.

- To export school test results, mark the **Overall Test & Reporting Category Performance of all my Students for [School Name]** radio button, then select a school from the drop-down list.

Figure 60. District-Level User View: Export Report Window
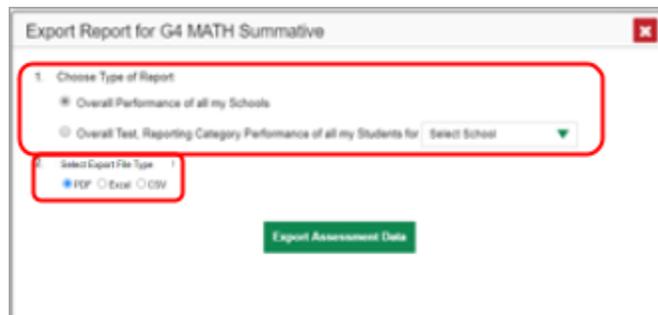
4. Do either of the following:

  ▪ To export the report in PDF format, mark the **PDF** radio button.

  ▪ To export the report in comma-separated values (CSV) format, mark the **CSV** radio button.

5. Click **Export Assessment Data**. A confirmation window appears.

6. Click **Yes** to export or **No** to return to the *Export Report* window. When you've exported a file, the *Secure Inbox* window appears with the generated file available for download.

More About How to Use Interim Reports

This section explains some Reporting System features and functions that are specific to interim assessment reports. These features cannot be used with summative assessment reports.

How to Access Item-Level Data on Interims

Unlike summatives, interim assessments contain non-secure, non-public items. Reports for individual interim tests include the following:

- Item-level data.

- Access to the items themselves.

- Access to student responses to the items.

Test results for adaptive assessments include item-level data only on the individual student level.

How to View Item Scores

To expand sections containing item data, click the vertical section bars as in Figure 61.

Figure 61. My Students' Performance on Test Report: Performance by Student Tab with Expanded Reporting Category Section
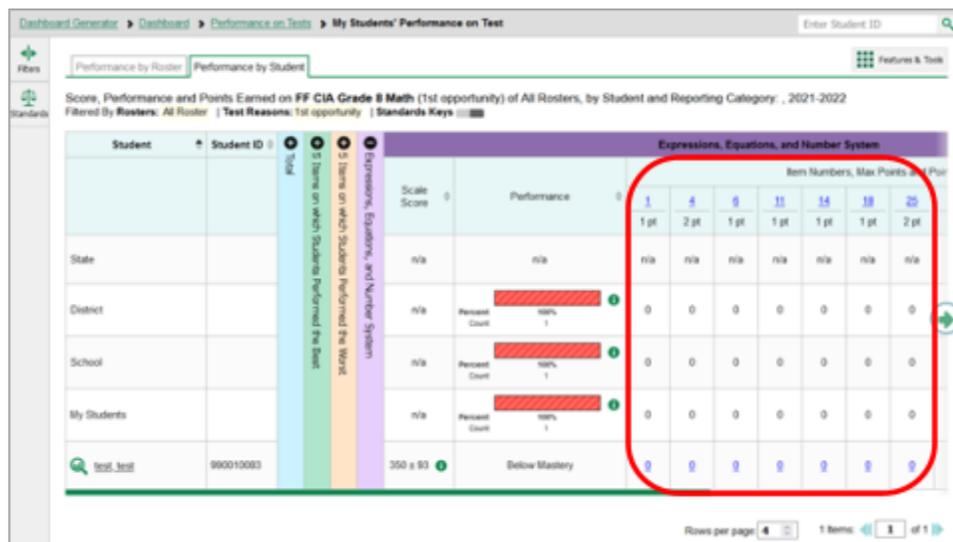
How to Find Out Which Items Students Performed on the Best or Struggled with the Most

Look in the sections **5 Items on Which Students Performed the Best** and **5 Items on Which Students Performed the Worst** (see Figure 62). You can click the vertical section bars to expand them, just like other sections.

Figure 62. My Students' Performance on Test Report: Performance by Student Tab with Expanded 5
Items on Which Students Performed the Best and Worst Sections

How to View Standards for Each Item

In a report displaying item-level data, you can view the standard or standards to which each item is aligned. This allows you to determine at a glance what the item measures.

To show and hide item standards, click the **Standards Keys** toggle ⬜⬛ in the row of filter details below the report table heading. Under each item number appears a standard key or list of standard keys (see Figure 63). Note that this toggle does not affect printouts or exports, which always include the standard keys when they include item-level data.

Figure 63. District Performance on Test Report with Expanded Reporting Category Section

Click the more information buttons ⓘ beside the standard keys to view legends displaying the full text of each cluster (category of standards) and each standard, as in Figure 64. This full text is not included in printouts or exports.

Figure 64. My Students' Performance on Test Report with Expanded Reporting Category Section and Expanded Legend
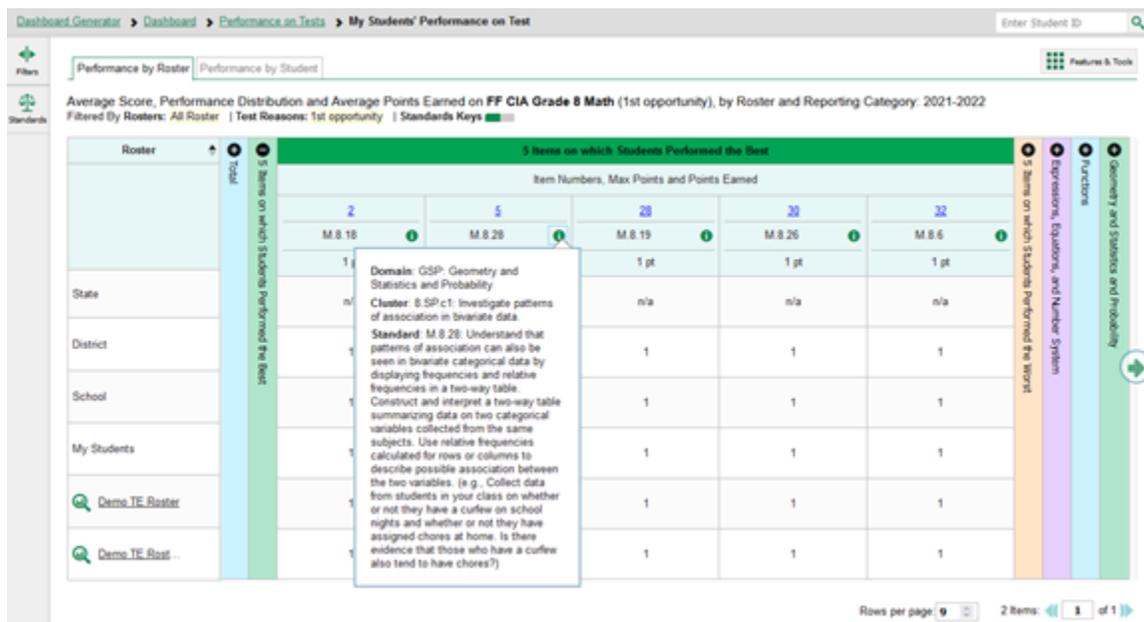

How to View an Item

You can view the actual items themselves, along with student responses to those items.

Do either of the following:

- To view the item in a blank state, click the item number in the first row of the report table.

- To view the student's response to the item, find that student's name in the Student column on the left. Then click the score the student obtained on that item.

The **Item View** window appears (see Figure 65). It contains an **Item & Score** tab and a **Rubric & Resources** tab. A banner at the top of the window displays the item's number, score (when the item includes the student's response), and confidence level (when a machine-suggested score has a low confidence level). The **Item & Score** tab (see Figure 65) shows the item and may include a particular student's response.
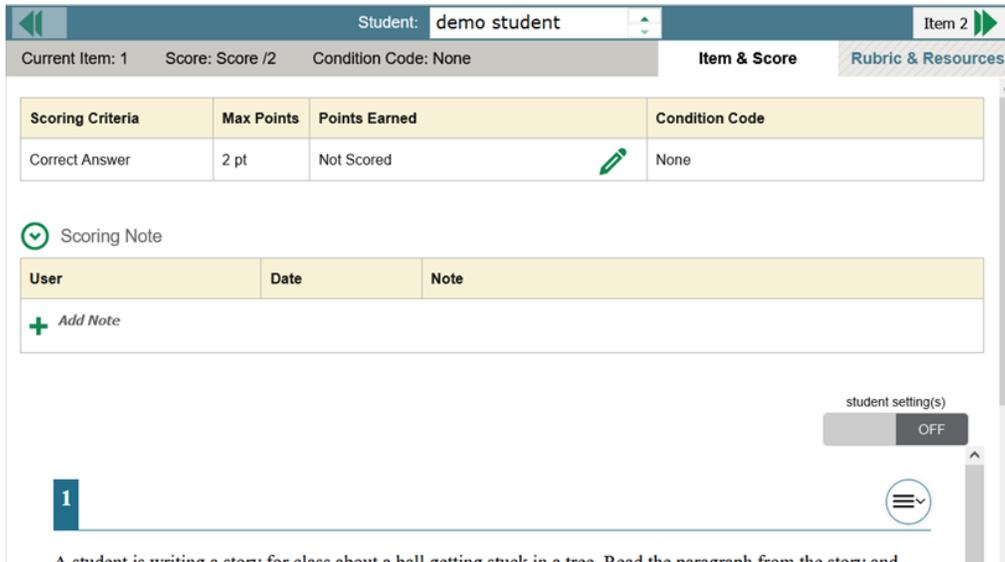
Figure 65. Item View Window: Item & Score Tab with Student Response
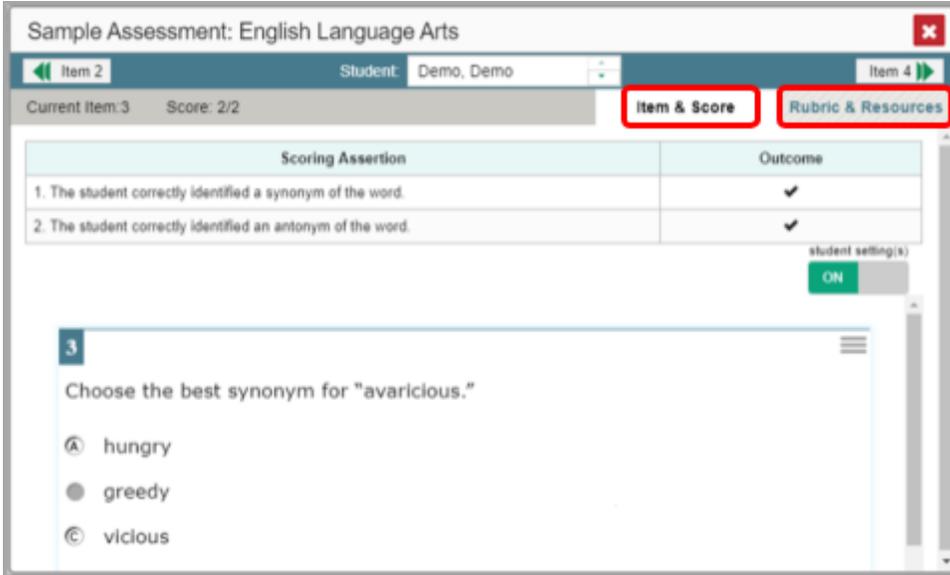
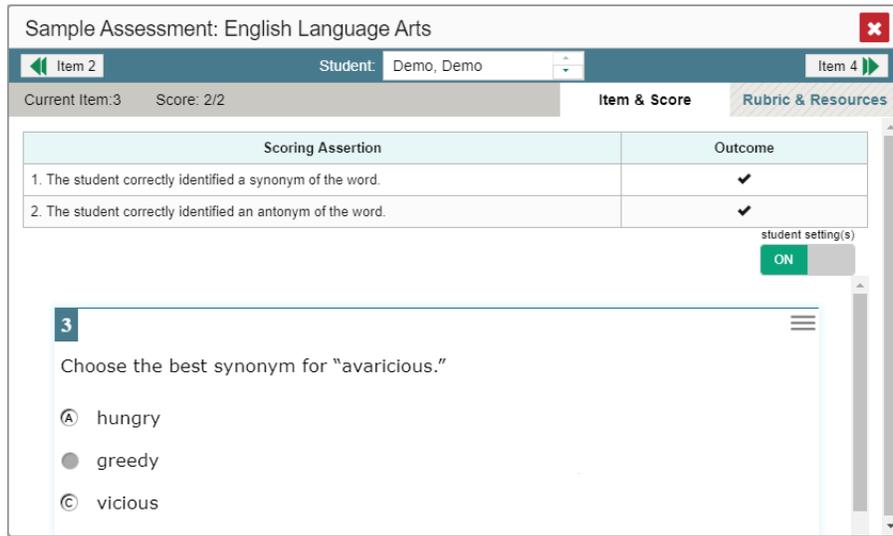The **Item & Score** tab may include the following sections.

- **Scoring Criteria:** When you're viewing a student's response and the item has scoring criteria, the Scoring Criteria table (see Figure 66) lists the name, maximum points, points earned, and condition codes for each scoring criterion. This table also allows you to modify scores for items with editable scores. Note that for some items, a second Scoring Criteria table appears, displaying transformed scores.

Figure 66. Item View Window: Item & Score Tab with Student Response and Scoring Criteria Table

- **Scoring Assertion:** Each scoring assertion contains both a statement that provides information about what the student did in their response, and the content knowledge, skill, or ability that is evidenced by their response. When you're viewing a student's response and the item has scoring assertions, the Scoring Assertion table appears, listing each assertion and outcome (see Figure 67).
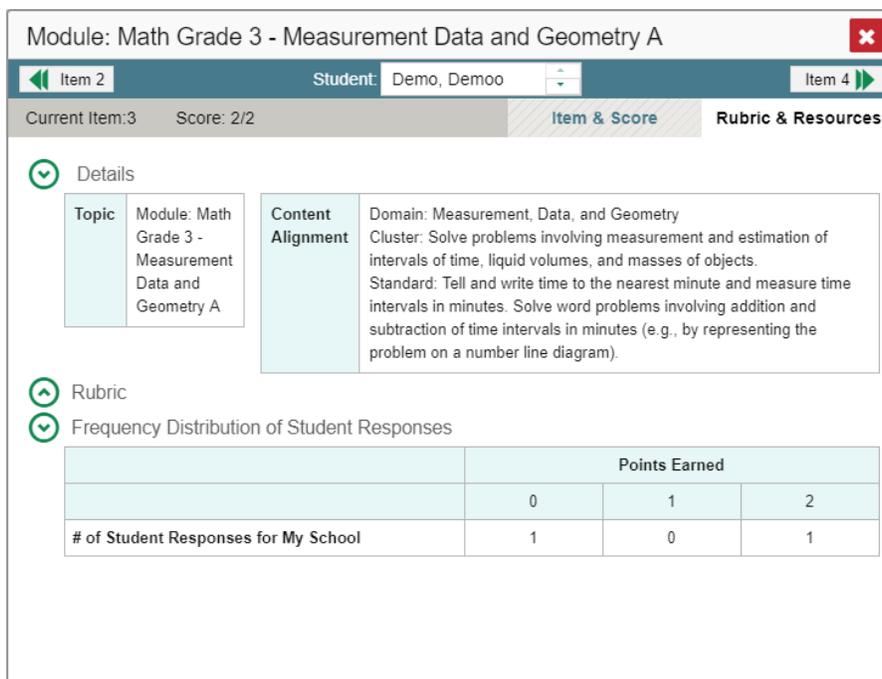
Figure 67. Item View Window: Item & Score Tab with Student Response and Scoring Assertion Table

- **Item:** Displays the item as it appeared on the assessment in the Student Testing Site. For items associated with a passage, the passage also appears.

- The **Rubric & Resources** tab (see [Figure 68](#)) may include the following sections, which you can expand and collapse by clicking ⊙ and ⊙, respectively.

Figure 68. Item View Window: Rubric & Resources Tab

- **Details**: May provide the following information:
    - **Topic**: Skill area to which the item belongs.
    - **Item Difficulty**: Indicates whether the item is intended to be easy, moderate, or difficult.
    - **Content Alignment**: Describes the standard to which the item is aligned.

- **Resources**: Provides links to any exemplars or training guides available for the item.

- **Rubric**: Displays the criteria used to score the item. This section may also include a score breakdown, a human-readable rubric, or an exemplar, which provides an example of a response for each point value.

- **Frequency Distribution of Student Responses**: The table in this section provides a breakdown of how many students in the school earned each possible point value available for the item.

How to View Items with and Without the Students' Visual Settings

When viewing items with students' responses, you may or may not want to see the items exactly the way the students saw them on the test. For example, some students' tests are set to use large fonts, different color contrast, or Spanish.

1. From the **Features & Tools** menu ⠿, select **Set Student Setting on Item View** 🖾. The *Set Student Setting on Item View* window appears.

2. Select **Yes** to show students' visual settings on all items or **No** to hide them.

3. Click **Save**.

You can also show or hide visual settings on a per-item basis. To do so, click the toggle at the upper right of the item you're viewing (see Figure 69). This action has no effect on your global setting.

Figure 69. Set Student Setting on Item View Window
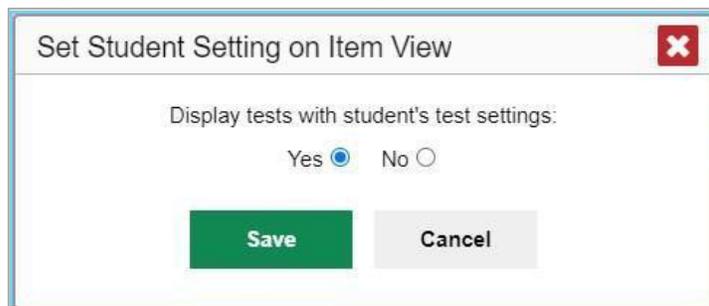
What It Means When a Student Response Contains Highlighted Text

When a student's text response contains too much text copied from the item prompt and a condition code of Insufficient Original Text to Score has been applied, the copied portion is automatically highlighted.

How to Navigate to Other Items from the Item View Window

Use the button ◀ ▶ labeled with the previous and next item numbers at the upper corners of the *Item View* window.

How to View Another Student's Response to the Current Item

If you have accessed the student's response from a report showing multiple students, you can click the arrows beside the *Student* field [Demo Student] at the top of the window. The students are listed in the same order in which they are sorted in the report.

What It Means When Items Are Labeled "1-1", "1-2", and So On

Those are sub-items belonging to an item cluster. Clusters are broken down into sub-items because they have multiple scoring assertions. Each sub-item has its own column to the right of the main item column. Sub-items are labeled "[item number]-[sub-item number]", for example, "1-1", "1-2", "1-3", as in Figure 70.

Figure 70. My Students' Performance on Test Report: Performance by Student Tab with Expanded Total Items Section

To view a scoring assertion, click the more information button 🛈 to the right of the sub-item number, as in Figure 70.

Figure 71. My Students' Performance on Test Report: Performance by Student Tab with Expanded Total Items Section and Sub-Item Assertion
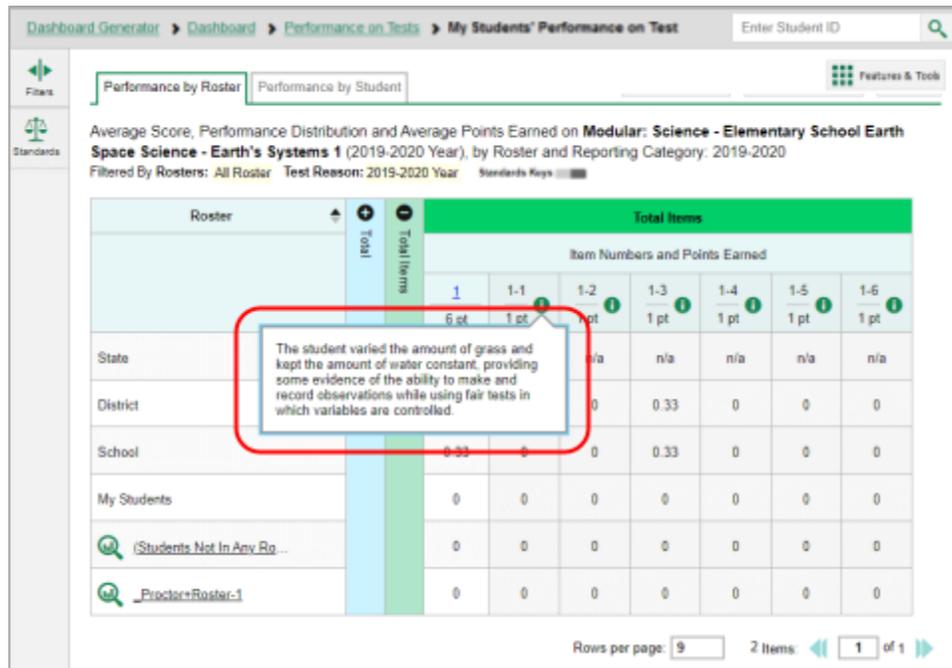
What It Means When an Item Score Reads "n/a"

You may sometimes see "n/a" instead of a score for an item. In some cases, the student did not respond to the item, or the item was not included in that form of the test.

How to Score Items on Interims

The Reporting System allows authorized users to score certain items on interim tests.

- Some items that require hand scoring arrive in the Reporting System without any scores. For example, some short answer items require hand scoring. If a test contains unscored items, its performance data is excluded from your reports until an authorized user scores all the unscored items in at least one opportunity of that test.

- Other items arrive in the Reporting System with automated scores suggested by the machine scoring system, which authorized users can override if necessary. For example, all full write items and most short answer items have machine-suggested scores that can be overridden.

How to Score Unscored Items

When you have tests with unscored items, a **Tests To Score** notification appears in the banner (see Figure 72).

Figure 72. Banner with Tests To Score Notification

1. In the banner, click **Tests To Score** (see Figure 72).

2. If the *Select School* page appears, make a selection and click **Continue**.

3. On the scoring *Dashboard* (Figure 73), click the name of the test you wish to score. The *Test Scoring* page appears (Figure 74), displaying a list of students and items awaiting scoring for the selected test.

Figure 73. Scoring Dashboard

Assessment Name	Test Reason	Student Count	Items to Score	Items to Submit	Last Date Completed
Grade 5 MATH - Performance Task - Turtle Habitat (IAB)	Nonstandardized	1	4	0	02/15/2022
Grade 5 ELA - Brief Writes (IAB)	Nonstandardized	1	4	2	02/15/2022
Grade 4 ELA - Performance Task (ICA)	Standardized/Benchmark	1	2	0	02/14/2022
Grade 4 ELA - Brief Writes (IAB)	Standardized/Benchmark	1	2	4	02/14/2022
Grade 3 ELA - Read Literary Texts (IAB)	Nonstandardized	1	1	0	01/31/2022

Dashboard

Change School

Assessments to score for Demo School 2, 2021-2022

Figure 74. Test Scoring Page

Dashboard > Test Scoring

Grade 4 ELA - Brief Writes (IAB) (Nonstandardized) to score for Demo School 2, 2021-2022   **Change School**

	Student	Student ID	Date Completed	Items to Score					
				Item Numbers and Max Points					
				1	2	3	4	5	6
				2 pt	2 pt	2 pt	2 pt	2 pt	2 pt
☐	demo student	123456789	1/31/2022 4:03:53 PM	1	1	2	Score	Score	Score

Rows per page: 3   1 Items: 1   of 1

Submit Score(s)

4. To enter scores for an item, click the **score** link for the required item in the required student's row (see Figure 74). The *Item View* window opens.

5. In the **Rubric & Resources** tab (see Figure 75), review the item's rubric and available resources such as an exemplar and training guide for scoring the item.

Figure 75. Item View: Rubric & Resources Tab
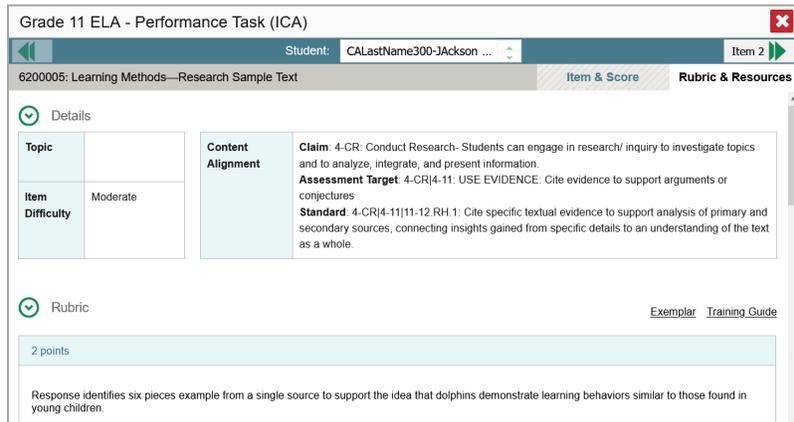
6. In the **Item & Score** tab (see [Figure 76](#)), click the edit button ✏ in the Scoring Criteria table at the top of the window.

7. Review the student's entered response and do one of the following:

   ▪ To enter a score, select the appropriate score from the **Points Earned** drop-down list.

   ▪ To assign a condition code to the response, select the appropriate option from the **Condition Code** drop-down list.
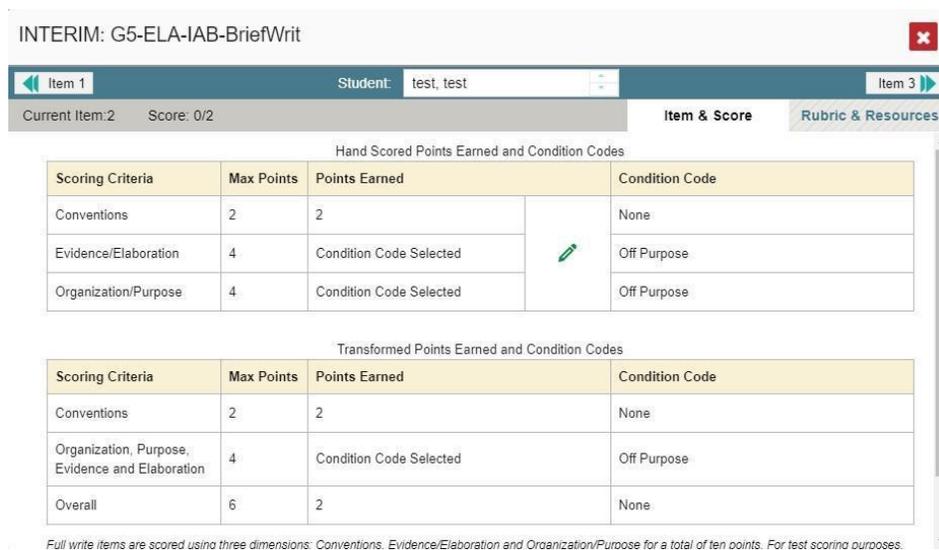
Figure 76. Item View: Item & Score Tab
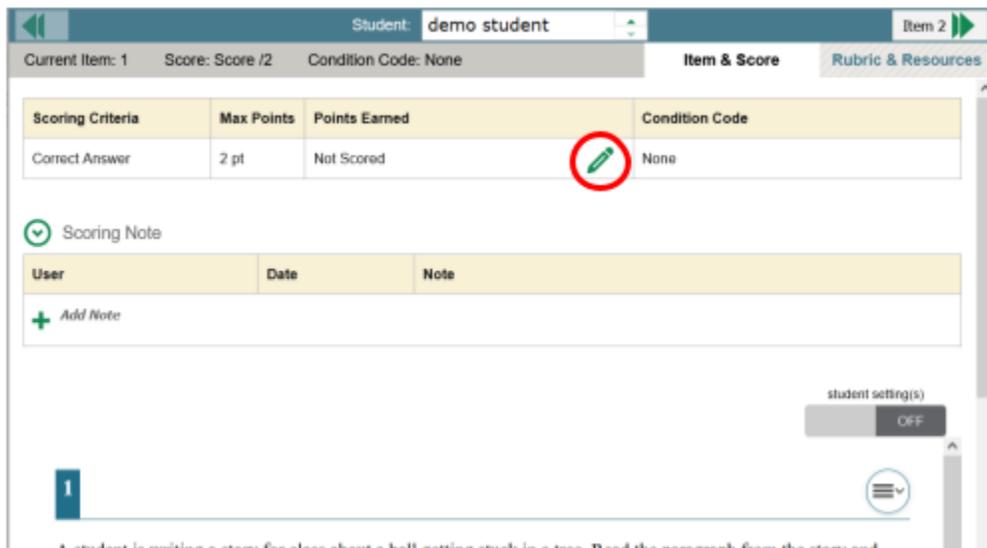
8. If the item has multiple scoring criteria, repeat step [6](#) for each criterion.

9. Click **Save**.

10. To continue scoring items, do one of the following:

- To view another unscored item for the same student, use the buttons ◀‖ ‖▶ labeled with the previous and next item numbers at the upper corners of the *Item View* window.

- To view the same unscored item for another student, click the up or down arrows on the right side of the *Student* field ⎸Demo Student ⎹ at the top of the window.

- To return to the *Scoring Mode* window and select another item manually, close the *Item View* window.

11. Repeat steps 4–9 until you have entered scores for all the unscored items for the test.

Note that for some items, two Scoring Criteria tables appear, with the top one allowing you to set scores and the bottom one displaying transformed scores (see Figure 77). When you set a score, the new scores are automatically transformed, and the transformed scores automatically appear in reports. You will need to refresh or navigate away from the item or the report before you can view the transformed scores, and there may be a delay before they appear.

Figure 77. Item View Window: Item & Score Tab with Two Scoring Criteria Tables

After you enter scores for all the unscored opportunities of a test, that test is removed from the *Scoring Mode* window. You can still modify the item scores on that test directly from the reports by following the procedure in the section How to Modify Scores for Items.

How to Modify Scores for Items

You can modify scores for some items directly from the *Item View* window.

Reports display a pencil icon ✎ in the column header for each item with a modifiable score (see Figure 78). When a machine-suggested score has a low confidence level, or when a condition code of NonSpecific or Non-Scorable Language has been assigned by machine, ⚠ displays next to the score. It

is highly recommended that you review items flagged with this icon.

Figure 78. My Students' Performance on Test Report: Performance by Student Tab with Expanded Reporting Category Section

1. On a report with modifiable scores, click the item score link in the student's row of the report. The **Item View** window opens.

2. *Optional*: You can open the **Rubric & Resources** tab (Figure 79) to review the item's scoring rubric and any other available resources, such as an exemplar and training guide for scoring the item.

Figure 79. Item View Window: Rubric & Resources Tab
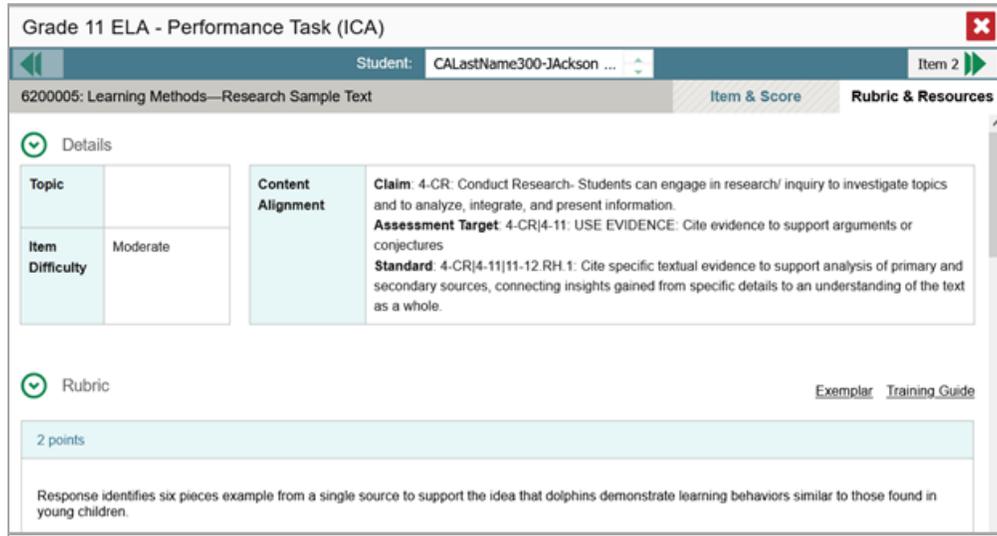
3. On the **Item & Score** tab (see Figure 80), review the student's entered response and click ✏ in the Scoring Criteria table at the top of the window. The Points Earned and Condition Code columns become editable.

Figure 80. Item View Window: Item & Score Tab
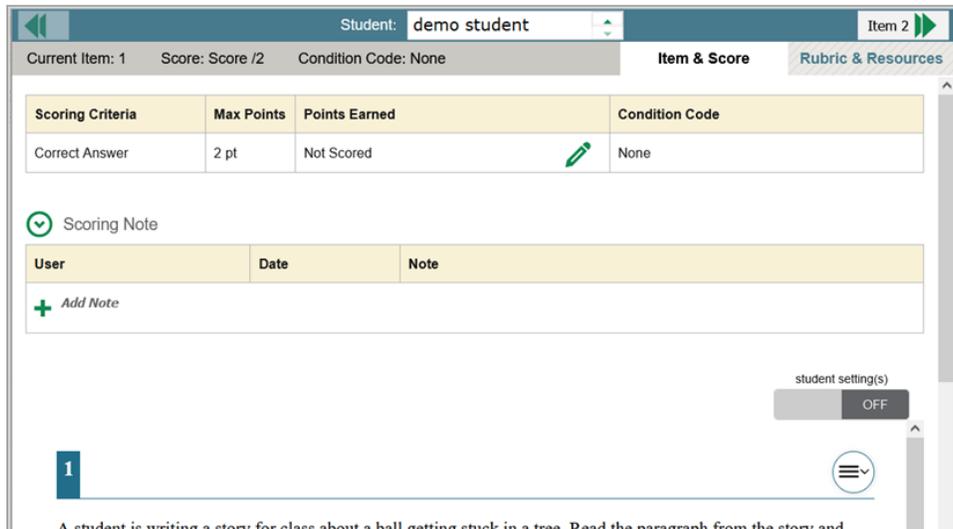
4. Do one of the following:

   ▪ To enter a score for the response, select a numerical score from the **Points Earned** dropdown list.

   ▪ To assign a condition code to the response, select one from the **Condition Code** drop-down list.

5. If the item has multiple scoring criteria, repeat step 4 for each criterion.

6. Click **Save**.

7. To continue modifying scores, do one of the following:

   ▪ To view another item for the same student, use the buttons ◀ ▶ labeled with the previous and next item numbers at the upper corners of the *Item View* window.

   ▪ To view the same item for another student, use the up or down arrow buttons on the right side of the *Student* field | Demo Student ⬍ | at the top of the *Item View* window.
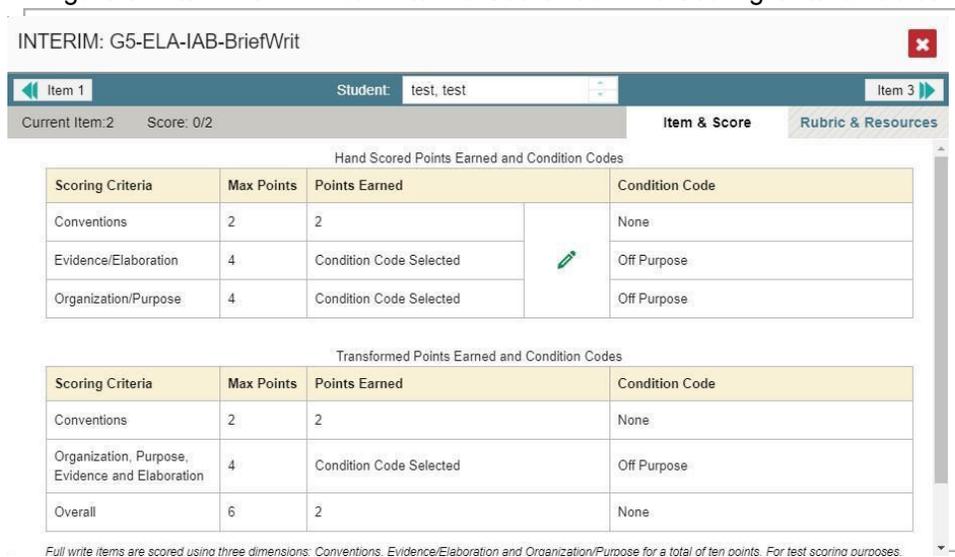
The performance data in the test results update automatically when you close the *Item View* window.

Note that for some items, two Scoring Criteria tables appear, with the top one having modifiable scores and the bottom one displaying transformed scores, as in Figure 81. When you modify a score, the new scores are automatically transformed, and the transformed scores automatically appear in reports. You will need to refresh or navigate away from the item or the report before you can view the transformed scores, and there may be a delay before they appear.

Figure 81. Item View Window: Item & Score Tab: Two Scoring Criteria Tables

How to Set Up Interim Reports to Suit Your Needs

There are three ways of setting up your interim reports that are different from summatives. You can assign test reasons to interim test opportunities, filter them by test reason, and filter them by standard.

How to Assign Test Reasons (Categories) to Interim Test Opportunities (District and School-level)

Test reasons are categories used to classify test opportunities for reporting purposes. They typically indicate the timeframe in which tests were taken, and they're a good way to organize tests into groups.

Test reasons should ideally be assigned in the Test Administration Site at the time of testing. However, you can use the Test Reason Manager in the Reporting System to assign a different test reason to an interim test opportunity after the test is completed. Summative test reasons cannot be reassigned.

1. From the **Features & Tools menu** ▦ , select **Manage Test Reasons** 🗄 . The *Test Reason Manager* window opens.

Figure 82. Test Reason Manager Window
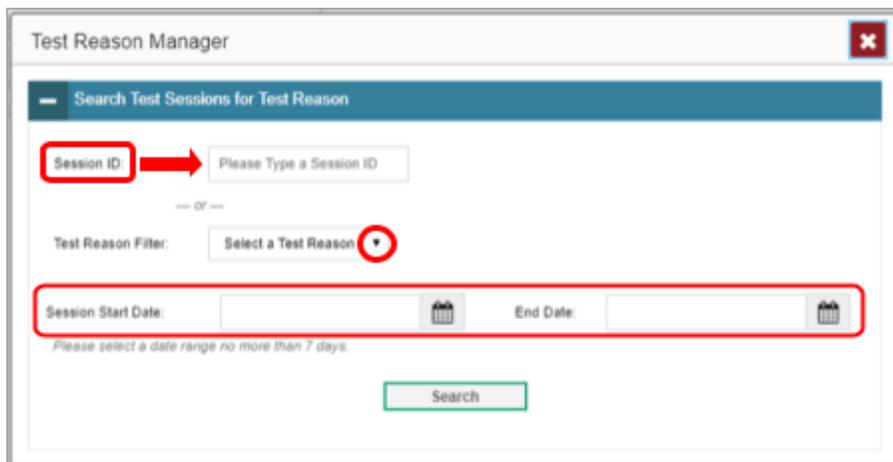
2. To search for the test opportunities you wish to categorize, do either of the following (see Figure 82):

   ▪ In the *Session ID* field, enter the session ID in which the opportunities were completed in TDS.

   ▪ Select the test reason associated with the opportunities you want to edit. Then select a range of dates during which the test session was administered. The date range cannot exceed seven days.

3. Click **Search**.

4. A list of retrieved test sessions appears in the section *Select Test Opportunities* (see Figure 83). You can click the ➕ buttons to expand the list of tests in each session and the list of students who took each test (that is, individual test opportunities). To navigate through a long list, use the controls in the upper-right and lower-right corners.

Figure 83. Test Reason Manager Window: Select Test Opportunities
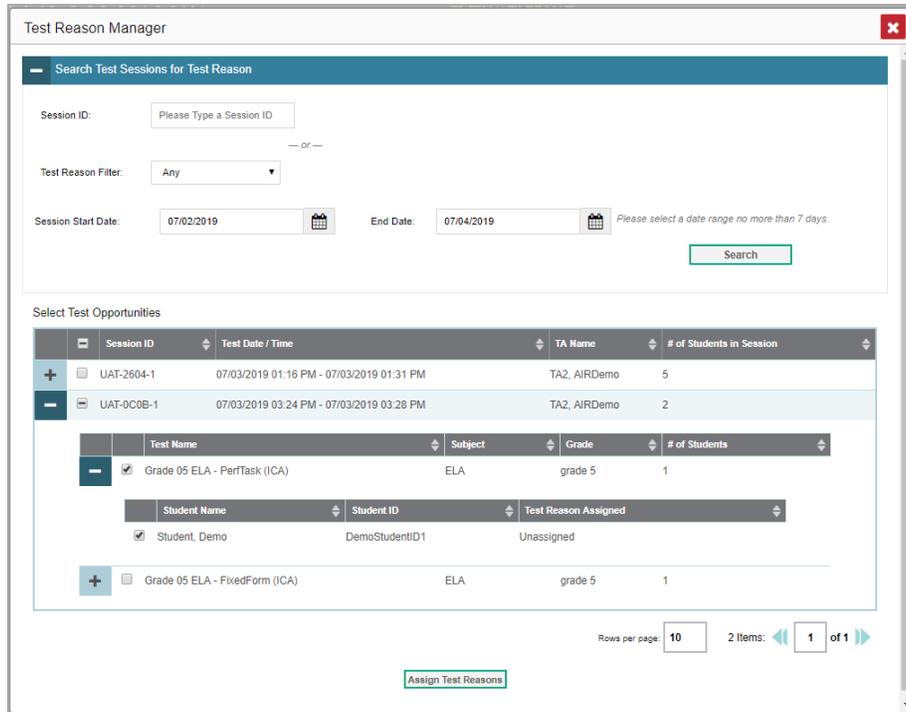
5. Mark the checkboxes for each session, test, or opportunity that you wish to assign to a test reason.

6. Click **Assign Test Reasons** below the list of retrieved sessions.

7. In the window that appears (see Figure 84), select a new test reason to assign to the selected opportunities and click **Confirm**.

Figure 84. Confirm Test Reason and Assign Opportunities Window
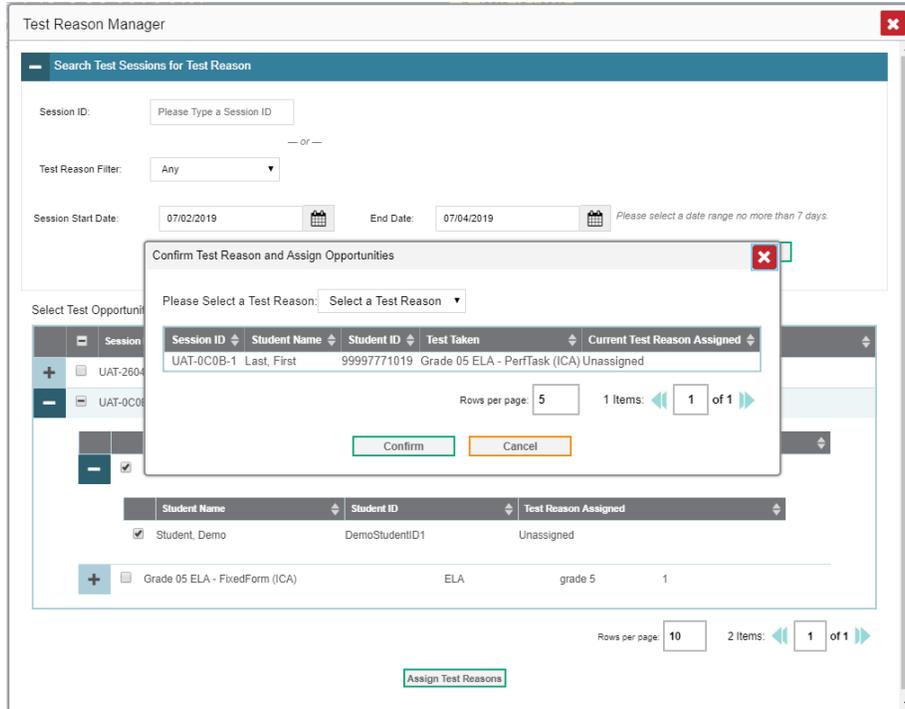
How to Filter by Test Reason (Category)

Test reasons (shown in [Figure 85](#)) are categories used to classify test opportunities for reporting purposes. They typically indicate the timeframe in which interim tests were taken, and they can be a good way to focus on specific groups of tests. For summative assessments, test reasons are simply test windows and are not useful.

Figure 85. Teacher View: Performance on Tests Report
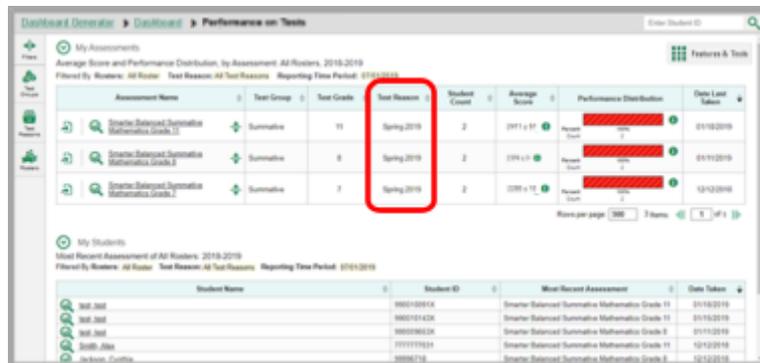
When your test opportunities have test reasons, you can filter reports by a single test reason. For example, you may want to filter by Fall and look at ELA performance, then filter by Spring and see if students have improved on ELA material. If you don't filter, you'll see data for all different test reasons.

This will allow you to compare multiple test reasons side by side rather than a single test reason. You may find reports easier to understand when you're viewing only a single test reason.

The **Test Reason** filter is available on the dashboards and Performance on Tests reports for teachers as well as for school- and district-level users.

1. On the left side of the dashboard or Performance on Tests report, click either the **Filters** panel expand button ◀▶ or the **Test Reason** button 🗄 . The **Filters** panel expands (see Figure 86).

2. Make a selection from the drop-down list in the **Test Reasons** section

Figure 86.Teacher View: Performance on Tests Report with Expanded Filters Panel
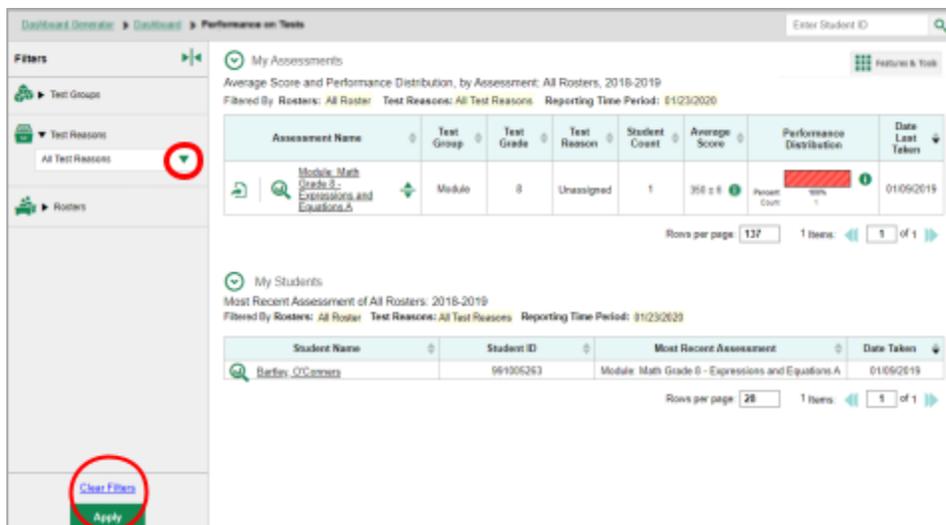
3. Click **Apply**. The report updates to show only data for that test reason.

4. *Optional*: To revert all filters to their defaults, open the **Filters** panel again and click **Clear Filters**. Click **Apply**. Filters will also revert when you log out, switch user roles, or switch systems.

All the reports accessible from this page will be filtered the same way.

The row of filter details below the table header shows the test reason selected, if any.

How to Filter Item-Level Data on Interims by Standards and Clusters of Standards

An educational standard, sometimes called an assessment target, describes the skill the item measures. An example of a math standard is "At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)"

You may want to see how your students performed on a particular standard or cluster of standards. In certain reports, you can filter by the standard to which items are aligned. That way you can view your students' performance in just one area of skill. Then you can switch filters to compare it with their performance in another skill. If you don't filter by standard, the reports will show results for all standards by default. You may find that switching between different sets of standard data and comparing them helps you understand students' abilities better.

Standard filters are available in any report showing item-level data. The available standards vary by assessment.

1. On the left side of the page, click either the **Filters** panel expand button ◀▶ or the **Standards** button ⚖ (see Figure 87). The **Filters** panel expands (see Figure 88).

Figure 87. My Students' Performance on Test Report: Performance by Roster Tab: with Expanded Reporting Category Section
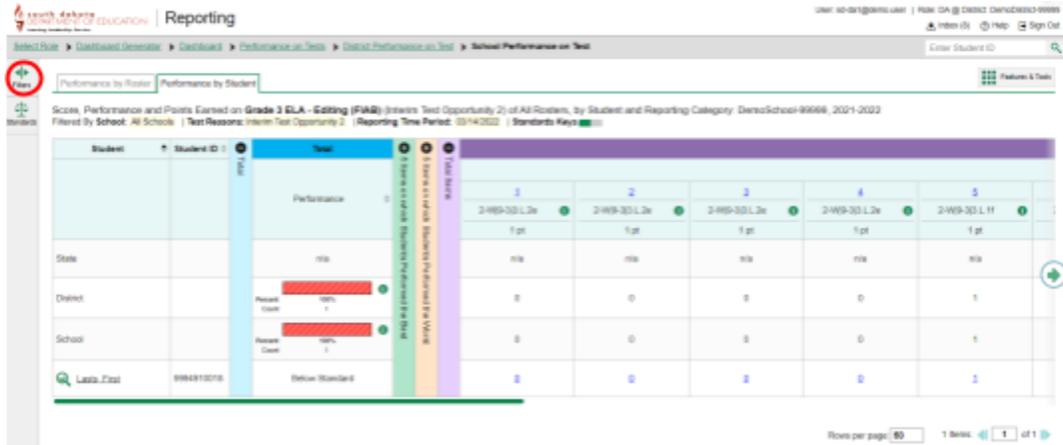
2. Use the drop-down list in the **Standards** section (as in Figure 88) to select a cluster. An additional drop-down list appears.

3. *Optional*: Keep making selections from the drop-down lists as they appear.

Figure 88. My Students' Performance on Test Report: Performance by Roster Tab with Expanded Filters Panel
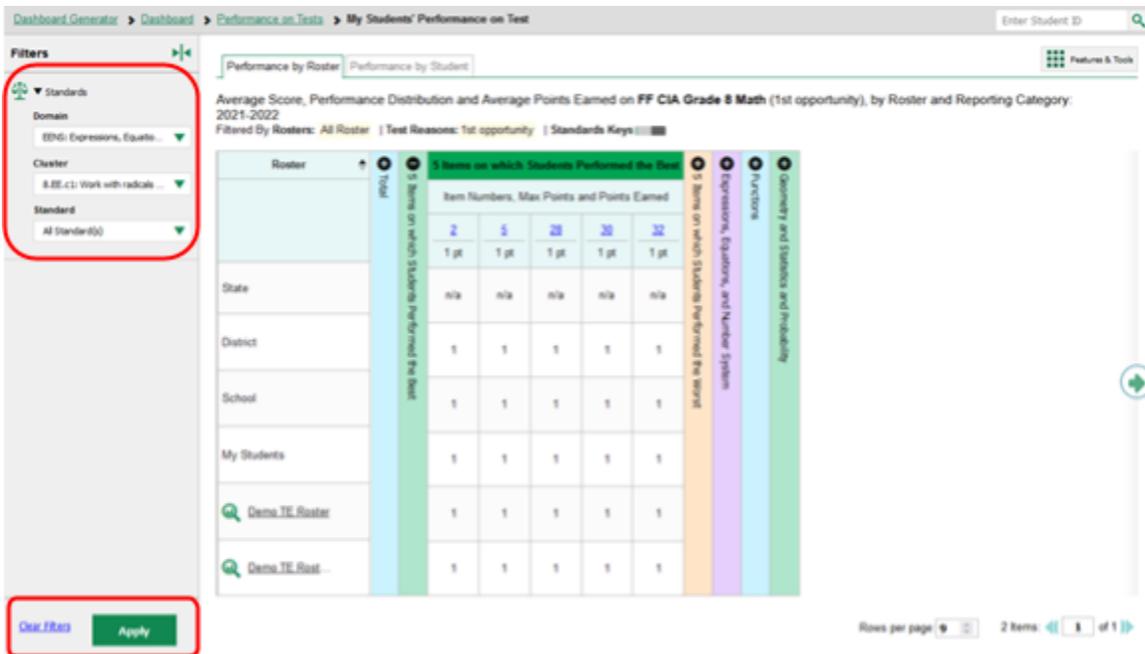
4. Click **Apply**. The affected report updates to show only the items that belong to the selected cluster or standard (see Figure 88).

5. *Optional*: To revert all filters to their defaults, open the filters panel again and click **Clear Filters**. Click **Apply**. Filters will also revert when you log out, switch user roles, or switch systems.

All the reports accessible from this page will be filtered the same way.

The row of filter details below the table header specifies the standards selected, if any.

Figure 89. My Students' Performance on Test Report: Performance by Student Tab Filtered by Standard
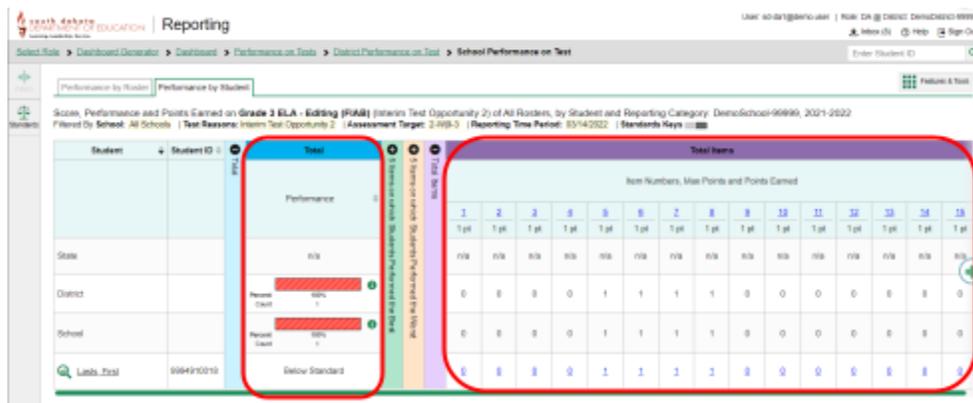
How to Export and Print Data on Interims

You can export or print any report you see in the Reporting System. Some reports on individual tests can be exported directly from the Performance on Tests report. You may want to export or print to save a snapshot of data to consult later, or to share data. Different options will be available depending on the report you are viewing. Some interim reports can be exported with item-level data.

How to Export or Print a Report You're Viewing

1. Select the print button 🖨 from the **Features & Tools** menu ⦙⦙⦙, or in a Longitudinal Report window, from the upper-right corner. If there are multiple report tables on the page, select the table you wish to print from the drop-down menu that appears (see Figure 90).

   A print preview page opens (see Figure 90).

   - To zoom in on the print preview, use the drop-down list under the *Zoom Level (Display only)* section. This setting affects the preview only.

Figure 90. Print Preview Page

2. If the report provides data for individual items, the *Report Options* section appears. Select either **Summary Only** or **Summary and Item Scores**. If you select the latter option, as in Figure 91, the printed report includes data for the individual assessment items.

Figure 91. Print Preview Page with Summary and Item Scores Option Selected
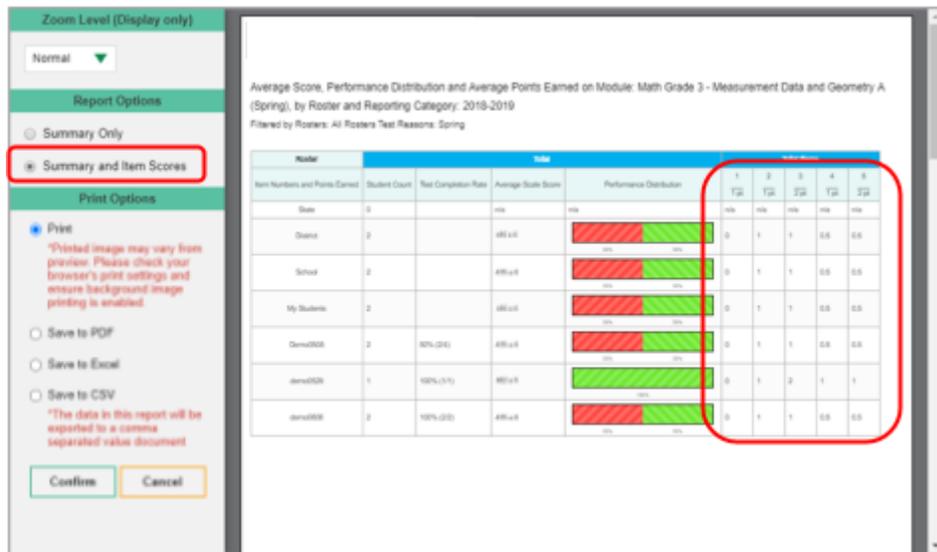
3. To print the report, select the **Print** radio button. To download it, select **Save to PDF, Save to Excel** (.xlsx), or **Save to CSV** (comma-separated values).

- ▪ *Optional:* If printout or PDS is for a particular student, you can mark the **Include Items and Responses (takes extra time)** checkbox. The resulting report includes the actual items and the student's responses.

- ▪ If you selected **Save to PDF**, choose an option from the **Page Layout** drop-down list that appears.

- ▪ Click **Confirm**.

▪ If you saved the report as a PDF, Excel, or CSV, the **Secure Inbox** window appears, displaying the generated report.

How to Export an Assessment Report Directly from the Performance on Tests Report

1. Click 📤 to the left of the name of the assessment whose report you wish to export (see Figure 92).

Figure 92. Teacher View: Performance on Tests Report

The **Export Report** window opens (see Figure 93). The options in this window vary according to your user role.

2. Select which report to export for the assessment.

▪ **District-level users:**

− To export the district test results, mark the **Overall Performance of all my Schools** radio button.

− To export school test results (excluding data for individual items), mark the **Overall Test & Reporting Category Performance of all my Students for [School Name]** radio button, then select a school from the drop-down list.

− To export school test results (including data for individual items), mark the **Overall Test, Reporting Category and Item Performance of all my Students for [School Name]** radio button, then select a school from the drop-down list.

Figure 93. District-Level User View: Export Report Window

- **School-level users and teachers:**

    – To export results for all your associated students (excluding data for individual items), mark the **Overall Test, Reporting Category Performance of all students.** radio button.

    – To export results for all your associated students (including data for individual items), mark the **Overall Test, Reporting Category and Item Performance of all students.** radio button.

Figure 94. Teacher View: Export Report Window

3. Choose from the **PDF**, **Excel**, and **CSV** formats

4. Click **Export Assessment Data**. A confirmation window appears.

5. Click **Yes** to export or **No** to return to the *Export Report* window. When you've exported a file, the *Secure Inbox* window appears with the generated file available for download.

Appendix

Appendix sections are alphabetized for your convenience.

C

Condition Codes

Table 33 provides an overview of the various condition codes that may be entered for a machine- or hand-scored item when a traditional score cannot be entered for the student's response.

Table 33. Condition Codes

Source of Code	Condition Code	Description
Human	Blank	• The student did not enter a response.
Machine	Insufficient Original Text to Score	• The response is largely composed of text copied from the prompt.
Human	Non-Scorable Language	• ELA/literacy: Language other than English. • Mathematics: Language other than English or Spanish.

Human	Off Purpose	• For ELA Full Writes only:
		  ▪ A writing sample will be judged off purpose when the student has clearly not written to the purpose designated in the task.
		  ▪ An off-purpose response addresses the topic of the task but not the purpose of the task.
		  ▪ Note that students may use narrative techniques in an explanatory essay or use argumentative/persuasive techniques to explain, for example, and still be on purpose.
		  ▪ Off-purpose responses are generally developed responses (essays, poems, etc.) clearly not written to the designated purpose.

Machine	Non-Specific	• This condition code is assigned to machine-scored responses when TDS identifies that the response requires a condition code but cannot determine which specific condition code it requires.

Human	Off Topic	• For ELA Full Writes only:
		▪ A writing sample will be judged off topic when the response is unrelated to the task or the sources or shows no evidence that the student has read the task or the sources (especially for informational/explanatory and opinion/argumentative).
		▪ Off-topic responses are generally substantial responses.

Source of Code	Condition Code	Description
Machine	Student Refused to Answer	• The response is a refusal to respond, in a form such as "idk" or "I don't know."

H

Help

The Reporting System includes an online user guide.

How to Access the Online User Guide

In the banner (see [Figure 95](#)), click **Help**. The guide opens in a pop-up window, showing the help page specific to the page you're on. For example, if you click **Help** while on the dashboard, you'll see the Overview of the Dashboard page.

Figure 95. Banner
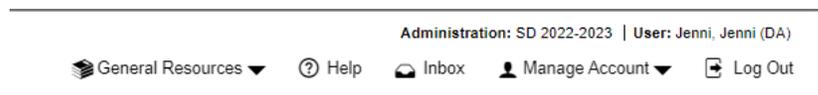
I

Inbox

The Reporting System allows you to access a Secure Inbox feature that is integrated with other online assessment systems, such as TIDE, and accessible from your portal. The Inbox serves as a central repository for secure documents uploaded by administrators (such as state personnel) or shared between users, files exported by users, and hotline alerts.

Each user's Secure Inbox is personal to them and not shared among other users. Users can easily manage the files in their Inbox. The files are categorized into different tabs to allow users to view nonarchived and archived files. Users can also search for files by keyword. Files are listed in the order in which they were created. The file creation and file expiration dates appear, if applicable, and the number of days remaining until a file expires is also displayed. By default, files are available for 30 days after being created. Users can archive or delete files as needed. Users can also share files by sending them to other users' Inboxes.

How to Access and Manage Files in the Inbox

Figure 96. Banner
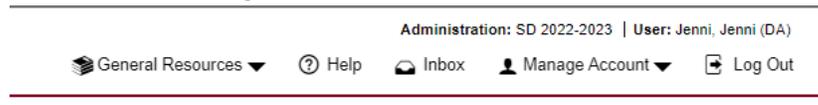
1. In the banner (see Figure 96), click **Inbox**. The *Secure Inbox* window appears (see Figure 97). By default, the Inbox window displays the **View Documents** tab.

Figure 97. Secure Inbox Window: View Documents Tab: Inbox Sub-Tab
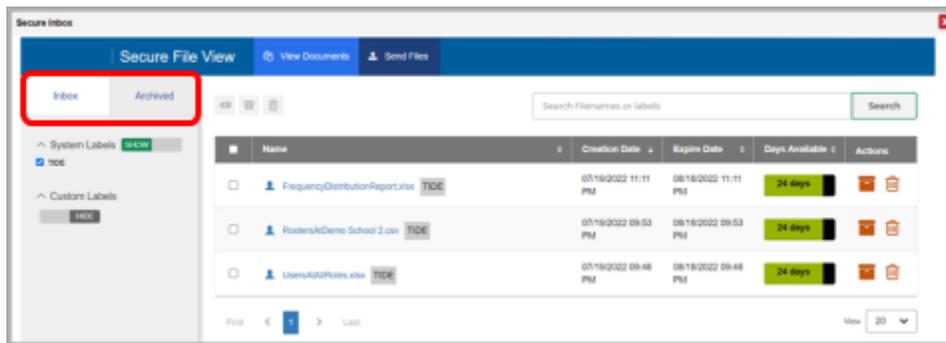
2. Choose either of the available tabs (see Figure 97):

   ▪ **Inbox**: Displays all files except those that have been archived. Includes columns for Creation Date, Expire Date, and Days Available.

   ▪ **Archived**: Displays files that have been archived. Includes the same columns as the main **Inbox** tab.

3. *Optional*: To filter the files displayed, enter a search term in the text box in the upper-right corner and click 🔍 . The search applies to both file names and labels.

4. *Optional*: To hide or display system labels, click the System Labels toggle

5. *Optional*: To hide files with a particular system label, clear the checkbox for that label

6. *Optional*: To hide or display custom labels, click the Custom Labels toggle

7. *Optional*: To hide files with a particular custom label, clear the checkbox for that label

8. *Optional*: Do one of the following:

   ▪ To download a file, click the name of the file (see Figure 99).

   ▪ To apply a custom label, follow these instructions:

     – To create a new custom label, mark the checkbox for any file, click the label button 🔖 ,

enter a new custom label in the text box, and click **Save New Label**. Then apply it as described below.

– To apply a custom label to a file, mark the checkbox for that file, click the label button ⬅️, mark the checkbox for that label, and click **Apply Label**.

▪ To archive a file, click 🗄️ (see [Figure 99](#)).

▪ To unarchive a file, click 📥 . The file is moved back to the main Inbox.

▪ To delete a file, click 🗑️ (see [Figure 99](#)).

You cannot delete or archive secure documents uploaded to the Inbox by admin users.

How to Use the Inbox to Send Files to Other Users' Inboxes

You can send a file or files to individual recipients by email address or to groups of recipients by user role.

1. From the banner (see [Figure 98](#)), select **Inbox**. The ***Secure Inbox*** page appears (see [Figure 99](#)). By default, the *View Documents* tab displays.

Figure 98. Banner

Figure 99. Secure Inbox Window: View Documents Tab
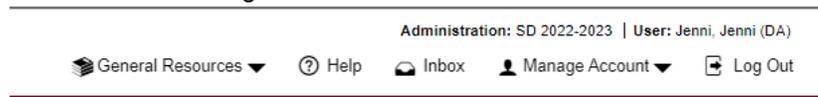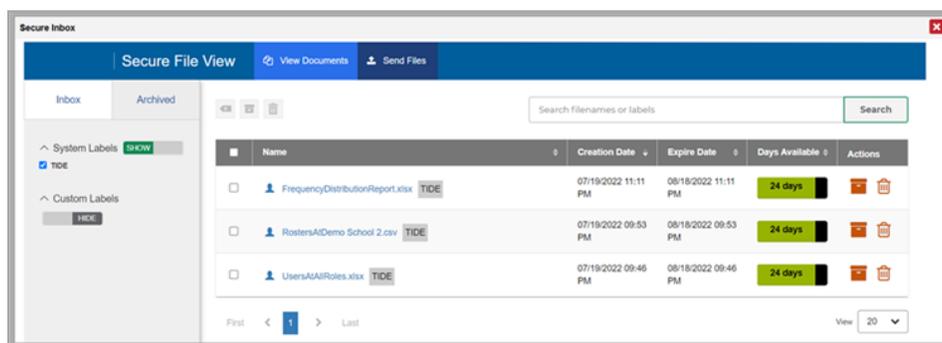

2. Select the **Send Files** tab. The ***Send Files*** page appears (see [Figure 100](#)).

3. In the *Select Recipients* field, do one of the following:

▪ Select **By Role** to send a file or files to a group of users by user role.

▪ Select **By Email** to send a file or files to a single recipient by email address.

If you select **By Email**, skip to step [7](#).

Figure 100. Secure Inbox Window: Send Files Tab

4. In the *Select Role(s)* field, select the role group to which you want to send a file or files. A drop-down list appears.

5. From the drop-down list, select the role(s) to which you want to send a file or files. You can choose **Select all** to send a file or files to all roles in the selected role group.

6. From the *Select Organization(s)* drop-down lists, select organizations that will receive the file(s) you send. These drop-down lists adhere to the user role hierarchy. For example, district-level users will be able to filter at their role level and below.

7. If you selected **By Role** in step 3, skip this step. If you selected **By Email**, enter the email address of the recipient to whom you wish to send a file or files.

8. To select a file or files to send, in the *Add File* field, select **Browse**. A file browser appears.

9. Select the file(s) you wish to send. You may send up to 10 files totaling no more than 20MB at once.

10. Select **Send**.

L

Login Process

This section describes how to log in to the Reporting System.

Do not share your login information with anyone. All South Dakota Assessments Program systems provide access to student information, which must be protected in accordance with federal privacy laws.

How to Log In to the Reporting System

1. Navigate to the portal.

2. Select your user role from the cards displayed (see Figure 101).

Figure 101. User Role Card

3. Click the **Reporting** card (see Figure 102). The login page appears.

Figure 102. Reporting Card
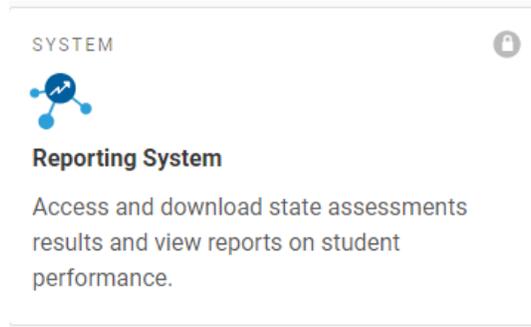
4. On the login page (see Figure 103), enter the email address and password you use to access all CAI systems.

Figure 103. Login Page

5. Click **Secure Login**.

- If the Enter Code page appears (see Figure 104), an authentication code is automatically sent to your email address. You must enter this code in the *Enter Emailed Code* field and click Submit within 15 minutes.

  − If the authentication code has expired, click **Resend Code** to request a new code.

Figure 104. Enter Code Page

- If the ***Terms and Conditions*** page appears, you should review the terms on this page and click **Accept** to proceed.

- If your account is associated with multiple institutions, you are prompted to select a role, as in [Figure 105](). From the **Role** drop-down list, select the role and institution combination you wish to use. You can also change your institution after logging in.

Figure 105. Select Role Window

The Dashboard Generator for your user role appears.

How to Set or Reset Your Password

Your username is the email address associated with your account in TIDE. When you are added to TIDE, you receive an activation email containing a temporary link to the ***Reset Your Password*** page (see [Figure 106]()). To activate your account, you must set your password within 15 minutes.

All users are required to do a one-time password reset at the beginning of every school year, for security purposes.

- If your first temporary link expired: In the activation email you received, click the second link provided and request a new temporary link.

- If you forgot your password:

  On the ***Login*** page, click **Forgot Your Password?** and enter your email address in the *E-mail Address* field. Click **Submit**. You will receive an email with a new temporary link to reset your password.

Figure 106. Reset Your Password Page

- If you did not receive an email containing a temporary link or authentication code:

  Check your spam folder to make sure your email program did not categorize it as junk mail. If you still do not see an email, contact your School or District Test Coordinator to make sure you are listed in TIDE.

- Additional help:

  If you are unable to log in, contact your Helpdesk for assistance. You must provide your name and email address.

M

Multiple Interim Test Opportunities

Sometimes interim test results will include multiple rows for the same student.

When a student completes multiple test opportunities for a single assessment, as in Figure 107, reports display a row of data for each opportunity. A clock icon appears next to the most recent opportunity. Previous opportunities are marked with numbers , starting from the earliest test taken. An asterisk icon indicates that an opportunity is not included in calculations of average scores or performance distributions.

Figure 107. School Performance on Test Report: Performance by Student Tab
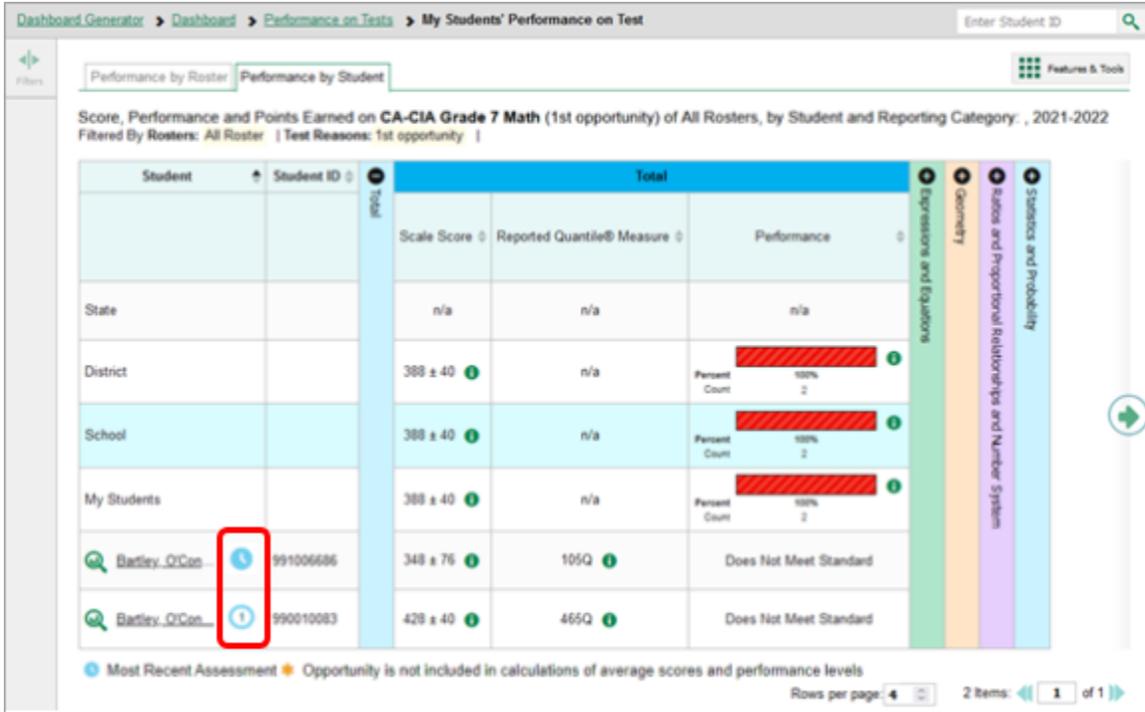
N

Non-Scorable Test Opportunities

The reports in Reporting do not include data for non-scorable test opportunities. A student's test opportunity cannot be scored when it has a test status of "Expired" or "Invalidated", or when it includes blank or empty reporting categories (reporting categories without items). If a test opportunity is nonscorable, a notification ⚠️ appears below the report for that assessment.

You can click **More Info** on the notification to view the ***Students with Other Test Statuses*** window (see). This window lists the students who have non-scorable test opportunities for the given assessment, as well as the status code and completion date for each.

Figure 108. Students with Other Test Statuses Window

P

Performance Data

Depending on the test, a report may display different kinds of performance data:

- Score data:
    - Scale scores.
    - Raw scores, which may be in the form of percentages or fractions.

- Performance level data, which are used for tests with performance levels (also known as proficiency levels). Performance levels provide qualitative measurements of students' proficiency in relation to a particular standard or set of standards. Some aggregate reports include performance distribution bars, as in Figure 109, showing the percentage and number of students who achieved each performance level. These bars are color-coded, with three performance levels being coded red-yellow-green, four being coded red-yellow-green-blue, and five being coded red-yellow-green-blue-purple.

- Percent proficient, also shown in some aggregate reports (see Figure 109), represents the total percentage of students who achieved proficiency. It typically includes those who fell into the top one to three performance levels.

Figure 109. School-Level User View: School Performance on Test Report: Performance by Roster Tab
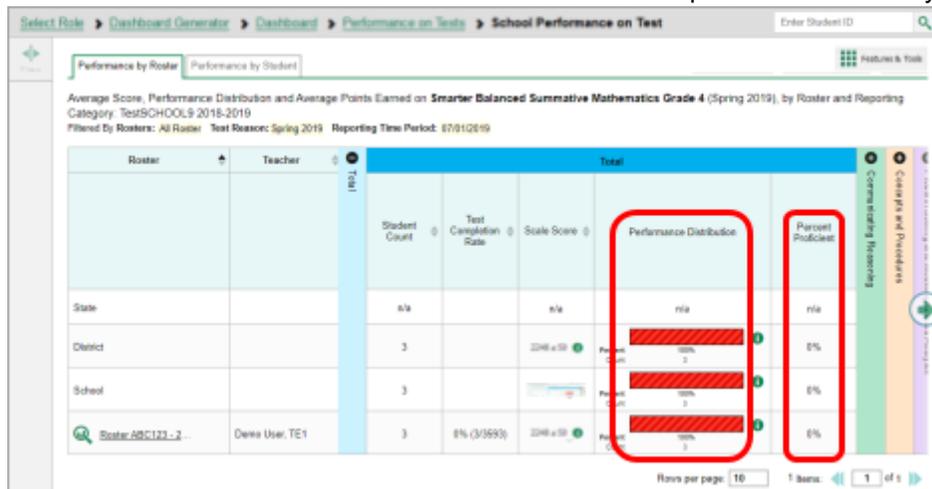
- Measures in aggregate reports for adaptive tests may also include **Weak or Strong?**, **Proficient?**, and **% Correct**.

In a report, click the more information button 🛈 in the score or Performance Distribution columns

A legend appears (see Figure 110 and Figure 111), explaining what the scores or performance levels indicate.

Figure 110. My Students' Performance on Test Report with Expanded Scale Score Legend

Figure 111. My Students' Performance on Test Report with Expanded Performance Distribution Legend

You will find similar buttons 🛈 in reports throughout the Reporting System.

R

Report Tables

How to Sort a Table

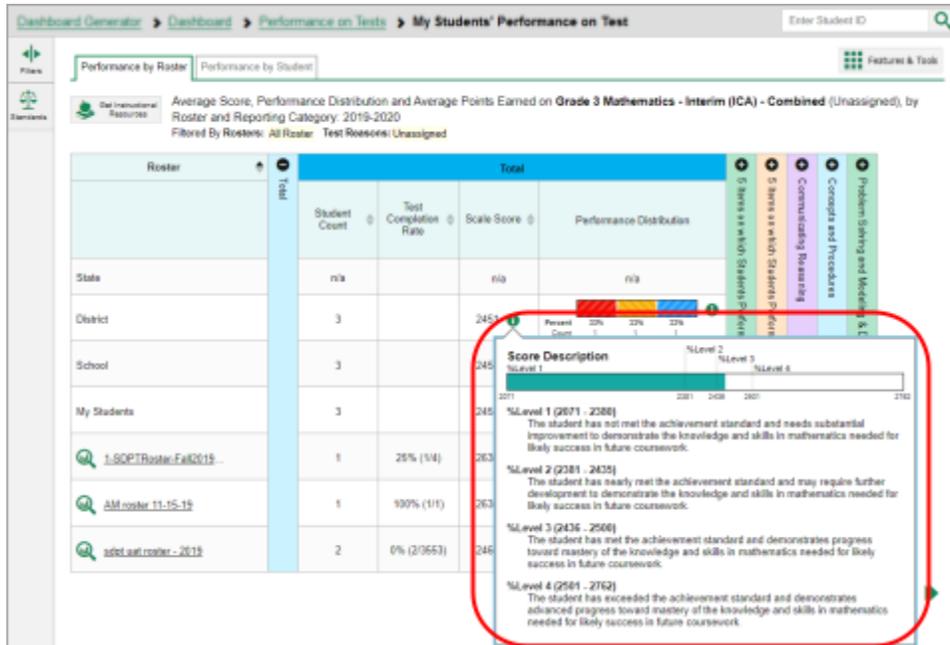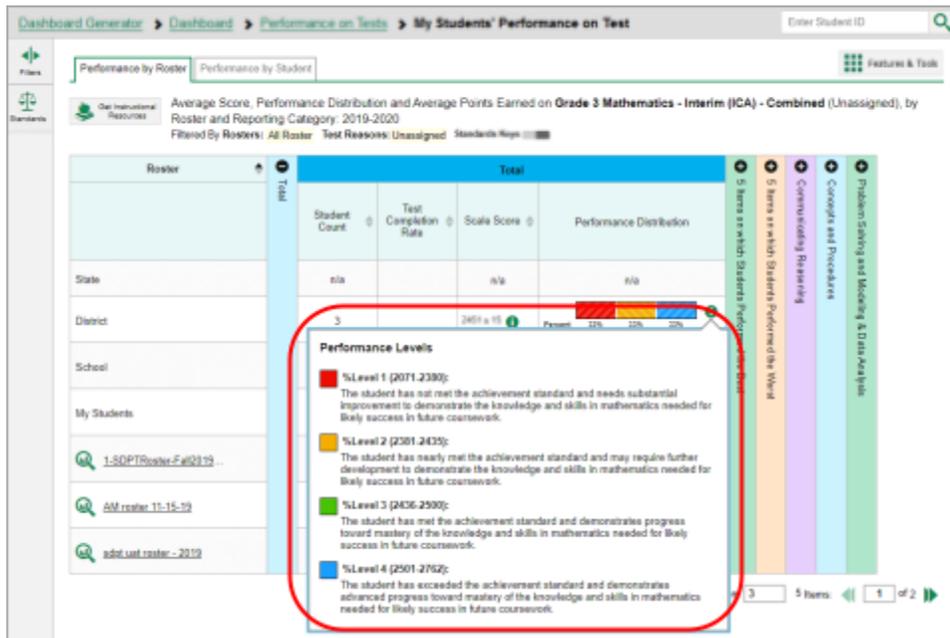1. To sort by descending order, click the header of the column you wish to sort by. The bottom arrow in the header is shaded darker ⬍ when the column is sorted in descending order.

2. To sort by ascending order, click the column header again. The top arrow in the header is shaded darker ⬍ when the column is sorted in ascending order.

How to Specify the Number of Rows Displayed

In the *Rows per page* field below a table, enter the number of rows you want the table to display per page. Your specifications persist for each table.

You can click the arrow buttons in this field to increase or decrease the number of rows displayed in increments of one.

How to View Additional Table Rows

- To move to the next and previous pages in a table, click the arrow buttons ⏭ ⏮ at the lower right corner of the table.

- To jump to a specific table page, enter the page number in the field 1 at the lower-right corner of the table.

How to View Additional Table Columns

To scroll the table to the right or left, click the arrow buttons ➡ ⬅ on the right and left sides of the table.

If a table contains expandable and collapsible accordion sections, you can click the section bars or ➕ and ➖ to expand and collapse them.

How to Expand All Accordion Sections in a Table

If you're navigating the page by tabbing through it, you may want to expand all the expandable accordion sections of a table at once. This feature, which is available in most test results, will make the table accessible to a screen reader.

1. Navigate to the table by tabbing through the page in your browser. When the "Load Accessible Table" message appears, press the **Enter** key. All the accordion sections expand.

2. *Optional*: To collapse the sections again, navigate back to the table. When the "Hide Accessible Table" message appears, press the **Enter** key. All the accordion sections collapse, except the **Total** section.

Roster Management

School-level users and district-level users can add, edit, and delete rosters. Rosters are a great way to organize students, allow teachers to view their students' performance, and allow other users to compare the performance of different classes.

How to Add a Roster

You can create new rosters from students associated with your school or district.

1. From the **Features & Tools menu** ⊞ , select **Add Roster** 🖥. The *Roster Manager* window appears, showing the Add Roster form **(**see Figure 112**)**.

Figure 112. Roster Manager Window: Add Roster Form
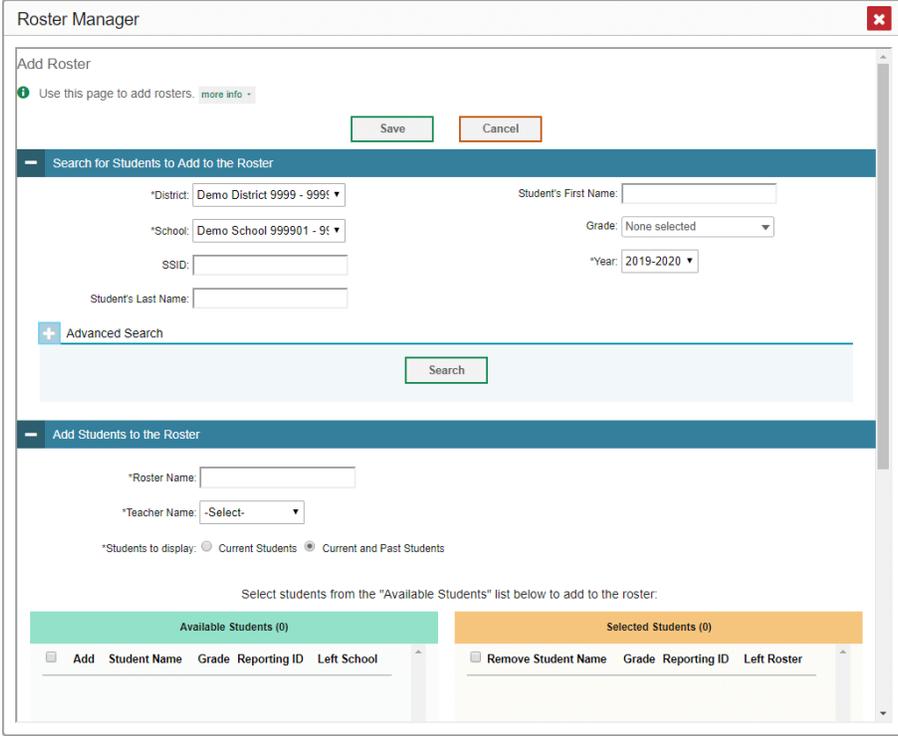
2. In the *Search for Students to Add to the Roster* panel (see Figure 112), do the following:

    a. If you are a district-level user, then in the **School** drop-down list, select the school for the roster.

    b. *Optional*: In the *SSID*, *Student's First Name*, and/or *Student's Last Name* fields, enter information about a particular student you want to add.

    c. *Optional*: In the **Enrolled Grade** drop-down list, select the grade levels for the students in the roster.

    d. *Optional*: In the *Advanced Search* panel (see Figure 113), select additional criteria:

        i.   From the **Search Fields** drop-down list, select a criterion type. A set of related criteria for that criterion type appear.

        ii. In the related fields, select the additional criteria.

        iii. Click **Add**.

iv.   *Optional*: To remove the added criteria, mark the checkboxes for those criteria and click **Remove Selected**. To remove all additional criteria, click **Remove All**.

Figure 113. Roster Manager Window: Add Roster Form with Advanced Search Panel in Use

e. Click **Search**. The *Add Students to the Roster* panel shows settings for the roster, a list of retrieved students (*Available Students*), and a blank *Selected Students* list.

3. In the *Add Students to the Roster* panel (), do the following:

a. In the *Roster Name* field, enter the roster name.

b. From the **Teacher Name** drop-down list, select a teacher.

c. *Optional*: To include former students in the Add Roster form, mark the **Current and Past Students** radio button. The *Available Students* list will include students who have left the selected school.

Figure 114. Roster Manager: Add Roster Form Scrolled Down to Add Students to the Roster Panel

d. **To add students**, do one of the following in the list of available students:

   – To move one student to the roster, click ➕ beside that student's name.

   – To move all the students in the *Available Students* list to the roster, click **Add All**.

   – To move selected students to the roster, mark the checkboxes for the students you want to add, then click **Add Selected**.

e. **To remove students**, do one of the following in the list of students in this roster:

   – To remove one student from the roster, click ✖ beside that student's name.

   – To remove all the students from the roster, click **Remove All**.

   – To remove selected students from the roster, mark the checkboxes for the students you want to remove, then click **Remove Selected**.

4. Click **Save**, and in the affirmation dialog box click **Continue**.

How to Modify a Roster

You can modify a roster by changing its name, changing its associated teacher, adding students, or removing students.

1. From the **Features & Tools menu** ▦, select **View/Edit Roster** 📋. The *Roster Manager* window

appears, showing the View/Edit/Export Roster form (see Figure 115).

Figure 115. Roster Manager Window: View/Edit/Export Roster Form
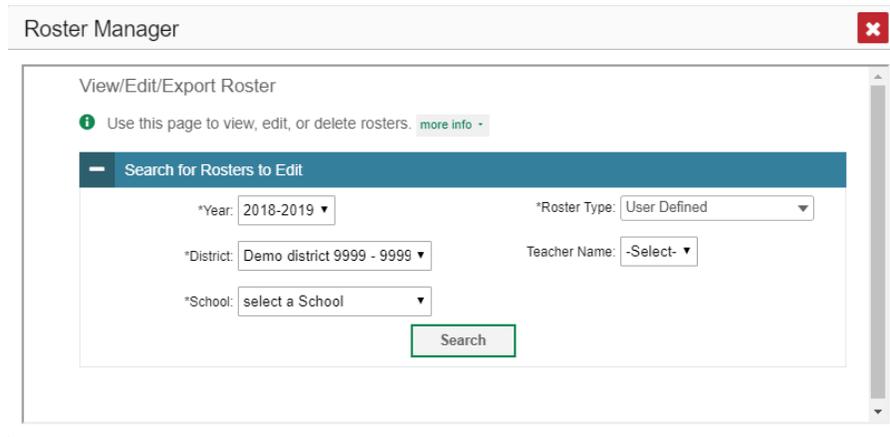
2. In the *Search for Rosters to Edit* panel (see Figure 115), select the school year, school, and roster type for the roster you wish to edit. Optionally, select a teacher.

3. Click **Search**. A search results pop-up appears (see Figure 116). Click **View Results** to view the results in your browser.

Figure 116. Roster Manager Window: Search Results Pop-Up

4. A list of retrieved rosters is generated (see Figure 117).

Figure 117. Roster Manager Window: View/Edit/Export Roster Form Showing Retrieved Rosters
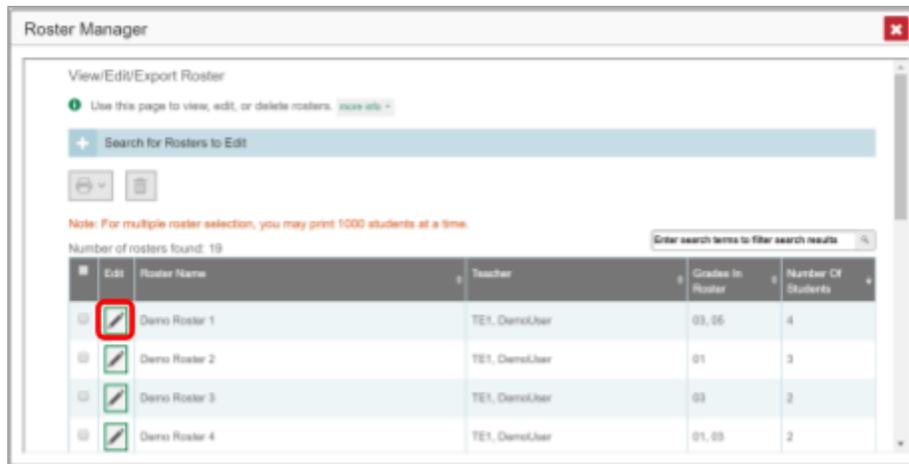
5. In the list of retrieved rosters, click [✎] for the roster whose details you want to view. The
    View/Edit/Export Roster window opens.
6. *Optional*: To find students to add to the roster, use the *Search for Students to Add to the Roster*
    panel as follows:

    a. If you are a district-level user, then in the **School** drop-down list, select the school for the
        roster.

    b. *Optional*: In the SSID, *Student's First Name*, and/or *Student's Last Name* fields, enter
        information about a particular student you want to add.

    c. *Optional*: In the Enrolled **Grade** drop-down list, select the grade levels for the students in
        the roster.

    d. *Optional*: In the *Advanced Search* panel, select additional criteria:

    i.   From the **Search Fields** drop-down list, select a criterion type. A set of
         related criteria for that criterion type appear.

    ii. In the related fields, select the additional criteria. iii. Click **Add**.

    iv. *Optional*: To remove the added criteria, mark the checkboxes for those criteria and click
         Remove Selected. To remove all additional criteria, click **Remove All**.

    e. Click **Search**. The *Add Students to the Roster* panel shows settings for the roster, a list
        of retrieved students (Available Students), and a blank Selected Students list.

7. Scroll down to view the *Add Students to the Roster* panel, as in .

Figure 118. Roster Manager Window: View/Edit/Export Roster Form Scrolled Down to the Add Students to the Roster Panel

8. *Optional*: In the *Add Students to the Roster* panel, do the following: In the *Roster Name* field,

   a. enter a new name for the roster.

   b. From the **Teacher Name** drop-down list, select the roster's new teacher.

   c. *Optional*: To include former students in the Edit Roster form, mark the **Current and Past Students** radio button. The *Available Students* list will include students who have left the selected school, while the *Selected Students* list will include students who have left the roster.

   d. To add students, do one of the following in the list of available students:

      – To move one student to the roster, click ➕ beside that student's name.

      – To move all the students in the *Available Students* list to the roster, click **Add All**.

      – To move selected students to the roster, mark the checkboxes for the students you want to add, then click **Add Selected**.

   e. To remove students, do one of the following in the list of students in this roster:

      – To remove one student from the roster, click ✖ beside that student's name.

      – To remove all the students from the roster, click **Remove All**.

– To remove selected students from the roster, mark the checkboxes for the students you want to remove, then click **Remove Selected**.

9. At the bottom of the page, click **Save**, and in the affirmation dialog box click **Continue**.

How to Upload Classes (Rosters)

If you have many classes (rosters) to create, it may be easier to perform those transactions through file uploads. This task requires familiarity with composing comma-separated value (CSV) files or working with Microsoft Excel.

1. From the **Features & Tools menu** ⚏, select **Upload Rosters** 🏫. The *Roster Manager* window appears, showing the Upload Rosters: Upload page ([Figure 119](#)).

Figure 119. Roster Manager Window: Upload Rosters: Upload Page
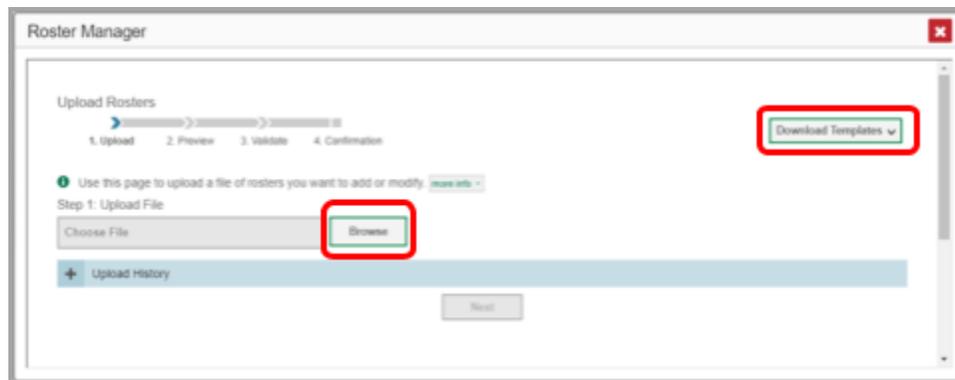
2. On the Upload Rosters: Upload page ([see Figure 119](#)), click **Download Templates** in the upper-right corner and select the appropriate file type (either **Excel** or **CSV**).

3. Open the template file in a spreadsheet application.

4. Fill out the template and save it.

5. On the Upload Rosters: Upload page, click **Browse** and select the file you created in the previous step.

6. Click **Next**. The Upload Rosters: Preview page appears ([see Figure 120](#)). Use the file preview on this page to verify you uploaded the correct file.

Figure 120. Roster Manager Window: Upload Rosters: Preview Page
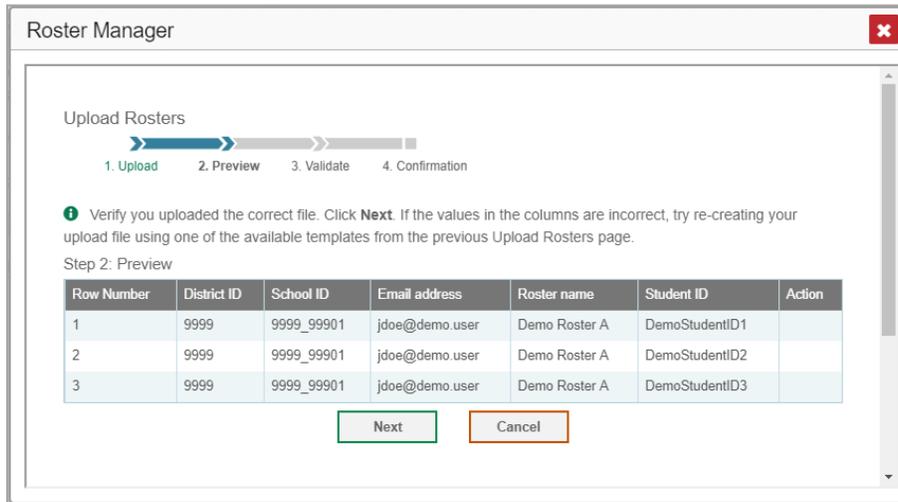
7. Click **Next** to validate the file.

Any errors ⚠ or warnings 🚩 are displayed on the Upload Rosters: Validate page (see Figure 121). If a record contains an error, that record will not be included in the upload. If a record contains a warning, that record will be uploaded, but the field with the warning will be invalid.

Figure 121. Roster Manager Window: Upload Rosters: Validate Page
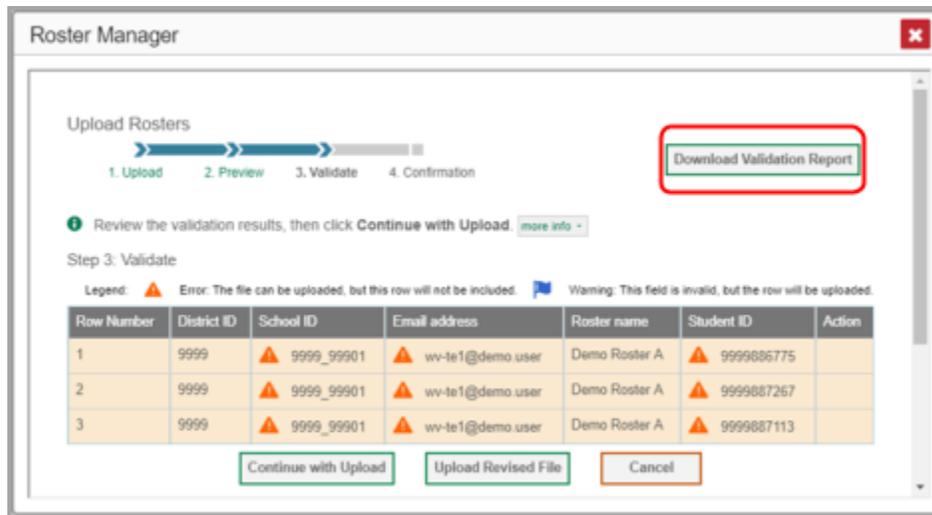
▪ *Optional*: Click the error and warning icons in the validation results to view the reason a field is invalid.

▪ *Optional*: Click **Download Validation Report** in the upper-right corner to view a text file listing the validation results for the upload file.

If your file contains a large number of records, the Reporting System processes it offline and sends you a confirmation email when it's complete. While the Reporting System is validating the file, do not press **Cancel**, as some records may have already started processing.

8. Do one of the following:

   ▪ Click **Continue with Upload** at the bottom of the page. The Reporting System commits those records that do not have errors. If there are too many errors, you won't be able to do this.

   ▪ Click **Upload Revised File** at the bottom of the page to upload a different file. Follow the prompts on the Upload Revised File page to submit, validate, and commit the file.

   The Confirmation page appears (see Figure 122), displaying a message about how many records (rows) were committed.

Figure 122. Upload Rosters: Confirmation Page
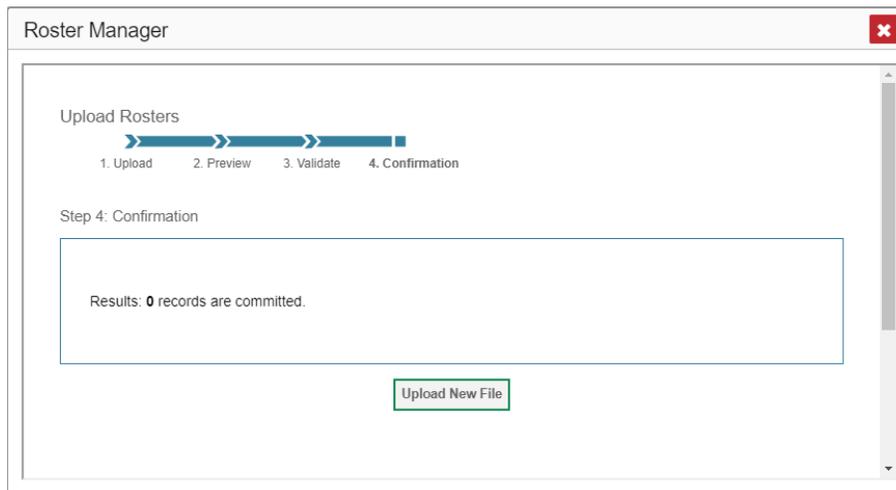
9. *Optional*: To upload another roster file, click **Upload New File**.

Table 65 provides the guidelines for filling out the Roster template that you can download from the Upload Roster page.

Table 42. Columns in the Rosters Upload File

Element	Description	Valid Values
District ID*	District associated with the roster.	District ID that exists in TIDE. Up to 20 characters.
School ID*	School associated with the roster.	School ID that exists in TIDE. Up to 20 characters. Must be associated with the district ID. Can be blank when adding district level rosters.
User Email ID*	Email address of the teacher associated with the roster.	Email address of a teacher existing in TIDE.
Roster Name*	Name of the roster.	Up to 20 characters.

SSID*	Student's unique identifier within the district.	Up to 30 alphanumeric characters.
ACTION	Action to be taken on the student, either adding them to or deleting them from the roster. If blank, the student will be added.	Add or Delete.

*Required field.

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State-Level Features

State-level users have a special landing page called the Dashboard Selector. You can use the Dashboard Selector to access Reporting at the state level or the district level.

How to Access Overall Test Results for Your State

You can view a state dashboard showing results for the tests taken in your state. This helps you understand how your state is performing overall.

1. Log in to Reporting. The Dashboard Selector page appears (see Figure 123).

2. From the state and district view options, select **State View**.

Figure 123. State-Level User View: Dashboard Selector Page

3. Select **View.**

The Dashboard Generator page appears, allowing you to select test groups just as any other user would. When you have made your selections and clicked **Go to Dashboard**, the state dashboard appears, looking similar to a Performance on Tests report (see Figure 124). It displays an assessments table with up to 10 of the tests you selected, sorted by Date Last Taken with the most recent tests first.

Figure 124. State Dashboard

Unlike other reports, the state dashboard does not allow you to drill down into the results for any individual test, nor does it allow you to generate Individual Student Reports (ISR).

4. *Optional*: To load 10 more tests at a time, click the link below the table that says **Click here to view more tests in this test group**.

5. *Optional*: To view a different set of tests, use the **Filters** panel on the left to filter by test group or test reason, much the way you would as a lower-level user.

6. *Optional*: To sort, click the column headers that have sorting arrows . Sorting affects the whole list, not just the tests currently displayed.

If you print or export the table, it will include the whole list, not just the tests currently displayed in the UI.

To return to the Dashboard Selector, select **Dashboard Selector** in the upper-left corner.

How to Access Reporting at the District Level

As a state-level user, you can use Reporting exactly as though you were a district-level user.

1. Log in to Reporting. The Dashboard Selector page appears.

2. From the state and district options, select **District View** (see Figure 125).

3. Do either of the following:

   ▪ From the drop-down list that appears, select a district.

   ▪ In the search field that appears, enter a district ID.

4. Select **View**.

Figure 125. State-Level User View: Dashboard Selector Page

The district Dashboard Generator appears. From here, you can use the Reporting System at the district level.

To return to the Dashboard Selector, select **Dashboard Selector** in the upper-left corner..

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Test Resources

Some test results in the Reporting System include supplementary information that you can access, such as resources provided for the assessment in Tools for Teachers.

If additional assessment information is available, click **Get Instructional Resources** 🍎 in the **Features & Tools menu** ▦ .

A window opens (see Figure 126), displaying resource links that either download or open in a new browser tab or window.

Figure 126. Test Resources Window

U

User Role Change

If your account is associated with multiple user roles or institutions, you can switch between them. The following instructions do not apply to switching schools for hand scoring purposes.

1. From the **Features & Tools** menu ⚏ , select **Change Role** 📅 . (Alternatively, click the **Select Role** link in the path at the upper-left corner.) The *Change Role* window appears.

1. From the **Role** drop-down list, select the desired role and institution (entity name) combination.

2. Click **Continue**. The window closes and the Dashboard Generator page appears.

User Support

For additional information and assistance in using the Reporting System, contact the South Dakota Assessments Program Helpdesk.

The Helpdesk is open 6am-6pm CT (except holidays or as otherwise indicated on the South Dakota Assessments Program portal).

> ### South Dakota CAI Assessments Helpdesk
>
> Toll-Free Phone Support: 855-838-8378
>
> Email Support:
> SDHelpDesk@cambiumassessment.com
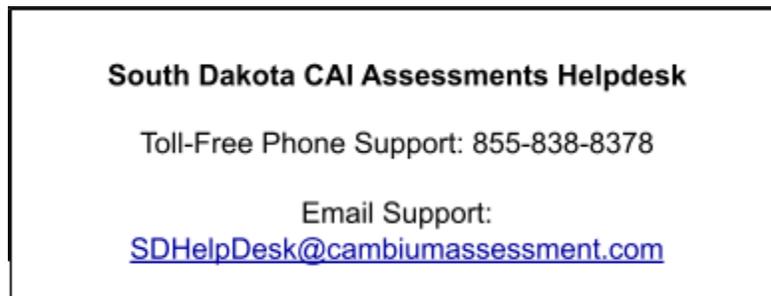
Please provide the Helpdesk with a detailed description of your problem, as well as the following:

- If the issue pertains to a student, provide the student's SSID and associated district or school. Do not provide the student's name.

- If the issue pertains to a Test Information Distribution Engine (TIDE) user, provide the user's full name and email address.

- Any error messages and codes that appeared, if applicable.

- Operating system and browser information, including version numbers (for example, Windows 11 (21H2) and Firefox 87 or macOS 12.3 and Safari 13).

Appendix 6-B
Sample Printed Individual
Student Report

Demo, FirstName

Student ID: 9999999308 │ Student DOB: │ Enrolled Grade: 8

Date Taken: 2/28/2023

Summative Science Grade 8 2022-2023

Demo District 9999

Demo School 999901

Scale Score: 749±13   **Performance:** Level 1

How Did Your Child Do on the Test?

900

Level 4 Exceeds the Achievement Standard - Student has exceeded the achievement standard for science expected for this grade. Students performing at this level are demonstrating advanced progress toward mastery of science knowledge and skills. Students performing at this level are on track for likely success in the next grade.

836

Meets State Standard

Level 3 Meets the Achievement Standard - Student has met the achievement standard for science expected for this grade. Students performing at this level ar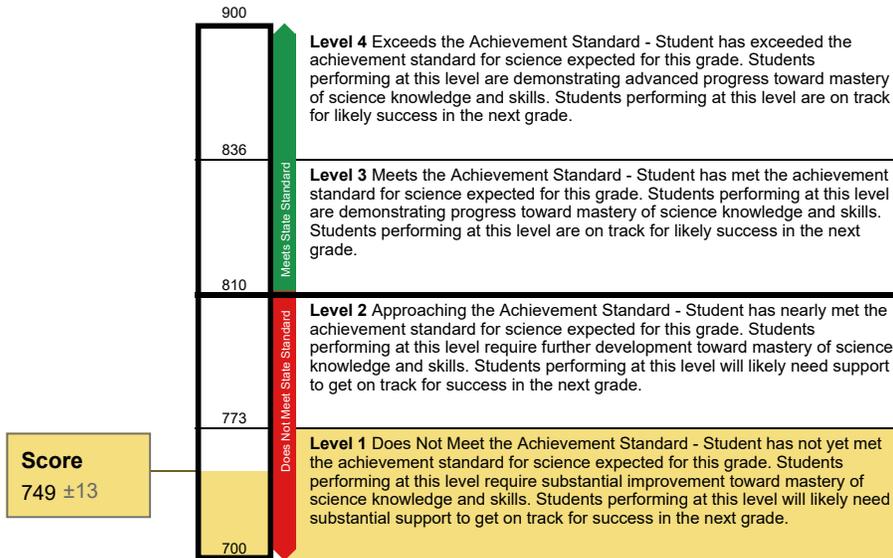e demonstrating progress toward mastery of science knowledge and skills. Students performing at this level are on track for likely success in the next grade.

810

Does Not Meet State Standard

Level 2 Approaching the Achievement Standard - Student has nearly met the achievement standard for science expected for this grade. Students performing at this level require further development toward mastery of science knowledge and skills. Students performing at this level will likely need support to get on track for success in the next grade.

773

Score
749 ±13

Level 1 Does Not Meet the Achievement Standard - Student has not yet met the achievement standard for science expected for this grade. Students performing at this level require substantial improvement toward mastery of science knowledge and skills. Students performing at this level will likely need substantial support to get on track for success in the next grade.

700

How Does Your Child's Score Compare?

Name	Average Scale Score
South Dakota	799
Demo District 9999	719±6
Demo School 999901	719±6

Information on Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (±10) indicates a score range between 2290 and 2310.

How Did Your Child Perform on Different Areas of the Test?

The table and the graph below indicate student performance on individual reporting categories. The black dot indicates the student's score on each reporting category. The lines to the left and right of the dot show the range of likely scores your student would receive if he or she took the test multiple times.

⚠ Below Standard   ▨ At/Near Standard   ✓ Above Standard

Category	Performance	Performance Level	Performance level Description
Earth and Space Science	Below the Standard — Above the Standard	⚠	**What These Results Mean** Students that score in this range typically can use observations and measurements from graphical data to identify questions, evidence, and components of models or solutions for the patterned motions of the galaxy and solar system; history of the Earth; flow and cycling of energy and matter throughout Earth's systems; and the relationships between humans, natural hazards and the environment.
Life Science	Below the Standard — Above the Standard	⚠	**What These Results Mean** Students that score in this range typically can use text or mathematical representations to identify the limits or mathematical components of a model that provides evidence for homeostasis; cellular respiration; the cycling and flow of matter and energy among organisms in an ecosystem; evolution, extinction and the formation of new species; and the relationship between environmental conditions and variation of traits in plants and animals.
Physical Science	Below the Standard — Above the Standard	⚠	**What These Results Mean** Students that score in this range typically can identify the variables and limitations of models and investigations that show patterns in the periodic table, properties and characteristics of matter, energy transfer and transformations, and the relationships between force, mass and acceleration; and wavelength, amplitude and frequency.