

# **South Dakota Science Assessment**

**2024–2025**

## **Volume 6: Score Interpretation Guide**



**south dakota**  
**DEPARTMENT OF EDUCATION**  
Learning. Leadership. Service.

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## 1. INTRODUCTION

In spring 2025, 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 Reporting System, 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 2025 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. Achievement standards were recommended through standard setting in September 2021 and confirmed by standards confirmation in July 2022. Through the Reporting System, test scores from the spring 2021 assessment were provided to districts and schools on November 1, 2021. Test scores for the 2022 assessment were provided on September 12, 2022. Test scores from the spring 2023 assessment were provided beginning on March 27, 2023. Through Reporting, information on student performance and aggregated summaries are provided at several levels—district, school, and roster.

The Reporting System (<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)<sup>1</sup>.

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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<sup>1</sup> 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 REPORTING SYSTEM

The Reporting System 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, hand scored and machine-scored, and finally processed into the Reporting System. In addition to each individual student’s score report, Reporting 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 REPORTING SYSTEM

The South Dakota Reporting System 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. AC 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 Reporting 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 Reporting System 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, Reporting 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 Reporting.

**Table 3. South Dakota List of Subgroups**

Breakdown by Category	Displayed Category
Ethnicity	American Indian or Alaskan Native
	Asian
	Black or African American
	Hispanic or Latino
	Native Hawaiian or Other Pacific Islander
	White
	Multi-Racial
Gender	Female
	Male
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

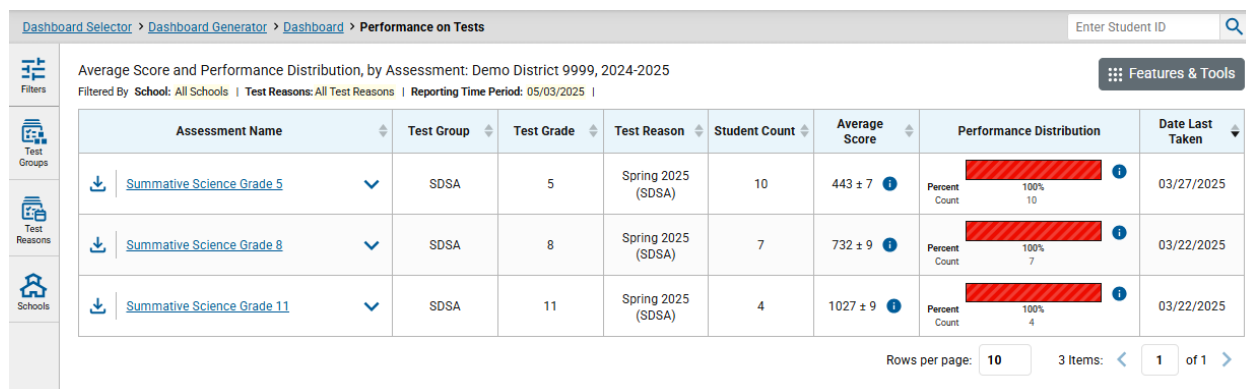
### 1.4.2 Summary Performance Report

Authorized users can log in to the Reporting 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

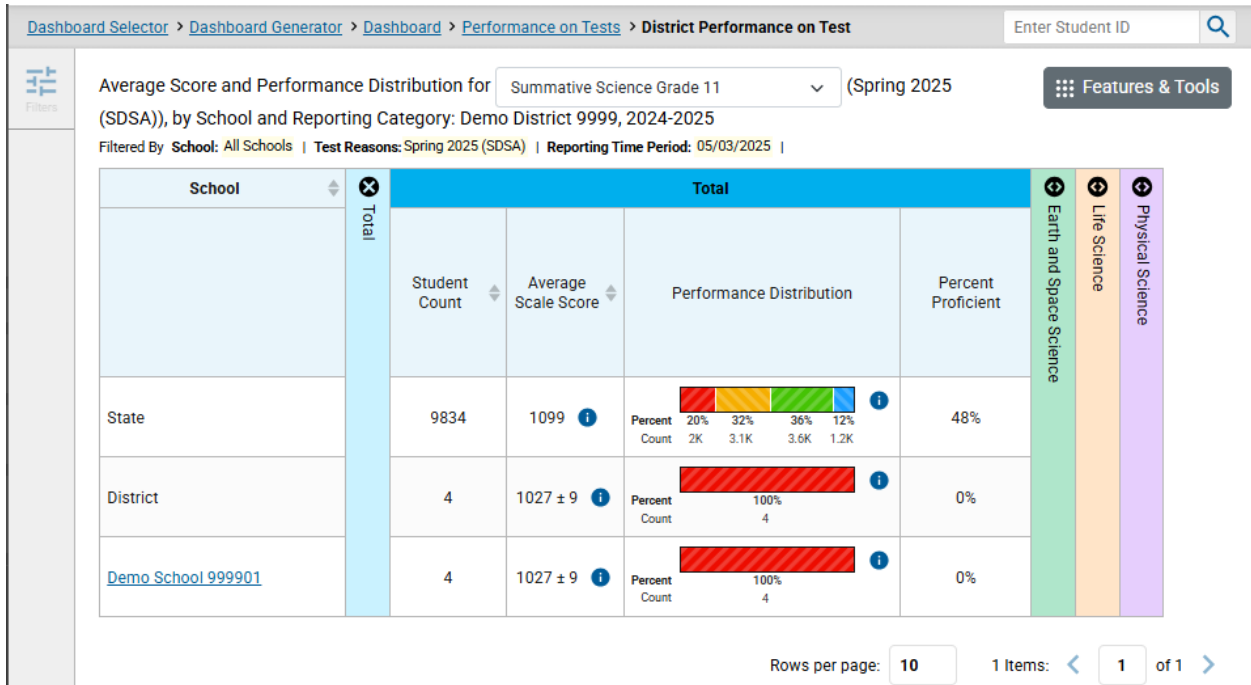
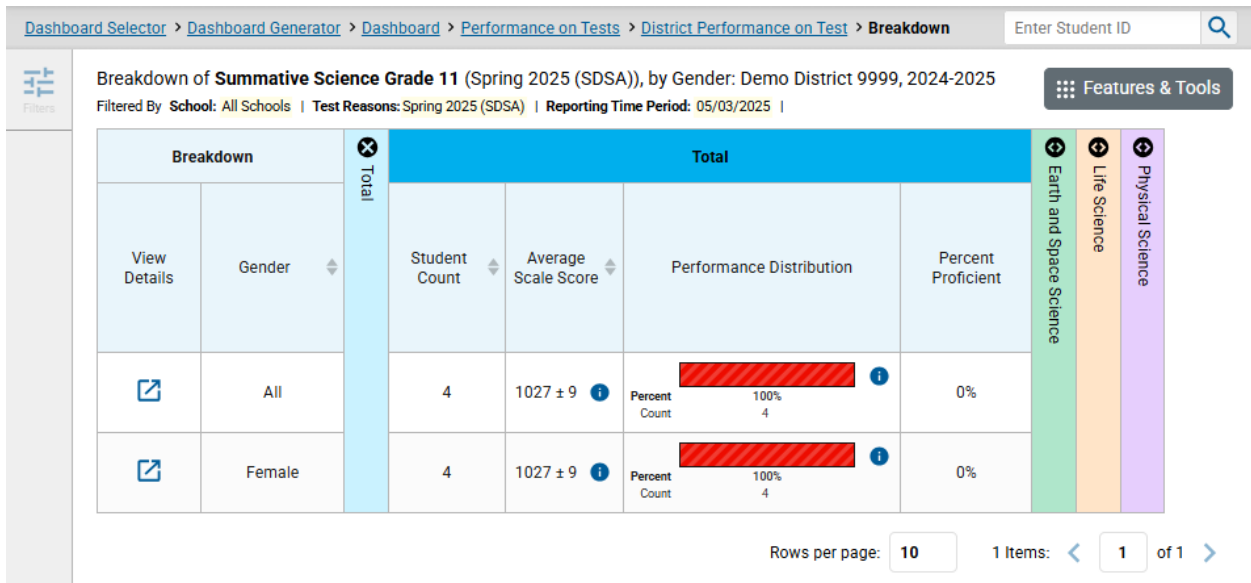


Figure 3. District Aggregate-Level Subject Report for Grade 11 Science by Gender



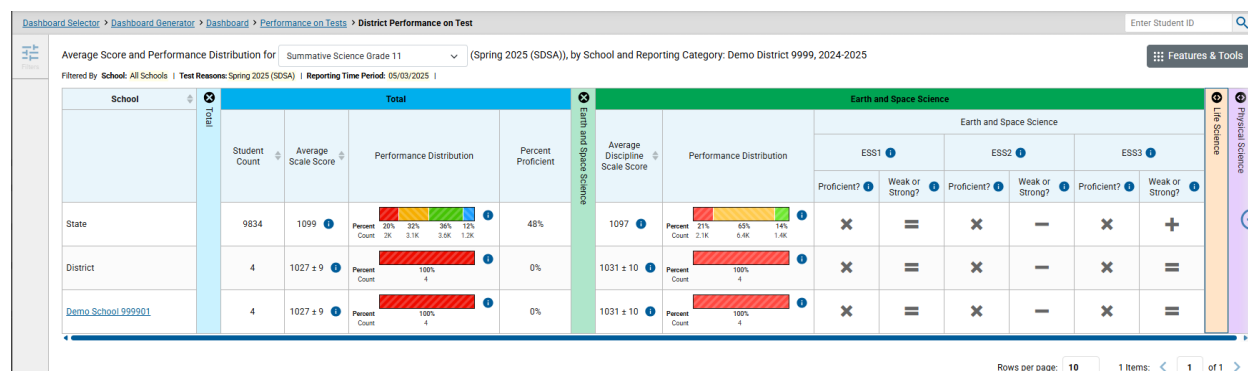
### 1.4.4 Aggregate-Level Discipline-Level Report

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

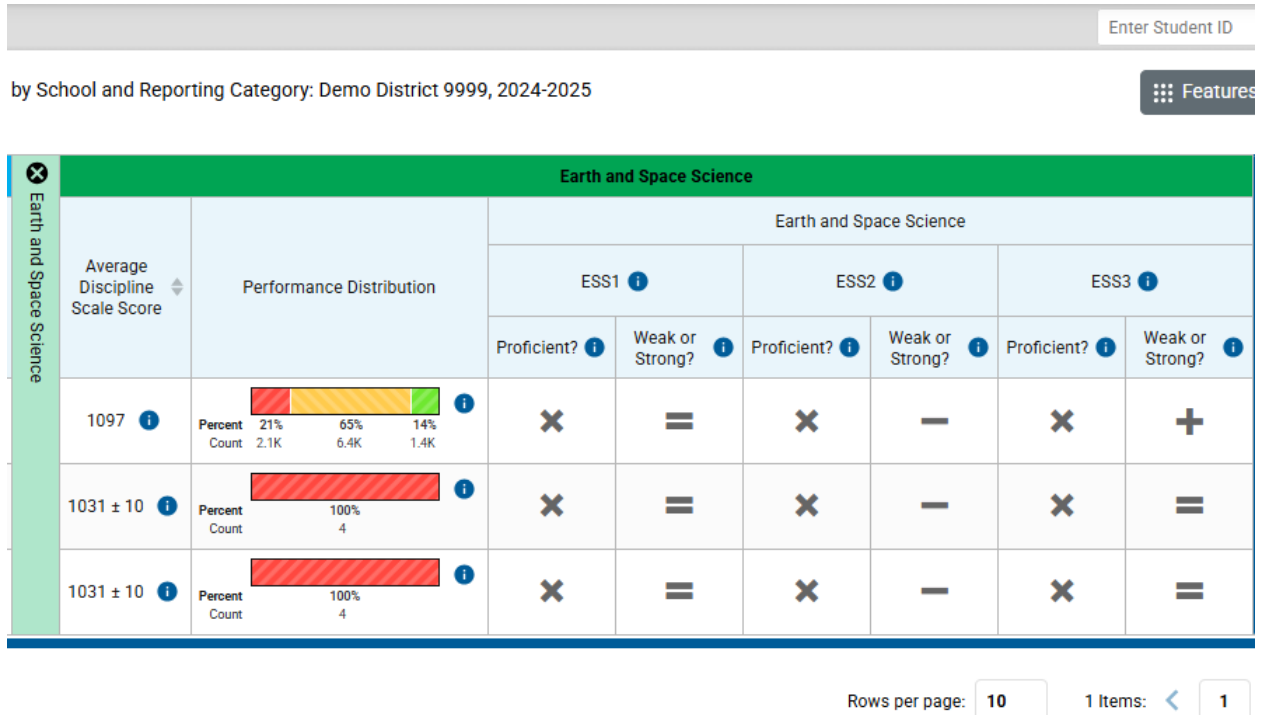


### 1.4.5 Aggregate-Level Disciplinary Core Ideas-Level Report

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

Student	Student ID	Total	Earth and Space Science	Life Science	Physical Science
		Scale Score	Performance		
State		802	 Percent: 21% 37% 27% 16% Count: 2.2K 3.8K 2.8K 1.7K		
District		732 ± 9	 Percent: 100% Count: 7		
School		732 ± 9	 Percent: 100% Count: 7		
My Students		732 ± 9	 Percent: 100% Count: 7		
Demo_Demo	9999122086	741 ± 14	Level 1		
Demo_FirstName	9999999392	728 ± 15	Level 1		
Demo_FirstName	Prod076	753 ± 14	Level 1		
Demo_FirstName	Prod152	750 ± 14	Level 1		
Demo_FirstName	Prod153	700 ± 36	Level 1		

### 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

Student	Student ID	Total	Earth and Space Science	Life Science	Physical Science
		Scale Score	Performance	Performance	Performance
State		802 Percent Count: 21% 2.2K, 37% 3.8K, 27% 2.8K, 16% 1.7K	Performance: 25% 2.6K, 62% 6.5K, 13% 1.3K	Performance: 28% 3K, 55% 5.8K, 16% 1.7K	
District		732 ± 9 Percent Count: 100% 7	Performance: 86% 6, 14% 1	Performance: 100% 7	
School		732 ± 9 Percent Count: 100% 7	Performance: 86% 6, 14% 1	Performance: 100% 7	
My Students		732 ± 9 Percent Count: 100% 7	Performance: 86% 6, 14% 1	Performance: 100% 7	
Demo_Demo	9999122086	741 ± 14	Level 1	Below Standard	Below Standard
Demo_FirstName	9999999392	728 ± 15	Level 1	Below Standard	Below Standard
Demo_FirstName	Prod076	753 ± 14	Level 1	Below Standard	Below Standard
Demo_FirstName	Prod152	750 ± 14	Level 1	At/Near Standard	Below Standard
Demo_FirstName	Prod153	700 ± 36	Level 1	Below Standard	Below Standard

### 1.4.8 Individual Student Report

When a student receives a valid test score, an ISR can be generated in Reporting. 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

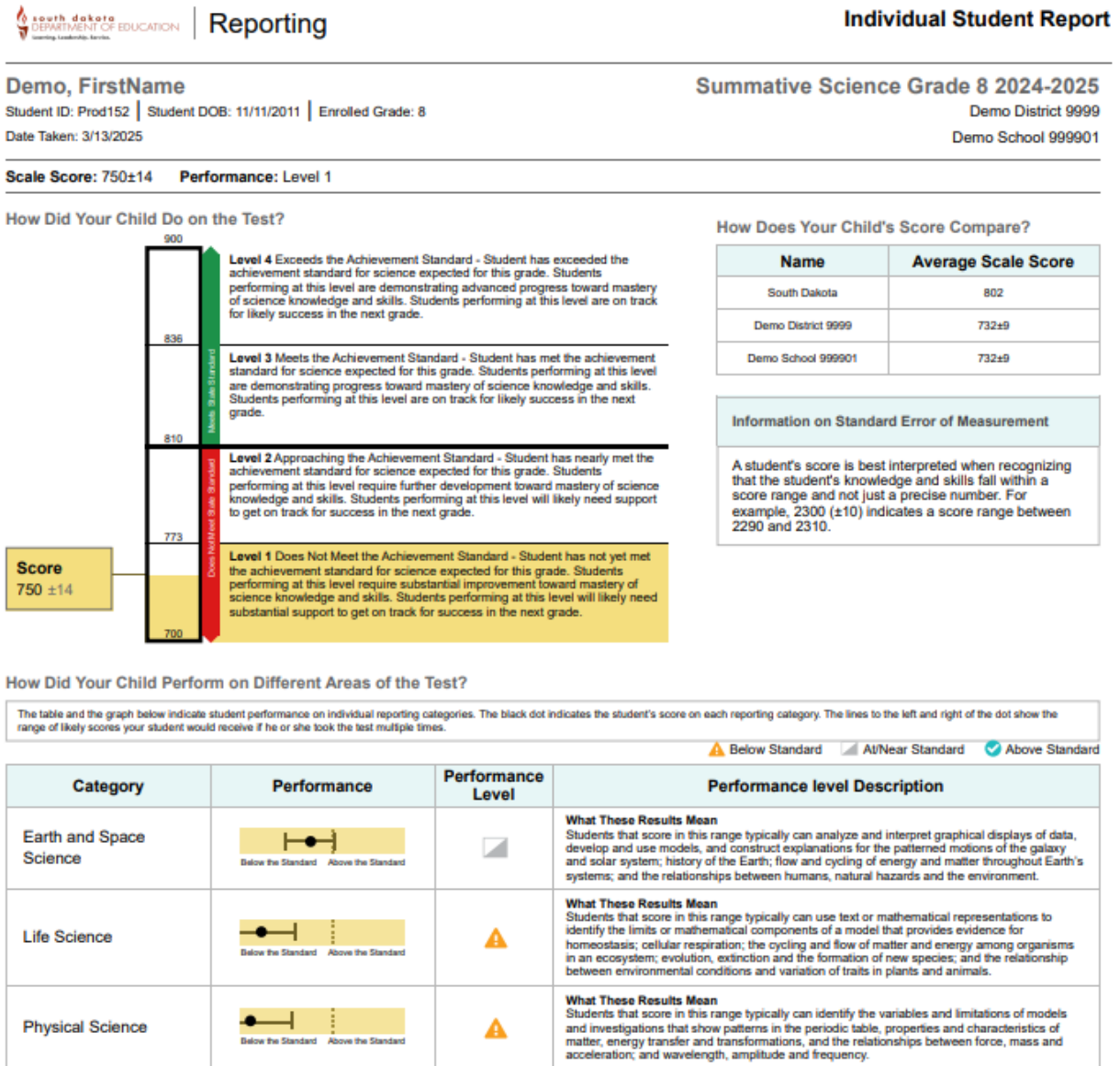
- Note: the “±” next to the student’s scale score is the SEM of the scale score, whereas the “±” next to the average scale scores for aggregate levels represents the standard error of the average scale scores.

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

- Detailed information on student performance on each discipline level
  - 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 of 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

Reporting 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	Enrolled	Enrolled	Enrolled	Enrolled	Science Sc	Standard	Science A	Practices	Practices	Standard	Practices	Practices	Standard	Practices	Practices	Standard	Error
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	Approach	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	Approach	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  $\pm$ 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 Reporting as well as through printed ISRs sent to families. The results were released after the testing window closed.

The Reporting System 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  
2024 - 2025

Published September 2024

*Prepared by Cambium Assessment, Inc.*



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# 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:

- [Navigate Reports](#)
- [Set Up Reports to Suit Your Needs](#)
- [Export and Print Data](#)
- [Score Items](#)

# Navigate Reports

This section explains how to navigate reports from the results of your assessments.

## Understand Which Students Appear in Your Reports

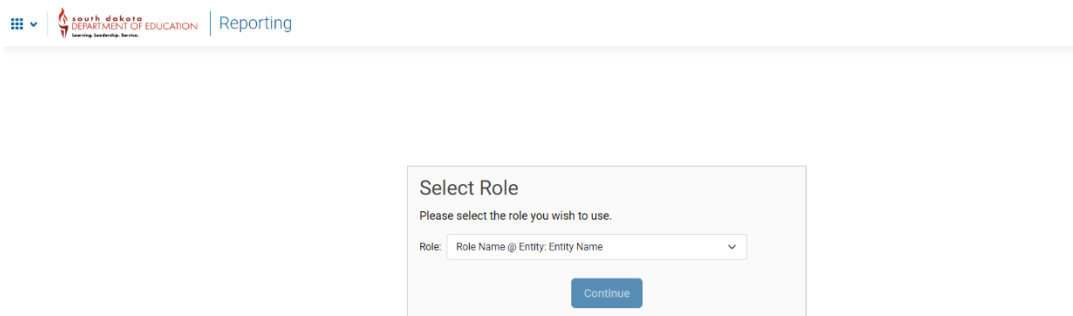
- Teachers can view data for all students in their classes who have completed assessments. They can also view data for students to whom they have administered assessments to in the current school year. Only students who are rostered to the teacher can be viewed by that teacher.
- School-level users, such as School Coordinators, can view data for all students in their schools who have completed assessments.
- District-level users, such as Assessment Coordinators and District Administrators, can view data for all students in their districts who have completed assessments.

## Start Viewing Reports

### Use the Dashboard Generator Page

When you log in to the Reporting System, the Select Role page appears ([Figure 1](#)). You will need to select your role and school depending on your user role, then select Continue.

Figure 1. Select Role Page



Next, the Dashboard Generator page appears ([Figure 2](#)). 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 2. Dashboard Generator Page

Dashboard Selector > Dashboard Generator

These are 2023-2024 school year reports. [Change the reporting time period.](#)

**Which test groups would you like to start with?**

Interim

Interim Assessment Blocks (IAB)

Interim Comprehensive Assessment (ICA)

SDSA

SDSAA

Summative

ELA

Mathematics

[Go to Dashboard](#)

**Looking for a specific student?**

Get the results of a student by entering their student ID

Enter Student ID  [Search](#)

**Features & Tools**

**Reporting Options** ^

[Change Reporting Time Period](#)

**Download & Print** ^

[Download Student Results](#)


**Test Options** ^

[Manage Test Reasons](#) [Set Student Setting on Item View](#)

**Roster Settings** ^

[+ Add Roster](#) [View/Edit Roster](#)

[Upload Roster](#)

To the right of the dashboard generation controls are some other useful features. The *Looking for a specific student?* section allows you to use a student ID to [view all that student's test results](#). The **Features & Tools** menu  appears on the right side of this page and in the different reports and offers multiple features that are described later in this guide.

If the Dashboard Generator shows a message saying there is no data, that means no test opportunities have been taken yet for this school year.

1. *Optional:* To change the test groups or see results from previous years 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**. (The checkbox will only appear when looking at the current school year). These selections will be set in the Dashboard Generator whenever you log in. You can change the defaults at any time ([Figure 3](#)).

Figure 3. Default Selections Checkbox

These are 2024-2025 school year reports. [Change the reporting time period.](#)

**Which test groups would you like to start with?**

Interim

Science

Interim Assessment Blocks (IAB)

ELA

Mathematics

Interim Comprehensive Assessment (ICA)

ELA

Mathematics

Make these my default selections.

[Go to Dashboard](#)

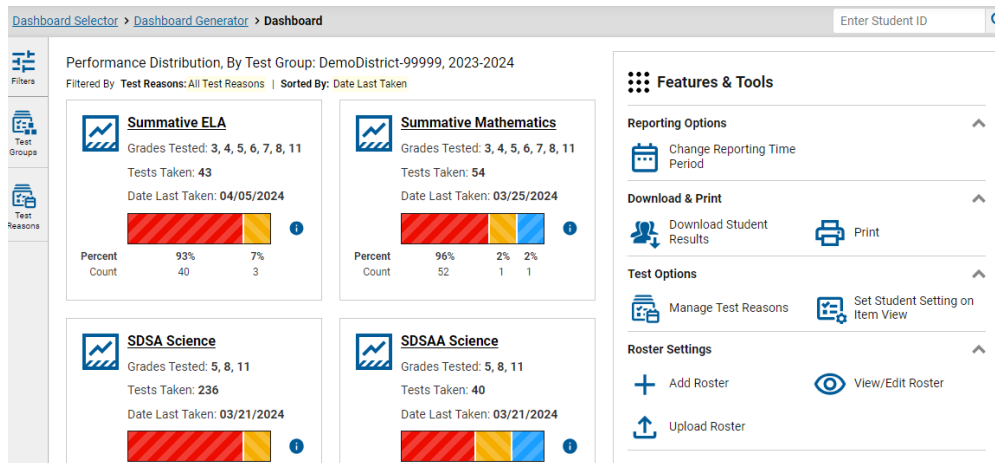
4. Click **Go to Dashboard**. The dashboard appears, displaying any data available for your selections.

If a message appears saying “There are no assessments to display for this time period for your students,” you may not have any students who have taken tests in your selected test groups in the selected time period.

## Use the Dashboard to View Aggregate Test Results

All users see the standard dashboard (Figure 4). It displays aggregation cards representing test groups.

Figure 4. Dashboard



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 a test was 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.


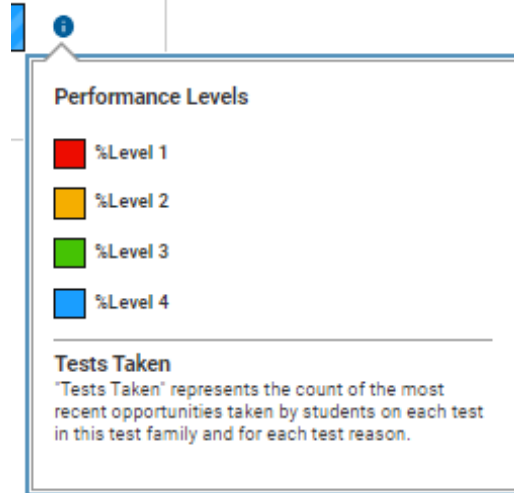
Clicking the  button beside the performance distribution bar displays a legend with more information about performance levels.

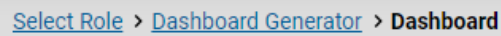
Figure 5. Info Button



To change the test groups and test reasons that appear, use the Filters panel on the left. For more information on filtering, refer to [Set Up Reports to Suit Your Needs](#).

You can also backtrack to the Dashboard Generator using the link in the path at the upper-left corner and change your test group selections there ([Figure 6](#)).

Figure 6. Dashboard Generator Link Path

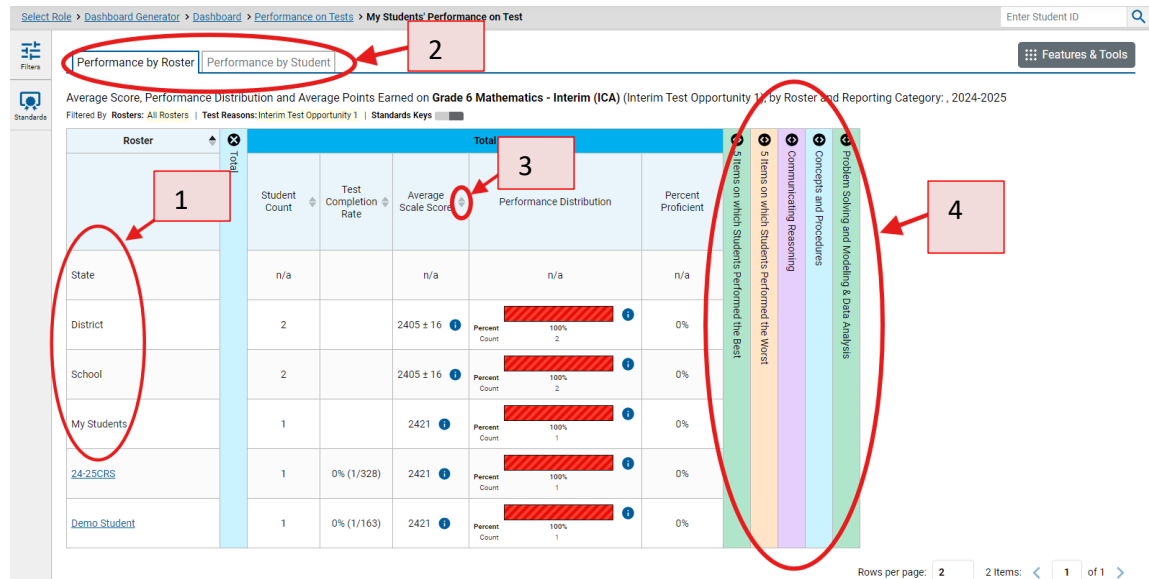


Below you will see an example of the My Students' Performance on Test page, which is what a teacher would see after selecting a specific test group. Review the numbered sections to find the following information.

1. In the roster column, you will see a list of available rosters, along with data at the state, district, and school level.
2. You can switch between the Performance by Roster or Performance by Student tabs.
3. The up and down arrows allow you to sort through the available information in the report.
4. Vertical Reporting Category Sections contain student performance information.

# Reporting System User Guide

Figure 7. My Students' Performance on Test Report: Report Layout



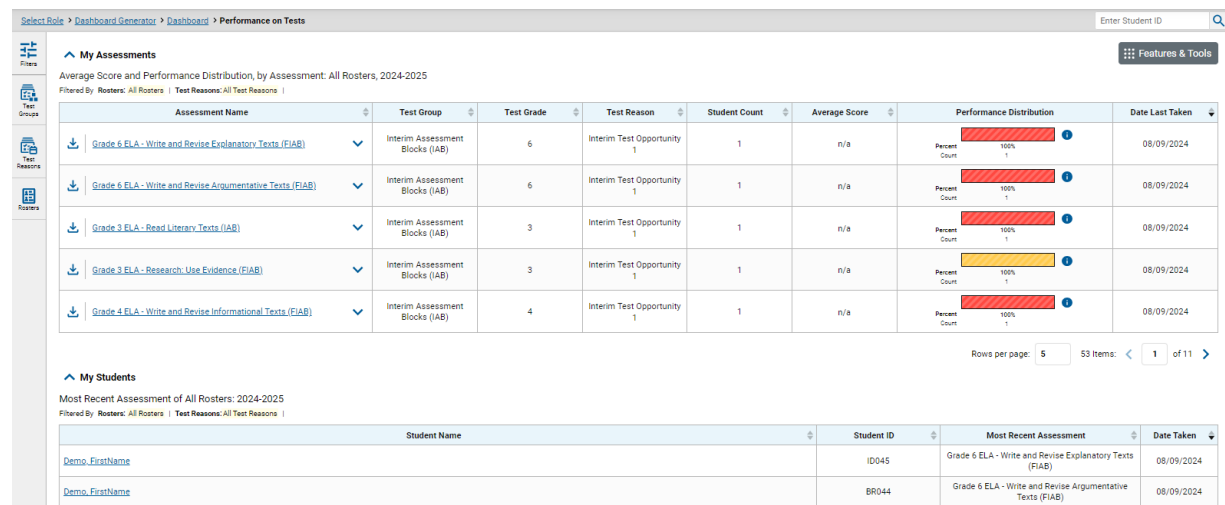
## View More Detailed Data on a Particular Test Group

To view more detailed data for a particular test group, click the name of the group. 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 8](#):

- The My Assessments table, listing all the assessments in the filtered test group or groups that include students that are rostered to the teacher. Please note this table may vary some depending on the type of test group they select.
- The My Students table, listing all their students who took the assessments, that are rostered to them.

Figure 8. Teacher View: Performance on Tests Report



District- and school-level users see just one table ([Figure 9](#)). Unlike the first table on the teacher Performance on Tests report that only listed out assessments in the test group for students that were rostered to them, this table lists all the assessments in the test group for the school or district.

Figure 9. School-Level User View: Performance on Tests Report

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Date Last Taken
<a href="#">Interim MS Physical Science - PE MS-PS4-2</a>	Interim	8	Interim Test Opportunity 1	1	0/4	08/09/2024
<a href="#">Interim MS Life Science - PE MS-LS1-4</a>	Interim	8	Interim Test Opportunity 1	1	0/1	08/09/2024
<a href="#">Interim ES Grade 3 - SA Items</a>	Interim	5	Interim Test Opportunity 1	1	3/9	08/09/2024
<a href="#">Interim ES Grade 5 - SA Items</a>	Interim	5	Interim Test Opportunity 1	1	1/7	08/09/2024
<a href="#">Interim ES Life Science - PE 3-LS1-1_B</a>	Interim	5	Interim Test Opportunity 1	1	0/1	08/09/2024
<a href="#">Interim ES Physical Science - PE 5-PS1-4</a>	Interim	5	Interim Test Opportunity 1	1	0/6	08/09/2024
<a href="#">Interim HS Earth and Space Science - PE HS-ESS3-3</a>	Interim	11	Interim Test Opportunity 1	1	0/6	08/09/2024

For each test, the assessments table shows the test group, grade, test reason (the name of the test window of a summative assessment, or the opportunity number assigned to an interim assessment), number of students who took the test, average score, performance distribution depending on the selected test group, and date the test was last taken.

You can use the filters, on the left side of the page, to view a different set of assessments. For more information on filtering, see [Set Up Reports to Suit Your Needs](#).

If a message appears on the Performance on Test Report page saying “There are no assessments to display” or “There are no students to display,” you may have filtered out all available data.

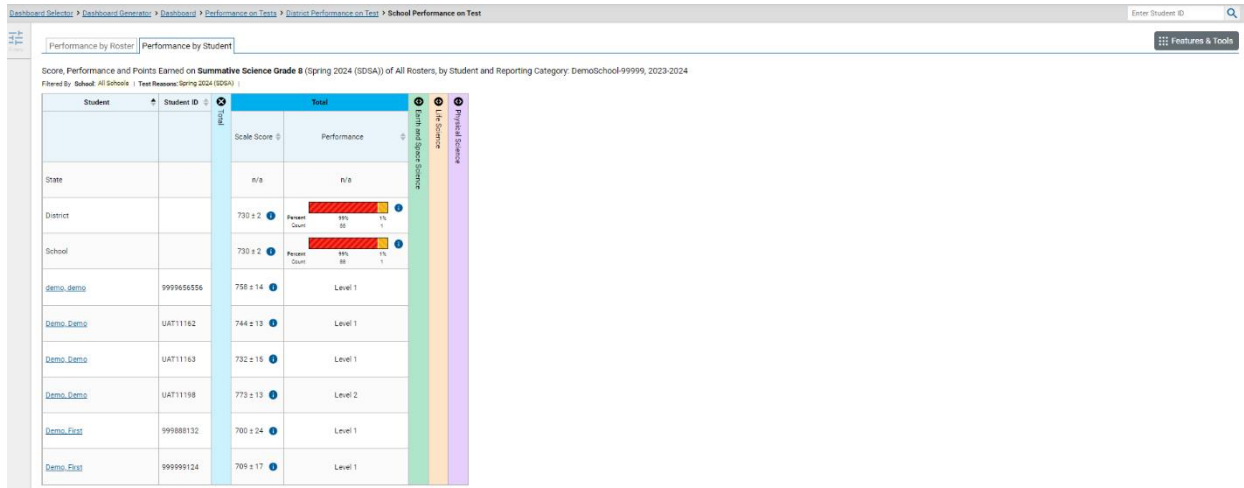
## Teachers and School-Level Users: View Student-Level Data for All Your Students

The **Performance by Student** tab displays test results for each of your students across rosters (classes). For School Coordinators (SCs): all the assessed students in the school will be displayed and for Teachers (TEs): all the assessed students that are rostered to them will be displayed. 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.
2. Click a test name in the assessments table at the top of the page. Depending on your role, [Figure 8](#) or [Figure 9](#) will appear.
3. In the School Performance on Test report that appears, select the **Performance by Student** tab ([Figure 10](#)). The results that appear list all your students. The first few rows also show aggregate performance data for your state, district, school, and/or total students.

## Reporting System User Guide

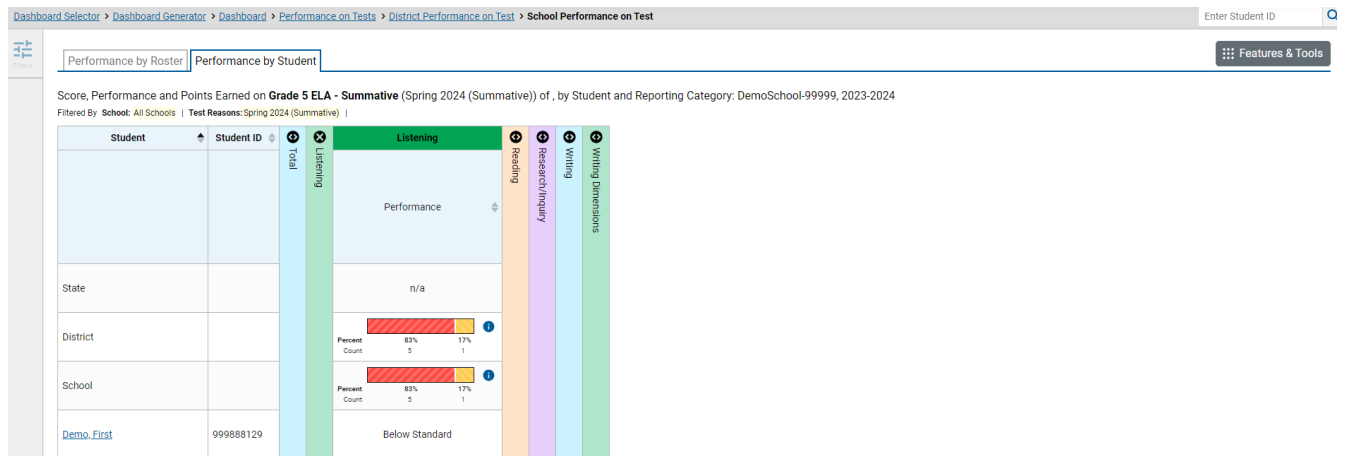
Figure 10. School Performance on Test Report: Performance by Student Tab



To find out which students performed best, click the name of a column that has an up and down arrow by it 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 11](#).

Figure 11. School Performance on Test Report: Performance by Student Tab with Expanded Reporting Category Section



## View Test Results for Rosters (Classes) on a Particular Test

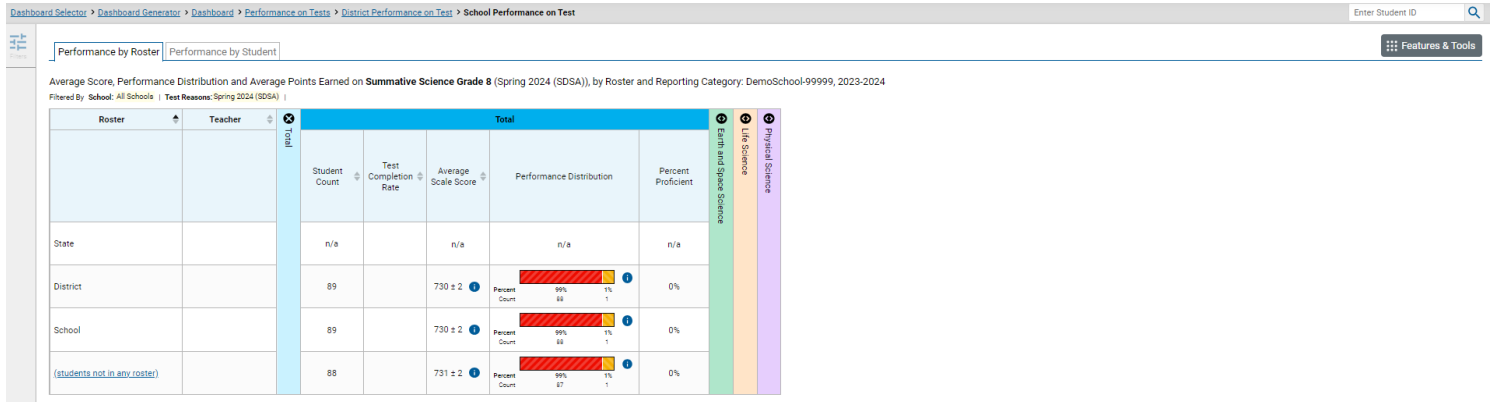
You can view a list of rosters (classes) that took a particular test, and you can also view the test results for a particular class.

## Access Test Results for All Your Rosters (Classes)

The **Performance by Roster** tab ([Figure 12](#)) displays test results for each roster (class). To view this tab, follow the instructions for your user role below.

# Reporting System User Guide

Figure 12. School Performance on Test Report: Performance by Roster Tab



## Teachers and school-level user:

1. Generate a dashboard and click a test group name.
2. Click a test name 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.
2. Click a test name in the table of assessments. The District Performance on Test page appears, listing schools within the district.
3. Click a school name. The School Performance on Test report appears, open to the **Performance by Roster** tab

The report shown in [Figure 12](#) displays a list of rosters (classes) and each roster's performance. The first few rows also show aggregate performance data for your state, district, school, and students.

## Determine Which Roster (Class) Performed Well on an Assessment

The following steps can be used on Summative assessments and the Interim ICA. To find out which classes performed best on the test, do either of these things:

- Click the average scale 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.

## Determine Which Roster (Class) Had the Highest Test Completion Rates

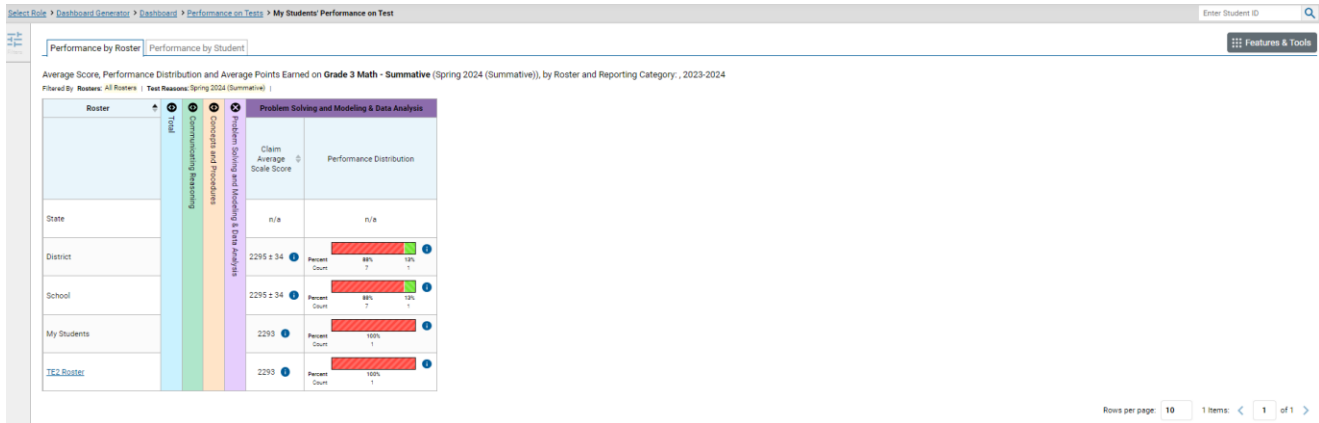
To find out which classes had the highest test completion rate, click the Test Completion Rate

Reporting System User Guide  
column header to sort the column.

## Determine Which Roster (Class) Performed Well in Each Area on the Test

For tests with reporting category sections (Figure 7), 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 13), you can view average score and a performance distribution bar for each roster (class) under the reporting category. Summative and interim tests cover multiple reporting categories.

Figure 13. My Students' Performance on Test Report: Performance by Roster Tab with Expanded Reporting Category Section




## View and Interpret Standard Measures Within Reporting Category Sections

Aggregate test results for adaptive tests (Summative assessments) 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 Reporting categories ( ) contain the following:

- **Clusters** within the reporting category.
- **Standards** within each cluster.
- **Measures** within each standard.

To learn more about each standard/target, click the more information button  to the right of the standard/target name.

# Reporting System User Guide

Figure 14. School Performance on Test Report: Math Performance by Roster Tab with Expanded Reporting Category Section

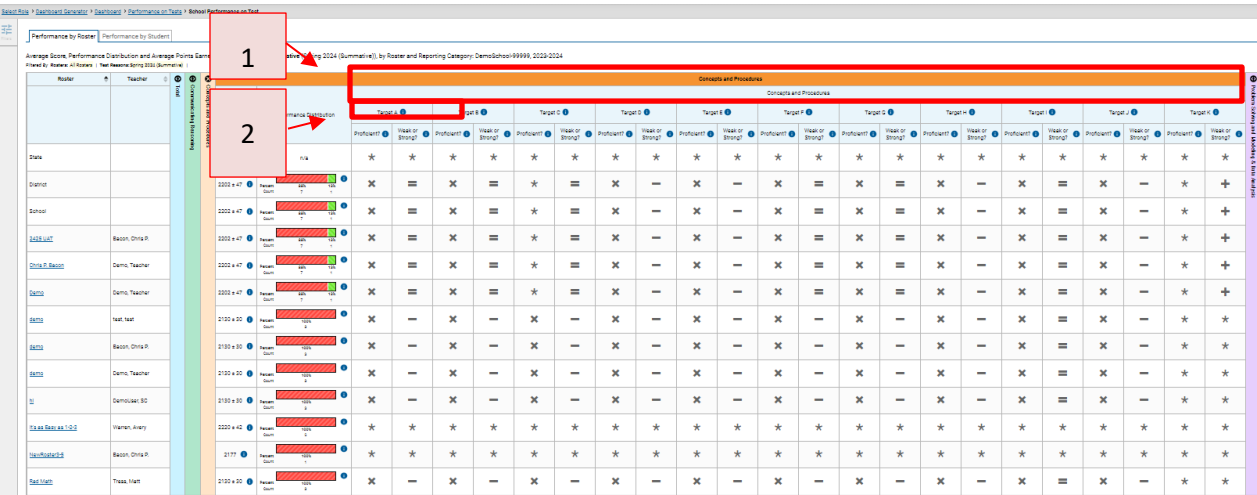


Figure 15. School Performance on Test Report: Science Performance by Roster Tab with Expanded Reporting Category Section

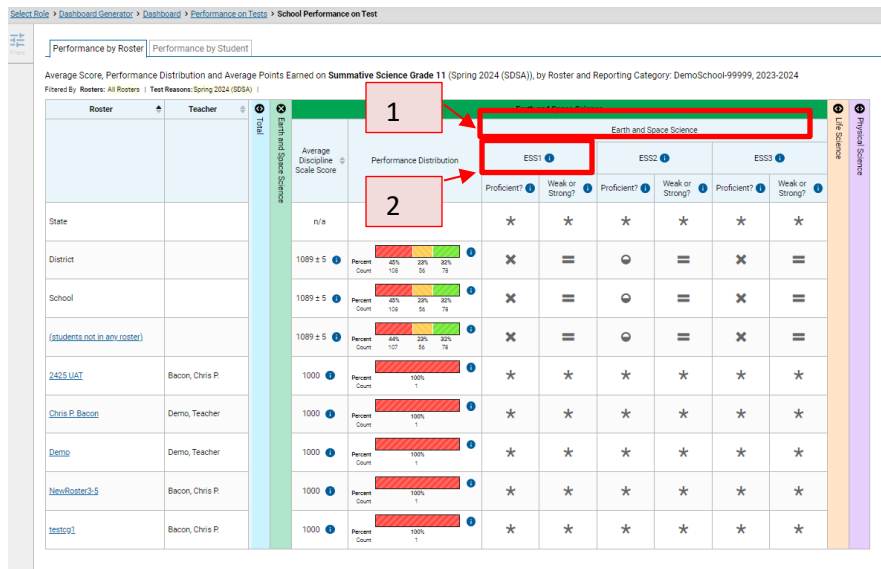


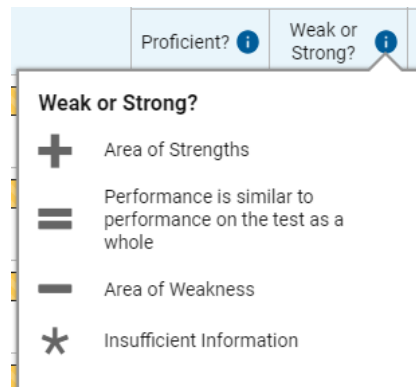
Table 1. School Performance on Test Report: Performance by Roster Tab: Reporting Category Section Elements

#	Element
1	Cluster header within a reporting category
2	Standard header/ Target within the cluster column

Each standard/target 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.

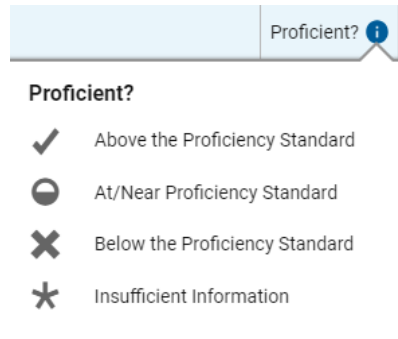
Figure 16 Weak or Strong symbols



## Reporting System User Guide

**Proficient:** This column displays icons indicating whether students have an average attained proficiency in the standard.

Figure 17. Proficiency Symbols



## View and Interpret Writing Dimension Measures

Test results for assessments like the ELA ICA and ELA Summative may also include a **Writing Dimensions** section to the right of the expandable sections in the report table. You can expand it by clicking the vertical bar, just as with the reporting category sections. This section helps you understand how students performed on different aspects of writing.

The **Writing Dimensions** section ([Figure 18](#)) contains the following under the Essay header:

Figure 18. District Performance on Test Report with Expanded Writing Dimensions Section

School	Total				Listening	Reading	Writing	Writing Dimensions																	
	Student Count	Average Scale Score	Performance Distribution	Percent Proficient				Argumentative						Explanatory											
								Conventions		Elaboration			Purpose			Conventions		Elaboration							
0 pt	1 pt	2 pt	0 pt	1 pt	2 pt	3 pt	4 pt	0 pt	1 pt	2 pt	3 pt	4 pt	0 pt	1 pt	2 pt	0 pt	1 pt	2 pt	3 pt	4 pt					
State	n/a	n/a	n/a	n/a				n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
District	6	2444 ± 19	67% 4	33% 2				0% (0)	100% (1)	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	33% (1)	67% (2)	0% (0)	33% (1)	67% (2)	0% (0)	0% (0)	0% (0)
DemoSchool-99999	6	2444 ± 19	67% 4	33% 2				0% (0)	100% (1)	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	33% (1)	67% (2)	0% (0)	33% (1)	67% (2)	0% (0)	0% (0)	0% (0)

- **Essay type.** For example, Argumentative, Informational, Explanatory, Opinion, and Narrative.
  - **Writing dimension** within the essay type, as listed in item rubrics. For example, Purpose and Organization; Evidence and Elaboration; and Conventions of Standard English.
    - **Point value.** A sub-column for each possible item point value for the writing dimension. Each point value sub-column displays the percentage and number of students who earned that number of points.

For each dimension, the lowest ▼ and highest ▲ point values are sometimes highlighted and marked with arrow icons in the boxes with the highest percentages. This allows you to quickly identify groups of students who are performing well and those who may need additional support.

Note that highlighting and arrow icons do not appear where they are not useful. A report containing only one row of data does not have them, and neither does a row in which the percentages are “n/a” or are all the same.

## Reporting System User Guide


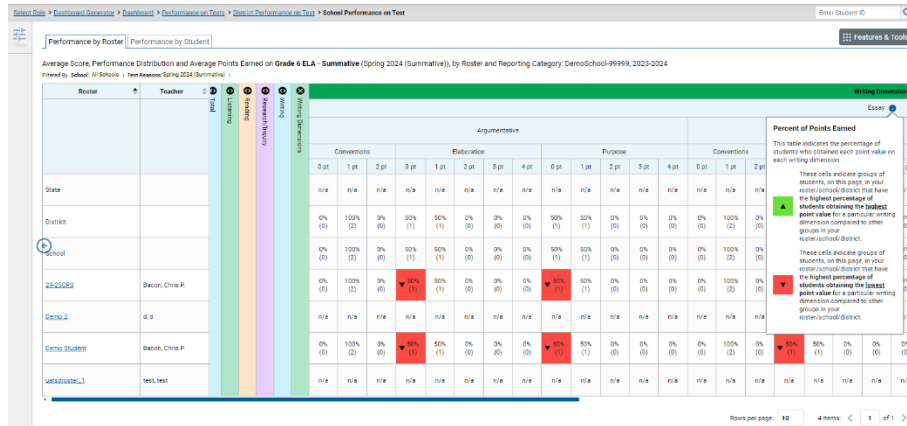
To learn about the highlighting and arrow icons, click the more info button  in the Essay header. A legend expands, as in [Figure 19](#).

Figure 19. School Performance on Test Report with Expanded Writing Dimensions Section and Expanded Legend



## Access Test Results for an Individual Roster (Class)

Prior sections explained how to access test results for all your rosters (classes). To view results for one specific roster (class), click the name of a roster that appears in the first column of the report in the Performance by Roster tab. The Roster Performance on Test page appears showing the results listed by student ([Figure 20](#)).

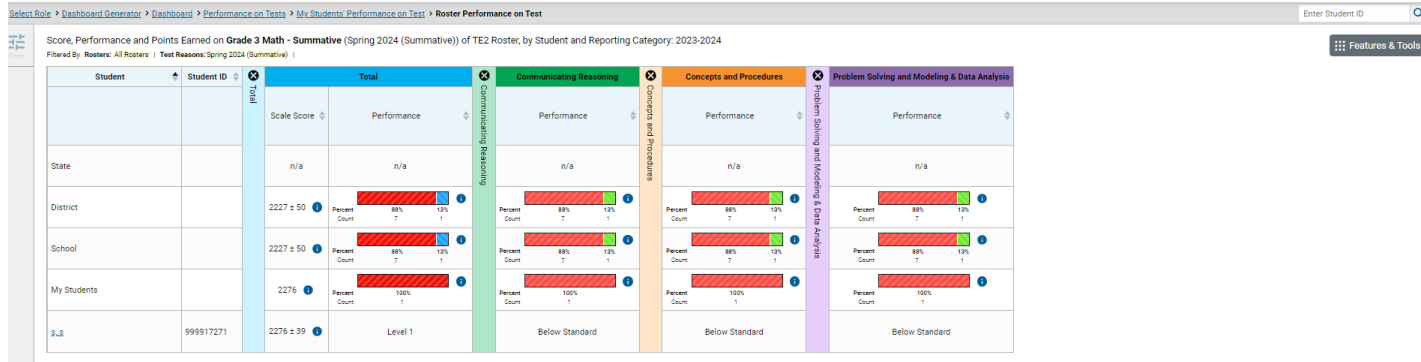
Figure 20. District-Level User View: Roster Performance on Test Report



## Determine How Well Students in Your Roster (Class) 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 21](#). Click the vertical section bar to expand each section.

Figure 21. Teacher-Level User View: Roster Performance on Test Report with Expanded Reporting Category Section



## School- and District-Level Users: 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.

### Access Test Results for a School

School-level users:

1. Generate a dashboard and click a test group name ([Figure 4](#)).
2. Click a test name in the table of assessments ([Figure 8](#)). The School Performance on Test report appears.

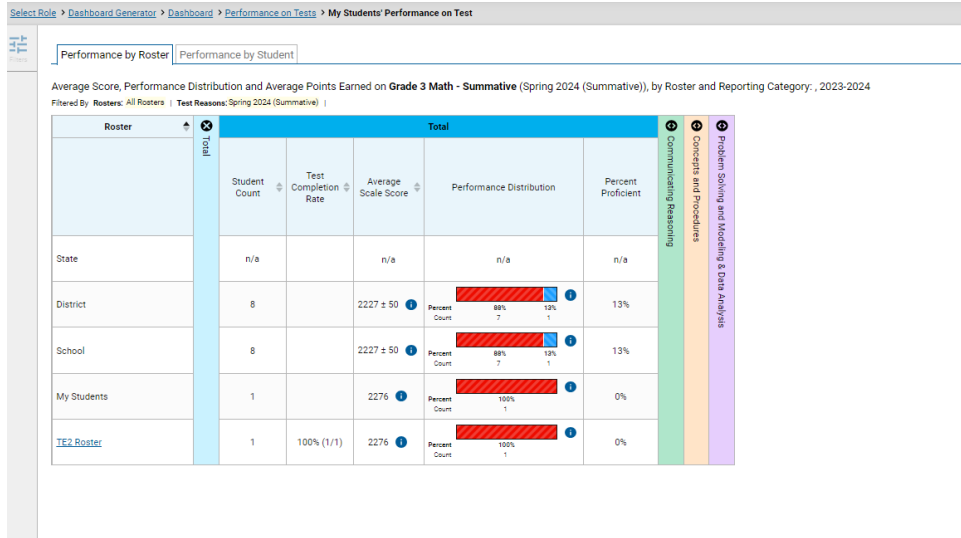
District-level users:

1. Generate a dashboard and click a test group name ([Figure 4](#)).
2. Click a test name in the table of assessments ([Figure 9](#)). A table listing test results by school appears.
3. Click the name of the school 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, in the filter option section on the upper-left side of the page.

The **Performance by Roster** tab is open by default, as in [Figure 22](#).

Figure 22. My Students' Performance on Test Report: Performance by Roster Tab



## Determine Which Rosters (Classes) Performed Well on an Assessment

In the **Performance by Roster** tab, click the header of the score column, *Average Scale Score* (if available), to sort by score, then look at the Performance Distribution column to see how they compared. Rosters with a high average scale score, and with a high percentage of students performing at or above proficient in the performance distribution bar, will be at the top. If certain rosters (classes) performed consistently well, you could use them as a model for the classes with lower performance.

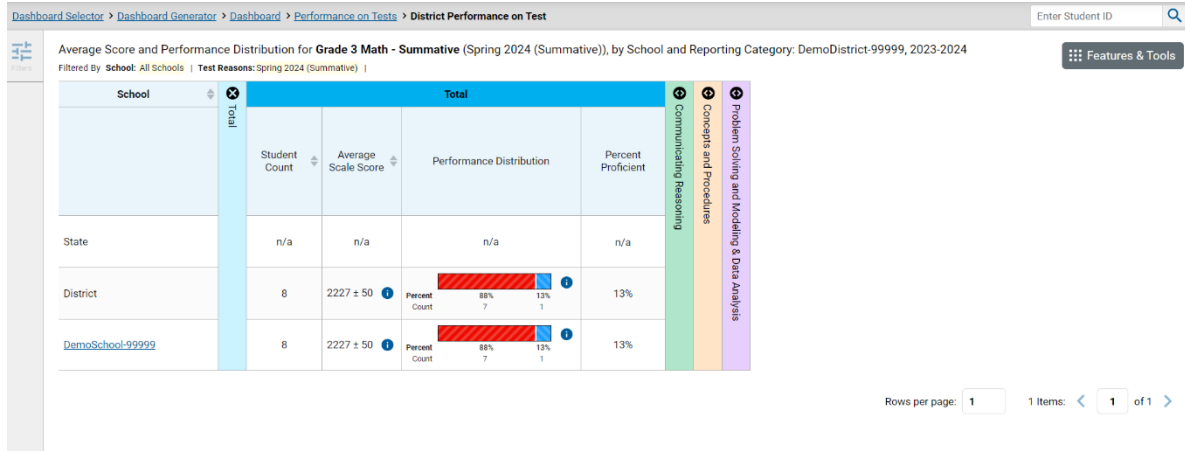
## District-Level Users: View Test Results for a District on a Particular Test

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.

### Access Test Results for a District

1. Generate a dashboard and click a test group name ([Figure 4](#)).
2. Click a test name in the table of assessments ([Figure 9](#)). The District Performance on Test report appears, listing schools in the district ([Figure 23](#)).

Figure 23. District Performance on Test Report



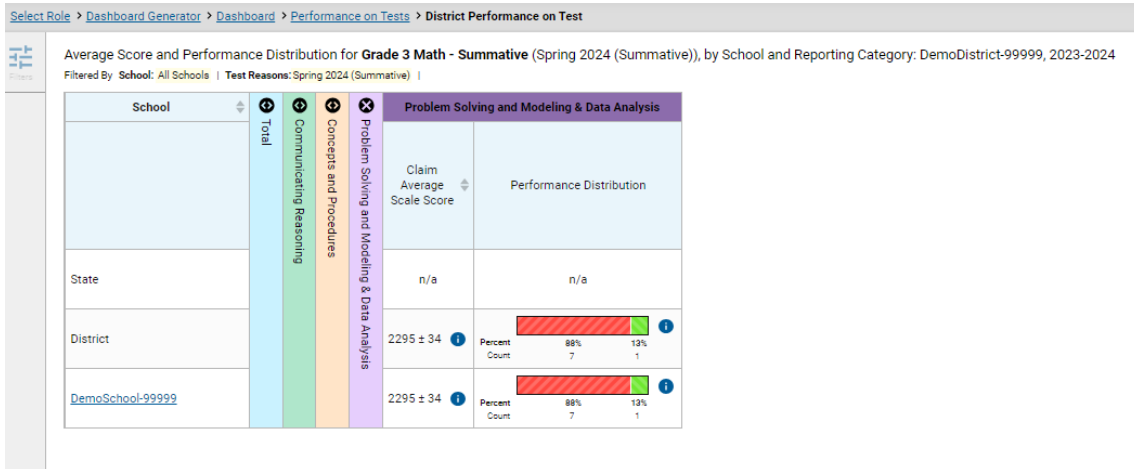
## Determine Which Schools in the District Performed Well on an Assessment

Click on the score column header to sort it, then look at the score column and/or Performance Distribution column.

## Determine How Well Schools in the District Performed in Each Area of the Test

Click the vertical section bars to expand the reporting category sections ([Figure 24](#)).

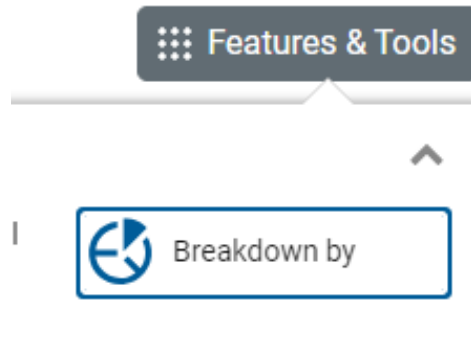
Figure 24. District Performance on Test Report with Expanded Reporting Category Section



## View Test Results Broken Down by Demographic Sub-Groups

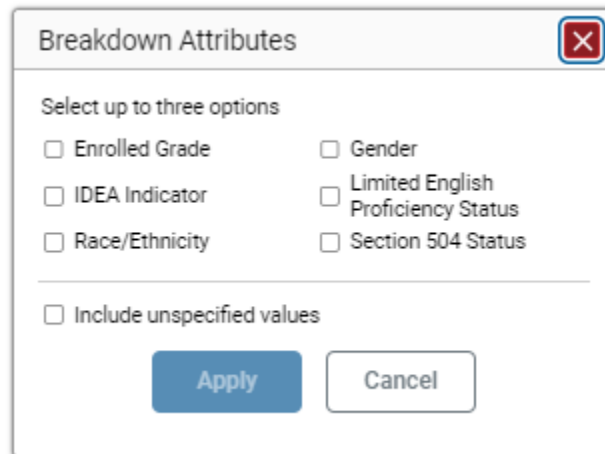
You can use the **Breakdown By** button in the **Features & Tools** menu to compare performance between different demographic sub-groups. This button is available for most aggregate test results ([Figure 25](#)).

Figure 25. Breakdown Report Button



1. Click **Breakdown By** in the **Features & Tools** menu. The **Breakdown Attributes** window opens ([Figure 26](#)).

Figure 26. Breakdown Attributes Window



2. Select up to three student demographic categories.

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

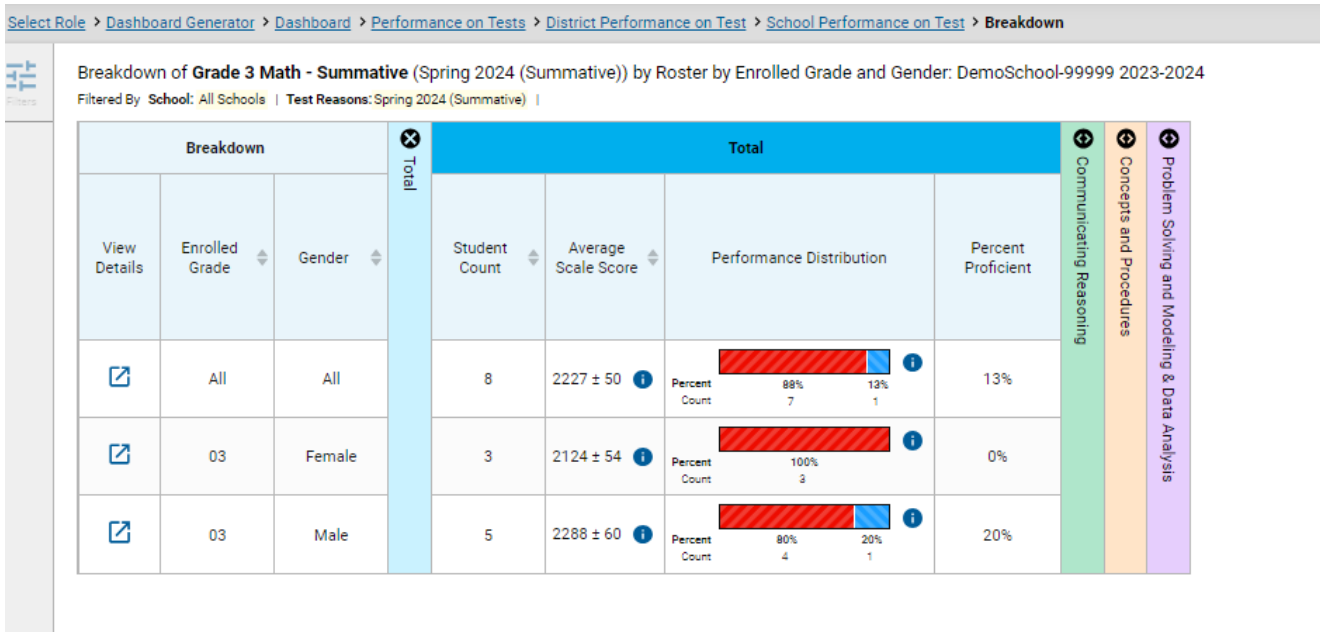
- a. Some students who complete tests do not have specific demographic information in the Test Information Distribution Engine (TIDE). These students are considered to have unspecified values.
- b. To include data for these students, mark the checkbox.

3. Click **Apply**.

## Reporting System User Guide

Data for each sub-group selected are displayed in the report (Figure 27).

Figure 27. Demographic Breakdown of a School Performance on Test Report

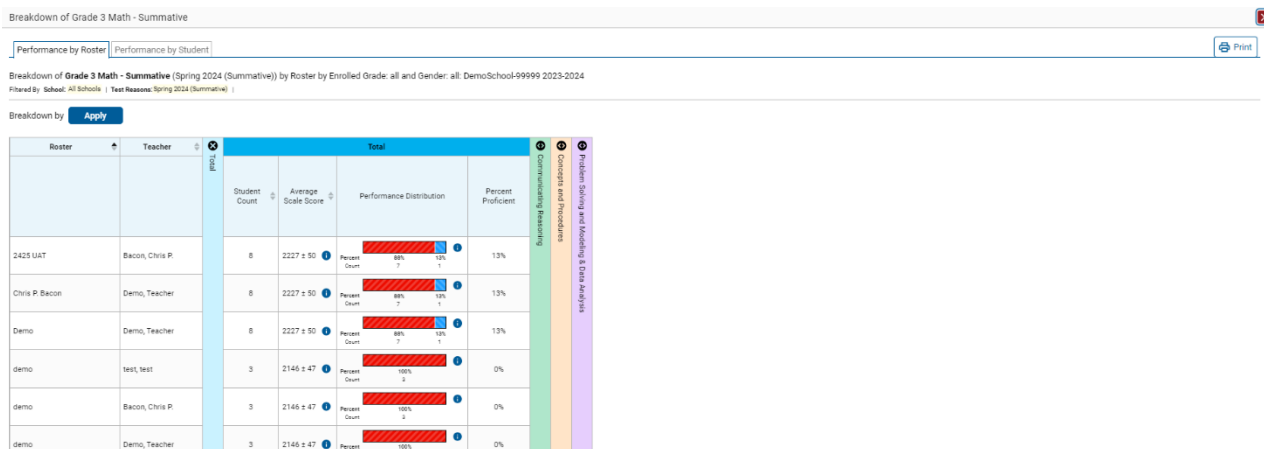


## View Test Results for a Particular Demographic Sub-Group or Combination

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 (Figure 27).

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 (Figure 28).

Figure 28. Demographic Combination Breakdown Window (from School 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 within the selected categories, use the filters to select the demographic sub-groups you want to view 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 third grade.

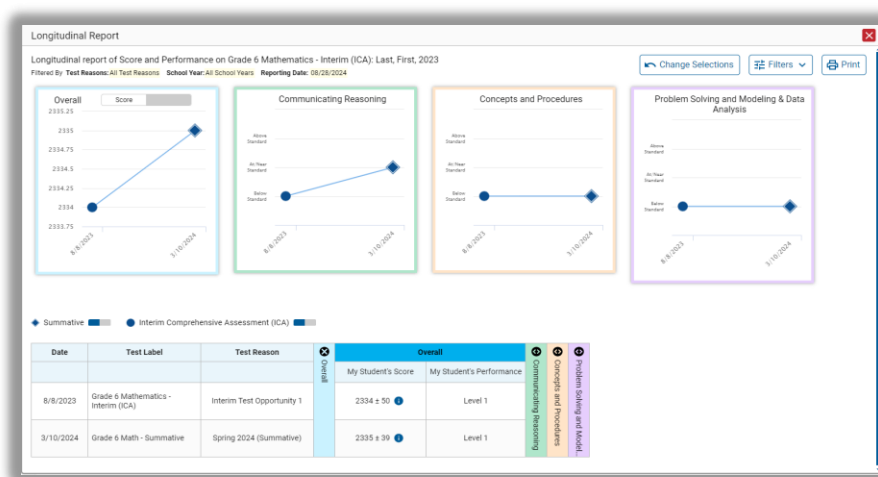
## Track Student Performance Over Time

You can view your students' performance over time across multiple related assessments or across both 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 ([Figure 29](#)).

Figure 29. Longitudinal Report Window: Interim Report for a Single Student with Multiple Reporting Categories



## Access a Longitudinal Report Comparing Related Assessments

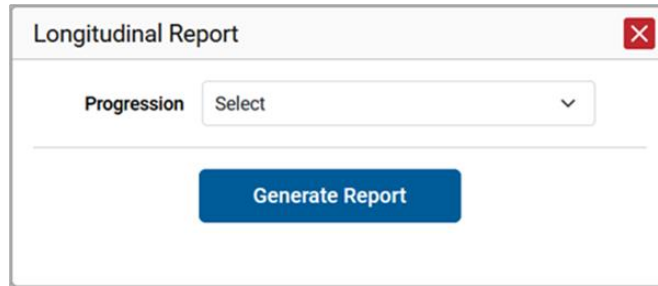
If the student(s) in your test results have completed multiple related assessments, the **Build Longitudinal Report** button becomes available in Features & Tools, and allows you to access a Longitudinal Report in the reports for any of those assessments. If they haven't done so, then no Longitudinal Report is available.

Click the **Build Longitudinal Report** 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 appears ([Figure 30](#)). 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. Once an option is selected, click Generate Report.

Figure 30. District-Level User View: Longitudinal Report Window: Report Options Page with Progression




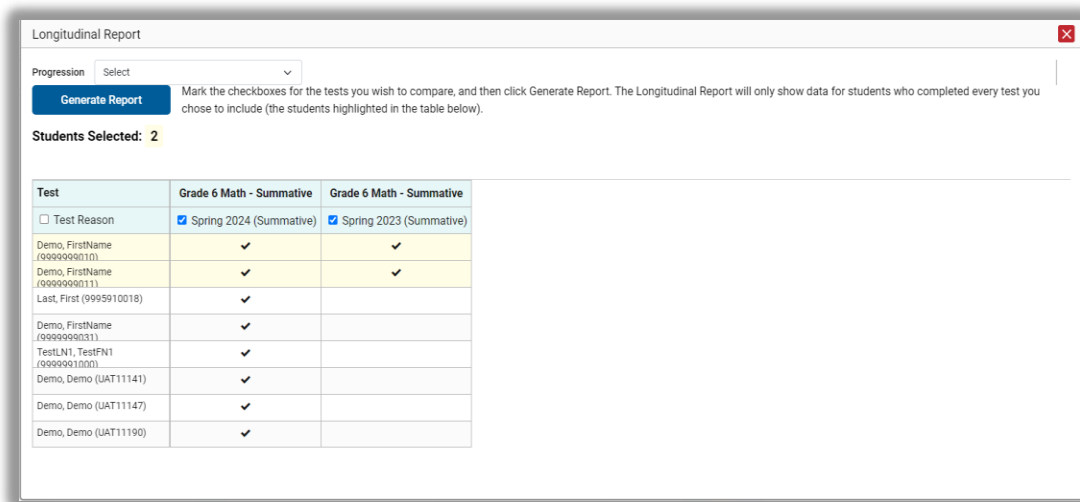
- Teachers only:** If the test results you’re looking at are for multiple students, a table appears with a column for each test ([Figure 31](#)). This table does not appear if you’re looking at an individual student.
  - A sub-column appears for each test reason (a category of test, or, for a summative, a test window).
  - The cells in the columns display checkmarks  to indicate completed tests/test reason combinations.

Figure 31. Teacher View: Longitudinal Report Window: Detailed Report Options Page

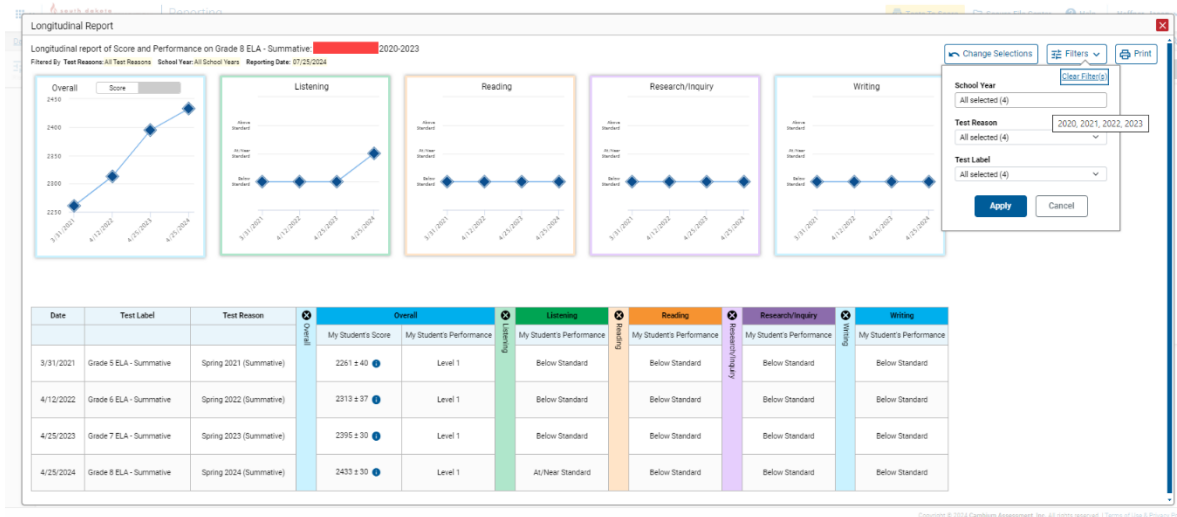


- Mark the checkbox for each test/test reason combination you wish to include in the report. Mark the **Test Reason** checkbox on the left to include all, or clear it to remove all. The test opportunities that will be included are highlighted in yellow.
- If you’re viewing report options, click **Generate 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.)

## View Students' Overall Performance on These Assessments Over Time

Look at the graph in the upper-left corner of the Longitudinal Report ([Figure 32](#)). It shows the scores or performance levels of the student(s) each time they took the test(s).

Figure 32. Longitudinal Report Window: Summative and Interim Report for a Single Student with Multiple Reporting Categories



Score data are plotted along a line.

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.

## 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 the Overall section. 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.

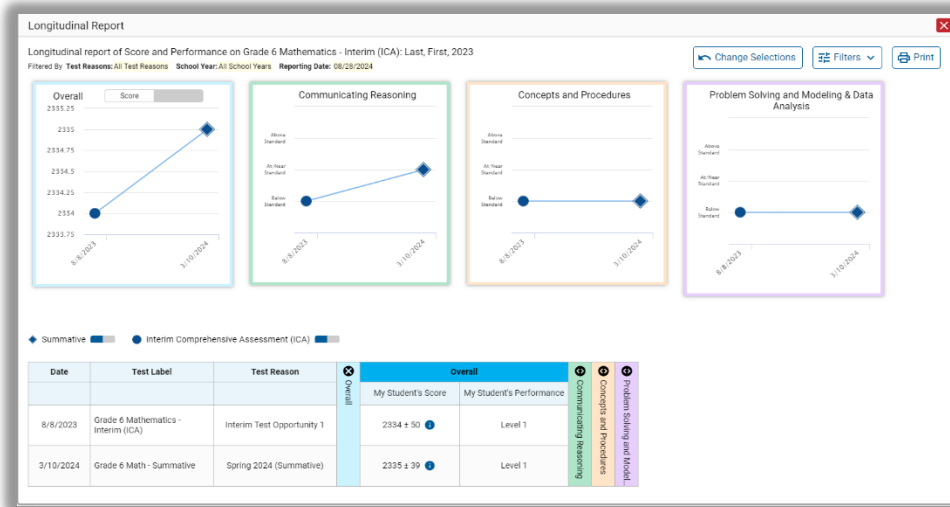
## View Students' Performance in Different Areas Over Time

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.

## Distinguish Between 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 ([Figure 33](#)) to find out which symbols correspond to which types.

Figure 33. Longitudinal Report Window: Summative and Interim Report for a Single Student with Multiple Reporting Categories



## 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. Click Generate Report again.

Alternatively, if your report contains multiple test types, click the test type toggles in the legend immediately below the graphs ([Figure 33](#)) to hide and show data for each one. Note that these toggles do not affect report printouts or exports.

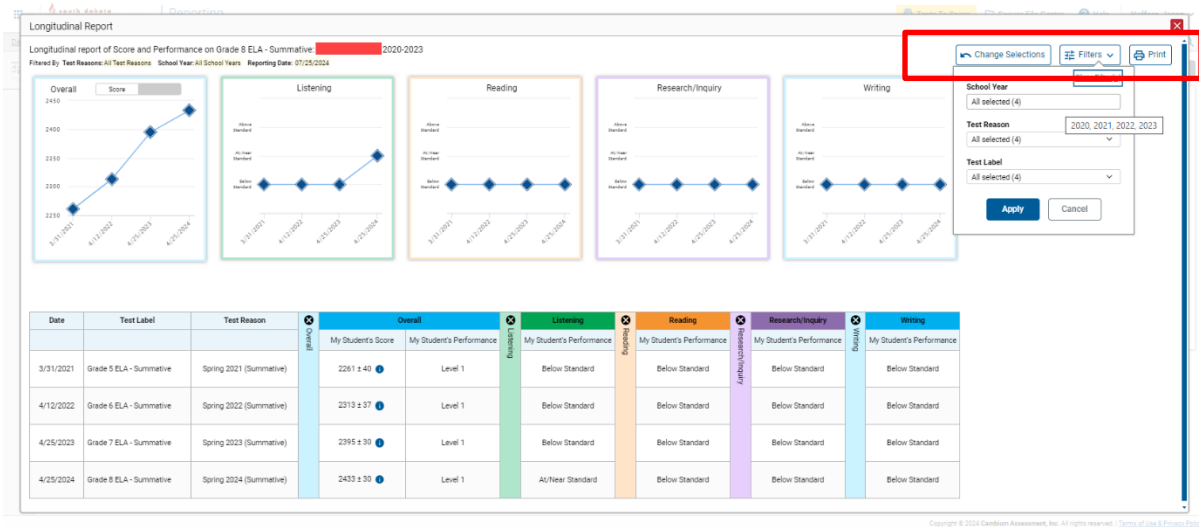
## Filter Test Opportunities to Show Some and Not Others

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 ([Figure 34](#)).

Figure 34. Longitudinal Report Window: Summative Report for a Single Student with Multiple Reporting Categories and with Expanded Filter Menu




- a. You may want to filter by a particular school year or years. Note that years are not calendar years. “2023” refers to the 2023–2024 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.

- b. 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.
- c. 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.

## View a Cross-Sectional Report

When the Cross-Sectional Report is available, you can view an institution’s performance, irrespective of enrolled students, for a test family across multiple test reasons. Here, an institution can refer to either a

## Reporting System User Guide

teacher, a school, or a district. This report helps you understand how the institution's performance has improved or declined across student populations.

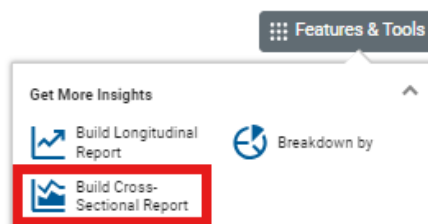
Unlike the Longitudinal Report, the Cross-Sectional Report does not track a particular set of students. The set of students may vary across test reasons, depending on which ones belonged to your institution and took the tests at the time.

- A teacher can view a report for all their students.
- A school-level user can view a report for their school.
- A district-level user can view a report for their district or any school within it.

## Access a Cross-Sectional Report for an Institution and Test Family

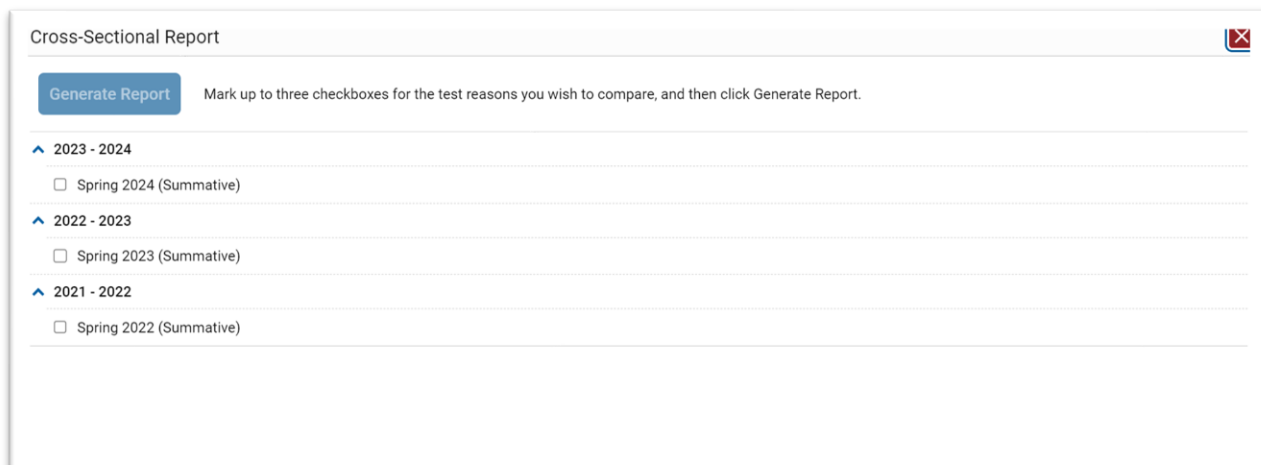
When viewing either a [My Students'](#), a [School](#), or a [District Performance on Test Report](#) for a test that has a Cross-Sectional Report available, you can access the report using the **Build Cross-Sectional Report** button in the **Features & Tools** menu.

Figure 35. Build Cross-Sectional Report button



Click **Build Cross-Sectional Report** in the **Features & Tools** menu. The **Cross-Sectional Report** window opens, displaying report options ([Figure 36](#)).

Figure 36. Cross-Sectional Report Window: Report Options Page

A screenshot of a web application window titled 'Cross-Sectional Report'. At the top left is a blue 'Generate Report' button. To its right is a text instruction: 'Mark up to three checkboxes for the test reasons you wish to compare, and then click Generate Report.' Below this are three expandable sections for school years: '2023 - 2024', '2022 - 2023', and '2021 - 2022'. Each section contains a checkbox for 'Spring [Year] (Summative)'. The '2023 - 2024' section is expanded, showing the checkbox for 'Spring 2024 (Summative)'. The '2022 - 2023' section is expanded, showing the checkbox for 'Spring 2023 (Summative)'. The '2021 - 2022' section is expanded, showing the checkbox for 'Spring 2022 (Summative)'. A close button (X) is in the top right corner.

1. From the list of school years and test reasons, select up to three test reasons you wish to compare.

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2. Click **Generate Report**. The report appears ([Figure 37](#)), displaying data for the test family to which the test belongs.

Figure 37. Cross-Sectional Report Window (Scrolled to Top)



## View the Institution's Overall Performance on a Test Family Over Time

Look at the graph in the upper-left corner of the Cross-Sectional Report ([Figure 37](#)). It shows the scores or performance levels of the institution for each test reason.

Score data are plotted along a line. Performance level data are shown in performance distribution bars.

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

Alternatively, in the first table at the bottom of the report ([Figure 38](#)), look at the **Overall** section.

Figure 38. Cross-Sectional Report Window (Scrolled Down)

Cross-Sectional Report			
Overall and Reporting Category Level Performance			
Performance Levels	School Year & Test Reason		
	2021 - 2022	2022 - 2023	2023 - 2024
	Spring 2022 (Summative)	Spring 2023 (Summative)	Spring 2024 (Summative)
<b>Overall</b>			
Average Score	2118 <i>i</i>	2441 <i>i</i>	2360 <i>i</i>
%Level 1	100%	83%	100%
%Level 2	0%	17%	0%
%Level 3	0%	0%	0%
%Level 4	0%	0%	0%
<b>Communicating Reasoning</b>			
Average Score	n/a	2525 <i>i</i>	2443 <i>i</i>
%Below Standard	n/a	20%	71%
%At/Near Standard	n/a	80%	29%
%Above Standard	n/a	0%	0%
<b>Concepts and Procedures</b>			
Average Score	n/a	2386 <i>i</i>	2301 <i>i</i>
%Below Standard	n/a	100%	100%
%At/Near Standard	n/a	0%	0%
%Above Standard	n/a	0%	0%
<b>Problem Solving and Modeling &amp; Data Analysis</b>			
Average Score	n/a	2510 <i>i</i>	2421 <i>i</i>
%Below Standard	n/a	60%	71%
%At/Near Standard	n/a	20%	29%
%Above Standard	n/a	0%	0%

### Switch Between Score Data and Performance Level Data

When a graph offers both score data and performance level data, a toggle bar appears at the top of it. Click the toggle to switch between data. 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 tests include only one type of data.

### View the Institution’s Performance in Different Areas Over Time

You can view the institution’s performance by reporting category or by target or grouping of a standard.

View the reporting category graphs to the right of the overall performance graph ([Figure 37](#)), or view the expandable reporting category sections in the first table below the graphs ([Figure 38](#)). Here, you

## Reporting System User Guide

can understand at a glance how the district or school is improving or declining in each area, and you can compare its trajectory in different areas.

Look at the second table below the graphs ([Figure 39](#)), which breaks down performance by target or grouping of a standard. Again, this helps you understand at a glance how the district or school is improving or declining in each area.

Figure 39. Cross-Sectional Report Window (Scrolled Down)

Target Level Performance

Targets	School Year & Test Reason					
	2021 - 2022		2022 - 2023		2023 - 2024	
	Spring 2022 (Summative)		Spring 2023 (Summative)		Spring 2024 (Summative)	
	Proficient? ⓘ	Weak or Strong? ⓘ	Proficient? ⓘ	Weak or Strong? ⓘ	Proficient? ⓘ	Weak or Strong? ⓘ
<span>✕</span> Concepts and Procedures						
Concepts and Procedures						
Target A ⓘ	*	*	✕	—	✕	=
Target B ⓘ	*	*	*	+	✕	=
Target C ⓘ	*	*	✕	—	*	=
Target D ⓘ	*	*	✕	—	✕	—
Target E ⓘ	*	*	✕	—	✕	—
Target F ⓘ	*	*	✕	=	✕	=
Target G ⓘ	*	*	✕	—	✕	=
Target H ⓘ	*	*	✕	=	✕	—
Target I ⓘ	*	*	✕	+	✕	=
Target J ⓘ	*	*	✕	—	✕	—
Target K ⓘ	*	*	✕	—	*	+

## Modify the Test Reasons You've Selected

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 reasons. Click **Generate Report** again.

## 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.

## 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 ([Figure 4](#)).
2. Click a test name in the table of assessments ([Figure 8](#) or [Figure 9](#)). A page of test results appears.
3. Select the **Performance by Student** tab.

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4. Click the name of an individual student in the report. The Student Performance on Test report appears ([Figure 40](#)).

### District-level users:

1. Generate a dashboard and click a test group name ([Figure 4](#)).
2. Click a test name in the table of assessments ([Figure 9](#)). A page of test results by school appears.
3. Click a school name. The School Performance on Test report appears.
4. Perform the same steps as teachers and school-level users, starting at step 3.

Figure 40. School-Level User View: Student Performance on Test Report



Depending on the test, you can view the student’s performance in each area of the test using the reporting category sections (or **Total** section) and the **Writing Dimensions** section when available, which you can click to expand.

## 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 of the Dashboard page (this is where you will get all the results - if in a particular test and do the search from that page, then you will only get the results for that test) and click the search button . (When you are viewing the Dashboard Generator page and data are available, the Enter Student ID field appears to the right of the dashboard generation controls). The Student Portfolio Report appears ([Figure 41](#)).

Figure 41. Student Portfolio Report

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Score	Performance	Date Taken
Grade 7 ELA - Read Literary Texts (IAB)	Interim Assessment Blocks (IAB)	7	Interim Test Opportunity 1	1	n/a	Below Standard	08/09/2024
Grade 7 MATH - Performance Task - Camping Tasks (IAB)	Interim Assessment Blocks (IAB)	7	Interim Test Opportunity 1	1	Waiting for score	Waiting for score	08/09/2024
Grade 7 Mathematics - Interim (ICA)	Interim Comprehensive Assessment (ICA)	7	Interim Test Opportunity 1	1	Invalidated	Invalidated	08/06/2024

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. To view individual test results for this student, click a test name.

## 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 click the **Test Groups**


button . The **Filters** panel expands ([Figure 42](#)).

Figure 42. Student Portfolio Report with Expanded Filters Panel

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Score	Date Taken
Grade 3 MATH - Performance Task (ICA)	Interim Comprehensive Assessment (ICA)	3	Interim Test Opportunity 1	1	Waiting for score	06/27/2024

2. Mark as many selections as you like in the **Test Groups** section of the **Filters** panel. Tests are organized by test type, subject, and grade. To see the subject and grade you need to select the down arrow next to the Test Group name.
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.

## 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.


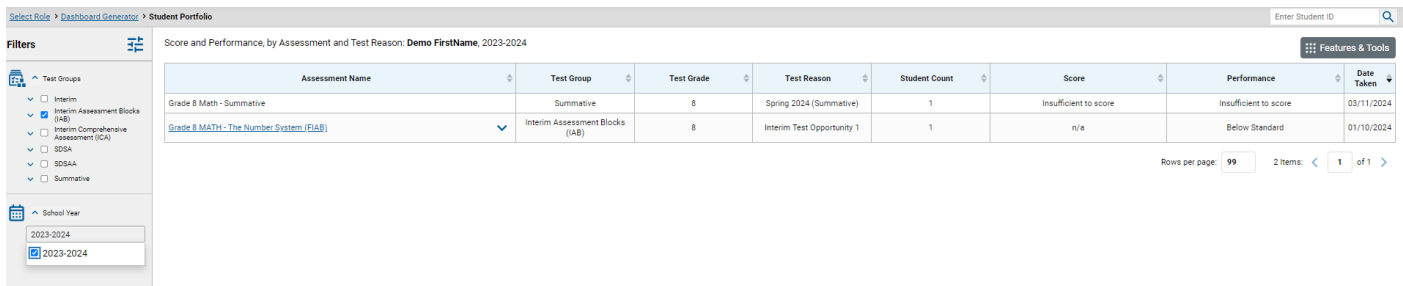
- On the left side of the page, click the School Year button . The **Filters** panel expands.
- Under **School Year**, select a year or years ([Figure 43](#)).

Figure 43. Student Portfolio Report with Expanded Filters Panel



The screenshot shows the 'Student Portfolio' report for 'Demo FirstName, 2023-2024'. The 'Filters' panel on the left is expanded, showing 'Test Groups' and 'School Year' sections. The 'School Year' section has '2023-2024' selected. The main table displays assessment data for two rows.

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Score	Performance	Date Taken
Grade 8 Math - Summative	Summative	8	Spring 2024 (Summative)	1	Insufficient to score	Insufficient to score	03/11/2024
Grade 8 MATH - The Number System (E A B)	Interim Assessment Blocks (IAB)	8	Interim Test Opportunity 1	1	n/a	Below Standard	01/10/2024

Additional interface elements include a search bar for 'Enter Student ID', a 'Features & Tools' button, and pagination controls showing 'Rows per page: 99', '2 items', and '1 of 1'.

- Click **Apply**.

To switch back to the current year:

1. Open the **Filters** panel again.
2. Click **Clear Filters**.
3. Click **Apply**.

# Access Item-Level Data

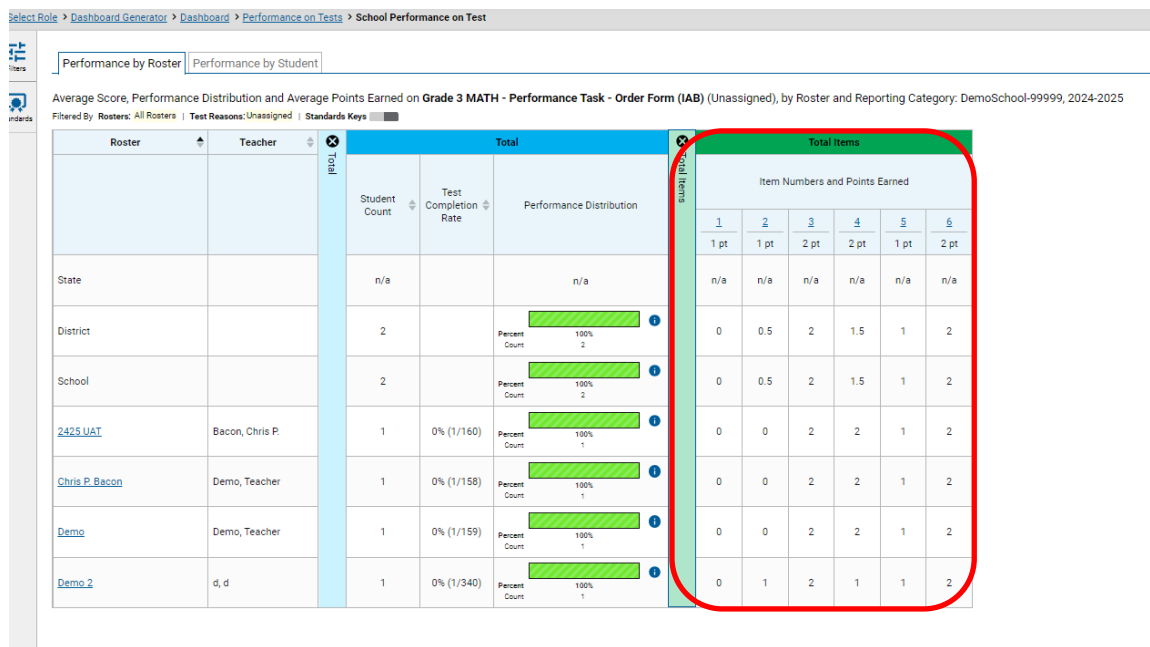
Interim assessments contain secure, non-public items. Reports for individual tests include the following:

- Item-level data.
- Access to the items themselves.
- Access to student responses to the items.

## View Item Scores

To expand sections containing item data, click the vertical section bars. This will be done after selecting the appropriate assessment from the Dashboard and selecting a test name from the Performance on Test page.

Figure 44. School Performance on Test Report: Performance by Roster Tab with Expanded Reporting Category Section



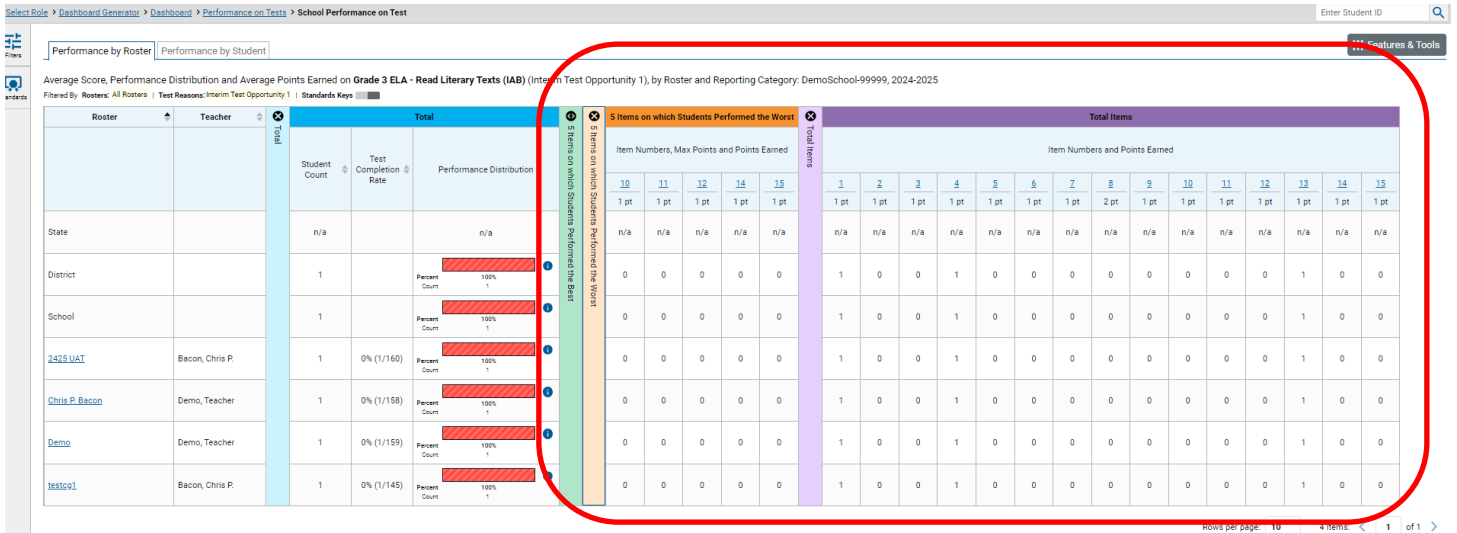
## Find Out Which Items Students Performed on the Best or Struggled with the Most

After selecting the appropriate assessment from the Dashboard and selecting an Interim test name from the Performance on Test page, look in the sections **5 Items on Which Students Performed the Best** and **5 Items on**

## Reporting System User Guide

**Which Students Performed the Worst (Figure 45).** You can click the vertical section bars to expand them, just like other sections.

Figure 45. School Performance on Test Report: Performance by Roster Tab with Expanded 5 Items on Which Students Performed the Worst and Total Items Sections

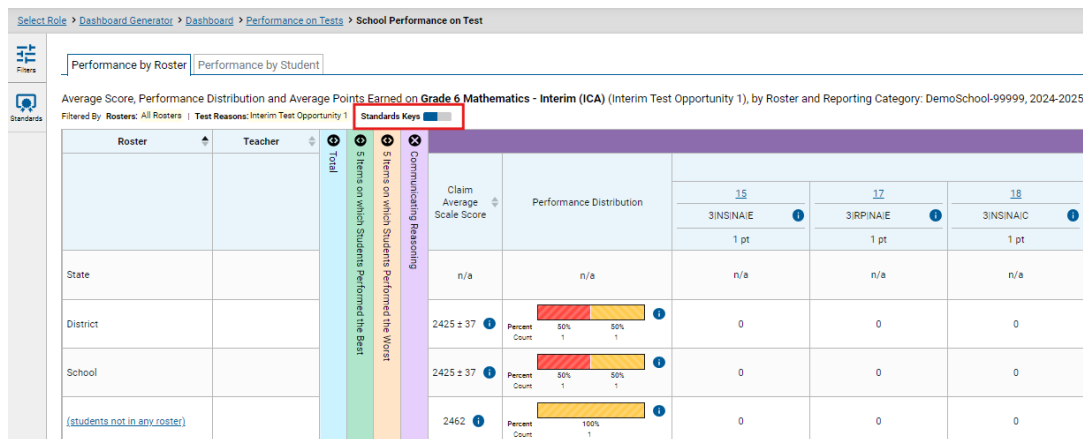


## View Standards for Each Item

In a report displaying item-level data, you can view the target information and content categories 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 (Figure 46). Note that this toggle does not affect printouts or exports, which always include the standard keys when they include item-level data.

Figure 46. School Performance on Test Report with Expanded Reporting Category Section



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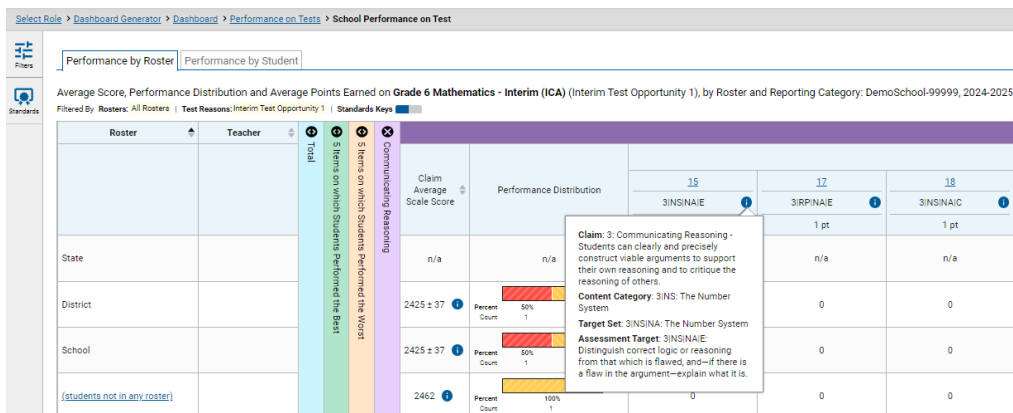
Click the more info buttons  beside the standard keys to view legends displaying the full text of each cluster (category of standards) and each standard category, as in [Figure 47](#). This full text is not included in printouts or exports.

Figure 47. School Performance on Test Report with Expanded Reporting Category Section and Expanded Legend



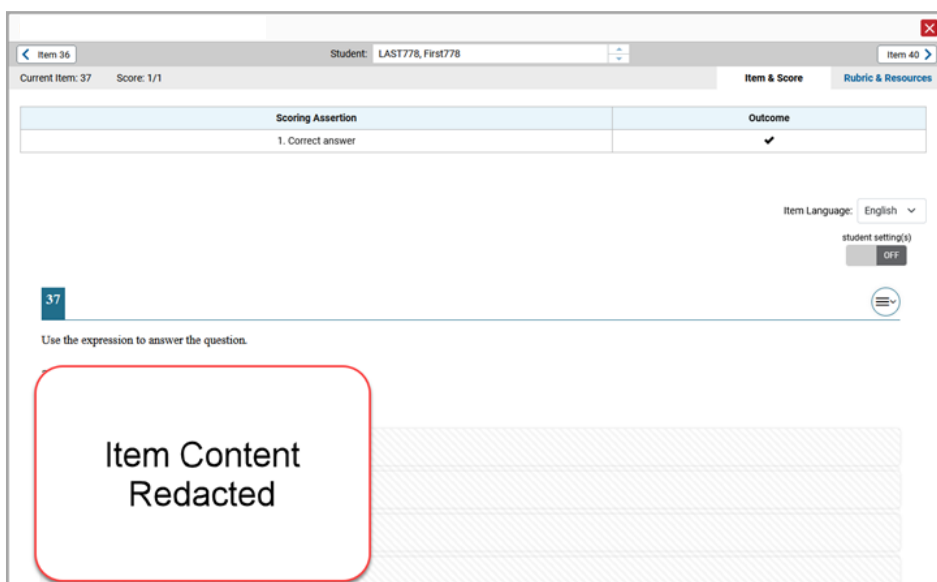
## View an Item

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 in the Performance by Student tab (on the School Performance on Test page) or for teachers in their My Students section. Then click the score the student obtained on that item in their row.

The **Item View** window appears ([Figure 48](#)). 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 shows the item and may include a particular student's response.

Figure 48. Item View Window: Item & Score Tab with Student Response (Item Redacted)



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The **Item & Score** tab may include the following sections:

- **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.
- **Scoring Criteria:** When you're viewing a student's response and the item has scoring criteria, the Scoring Criteria table shown in [Figure 49](#) 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 49. Item View Window: Item & Score Tab with Student Response and Scoring Criteria Table

Scoring Criteria	Max Points	Points Earned	Condition Code
Correct Answer	2 pt	0	None

User	Date	Note
+ Add Note		

- **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 ([Figure 50](#)) may include the following sections, which you can expand and collapse by clicking and , respectively.

Figure 50. Item View Window: Rubric & Resources Tab

Resource	Description
Training Guide	This document contains information on how to score items on the interim.
Exemplars	A collection of scored student examples for teachers to practice scoring student responses.

Points	The response:
2 points	The response: - provides logical and relevant points and evidence supporting the main idea that Galileo was not a simple man to enhance the content - clearly and effectively elaborates ideas using precise language NA
1 point	The response:

- **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.

## Reporting System User Guide

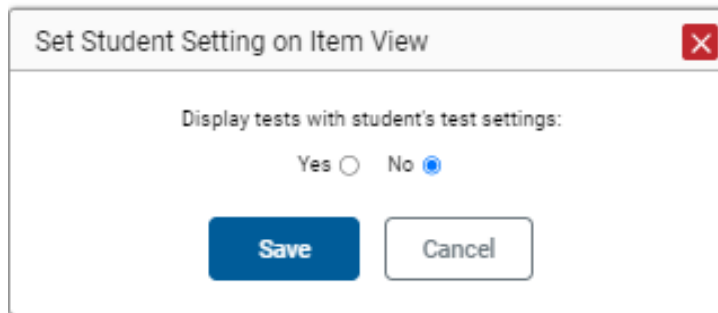
- **Resources:** Provides links to any exemplars or training guides available for the item.
- **Rubric:** Displays the criteria used to score the item. This section may also include a score breakdown, a human-readable rubric, or an exemplar, which provides an example of a response for each point value.
- **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 a fixed-form test item.

## View Items With and Without the Students' Visual Settings

When viewing items with students' responses, you may or may not want to view the items exactly the way the students viewed 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** after selecting a specific assessment. The **Set Student Setting on Item View** window appears.

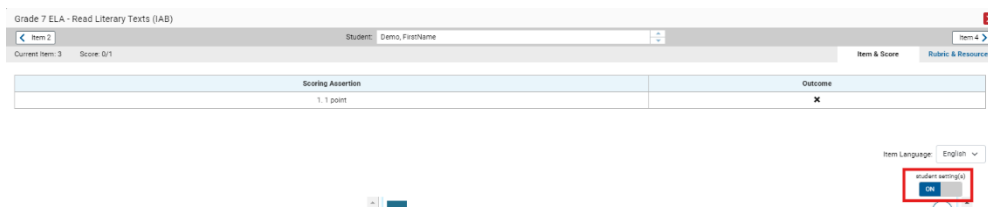
Figure 51. Set Student Setting on Item View Window



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. This action has no effect on your global setting.

Figure 52. Visual Settings Toggle



## 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.

## Navigate to Other Items from the Item View Window

Use the buttons labeled with the previous and next item numbers at the upper left and right corners of the *Item View* window (Figure 48).

## 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 at the top-middle part of the window (Figure 48). 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 53.

Figure 53. School Performance on Test Report: Performance by Student Tab with Expanded Total Items Section

Select Role > Dashboard Generator > Dashboard > Performance on Tests > School Performance on Test

Enter Student ID

Performance by Roster | Performance by Student

Score, Performance and Points Earned on **Interim MS Earth and Space Science - S.7.ESS.4** (1st opportunity) of All Rosters, by Student and Reporting Category: Demo School 999801, 2022-2023

Filtered By: Rosters: All Roster | Test Reasons: 1st opportunity | Standards Keys

Student	Student ID	Total	Total Items				
Item Numbers, Max Points and Points Earned							
1							
NGSS-MS-ESS1(IMS-ESS1-4)							
5 pt							
			1-1	1-2	1-3	1-4	1-5
			1 pt	1 pt	1 pt	1 pt	1 pt
State		n/a	n/a	n/a	n/a	n/a	n/a
District		2/5	2	1	0	1	0
School		2/5	2	1	0	1	0
LAST1203_First1203	555501203	2/5	2	1	0	1	0

Rows per page: 10 | 1 Items: 1 of 1

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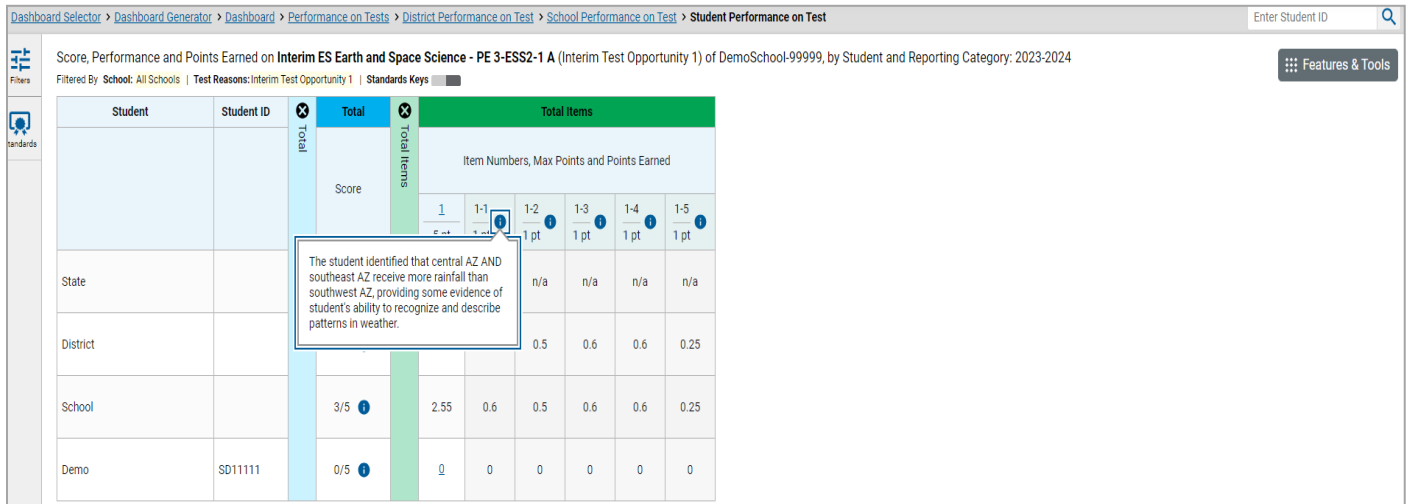
To view a scoring assertion, click the more info button  to the right of the sub-item number, as in [Figure 54](#).

Figure 54 Students Performance on Test Report: Expanded Total Items Section and Sub-Item Assertion



Score, Performance and Points Earned on **Interim ES Earth and Space Science - PE 3-ESS2-1 A** (Interim Test Opportunity 1) of DemoSchool-99999, by Student and Reporting Category: 2023-2024

Filtered By School: All Schools | Test Reasons: Interim Test Opportunity 1 | Standards Keys

Student	Student ID	Total	Total Items					
			Item Numbers, Max Points and Points Earned					
		Score	1	1-1	1-2	1-3	1-4	1-5
State					n/a	n/a	n/a	n/a
District				0.5	0.6	0.6	0.25	
School		3/5	2.55	0.6	0.5	0.6	0.6	0.25
Demo	SD11111	0/5	0	0	0	0	0	0

The student identified that central AZ AND southeast AZ receive more rainfall than southwest AZ, providing some evidence of student's ability to recognize and describe patterns in weather.

## What It Means When an Item Score Reads “n/a”

You may sometimes find “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.

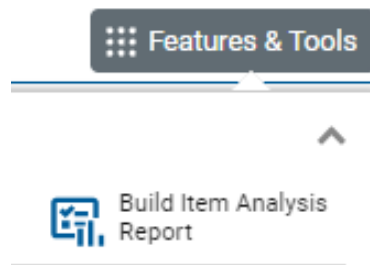
## View Aggregate Item Data in the Item Analysis Report

An Item Analysis Report is available for every fixed-form assessment that reports item data at the district, school, and roster (class) levels. Highlights of the Item Analysis Report include the following:

- Item reporting categories and standard alignments
- Item types (for example, multiple choice)
- The percentage of the group of students who earned full, partial, and no credit on each item; if an item does not allow partial credit, “N/A” displays instead of a percentage

To access the report, navigate to a District, School, or Roster Performance on Test report. In the **Features & Tools** menu, select **Build Item Analysis Report**.

Figure 55. Build Item Analysis Report



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The **Item Analysis** window appears, open to the **Summary** tab (Figure 56).

Figure 56. Item Analysis Window: Summary Tab

Item	Reporting Category	Standard	Item Type	No Credit	Partial Credit	Full Credit	Details
1	Writing	2-W9-313.L.1a	Multiple Choice	67%	N/A	33%	▼
2	Research/Inquiry	4-CR-2-313.W.8	Other	100%	N/A	0%	▼
2	Writing	2-W8-313.L.3a	Multiple Choice	100%	N/A	0%	▼
4	Reading	1-LT-3-313.RL.4	Multiple Choice	67%	N/A	33%	▼
5	Reading	1-LT-2-313.RL.2	Other	33%	N/A	67%	▼
6	Reading	1-LT-4-313.RL.3	Other	100%	N/A	0%	▼
2	Research/Inquiry	4-CR-3-313.W.8	Multiple Choice	100%	N/A	0%	▼

To learn more about a standard, click beside the standard key.

To expand a table row and display more detailed data, as in Figure 57, click in the **Details** column on the right. Click **Show All Details** at the top to expand all rows. Click or **Hide All Details** to collapse rows.

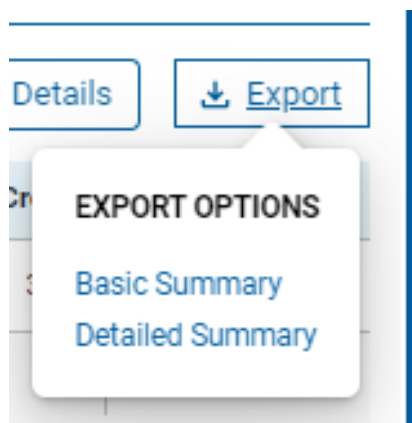
Figure 57. Item Analysis Window: Summary Tab with Expanded Data Rows

Item	Reporting Category	Standard	Item Type	No Credit	Partial Credit	Full Credit	Details																				
1	Writing	2-W9-313.L.1a	Multiple Choice	67%	N/A	33%	▼																				
<table border="1"><tr><td>Points</td><td>0</td><td>1</td></tr><tr><td>Percent Receiving</td><td>100%</td><td>0%</td></tr><tr><td>Count Receiving</td><td>3</td><td>0</td></tr></table>								Points	0	1	Percent Receiving	100%	0%	Count Receiving	3	0											
Points	0	1																									
Percent Receiving	100%	0%																									
Count Receiving	3	0																									
2	Research/Inquiry	4-CR-2-313.W.8	Other	100%	N/A	0%	▲																				
2	Writing	2-W8-313.L.3a	Multiple Choice	100%	N/A	0%	▲																				
<table border="1"><tr><td>Options</td><td>A</td><td>B</td><td>✓ C</td><td>D</td></tr><tr><td>Percent Responding</td><td>67%</td><td>33%</td><td>0%</td><td>0%</td></tr><tr><td>Count Responding</td><td>2</td><td>1</td><td>0</td><td>0</td></tr><tr><td>Correct Response:</td><td colspan="4">C</td></tr></table>								Options	A	B	✓ C	D	Percent Responding	67%	33%	0%	0%	Count Responding	2	1	0	0	Correct Response:	C			
Options	A	B	✓ C	D																							
Percent Responding	67%	33%	0%	0%																							
Count Responding	2	1	0	0																							
Correct Response:	C																										

- For multiple-choice items, the detailed data includes the distribution of students who selected each option, with the correct answer flagged with a checkmark .
- For items that are not multiple choice or are multi-part, the detailed data includes the distribution of points earned.

You can export the **Summary** tab to a comma-separated values (CSV) file using the **Export** menu at the top right.

Figure 58. Export Menu



Select **Basic Summary** to include only the default table rows or **Detailed Summary** to include all the details in the expandable rows.

If item view is available for this test, you can navigate to the **Single Item View** tab ([Figure 59](#)) either by clicking it or by clicking the number to the left of a listed item on the **Summary** tab. This tab displays detailed data on an item, and below that, the item itself, including the **Rubric & Resources** tab. You can navigate between items using the item number buttons on the left and right.

Figure 59. Item Analysis Window: Single Item View Tab

Options	A	✓ B	C	D
Percent Responding	67%	33%	0%	0%
Count Responding	2	1	0	0

Correct Response: B

## 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 the student took the test. 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 shows results for a test opportunity. 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 60](#), [Figure 61](#), [Figure 62](#), [Figure 63](#), and [Figure 64](#).

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- 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 (Figure 60).
- 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 (Figure 60).
- Each ISR includes a comparison table showing the average performance of the state, district, and/or school (Figure 60).
- Many ISRs include a table detailing the student’s performance in each reporting category (Figure 61).
- Some ISRs include item-level data (Figure 62), scoring assertions, and/or scoring assertion outcomes (Figure 63).
- Some ISRs include longitudinal graphs (Figure 64).
- ISRs can include supplemental materials, such as cover pages and addendum. 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 60. Detail of Individual Student Report (ISR): Math Interim (ICA)

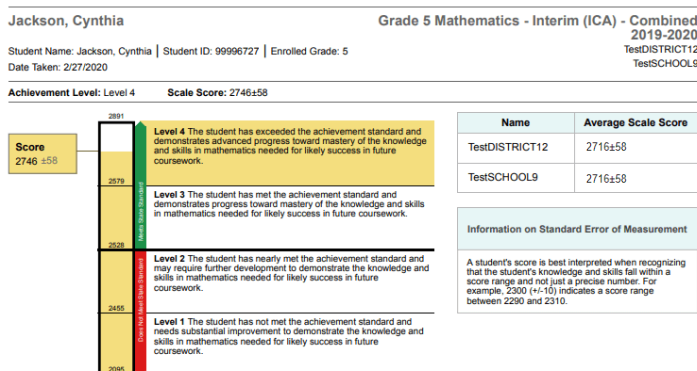
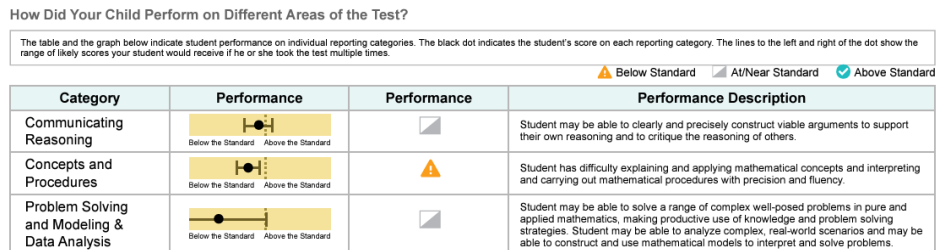


Figure 61. Detail of Individual Student Report (ISR): Math Interim (ICA) with Reporting Categories



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Figure 62. Detail of Individual Student Report (ISR): Math Interim (IAB) with Item- and Standard-Level Data

How Did Your Child Perform on Each Test Question?

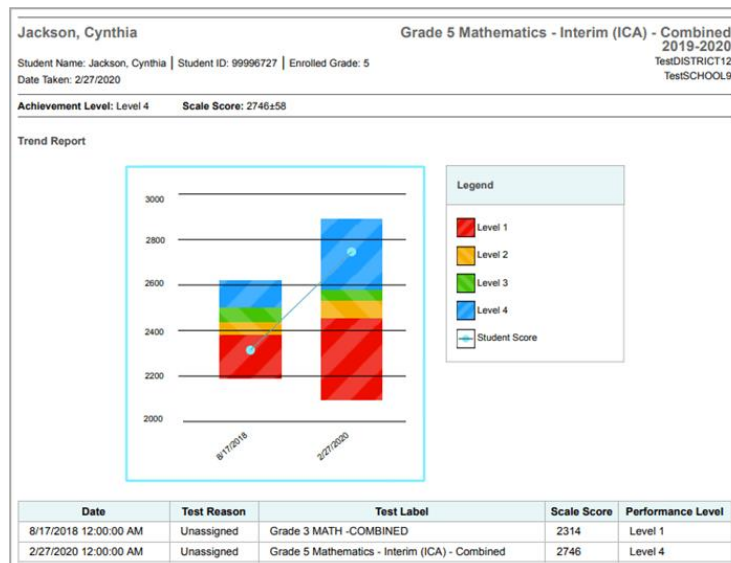
Grade 6 MATH - Expressions and Equations (IAB)		
Question #	Standard	Points Earned/Points Possible
1	Reason about and solve one-variable equations and inequalities.	0/1
2	Reason about and solve one-variable equations and inequalities.	0/1
3	Apply and extend previous understandings of arithmetic to algebraic expressions.	0/1
4	Reason about and solve one-variable equations and inequalities.	0/1
5	Reason about and solve one-variable equations and inequalities.	1/1
6	Apply and extend previous understandings of arithmetic to algebraic expressions.	0/1
7	Apply and extend previous understandings of arithmetic to algebraic expressions.	0/1
8	Reason about and solve one-variable equations and inequalities.	0/1

Figure 63. Detail of Individual Student Report (ISR): Science Interim with Scoring Assertions

What we can learn from your child's response?

Information on Scoring Assertion		
<p>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. For example, an assertion for a mathematics graphing item might be: The student correctly graphed the correct function, showing evidence of the ability to model relationships between two quantities. To ensure we capture every meaningful piece of information about a student's knowledge, skill or ability from his or her responses, each test item (question) is typically scored with several scoring assertions.</p>		
Question #	Scoring Assertion	Outcome
1-1	The student drew an arrow that reflects off the glass to show the path of light when it hits the surface of the frosted glass. This provides some evidence that the student understands that some of the light is reflected when shone on the frosted glass, and that is why the glass cannot be seen through clearly.	✘
1-2	The student drew an arrow that passes through the glass to show the path of light when it hits the surface of the frosted glass. This provides some evidence that only some light is transmitted through the piece of glass, and that is why the glass cannot be seen through clearly.	✘
1-3	The student drew an arrow from the light source towards the surface to show the path of light when it hits the surface of the frosted glass. This provides some evidence that the student understands when light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material.	✔
1-4	The student drew one set of arrows showing that light is passing through the glass to show the path of light when it hits the surface of the frosted glass with the packing tape. This provides some evidence that the student understands that the frosted glass is transparent when tape is applied because an equal amount or more rays of light are shining through the transparent glass.	✘

Figure 64. Detailed PDF Type of Individual Student Report (ISR): Math Interim (ICA) with Longitudinal Graph



## 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

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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 Report page.


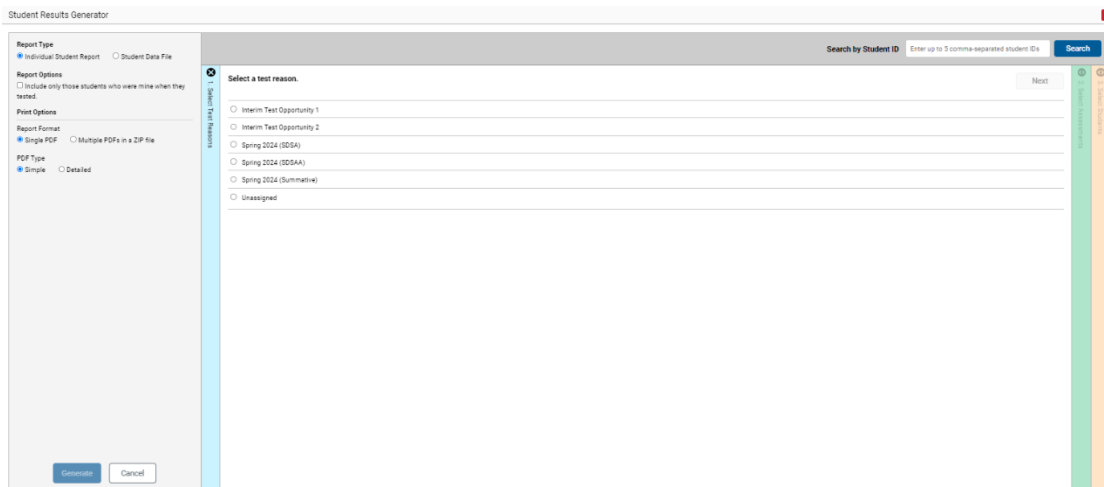
1. Click the **Download Student Results** button  in the **Features & Tools** menu . The **Student Results Generator** window opens ([Figure 65](#)).

Figure 65. Student Results Generator Window as Opened from Performance on Tests Report



Depending on what page you open the Student Results Generator from, the options available to you may be prepopulated or preselected; for example, the Student Portfolio Report prepopulates a single student, and the Student Performance on Test report preselects a single test opportunity. (The filters applied to the page have no effect, however). You can change the selections.

2. In the panel on the left, select **Individual Student Report** under *Report Type*. Always do this before you make other selections. Switching between the **Individual Student Report** and **Student Data File** options may revert some selections.
3. *Optional:* Select **Include only those students who were mine when they tested** under *Report Options*. This setting allows you to include students who were associated with you at the time of testing (regardless of their current associations). If you mark this checkbox, students who were not associated with you at the time of testing are excluded.

This option appears only if the reporting school year and time are set to the present in **Change Reporting Time Period**.

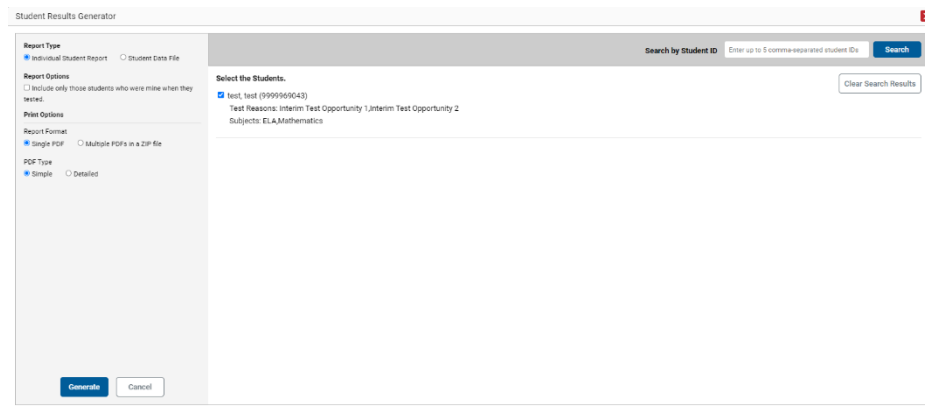
4. If you're generating multiple ISRs, then under Report Format, choose either a single PDF for all the ISRs, or a ZIP file containing a separate PDF for each one. If you select **Single**

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**PDF**, the Student Results Generator may nonetheless create a ZIP file of multiple PDFs depending on the number of schools, grades, and opportunities included.

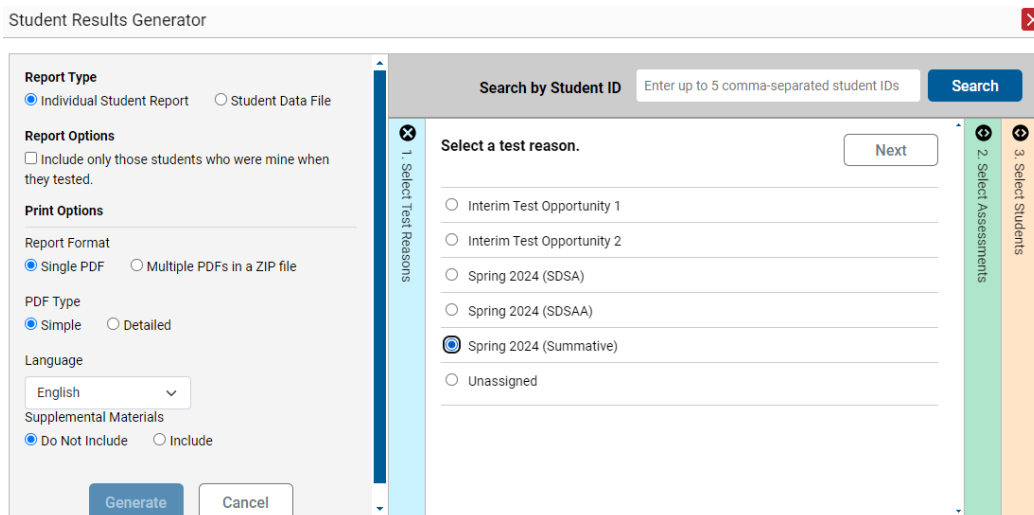
5. Under PDF Type, select either a simple or detailed PDF.
6. *Optional:* If supplemental materials are available, such as a cover page or addendum, select **Include** under Supplemental Materials.
7. If the test opportunity options are not preselected, or if you want to change them, there are two ways 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 66](#). To deselect and clear results, click **Clear Search Results**.

Figure 66. Student Results Generator Window: Student Search Results



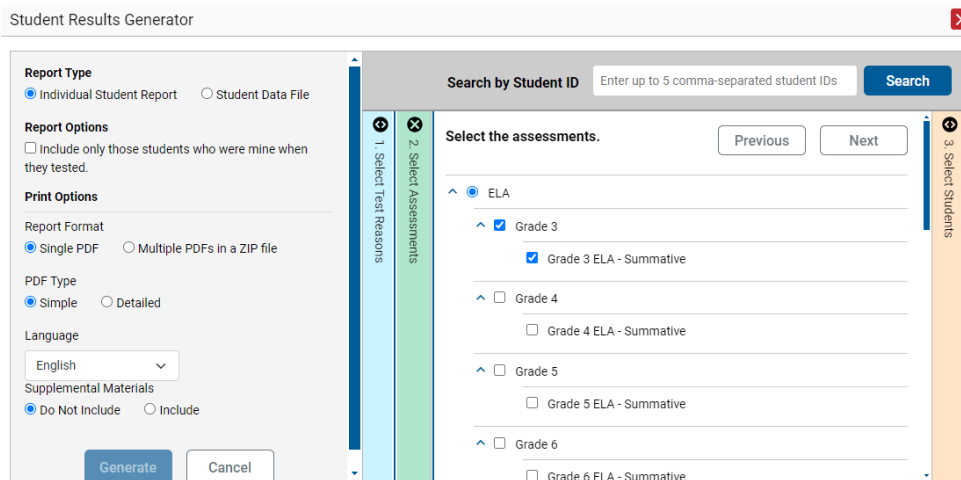
- Use the three accordion sections, 1. Select Test Reasons, 2. Select Assessments, and 3. Select Students. (If a student is prepopulated by the Student Portfolio Report, first remove the student by clicking **Clear Search Results**). Starting from the left (number 1), click the section bars to expand 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 **1. Select Test Reason** accordion section ([Figure 67](#)), choose a test reason. Test reasons are either test windows or categories for tests.

Figure 67. Student Results Generator Window: Select Test Reason Section



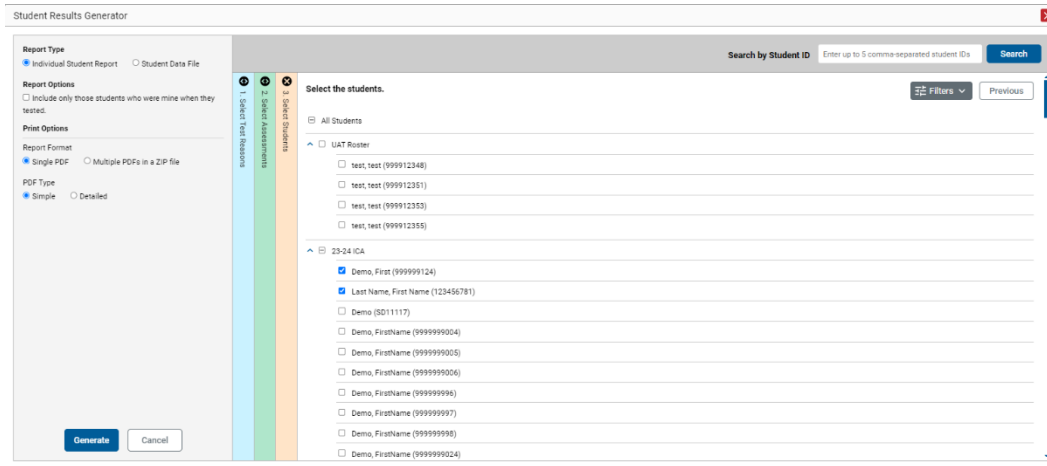
- In the **2. Select Assessments** section ([Figure 68](#)), choose any number of tests or grade levels within a single subject.

Figure 68. Student Results Generator Window: Select Assessments Section




- In the **3. Select Students** section ([Figure 69](#)), choose students from the expandable school and/or roster (class) options. If you're a district-level user, you may choose students in up to three schools.
  - Sometimes the list of students is truncated.
  - Note that marking the checkbox for a student in one roster (class) or school also marks it anywhere else the student appears, and the same goes for clearing the checkbox.

Figure 69. School-Level User View: Student Results Generator Window: Select Students Section

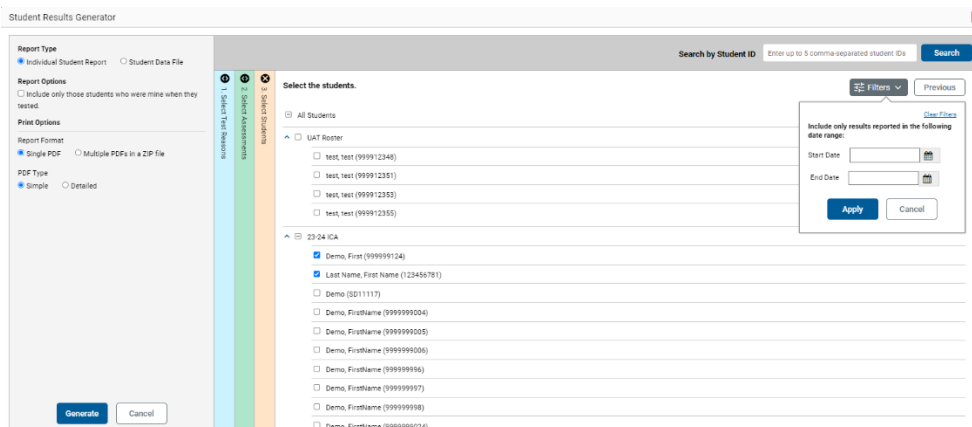


8. *Optional:* If you used the accordion sections to make your selections, then to set a range of processing dates for which to generate results, use the filter menu as follows:

- a. Open the **Filters** menu . The menu displays two date fields, as in [Figure 70](#).
- 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**.

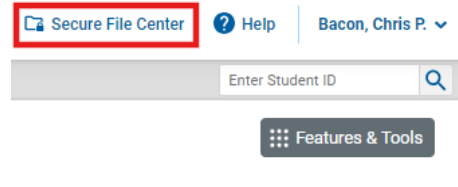
Note that processing date is not always the same as the date a test was taken.

Figure 70. School-Level User View: Student Results Generator Window: Select Students Section with Filters Menu Open



9. If available, from the **Language** drop-down list, select a language for the ISR.
10. Click **Generate**. Once ISR generation is finished, the Secure File Center contains the new ISR(s) available for download.

Figure 71. Secure File Center Button





Note that if a student took a test multiple times with different test reasons, an ISR will be generated for each test opportunity. Only one test opportunity will be included.

## 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  in the **Features & Tools** menu . The **Student Results Generator** window opens ([Figure 72](#)).

Depending what page you open the Student Results Generator from, the options available to you may be prepopulated or preselected; for example, the Student Portfolio Report prepopulates a single student, and the Student Performance on Test report preselects a single test opportunity. (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 72](#). Always do this before you make other selections. Switching between the **Individual Student Report** and **Student Data File** options may revert some selections.

Figure 72. Student Results Generator Window

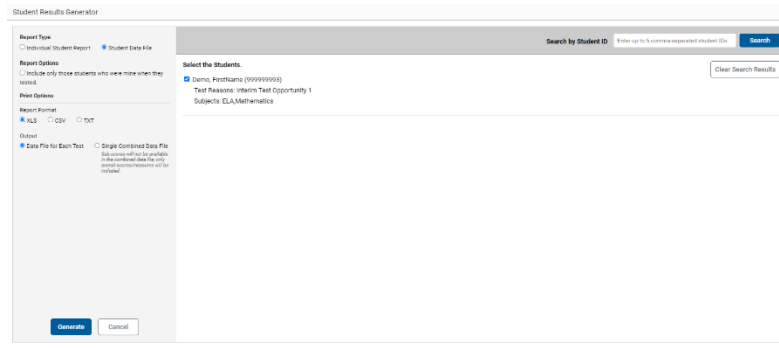
3. Optional: Select **Include only those students who were mine when they tested** under *Report Options*. This setting allows you to include students who were associated with you at the time of testing (regardless of their current associations). If you mark this checkbox, students who were not associated with you at the time of testing are excluded. Note that when you generate student data files using this setting, district and school associations and non-encrypted attributes reflect the testing date of each opportunity, not the reporting date.

This option appears only if the reporting school year and time are set to the present in ***Change Reporting Time Period***.

4. Under Report Format, select **XLS** (Excel, XLSX), **CSV** (comma-separated values), or **TXT** (tab-delimited text).
5. 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.
6. If the test opportunity options are not preselected, or if you want to change them, there are two ways to make selections:
  - a. 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 73](#). To deselect and clear results, click **Clear Search Results**.

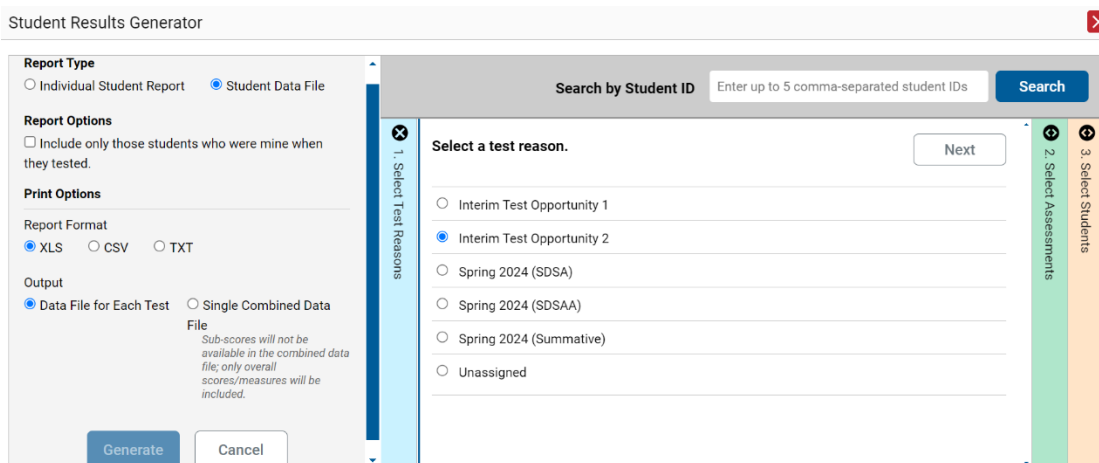
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Figure 73. Student Results Generator Window: Student Search Results



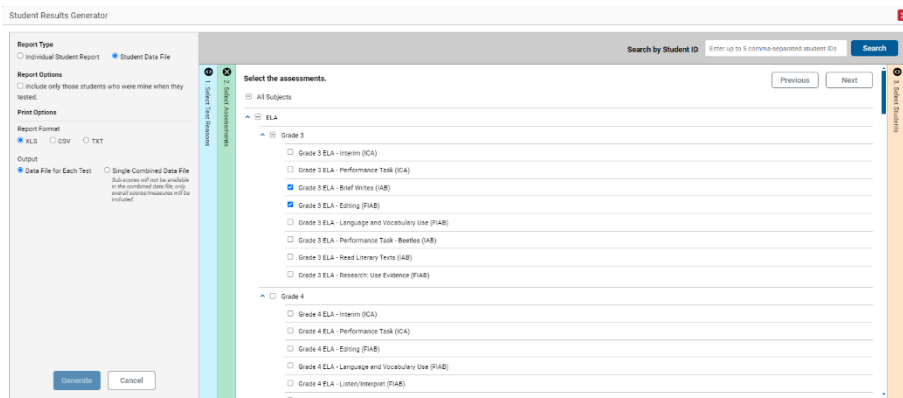
- b. Use the three accordion sections, 1. Select Test Reasons, 2. Select Assessments, and 3. Select Students. (If a student is prepopulated by the Student Portfolio Report, first remove the student by clicking **Clear Search Results**). Starting from the left (number 1), click the section bars to expand 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 **1. Select Test Reason** section (Figure 74), choose a test reason. Test reasons are either test windows or categories for tests.

Figure 74. Student Results Generator Window: Select Test Reasons Section



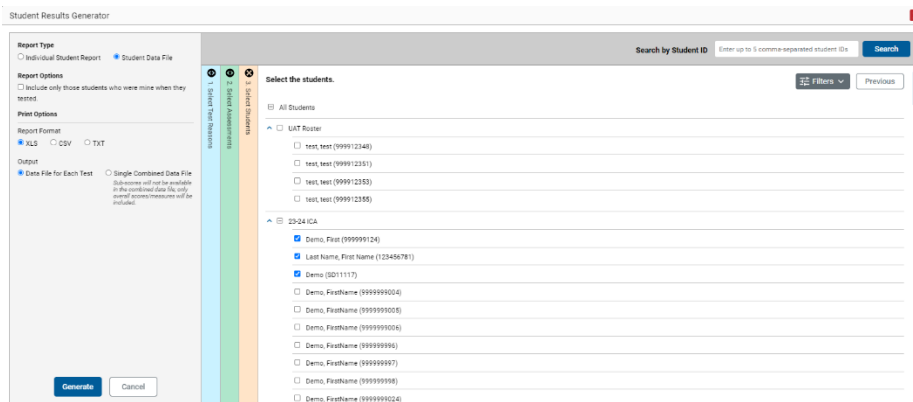
- The **2. Select Assessments** section (Figure 75) groups tests by subject and grade. Mark the checkboxes beside the tests or groups of tests you want to include in the report or mark **All Subjects**.

Figure 75. Student Results Generator Window: Select Assessments Section



- In the **3. Select Students** section ([Figure 76](#)), select any number of students from the expandable school and/or roster (class) options.

Figure 76. School-Level User View: Student Results Generator Window: Select Students Section



Sometimes a list of students is truncated. Marking the checkbox for a student in one roster (class) or school also marks it anywhere else the student appears, and the same goes for clearing the checkbox.

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:


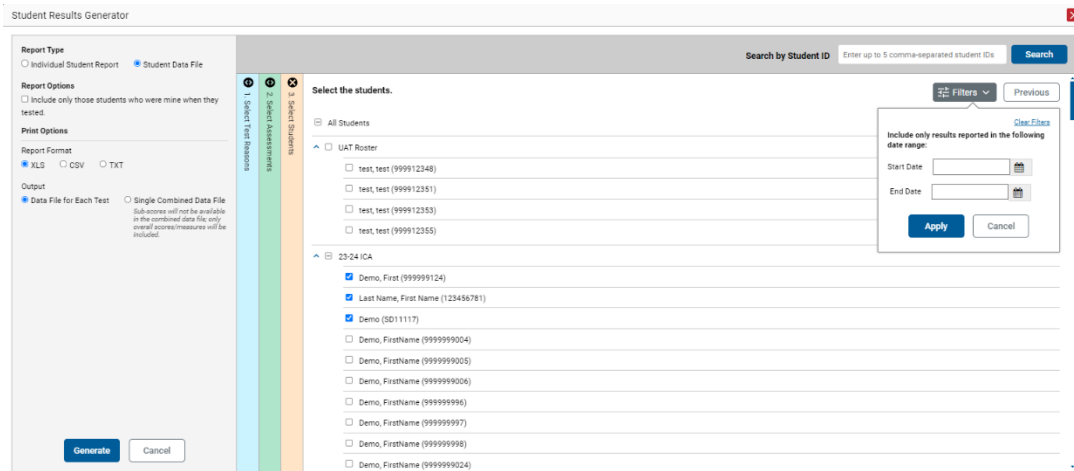
- Open the **Filters** menu  ([Figure 77](#)). The menu displays two date fields.
- Use the calendar tools to select dates or enter them in the format: mm/dd/yyyy.

Figure 77. School-Level User View: Student Results Generator Window: Select Students Section with Filters Menu Open



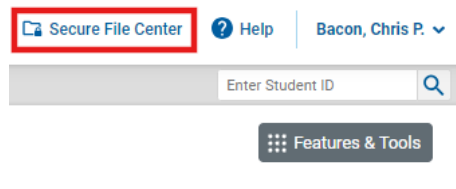
8. Click **Apply**.

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

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

10. Click **Generate**. Once data file generation is finished, the Secure File Center contains the new student data file(s) available for download.

Figure 78. Secure File Center Button



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

## 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.

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

In the Performance on Tests report ([Figure 79](#)), click  to the right of a test name.

Figure 79. Teacher View: Performance on Tests Report

**My Assessments**  
Average Score and Performance Distribution, by Assessment: All Rosters, 2024-2025  
Filtered By: Rosters: All Rosters | Test Reasons: All Test Reasons

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 6 E.L.A. - Write and Revise Explanatory Texts (F.6.1)	Interim Assessment Blocks (IAB)	6	Interim Test Opportunity 1	1	n/a	Percent Score: 100%	08/09/2024
Grade 6 E.L.A. - Write and Revise Argumentative Texts (F.6.1)	Interim Assessment Blocks (IAB)	6	Interim Test Opportunity 1	1	n/a	Percent Score: 100%	08/09/2024
Grade 3 E.L.A. - Read Literary Texts (L.3.1)	Interim Assessment Blocks (IAB)	3	Interim Test Opportunity 1	1	n/a	Percent Score: 100%	08/09/2024
Grade 3 E.L.A. - Research Use Evidence (F.3.1)	Interim Assessment Blocks (IAB)	3	Interim Test Opportunity 1	1	n/a	Percent Score: 100%	08/09/2024
Grade 4 E.L.A. - Write and Revise Informative Texts (F.4.1)	Interim Assessment Blocks (IAB)	4	Interim Test Opportunity 1	1	n/a	Percent Score: 100%	08/09/2024

Rows per page: 5 | 53 Items | 1 of 11

**My Students**  
Most Recent Assessment of All Rosters: 2024-2025  
Filtered By: Rosters: All Rosters | Test Reasons: All Test Reasons

Student Name	Student ID	Most Recent Assessment	Date Taken
Demo_FirstName	ID045	Grade 6 E.L.A. - Write and Revise Explanatory Texts (F.6.1)	08/09/2024
Demo_FirstName	SR044	Grade 6 E.L.A. - Write and Revise Argumentative Texts (F.6.1)	08/09/2024

Rows containing data for the state, district, and/or school appear below, as in [Figure 80](#).

Figure 80. Teacher View: Performance on Tests Report with Expanded Comparison Rows

**My Assessments**  
Average Score and Performance Distribution, by Assessment: All Rosters, 2024-2025  
Filtered By: Rosters: All Rosters | Test Reasons: All Test Reasons

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 6 E.L.A. - Write and Revise Explanatory Texts (F.6.1)	Interim Assessment Blocks (IAB)	6	Interim Test Opportunity 1	1	n/a	Percent Score: 100%	08/09/2024
Grade 6 E.L.A. - Write and Revise Argumentative Texts (F.6.1)	Interim Assessment Blocks (IAB)	6	Interim Test Opportunity 1	1	n/a	Percent Score: 100%	08/09/2024
State Grade 6 E.L.A. - Write and Revise Argumentative Texts (F.6.1)	Interim Assessment Blocks (IAB)	6	Interim Test Opportunity 1	n/a	n/a	n/a	—
District Grade 6 E.L.A. - Write and Revise Argumentative Texts (F.6.1)	Interim Assessment Blocks (IAB)	6	Interim Test Opportunity 1	1	n/a	Percent Score: 100%	—
School Grade 6 E.L.A. - Write and Revise Argumentative Texts (F.6.1)	Interim Assessment Blocks (IAB)	6	Interim Test Opportunity 1	1	n/a	Percent Score: 100%	—
Grade 3 E.L.A. - Read Literary Texts (L.3.1)	Interim Assessment Blocks (IAB)	3	Interim Test Opportunity 1	1	n/a	Percent Score: 100%	08/09/2024
Grade 3 E.L.A. - Research Use Evidence (F.3.1)	Interim Assessment Blocks (IAB)	3	Interim Test Opportunity 1	1	n/a	Percent Score: 100%	08/09/2024
Grade 4 E.L.A. - Write and Revise Informative Texts (F.4.1)	Interim Assessment Blocks (IAB)	4	Interim Test Opportunity 1	1	n/a	Percent Score: 100%	08/09/2024

Rows per page: 5 | 53 Items | 1 of 11

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

## 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 of the Dashboard page and click the search button. (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 ([Figure 81](#)).

Teachers can also access this report from the Performance on Tests report ([Figure 8](#)) by going to the My Students table at the bottom of the page and clicking a student’s name.

Figure 81. Student Portfolio Report


Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Score	Performance	Date Taken
Grade 7 ELA - Read Library Tests (IAB)	Interim Assessment Blocks (IAB)	7	Interim Test Opportunity 1	1	n/a	Below Standard	08/09/2024
Grade 7 MATH - Performance Task - Camping Tasks (IAB)	Interim Assessment Blocks (IAB)	7	Interim Test Opportunity 1	1	Waiting for score	Waiting for score	08/09/2024
Grade 7 Mathematics - Interim (ICA)	Interim Comprehensive Assessment (ICA)	7	Interim Test Opportunity 1	1	Invalidated	Invalidated	08/06/2024

2. Click  to the right of a test name.

Rows containing data for your state, district, school, and/or total students appear below, as in [Figure 82](#).

Figure 82. Student Portfolio Report with Expanded Comparison Rows

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Score	Performance	Date Taken
Grade 3 ELA - Research Use Evidence (FIAB)	Interim Assessment Blocks (IAB)	3	Interim Test Opportunity 1	1	n/a	At/Near Standard	08/09/2024
Grade 3 MATH - Measurement and Data (IAB)	Interim Assessment Blocks (IAB)	3	Interim Test Opportunity 1	1	n/a	Below Standard	08/09/2024
State	Grade 3 MATH - Measurement and Data (IAB)	Interim Assessment Blocks (IAB)	3	Interim Test Opportunity 1	n/a	n/a	—
District	Grade 3 MATH - Measurement and Data (IAB)	Interim Assessment Blocks (IAB)	3	Interim Test Opportunity 1	2	n/a	Percent Count 100% 2
School	Grade 3 MATH - Measurement and Data (IAB)	Interim Assessment Blocks (IAB)	3	Interim Test Opportunity 1	2	n/a	Percent Count 100% 2
My Students	Grade 3 MATH - Measurement and Data (IAB)	Interim Assessment Blocks (IAB)	3	Interim Test Opportunity 1	2	-1	Percent Count 100% 2
Grade 3 ELA - Editing (FIAB)	Interim Assessment Blocks (IAB)	3	Interim Test Opportunity 1	1	n/a	Below Standard	08/09/2024

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

## Set Up Reports 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 rosters (classes) you're interested in; and viewing data from a previous point in time.

### 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.

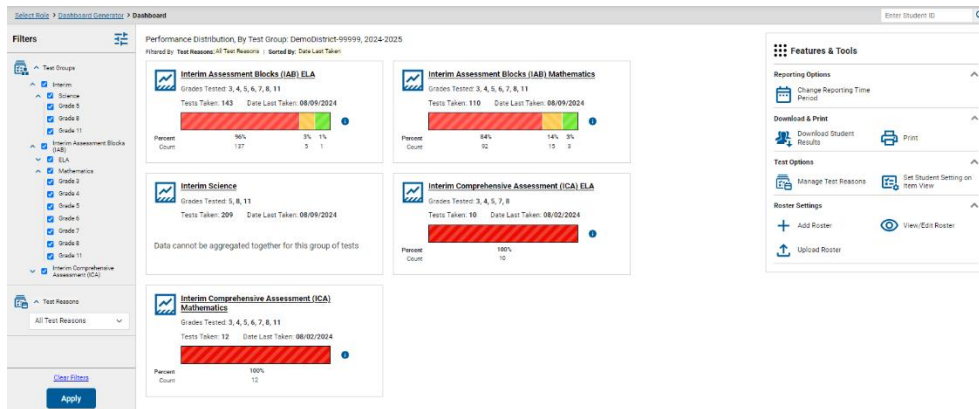
Filtering tests to display begins on the Dashboard Generator page ([Figure 2](#)). This is where you can select the test groups you want to view on the dashboard and, as an option, set those selections as defaults. You can also temporarily filter the tests that appear in the reports you are

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currently viewing, as described below.

1. On the left side of the Dashboard or the Performance on Tests report, click the **Test Group**

button . The **Filters** panel expands ([Figure 83](#)).

Figure 83. District-Level User View: Dashboard with Expanded Filters Pane




2. Mark as many selections as you like in the Test Groups section of the filters panel. Tests are organized by test type, subject, and grade.
3. Click **Apply**. The 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.

## Teachers and School-Level Users: How to Filter Rosters (Classes) 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, refer to [Roster \(Class\) 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 ([Figure 8-Teachers](#), [Figure 9-School Coordinators](#)), click the **Rosters** button . The **Filters** panel expands ([Figure 84](#)).

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Figure 84. Teacher User View: Performance on Tests Report with Expanded Filters Panel

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 6 MATH - Expressions and Equations (IAB)	Interim Assessment Blocks (IAB)	6	Interim Test Opportunity 1	2	n/a	Percent Count: 100% 2	08/09/2024
Grade 6 MATH - One-Variable Expressions and Equations (IAB)	Interim Assessment Blocks (IAB)	6	Interim Test Opportunity 1	1	n/a	Percent Count: 100% 1	08/09/2024
Grade 3 MATH - Measurement and Data (IAB)	Interim Assessment Blocks (IAB)	3	Interim Test Opportunity 1	2	n/a	Percent Count: 100% 2	08/09/2024
Grade 3 MATH - Number and Operations in Base Ten (IAB)	Interim Assessment Blocks (IAB)	3	Interim Test Opportunity 1	1	n/a	Percent Count: 100% 1	08/02/2024
Grade 3 MATH - Multipli and Divide within 100 (IAB)	Interim Assessment Blocks (IAB)	3	Interim Test Opportunity 1	1	n/a	Percent Count: 100% 1	08/02/2024

Student Name	Student ID	Most Recent Assessment	Date Taken
Demo, FirstName	ID045	Grade 6 MATH - Expressions and Equations (IAB)	08/09/2024
Demo, FirstName	99999993	Grade 3 MATH - Measurement and Data (IAB)	08/09/2024
Demo, FirstName	999999459	Grade 3 MATH - Number and Operations in Base Ten (IAB)	08/02/2024

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

Figure 85. Rosters Drop-down List

3. Click **Apply**. The report updates to show only data for that roster (class).
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 rosters (classes) you're viewing.

Figure 86. Performance on Tests Report Filter Details

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 4 ELA - Write and Revise Informational Text (IAB)	Interim Assessment Blocks (IAB)	4	Interim Test Opportunity 1	1	0/0	Pass Count: 0	08/09/2024
Grade 8 ELA - Language and Vocabulary Use (IAB)	Interim Assessment Blocks (IAB)	8	Interim Test Opportunity 1	1	0/0	Pass Count: 0	07/23/2024

## District-Level Users: 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 the **Schools** button . The **Filters** panel expands (Figure 87).

Figure 87. District-Level User View: Performance on Tests Report with Expanded Filters Panel

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Date Last Taken
Interim MS Physical Science - PE-MS-PS4-2	Interim	8	Interim Test Opportunity 1	1	0/4	08/09/2024
Interim MS Life Science - PE-MS-LS1-4	Interim	8	Interim Test Opportunity 1	1	0/1	08/09/2024
Interim ES Grade 3 - SA Items	Interim	5	Interim Test Opportunity 1	1	3/9	08/09/2024
Interim ES Grade 5 - SA Items	Interim	5	Interim Test Opportunity 1	1	1/7	08/09/2024
Interim ES Life Science - PE-3-LS1-1,8	Interim	5	Interim Test Opportunity 1	1	0/1	08/09/2024
Interim ES Physical Science - PE-5-PS1-4	Interim	5	Interim Test Opportunity 1	1	0/6	08/09/2024
Interim HS Earth and Space Science - PE-HS-ESS3-3	Interim	11	Interim Test Opportunity 1	1	0/6	08/09/2024
Interim HS Life Science - PE-HS-LS2-2	Interim	11	Interim Test Opportunity 1	1	1/7	08/09/2024
Interim HS Earth and Space Science - SA Items	Interim	11	Interim Test Opportunity 1	1	2/7	08/07/2024

2. Make a selection from the drop-down list in the **Schools** section (Figure 87).
3. Click **Apply**. The report updates to show only data for that school.
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.

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If you click the name of a test 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 school(s) you're viewing.

Figure 88. Performance on Tests Report: Filters marked

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Date Last Taken
<a href="#">Interim MS Physical Science - PE.MS.PS4-2</a>	Interim	8	Interim Test Opportunity 1	1	0/4	08/09/2024
<a href="#">Interim MS Life Science - PE.MS.LS1-4</a>	Interim	8	Interim Test Opportunity 1	1	0/1	08/09/2024
<a href="#">Interim ES Grade 3 - SA Items</a>	Interim	5	Interim Test Opportunity 1	1	3/9	08/09/2024
<a href="#">Interim ES Grade 5 - SA Items</a>	Interim	5	Interim Test Opportunity 1	1	1/7	08/09/2024
<a href="#">Interim ES Life Science - PE.3.LS1-1.B</a>	Interim	5	Interim Test Opportunity 1	1	0/1	08/09/2024
<a href="#">Interim ES Physical Science - PE.5.PS1-4</a>	Interim	5	Interim Test Opportunity 1	1	0/6	08/09/2024
<a href="#">Interim HS Earth and Space Science - PE.HS.ESS3-3</a>	Interim	11	Interim Test Opportunity 1	1	0/6	08/09/2024
<a href="#">Interim HS Life Science - PE.HS.LS2-2</a>	Interim	11	Interim Test Opportunity 1	1	1/7	08/09/2024
<a href="#">Interim HS Earth and Space Science - SA Items</a>	Interim	11	Interim Test Opportunity 1	1	2/7	08/07/2024

## Assign Test Reasons (Categories) to Interim Test Opportunities

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 Delivery System 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 that was completed in the present school year.

1. From the **Features & Tools** menu , select **Manage Test Reasons** . The **Test Reason Manager** window opens ([Figure 89](#)).

Figure 89. Test Reason Manager Window

The screenshot shows the 'Test Reason Manager' window with a search interface. At the top, there is a header 'Test Reason Manager' and a close button. Below it is a section titled 'Search Test Sessions for Test Reason'. This section contains four input fields: 'Session ID' with a placeholder 'Please Type a Session ID', 'Test Reason Filter' with a dropdown menu 'Select a Test Reason', 'Session Start Date' with a calendar icon, and 'End Date' with a calendar icon. A note below the date fields reads 'Please select a date range no more than 7 days.' At the bottom of the search section is a green 'Search' button.

2. To search for the test opportunities you wish to categorize, do either of the following:
  - a. In the *Session ID* field, enter the session ID in which the opportunities were completed in the Test Delivery System (TDS).
  - b. 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* (Figure 90). 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).

Figure 90. Test Reason Manager Window: Select Test Opportunities

The screenshot shows the 'Test Reason Manager' window with the search results displayed. The search filters are: Session ID (empty), Test Reason Filter (Interim Test Opportunity 1), Session Start Date (08/06/2024), and End Date (08/12/2024). The results are shown in a table under the heading 'Select Test Opportunities'. The table has columns for Session ID, Test Name, Subject, Grade, and # of Students. There are several rows, each representing a test session. Some rows are expanded to show a list of test opportunities with checkboxes and a 'Test Reason Assigned' column.

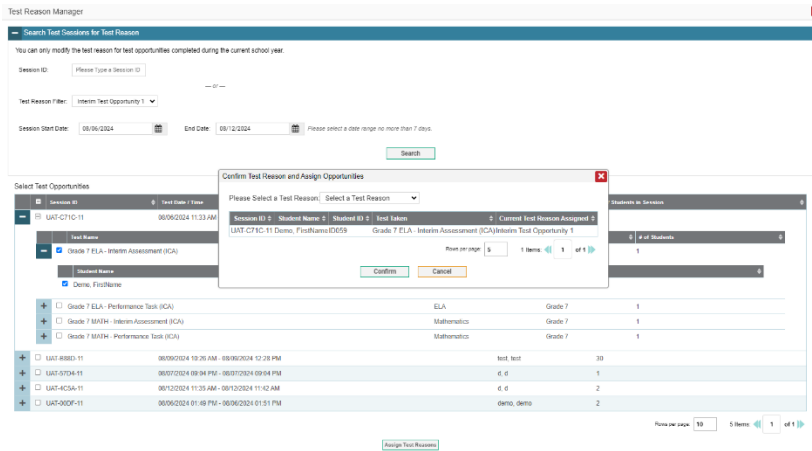
Session ID	Test Name	Subject	Grade	# of Students
UAT-C71C-11	08/09/2024 11:33 AM - 08/09/2024 11:45 AM	demo, demo		4
<input type="checkbox"/>	Grade 7 ELA - Interim Assessment (ICA)	ELA	Grade 7	1
<input type="checkbox"/>	Grade 7 ELA - Performance Task (ICA)	ELA	Grade 7	1
<input type="checkbox"/>	Grade 7 MATH - Interim Assessment (ICA)	Mathematics	Grade 7	1
<input type="checkbox"/>	Grade 7 MATH - Performance Task (ICA)	Mathematics	Grade 7	1
UAT-68BD-11	08/09/2024 10:26 AM - 08/09/2024 12:28 PM	test, test		30
UAT-57D4-11	08/07/2024 09:04 PM - 08/07/2024 09:04 PM	d, d		1
UAT-4C5A-11	08/12/2024 11:35 AM - 08/12/2024 11:42 AM	d, d		2
UAT-00DF-11	08/06/2024 01:49 PM - 08/06/2024 01:51 PM	demo, demo		2

5. Mark the checkboxes for each session, test, or opportunity that you wish to assign to a test reason.

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6. Click **Assign Test Reasons** below the list of retrieved sessions.
7. In the window that appears ([Figure 91](#)), select a new test reason to assign to the selected opportunities and click **Confirm**.

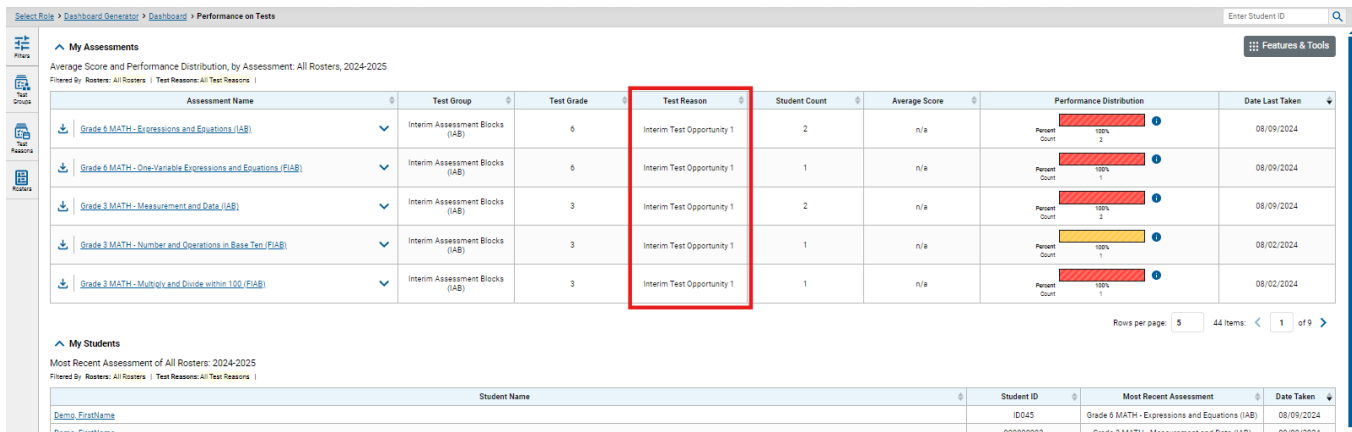
Figure 91. Confirm Test Reason and Assign Opportunities Window



## Filter by Test Reason (Category)

Test reasons shown in [Figure 92](#) are categories used to classify test opportunities for reporting purposes. They typically indicate 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 92. Teacher View: Performance on Tests Report



Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
<a href="#">Grade 6 MATH - Expressions and Equations (IAB)</a>	Interim Assessment Blocks (IAB)	6	Interim Test Opportunity 1	2	n/a	Percent Count: 100% 2	08/09/2024
<a href="#">Grade 6 MATH - One-Variable Expressions and Equations (IAB)</a>	Interim Assessment Blocks (IAB)	6	Interim Test Opportunity 1	1	n/a	Percent Count: 100% 1	08/09/2024
<a href="#">Grade 3 MATH - Measurement and Data (IAB)</a>	Interim Assessment Blocks (IAB)	3	Interim Test Opportunity 1	2	n/a	Percent Count: 100% 2	08/09/2024
<a href="#">Grade 3 MATH - Number and Operations in Base Ten (IAB)</a>	Interim Assessment Blocks (IAB)	3	Interim Test Opportunity 1	1	n/a	Percent Count: 100% 1	08/02/2024
<a href="#">Grade 3 MATH - Multiply and Divide within 100 (IAB)</a>	Interim Assessment Blocks (IAB)	3	Interim Test Opportunity 1	1	n/a	Percent Count: 100% 1	08/02/2024

When your test opportunities have test reasons, you can filter reports by a single test reason. For example, you may want to filter by Opportunity 1 and look at ELA performance, then filter by Opportunity 2 and find out if students have improved on ELA material. If you don't filter, you'll view data for all 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 Reasons** filter is available on the Dashboard and Performance on Tests reports for teachers as well as for school- and district-level users.

## Reporting System User Guide

1. On the left side of the Dashboard or Performance on Tests report, click the **Test Reasons** button


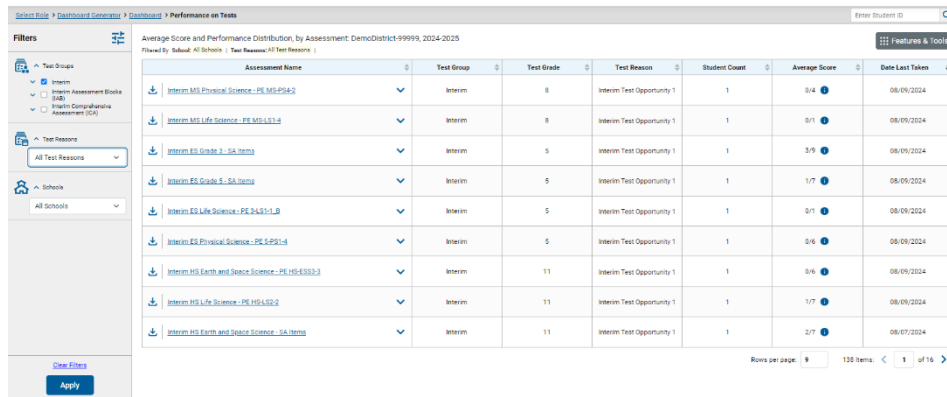
 The **Filters** panel expands ([Figure 93](#)).

Figure 93. District-Level User View: Performance on Tests Report with Expanded Filters Pan



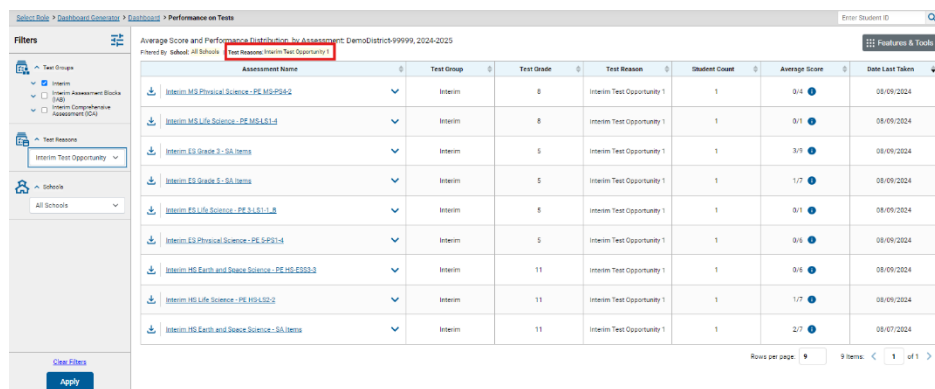
Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Date Last Taken
<a href="#">Interim MS Physical Science - PE MS-PS4-2</a>	Interim	8	Interim Test Opportunity 1	1	0/4	08/09/2024
<a href="#">Interim MS Life Science - PE MS-L1-1</a>	Interim	8	Interim Test Opportunity 1	1	0/1	08/09/2024
<a href="#">Interim ES Grade 3 - SA Items</a>	Interim	5	Interim Test Opportunity 1	1	3/9	08/09/2024
<a href="#">Interim ES Grade 5 - SA Items</a>	Interim	5	Interim Test Opportunity 1	1	1/7	08/09/2024
<a href="#">Interim ES Life Science - PE 2-LS-1-B</a>	Interim	5	Interim Test Opportunity 1	1	0/1	08/09/2024
<a href="#">Interim ES Physical Science - PE 2-PS-1-1</a>	Interim	5	Interim Test Opportunity 1	1	0/4	08/09/2024
<a href="#">Interim HS Earth and Space Science - PE HS-ESS-3</a>	Interim	11	Interim Test Opportunity 1	1	0/4	08/09/2024
<a href="#">Interim HS Life Science - PE HS-LS-2</a>	Interim	11	Interim Test Opportunity 1	1	1/7	08/09/2024
<a href="#">Interim HS Earth and Space Science - SA Items</a>	Interim	11	Interim Test Opportunity 1	1	2/7	08/07/2024

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

Figure 94. District-Level User View: Performance on Tests Report Filter Details



Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Date Last Taken
<a href="#">Interim MS Physical Science - PE MS-PS4-2</a>	Interim	8	Interim Test Opportunity 1	1	0/4	08/09/2024
<a href="#">Interim MS Life Science - PE MS-L1-1</a>	Interim	8	Interim Test Opportunity 1	1	0/1	08/09/2024
<a href="#">Interim ES Grade 3 - SA Items</a>	Interim	5	Interim Test Opportunity 1	1	3/9	08/09/2024
<a href="#">Interim ES Grade 5 - SA Items</a>	Interim	5	Interim Test Opportunity 1	1	1/7	08/09/2024
<a href="#">Interim ES Life Science - PE 2-LS-1-B</a>	Interim	5	Interim Test Opportunity 1	1	0/1	08/09/2024
<a href="#">Interim ES Physical Science - PE 2-PS-1-1</a>	Interim	5	Interim Test Opportunity 1	1	0/4	08/09/2024
<a href="#">Interim HS Earth and Space Science - PE HS-ESS-3</a>	Interim	11	Interim Test Opportunity 1	1	0/4	08/09/2024
<a href="#">Interim HS Life Science - PE HS-LS-2</a>	Interim	11	Interim Test Opportunity 1	1	1/7	08/09/2024
<a href="#">Interim HS Earth and Space Science - SA Items</a>	Interim	11	Interim Test Opportunity 1	1	2/7	08/07/2024

## 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).”

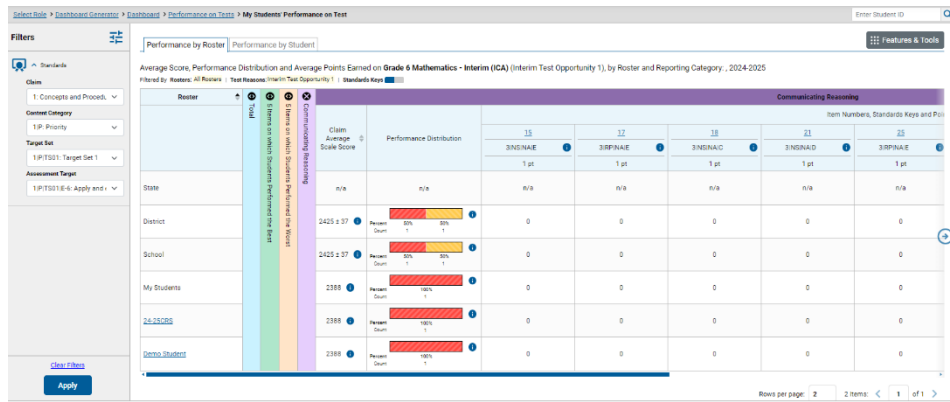
## Reporting System User Guide

You may want to determine 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. After selecting the appropriate assessment from the Dashboard and selecting a test name from the Performance on Test page, you will be taken to the My Students' Performance on Test Report ([Figure 95](#))

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 the **Standards** button. The **Filters** panel expands ([Figure 95](#)).

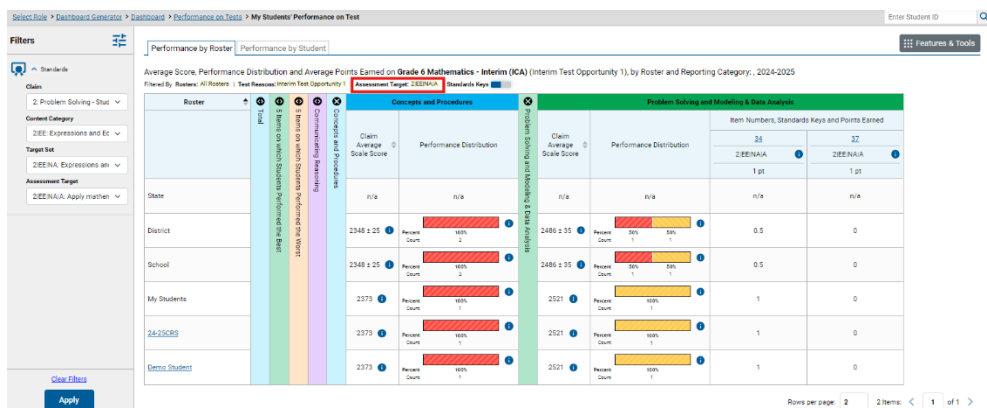
Figure 95. My Students' Performance on Test Report: Performance by Roster Tab with Expanded Filters Panel for Math



2. Use the drop-down list in the **Standards** section to select a cluster. An additional drop-down list appears.
3. *Optional:* Keep making selections from the drop-down lists as they appear. Please note drop-down sections will vary depending on the assessment.
4. Click **Apply**. The affected report updates to show only the items that belong to the selected cluster or standard.
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 96. My Students' Performance on Test Report: Performance by Roster Filter Details



## 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 roster (class), 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, Cross-Sectional 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 (as long as they came from another public school within the state). 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.



1. From the **Features & Tools** menu , select **Change Reporting Time Period** . (If you're viewing the Dashboard Generator page (Figure 2), click **Change Reporting Time Period**. The dashboard also offers this link when no assessments are available to display). The **Change Reporting Time Period** window appears (Figure 97).

Figure 97. Change Reporting Time Period Window

2. From the school year drop-down list, select a school year ([Figure 97](#)). This is the year for which you will view test results.
3. In the **View results for students who belonged to me and had tested 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.
  - a. To view your current students' past performance, keep the date set to today.
  - b. 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.

## Export and Print Data

You can export or print most of the data you can view 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.

### Export or Print a Report You're Viewing



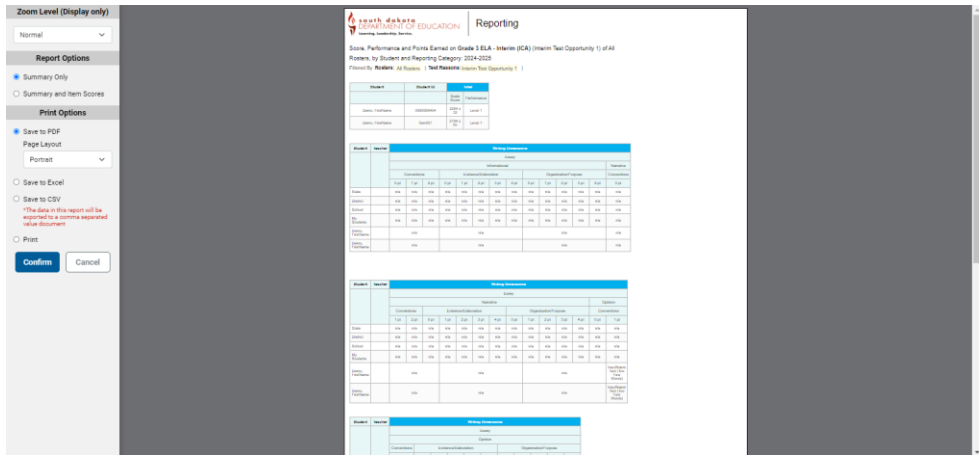
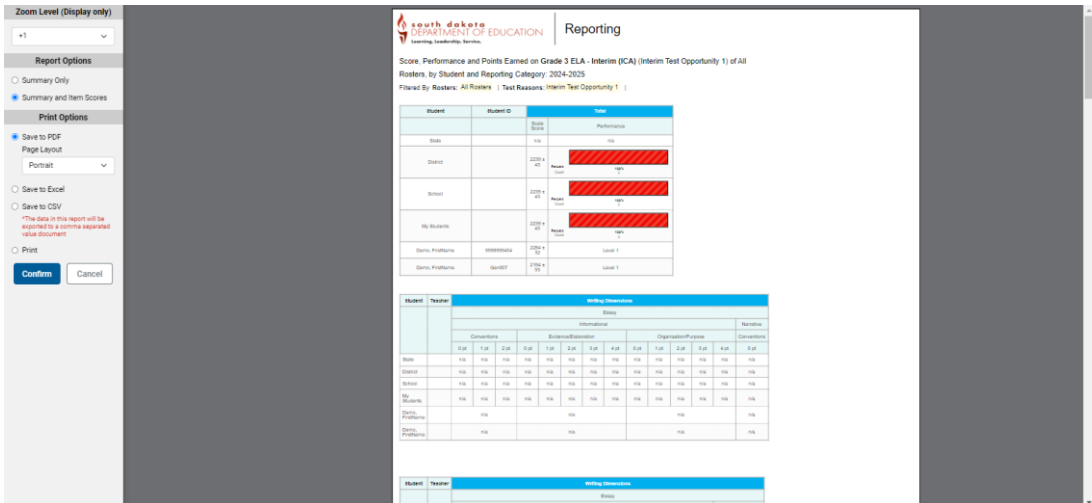
1. Select the print button  from the **Features & Tools menu**  or, in some reports, from the upper-right corner. If there are multiple report tables on the page, multiple print buttons appear. A print preview page opens ([Figure 98](#)).
  - a. To zoom in on the print preview, use the drop-down list under the *Zoom Level (Display only)* section. This setting affects the preview only.

Figure 98. 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 99](#), 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 99. 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.xlsx), or **Save to CSV** (comma-separated values).
  - a. *Optional:* If a 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.

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- b. 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 File Center** window appears, displaying the generated report.

## Export an Assessment Report Directly from the Performance on Tests Report


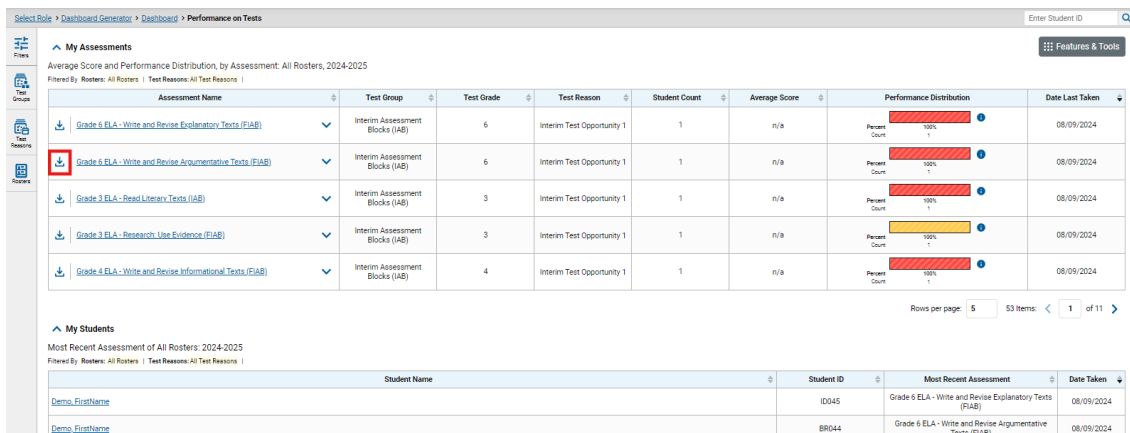
1. On the Performance on Tests report page, click the export button  to the left of the name of the assessment whose report you wish to export ([Figure 100](#)).

Figure 100. Teacher View: Performance on Tests Report



Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
<a href="#">Grade 6 ELA - Write and Revise Explanatory Texts (FIAB)</a>	Interim Assessment Blocks (IAB)	6	Interim Test Opportunity 1	1	n/a	Percent Count: 100% 1	08/09/2024
<a href="#">Grade 6 ELA - Write and Revise Argumentative Texts (FIAB)</a>	Interim Assessment Blocks (IAB)	6	Interim Test Opportunity 1	1	n/a	Percent Count: 100% 1	08/09/2024
<a href="#">Grade 3 ELA - Read Literary Texts (IAB)</a>	Interim Assessment Blocks (IAB)	3	Interim Test Opportunity 1	1	n/a	Percent Count: 100% 1	08/09/2024
<a href="#">Grade 3 ELA - Research Use Evidence (FIAB)</a>	Interim Assessment Blocks (IAB)	3	Interim Test Opportunity 1	1	n/a	Percent Count: 100% 1	08/09/2024
<a href="#">Grade 4 ELA - Write and Revise Informational Texts (FIAB)</a>	Interim Assessment Blocks (IAB)	4	Interim Test Opportunity 1	1	n/a	Percent Count: 100% 1	08/09/2024

Rows per page: 5 | 53 items: < 1 of 11 >

Student Name	Student ID	Most Recent Assessment	Date Taken
Demo_FirstName	ID045	Grade 6 ELA - Write and Revise Explanatory Texts (FIAB)	08/09/2024
Demo_FirstName	BR044	Grade 6 ELA - Write and Revise Argumentative Texts (FIAB)	08/09/2024

The **Export Report** window opens. The options in this window vary according to your user role.

2. Select which report to export for the assessment.

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- a. The **Export Report** window for *district-level users* ([Figure 101](#)):

Figure 101. District-Level User View: Export Report Window

Export Report for Summative Grade 3 MATH

Choose Type of Report

1.  Overall Performance of all my Schools  
 Overall Test, Reporting Category Performance of all students

Select School

Select Export File Type

2.  PDF  Excel  CSV

Export Assessment Data

- 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 students** 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 students** radio button, then select a school from the drop-down list. This option isn't available with summative assessments, only interims
- b. The **Export Report** for *school-level users and teachers* ([Figure 102](#)):

Figure 102. Teacher View: Export Report Window

Export Report for Grade 6 ELA - Write and Revise Explanatory Texts (FIAB)

Choose Type of Report

1.  Overall Test, Reporting Category Performance of all students  
 Overall Test, Reporting Category and Item Performance of all students

Select Export File Type

2.  PDF  Excel  CSV

Export Assessment Data

- 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.

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- 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. Please note that this option is only available for Interim assessments.

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

4. Click **Export Assessment Data**. A confirmation window appears with your selections.

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

## Score Items

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.

## Score Unscored Items

For a student's test performance to be reported, you need to enter scores for any hand-scored item responses on that test.

When you have tests with unscored items, a **Tests To Score** notification appears in the banner.

Figure 103. Tests to Score Notification



1. In the banner, click **Tests To Score**.

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

3. On the scoring **Dashboard** ([Figure 104](#)), click the name of the test you wish to score. The **Test Scoring** page appears ([Figure 105](#)), displaying a list of students and items awaiting scoring for the selected test. This table only includes assessments completed by students in your

Reporting System User Guide  
 rosters or students in your jurisdiction.

Alternatively, enter a student ID in the search field in the top-right corner. A list of scorable assessments for that student appears.

Figure 104. Scoring Dashboard

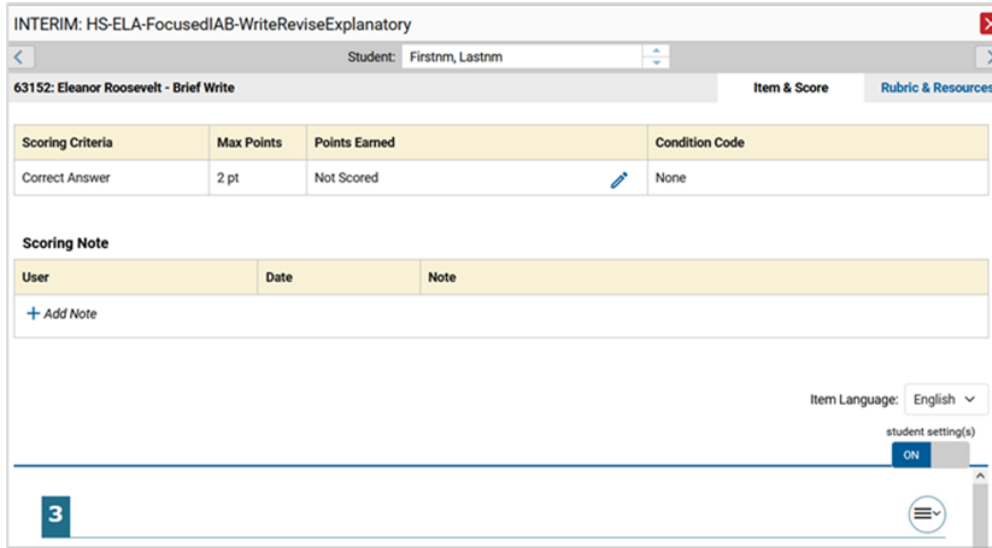
Assessment Name	Test Reason	Student Count	Item To Score	Items to Submit	Date Last Taken
<a href="#">Grade 6 MATH - Performance Task (ICA)</a>	Interim Test Opportunity 1	2	4	0	08/12/2024
<a href="#">Grade 3 MATH - Performance Task - Order Form (IAB)</a>	Interim Test Opportunity 1	1	4	0	07/24/2024
<a href="#">Grade 6 MATH - Performance Task (ICA)</a>	Interim Test Opportunity 2	1	2	0	07/11/2024
<a href="#">Grade 3 MATH - Performance Task (ICA)</a>	Interim Test Opportunity 1	2	8	0	06/27/2024

Figure 105. Test Scoring Page

Submit	Student	Student ID	Date Taken	Item To Score			
				Item Numbers and Max Points			
				3	4	5	6
				2 pt	2 pt	1 pt	2 pt
<input type="checkbox"/>	Demo, FirstName	Gen004	7/24/2024 10:26:39 AM	<a href="#">Score</a>	<a href="#">Score</a>	<a href="#">Score</a>	<a href="#">Score</a>

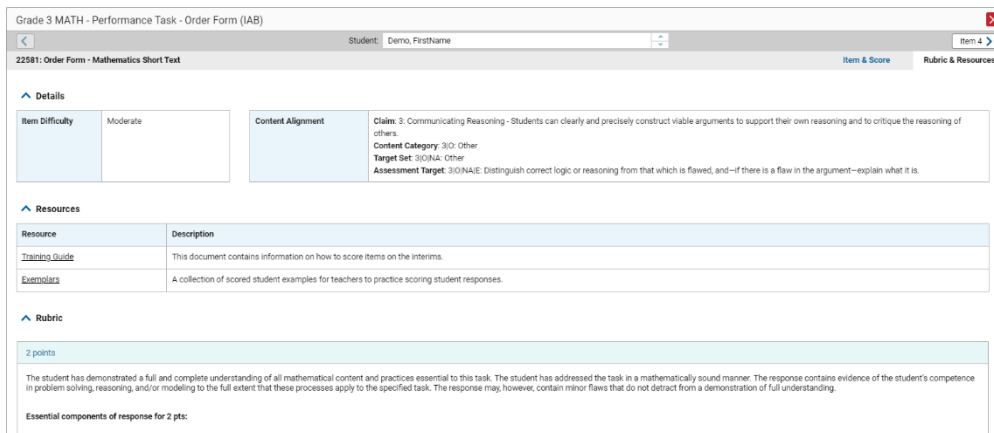
- To enter scores for an item, click the **Score** link for the required item in the required student's row. The scoring window opens to the **Item & Score** tab (Figure 106).

Figure 106. Item View Window: Item & Score Tab



- Optional: In the upper right corner, you can select the **Rubric & Resources** tab (Figure 107) to review the item’s scoring rubric and any other available resources such as an exemplar and training guide for scoring the item.

Figure 107. Item View: Rubric & Resources Tab




- On the **Item & Score** tab (Figure 106), click the edit button  in the Scoring Criteria table at the top of the window. The Points Earned and Condition Code columns become active (or provide options).

Figure 108. Points Earned and Condition Code Columns

Scoring Criteria	Max Points	Points Earned	Condition Code
Correct Answer	2 pt	<input type="text"/>	<input type="text"/>

- Review the student’s entered response and do one of the following:



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- a. If the student's response is scorable, select the appropriate score from the drop-down menu in the Points Earned column.
- b. If the student's response cannot be scored for any reason, select the appropriate condition code from the drop-down in the Condition Code column. For more information about condition codes, refer to [Condition Codes](#).

In some cases, the Rubric & Resources tab will refer to related items on the test, and scoring of this item will depend in part on the student's responses to those items. The related items can be viewed in the Item & Score tab under numbered sub-tabs, which you can find directly below the student setting(s) toggle.

Figure 109. Item & Score Tab Numbered Sub Tabs

The screenshot shows the 'Item & Score Tab' interface. At the top, there is a table with columns: Scoring Criteria, Max Points, Points Earned, and Condition Code. The 'Scoring Criteria' row shows 'Correct Answer' with a '2 pt' max point and a 'None' condition code. Below this is a 'Scoring Note' section with a table for 'User', 'Date', and 'Note', and an '+ Add Note' button. At the bottom right, there is a 'student setting(s)' toggle set to 'OFF' and a row of four numbered sub-tabs (3, 4, 5, 6) with green checkmarks below them, highlighted by a red box. The text 'ORDER FORM' is visible at the bottom left.

8. If the item has multiple scoring criteria, repeat step 7 for each criterion.
  - a. When assigning condition codes to multiple scoring criteria, note that some related criteria may require the codes to be the same. All notes will be deleted when scores are submitted, as described in [Submit Scored Test Opportunities for Processing](#).
9. Click **Save**.
10. Optional: If you wish to provide an explanation for the given score(s) or condition code(s), click Add Note in the Scoring Note section, then enter your comment and click Save.
11. To continue scoring items, do one of the following:
  - a. 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 scoring window.
  - b. To view the same unscored item for another student, click the up or down arrows on the right side of the *Student* field at the top, middle part of the window.
  - c. To return to the **Scoring Mode** window and select another item manually, close the **Item View** window using the close button (X) at the upper-right corner.
12. Repeat these steps until you have entered scores for all the unscored items for the test.
13. Optional: If you need to change the entered score for an item response, you can select the score link for that item on the Test Scoring page and repeat these steps.

Once you have entered scores for all the unscored items in a test opportunity, you may [submit](#)

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 ([Figure 110](#)). 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 110. Item View Window: Item & Score Tab: Second Scoring Criteria Table with Transformed Scores

Transformed Points Earned and Condition Codes			
Scoring Criteria	Max Points	Points Earned	Condition Code
Conventions	2	2	None
Organization, Purpose, Evidence and Elaboration	4	Condition Code Selected	Off Purpose
Overall	6	2	None

Full write items are scored using three dimensions: Conventions, Evidence/Elaboration and Organization/Purpose for a total of ten points. For test scoring purposes.

To return to reports, click the close button (X) at the upper-right corner.

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 [Modify Scores for Items in Reports](#).

## Change the Selected School

Scoring mode allows you to score the item responses for only one school's test opportunities at a time. If you are associated with multiple schools, you may change the selected school in order to score the test opportunities from other schools.

1. To change the selected school, click **Change School** in the top-right corner of the **Dashboard**. The **Select School** page appears.

Figure 111. Change School Button



Figure 112. Select School Page

A screenshot of the "Select School" page. The page has a light gray background. At the top, the title "Select School" is displayed in a large, bold, dark gray font. Below the title, the instruction "Please select the School you wish to use." is shown in a smaller, dark gray font. Underneath, there is a form field labeled "Institution:" with a dropdown menu. The dropdown menu is currently open, showing the selected option "DemoSchool-99999 (99999\_99999)" and a downward-pointing chevron icon. Below the form field, there is a blue button with the text "Continue" in white.

2. From the **Institution** drop-down menu, select the school whose student responses you wish to score.
3. Click **Continue**. The **Dashboard** page appears, displaying the tests available for the selected school.

## Submit Scored Test Opportunities for Processing

In order for a test opportunity's scores to be reported, you will need to submit that opportunity for processing. You may only submit an opportunity once you have entered scores or condition codes for every hand-scored item on the test.

1. To submit scored opportunities for processing, navigate to the **Test Scoring** page ([Figure 113](#)) and mark the checkbox in the Submit column for each opportunity you wish to submit.

You can mark the checkbox at the top of the Submit column to select all fully scored opportunities at once. Please note that each row is only available once all scoring has been completed.

Figure 113. Test Scoring Page: Submitting an Opportunity

The screenshot shows the 'Test Scoring' page for the assessment 'INTERIM: HS-ELA-IAB-PTExplanatory (School/District Conversation) to score for Demo inst 9999, 2022-2023'. It features a table with columns for 'Submit', 'Student', 'Student ID', 'Date Taken', and 'Items to Score'. The 'Items to Score' column is further divided into 'Item Numbers and Max Points' (1, 2, 3) and their respective point values (2 pt, 2 pt, 6 pt). Two rows of student data are visible. The first row is selected with a checked checkbox and shows scores of 0, 0, and 2. The second row has an unchecked checkbox and shows 'Score' placeholders and a 0 with a warning icon. A 'Submit Score(s)' button is located at the bottom left. At the bottom right, there are pagination controls showing 'Rows per page: 16' and '2 Items: 1 of 1'.



Submit	Student	Student ID	Date Taken	Items to Score		
				Item Numbers and Max Points	1	2
<input checked="" type="checkbox"/>	LAST, FIRST	WAMIQA36	2/6/2023 3:09:48 PM	2 pt	2 pt	6 pt
<input type="checkbox"/>	LAST, FIRST	WAMIQA36	6/14/2023 12:14:46 PM	Score	Score	0 [!]

2. Click **Submit Score(s)** in the bottom-left corner of the page.
3. In the confirmation window that pops up, click **Continue**. The selected opportunities will be submitted for processing and reporting and removed from scoring. Any scoring notes will be deleted.

To return to reports, click the close button at the upper-right corner. You can still modify the item scores on that test directly from the reports by following the procedure in the next section, [Modify Scores for Items in Reports](#).

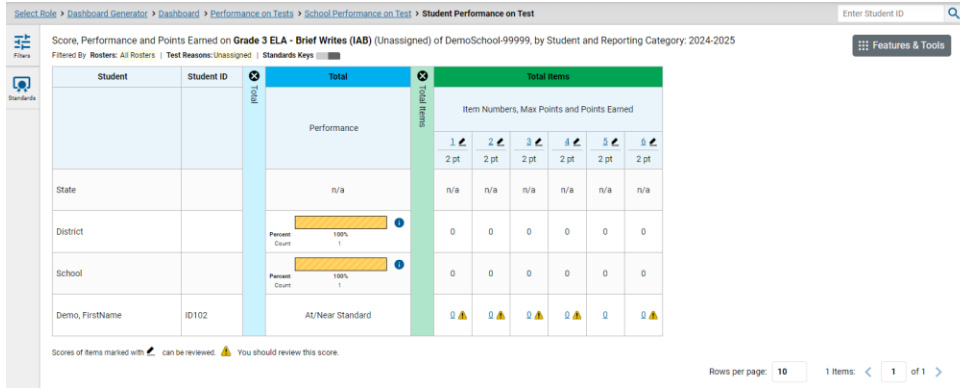
## Modify Scores for Items in Reports

To reach a report with a modifiable score, you will need to select the appropriate assessment from the Dashboard and select a test name from the Performance on Test page. Once your report appears, you can modify scores for some items directly from the **Item View** window that opens from a report.

Reports display a pencil icon  in the column header for each item with a modifiable score ([Figure 114](#)). When a machine-suggested score has a low confidence level, or when a condition code of Non-Specific or Uninterpretable Language has been assigned by machine,  displays next to the score. It is highly recommended that you review items flagged with this icon.

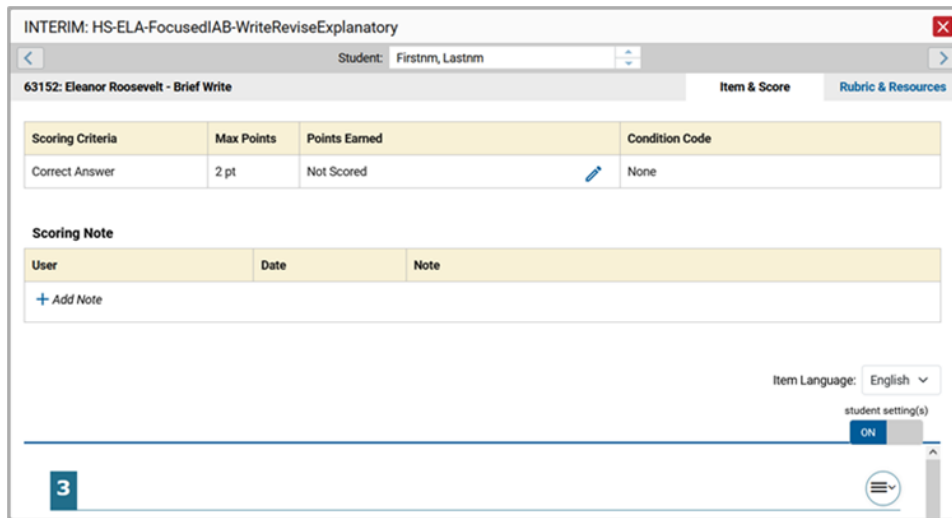
# Reporting System User Guide

Figure 114. Student 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 ([Figure 115](#)).

Figure 115 . Item View Window: Item & Score Tab



## Reporting System User Guide

2. *Optional:* You can open the **Rubric & Resources** tab (Figure 116) to review the item’s scoring rubric and any other available resources, such as an exemplar and training guide for scoring the item.

Figure 116. Item View Window: Rubric & Resources Tab




Resource	Description
Training Guide	This document contains information on how to score items on the interim.
Exemplars	A collection of scored student examples for teachers to practice scoring student responses.

**Rubric**

2 points

The student has demonstrated a full and complete understanding of all mathematical content and practices essential to this task. The student has addressed the task in a mathematically sound manner. The response contains evidence of the student's competence in problem solving, reasoning, and/or modeling to the full extent that these processes apply to the specified task. The response may, however, contain minor flaws that do not detract from a demonstration of full understanding.

Essential components of response for 2 pts:

3. On the **Item & Score** tab (Figure 115), 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 108).
4. Do one of the following:
  - a. To enter a score for the response, select a numerical score from the **Points Earned** dropdown list.
  - b. 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. *Optional:* If you wish to provide an explanation for why you chose the given score or condition code, click Add Note in the Scoring Note section, then enter your comment and click Save. Any notes will be deleted when the scores are processed.
8. To continue modifying scores, do one of the following:
  - a. 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.
  - b. To view the same item for another student, use the up or down arrow buttons on the right side of the *Student* field at the top, middle part 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 117. 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

## Reporting System User Guide

you can view the transformed scores, and there may be a delay before they appear.

Figure 117. Item View Window: Item & Score Tab: Two Scoring Criteria Tables

Transformed Points Earned and Condition Codes			
Scoring Criteria	Max Points	Points Earned	Condition Code
Conventions	2	2	None
Organization, Purpose, Evidence and Elaboration	4	Condition Code Selected	Off Purpose
Overall	6	2	None

Full write items are scored using three dimensions: Conventions, Evidence/Elaboration and Organization/Purpose for a total of ten points. For test scoring purposes.

# Appendix

Appendix sections are alphabetized for your convenience.

## C

### Condition Codes

[Table 2](#) 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 2. Condition Codes

Source of Code	Condition Code	Description
Human	Blank	<ul style="list-style-type: none"><li>The student did not enter a response.</li></ul>

## Reporting System User Guide

Source of Code	Condition Code	Description
Human	Insufficient Text	<ul style="list-style-type: none"> <li>● The student has not provided a meaningful response. Some examples:               <ul style="list-style-type: none"> <li>○ Random keystrokes</li> <li>○ Undecipherable text</li> <li>○ “I hate this test”</li> <li>○ “I don’t know”, “IDK”</li> <li>○ “I don’t care”</li> <li>○ “I like pizza!” (in response to a reading passage about helicopters)</li> <li>○ Response consisting entirely of profanity</li> </ul> </li>   <li>● For ELA Full Writes, use the “Insufficient Text” code for responses described above and also if               <ul style="list-style-type: none"> <li>○ The student’s original work is insufficient to make a determination whether the student is able to organize, cite evidence/elaborate, and use conventions as defined in the rubrics.</li> <li>○ The response is too brief to make a determination regarding whether it is on purpose or on topic.</li> </ul> </li> </ul>
Human	Non-Scorable Language	<ul style="list-style-type: none"> <li>● ELA/literacy: Language other than English.</li> <li>● Mathematics: Language other than English or Spanish.</li> </ul>
Human	Off Purpose	<ul style="list-style-type: none"> <li>● For ELA Full Writes only:               <ul style="list-style-type: none"> <li>○ A writing sample will be judged off purpose when the student has clearly not written to the purpose designated in the task.</li> <li>○ An off-purpose response addresses the topic of the task but not the purpose of the task.</li> <li>○ 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.</li> <li>○ Off-purpose responses are generally developed responses (essays, poems, etc.) clearly not written to the designated purpose.</li> </ul> </li> </ul>

## Reporting System User Guide

Source of Code	Condition Code	Description
Human	Off Topic	<ul style="list-style-type: none"> <li>For ELA Full Writes only: <ul style="list-style-type: none"> <li>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).</li> <li>Off-topic responses are generally substantial responses.</li> </ul> </li> </ul>
Machine	Blank	<ul style="list-style-type: none"> <li>The student did not enter a response.</li> </ul>
Machine	Insufficient Text (Duplicated Text)	<ul style="list-style-type: none"> <li>The response contains a significant amount of text repeated over and over.</li> </ul>
Machine	Insufficient Text (Too Few Words)	<ul style="list-style-type: none"> <li>The response contains too few words to be considered a valid attempt.</li> </ul>
Machine	Insufficient Text (Copied Text from the Prompt)	<ul style="list-style-type: none"> <li>The response is largely composed of text copied from the prompt.</li> </ul>
Machine	Insufficient Text (Refused to Answer)	<ul style="list-style-type: none"> <li>The response is a refusal to respond, in a form such as “idk” or “I don’t know.”</li> </ul>
Machine	Non-Specific	<ul style="list-style-type: none"> <li>This condition code is assigned to machine-scored responses when the Test Delivery System (TDS) identifies that the response requires a condition code but cannot determine which specific condition code it requires.</li> </ul>
Machine	Non-Scorable Language (Spanish Response)	<ul style="list-style-type: none"> <li>The response is in Spanish.</li> </ul>
Machine	Non-Scorable Language (Uninterpretable Language)	<ul style="list-style-type: none"> <li>The response is in a language other than English or Spanish.</li> </ul>

## H

### Help

The Reporting System includes an online user guide.

#### Access the Online User Guide

In the banner 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 118. Reporting Banner



## L

### Login Process

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

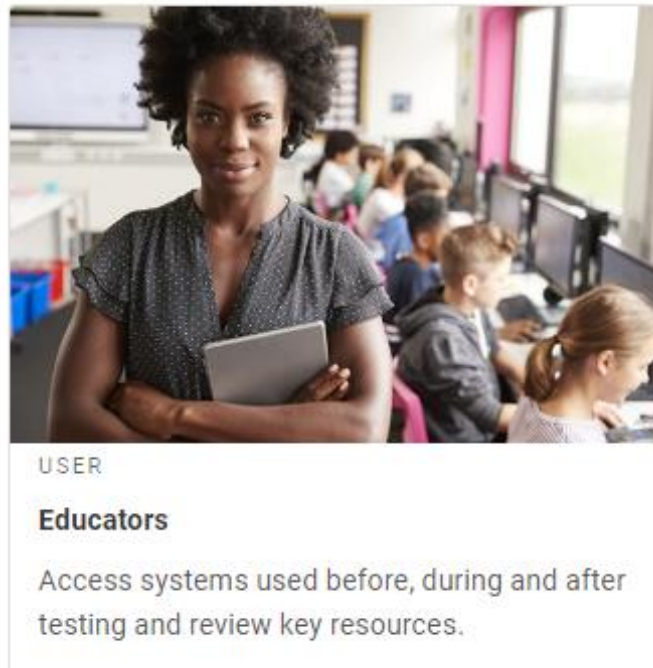
Do not share your login information with anyone. All South Dakota Assessment systems provide access to student information, which must be protected in accordance with federal privacy laws.

#### Log In to the Reporting System

1. Navigate to the [South Dakota Gateway](#).

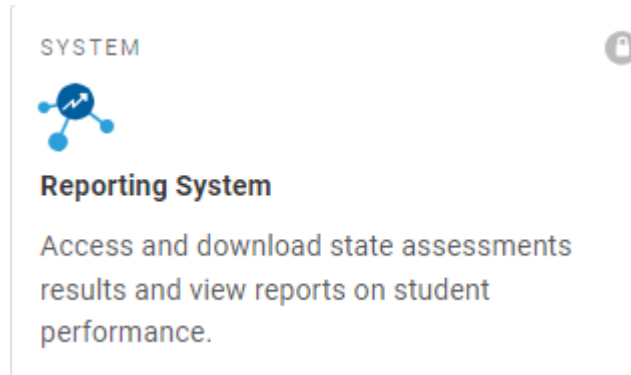
Select the Educators user role from the cards displayed ([Figure 119](#)).

Figure 119. User Role Cards



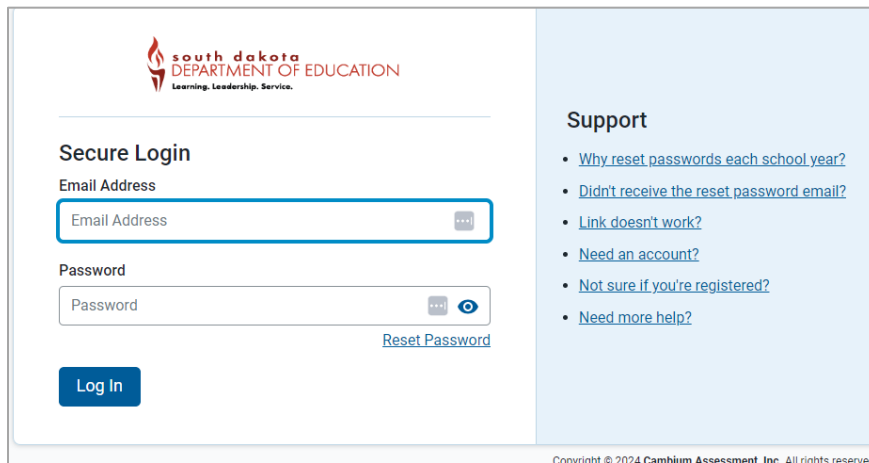
3. Click the **Reporting System** card ([Figure 120](#)). The login page appears.

Figure 120. Reporting Card



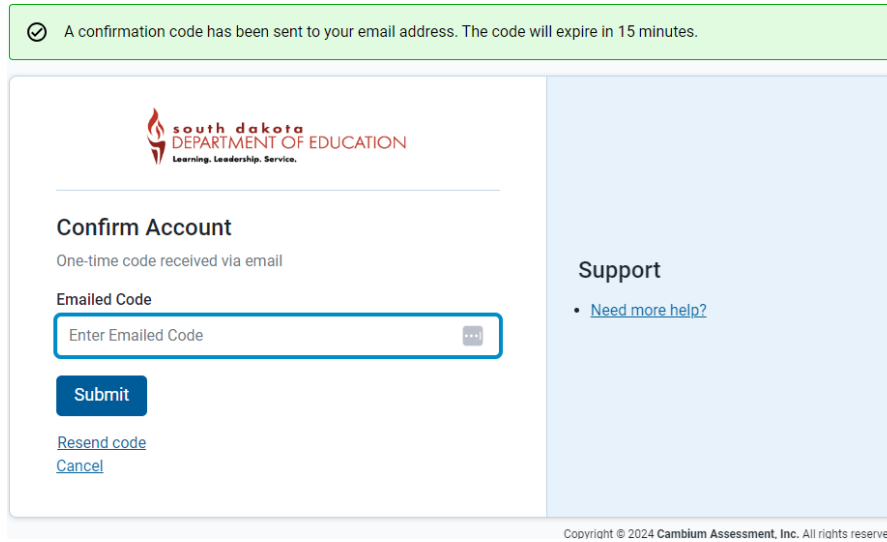
4. On the login page ([Figure 121](#)), enter the email address and password you use to access all Cambium Assessment, Inc. (CAI) systems.

Figure 121. Secure Login Page

The login page features the South Dakota Department of Education logo at the top left. The main heading is "Secure Login". There are two input fields: "Email Address" and "Password". The "Email Address" field is highlighted with a blue border. Below the "Password" field is a "Reset Password" link. A blue "Log In" button is positioned below the input fields. On the right side, there is a "Support" section with a list of links: "Why reset passwords each school year?", "Didn't receive the reset password email?", "Link doesn't work?", "Need an account?", "Not sure if you're registered?", and "Need more help?". At the bottom right, there is a small copyright notice: "Copyright © 2024 Cambium Assessment, Inc. All rights reserved."

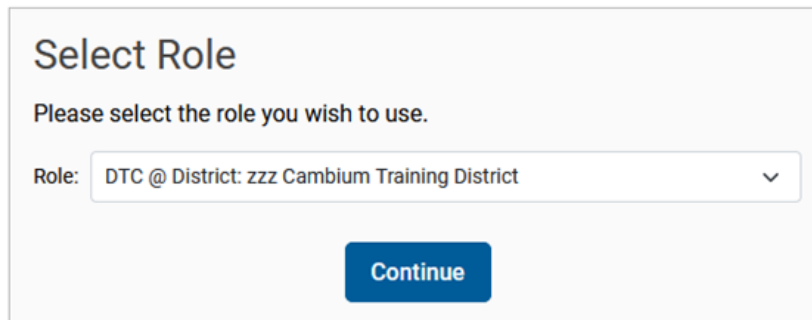
5. Click **Login**.
6. If the Confirm Account page appears ([Figure 122](#)), an authentication code is automatically sent to your email address. You must enter this code in the *Enter Emailed Code* field and click Submit within 15 minutes.

Figure 122. Confirm Account Page



- a. If the authentication code has expired, click **Resend Code** to request a new code.
7. the **Terms and Conditions** page appears, you should review the terms on this page and click **Accept** to proceed.
8. If your account is associated with multiple institutions, you are prompted to select a role, as in [Figure 123](#). 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 123. Select Role Window

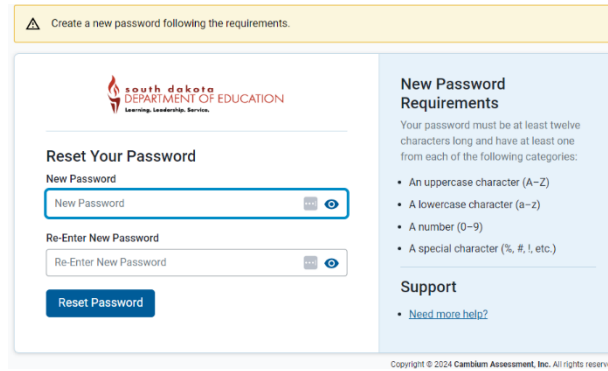


The Dashboard Generator for your user role appears.

### Set or Reset Your Password

Your username is the email address associated with your account in the Test Information Delivery System (TIDE). When you are added to TIDE, you receive an activation email containing a temporary link to the **Reset Your Password** page ([Figure 124](#)). To activate your account, you must set your password within 15 minutes.

Figure 124. Reset Your Password Page



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 **Reset Password** and enter your email address in the *Email Address* field. Click **Send Link to Email**. You will receive an email with a new temporary link to reset your password.
- 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 Assessment Coordinator to make sure you are listed in TIDE.
- Additional help:  
If you are unable to log in, contact the [Helpdesk](#) for assistance. You must provide your name and email address.

## Switch Between Systems

Depending on your role, when you sign in to the Reporting System you can also switch to other systems. Select the menu on the left side of the banner, then select the other system you want to use from the list that appears.


Figure 125. Systems Menu



## M

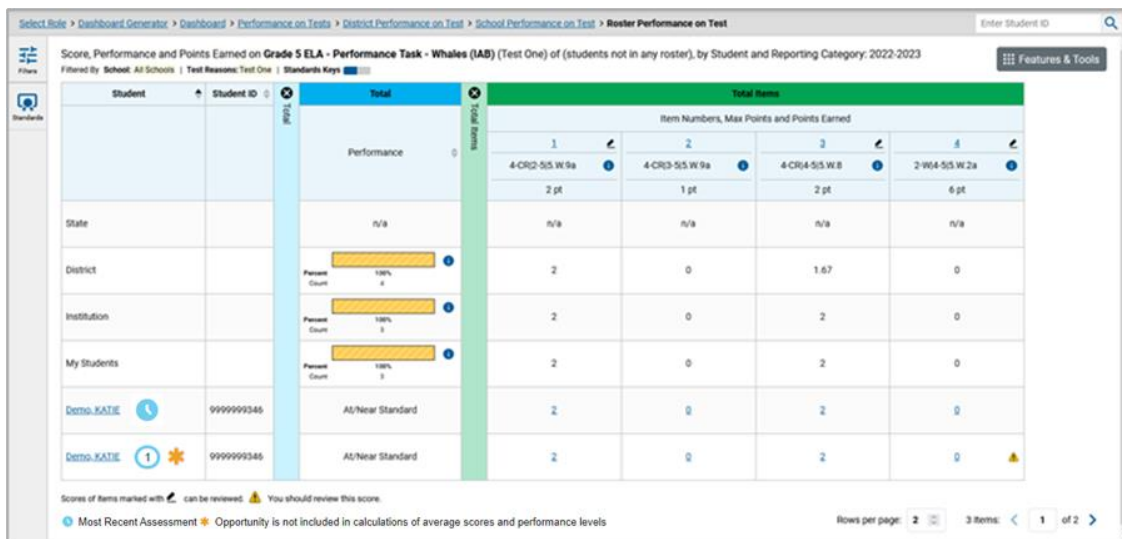
### Multiple Interim Test Opportunities

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 126, 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 1, starting from the earliest test taken. An asterisk icon \* indicates that an opportunity is not included in calculations of average scores or performance distributions. You shouldn't see these icons if all interim assessments are given the correct test reasons. If you do see these icons, then the test reasons will need to be changed in the Reporting System. To change test reasons, please review the [Assign Test Reasons to Interim Test Opportunities](#) section.

Figure 126. Roster Performance on Test Report



## N

### Non-Scorable Test Opportunities

The reports in the Reporting System 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. 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.

## P

### Performance Data

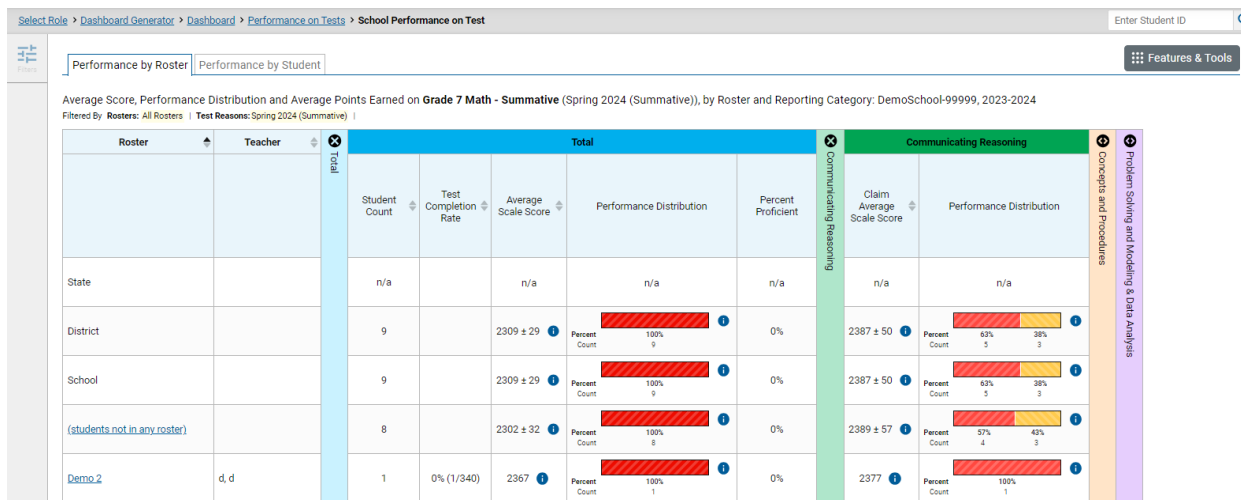
Depending on the test, a report may display different kinds of performance data:

- Score data:
  - Scale scores.

## Reporting System User Guide

- Raw scores, which may be in the form of percentages or fractions.
- Standard error: After an individual student’s score, you may notice a number with “±” before it. This is the standard error of measurement (SEM). 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. As an example, if a student receives a test score of 75 with an SEM of 4, that tells us that the student’s knowledge and skills fall between 71 and 79. For average scores at aggregate levels, the number following “±” is the standard error of the mean.
- 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 127](#), 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 and four being coded red-yellow-green-blue.

Figure 127. School-Level User View: School Performance on Test Report: Performance by Roster Tab



- Percent proficient, also shown in some aggregate reports ([Figure 127](#)), represents the total percentage of students who achieved proficiency. It typically includes those who fell into the top two of four performance levels.
- Measures in aggregate reports for adaptive tests may also include **Weak or Strong?** and **Proficient?**.

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

A legend appears ([Figure 128](#)), explaining what the scores or performance levels indicate.

## Reporting System User Guide

Figure 128. Students Performance on Test Report with 3 Expanded Performance Levels Legend

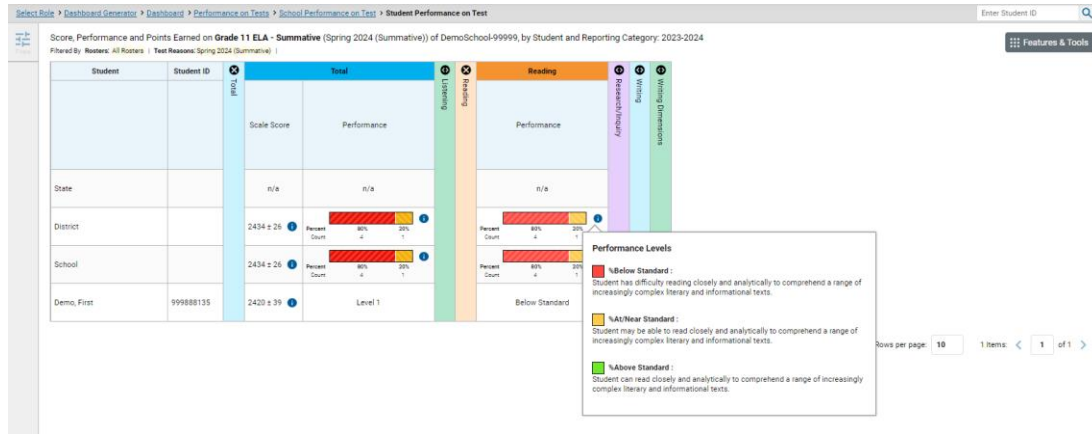
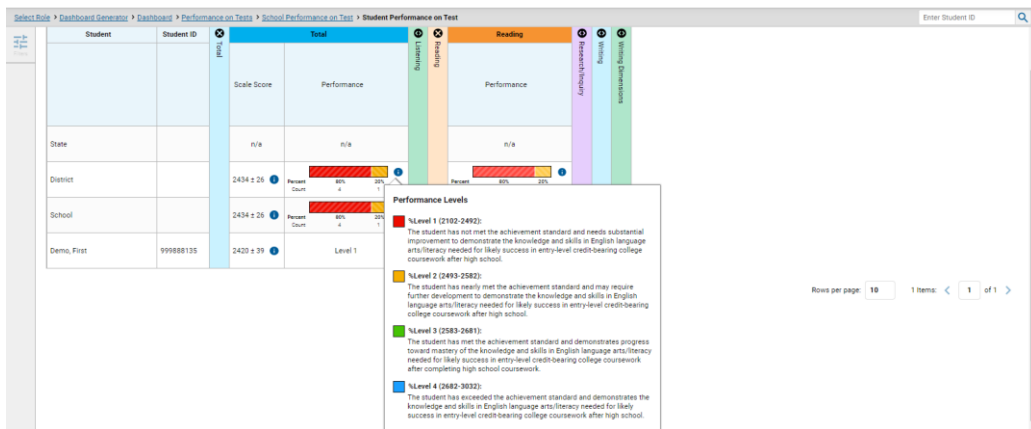




Figure 129. Students Performance on Test Report with 4 Expanded Performance Levels Legend



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

## R Report Tables

### Sort a Table

- 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.
- 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.

### 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.

Figure 130. Number of Rows Displayed

<a href="#">Grade 4 ELA - Summative</a>	Summative	4	Spring 2024 (Summative)	23	2450 ± 20	 Percent Count: 40% 100% 20% 10% 10%	04/16/2024
<a href="#">Grade 3 ELA - Summative</a>	Summative	5	Spring 2024 (Summative)	19	2507 ± 20	 Percent Count: 10% 100% 20% 10% 10%	04/16/2024

Rows per page: 10 7 items: < 1 of 1 >

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

### 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.


Figure 131. Additional Table Arrow Buttons

<a href="#">Grade 4 ELA - Summative</a>	Summative	4	Spring 2024 (Summative)	23	2450 ± 20	 Percent Count: 40% 100% 20% 10% 10%	04/16/2024
<a href="#">Grade 3 ELA - Summative</a>	Summative	5	Spring 2024 (Summative)	19	2507 ± 20	 Percent Count: 10% 100% 20% 10% 10%	04/16/2024

Rows per page: 10 7 items: < 1 of 1 >

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

### 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. Alternatively, click and drag the horizontal scrollbar at the bottom of the table.

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

### Expand All Accordion Sections in a Table

If you're navigating the page by tabbing through it (pressing the Tab button, instead of using a mouse), 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.

- 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.
- 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 (Class) Management

Roster (class) are groups of students. Each user-defined class is associated with a teacher. Each is also associated with a single administrative year. They typically represent entire classrooms in lower grades, or individual classroom periods in upper grades. They can also represent any group that is meaningful to users. A student may belong to more than one roster.

## Reporting System User Guide

Teachers can only view rosters while school-level users and district-level users can add, edit, and delete user-defined 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. Changes to rosters may take a few minutes to appear in reports.

When creating rosters, follow the guidelines below:

- Rosters should ideally include about 25–30 students. If a class is too large or too small, it may affect the credibility and usefulness of the data available in reports.
- When naming rosters, a clear and consistent naming convention should be used that indicates the grade, class name, teacher, and/or period as applicable. For example, an elementary school class may be named “Gr3Jones23-24” and a secondary school class may be named “AikenPeriod3Eng9A23-24”.

A few restrictions to be aware of when creating rosters:

- Each user-defined roster can only be associated with one school.
- You can only add students who are enrolled in the school or district associated with your user account.
- Only 500 active students can be included in one roster.

## Add a Roster

As an SC, DA, or AC, you can create new rosters for students associated with a school.

1. From the Features & Tools menu, select **Add Roster**. The Roster Manager window appears, showing the Add Roster form ([Figure 132](#)). If necessary, select the district and school year for the roster from the drop-down lists.



Figure 132. Roster Manager Window: Add Roster Form

The screenshot shows the 'Add Roster' form in a window titled 'Add Roster'. The form is organized into several sections:

- School Details:** Displays 'District: Demo District 9999 - 9999' and 'School: Demo School 1 - 9999,9991'. A 'Change School' button is located in the top right corner.
- Find and Select Students:** Includes instructions on using 'Student Search' or 'Quick Roster'. It features a 'Student Search' button, a 'Quick Roster' button, and a 'Create Quick Roster' button at the bottom. There are also dropdown menus for 'ID Type' and 'Grade', both currently set to 'None selected'.
- Roster Details:** Contains two dropdown menus: '\*Roster Name:' and '\*Teacher Name: -- Select --'.
- Selected Students (0):** Shows a table with columns for 'STUDENT NAME', 'GRADE', and 'SSID'. A 'REMOVE ALL' button is positioned above the table. A 'Filter students' input field is also present.

2. Add a roster name and select a teacher.
3. Decide how you want to add students:

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- a. Quick Roster tab (search adds students automatically, manually remove students to edit)
    - o Use the Quick Roster tab to create a roster from a group of students. Once you select the search criteria, all students who meet those criteria are automatically added to the roster after you select Create Quick Roster. You can remove students manually by selecting  next to individual students or select Remove All from the top of the Selected Students grid. Selecting Save creates your roster.
  - b. Student Search tab (search finds students that you add and remove manually)
    - o Use the Student Search tab for a more traditional search function, including the option to find specific students by ID or name. After you return results, select  to add individuals or select Add All from the top of the Available Students grid.  
  
→ Tip: To return fewer students, limit your search by adding more criteria. Expand the Additional Fields section to add student information criteria as available.
4. Optional: After search results appear under Selected Students, change the information that displays about students.
- a. Show more information drop-down: Select or clear additional columns under Available/Selected Students grids.

Note: Selecting Former Students shows students who are no longer associated with the school in italics with the date they left the school. You can still add these students to your roster. Once a student has been added to a roster, the student will remain in the class even if the student is no longer enrolled in the school.

- b. Use the Filter students field to limit students to those who match the text you enter.

This keyword search only finds text in the grid. Be aware if you enter 11 to find students in 11th grade, any content with the text “11” will display. This could potentially pull in results you did not intend to find.

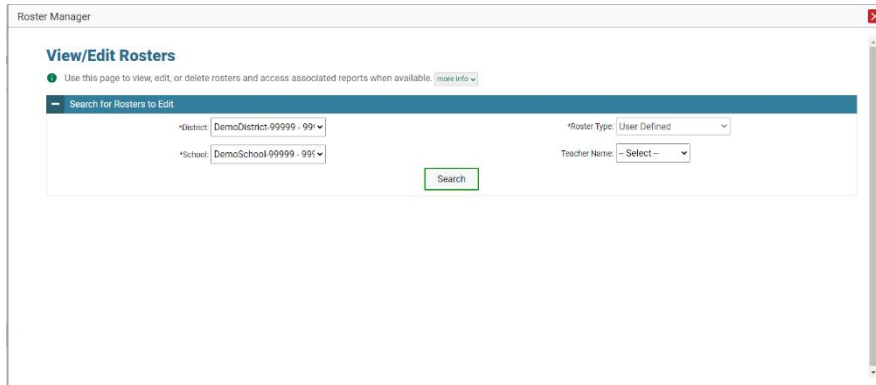
- c. After you save, rosters may be changed from the Edit Rosters screen.

## View/Edit a Roster

You can view/edit a user-defined roster by changing its name, changing its associated teacher, adding students, or removing students.

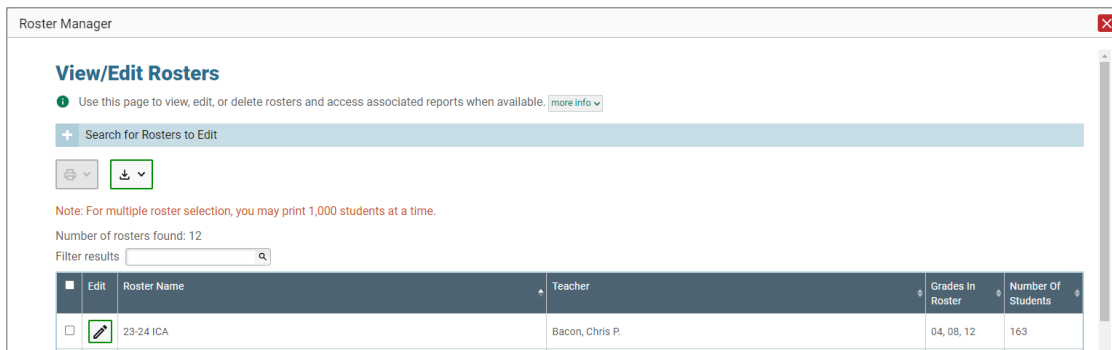
1. From the Features & Tools menu, select **View/Edit Roster**. The Roster Manager window appears, showing the View/Edit form ([Figure 133](#)).

Figure 133. Roster Manager Window



2. Select the district, school, and roster type as needed for the roster you wish to edit. Optionally, select a teacher.
3. Click Search. Click View Results to view the results in your browser.

Figure 134. Roster Manager Window: View/Edit Roster Form Showing Retrieved Rosters




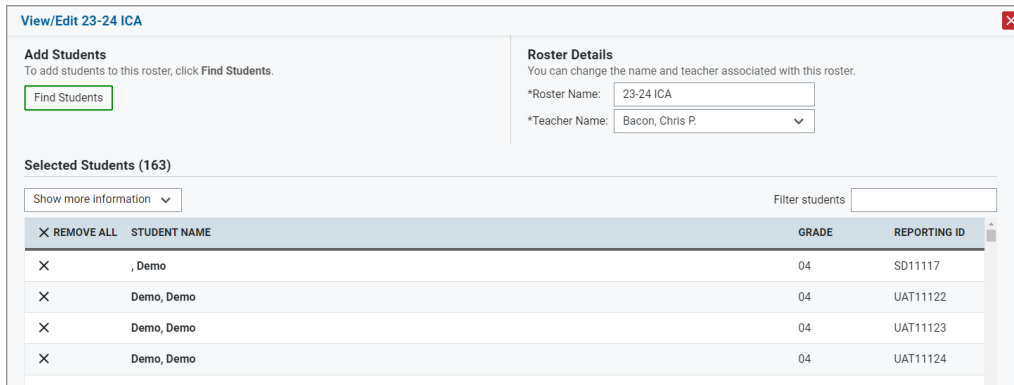


4. In the list of retrieved rosters, click  for the roster whose details you want to view. The View/Edit Roster window for the roster opens ([Figure 135](#)). Please note that teachers are only able to view rosters, not edit them, so their view will look slightly different.

Figure 135. Roster Manager Window: View/Edit Roster Form



- To add students, select Find Students. Select the Student Search tab to add individual students manually or select the Quick Roster tab to add a group of students and then remove individual students who do not need to be on the roster. After you return results, select  to add individuals or select Add All from the top of the Available Students grid.

Note: Each user-defined roster can only be associated with one school, so the search options do not include a way to search for a school.

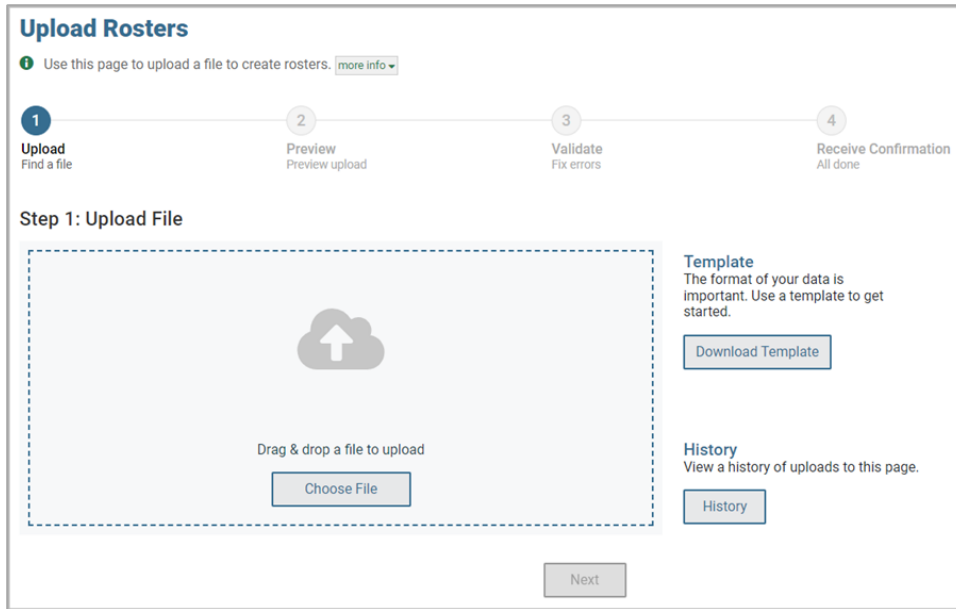
- To remove students, click  next to an individual student or select Remove All from the top of the Selected Students grid.
- Select Save, and in the affirmation dialog box select Continue.

## Upload Rosters

If you have many 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. Please note that teachers don't have the upload rosters option.

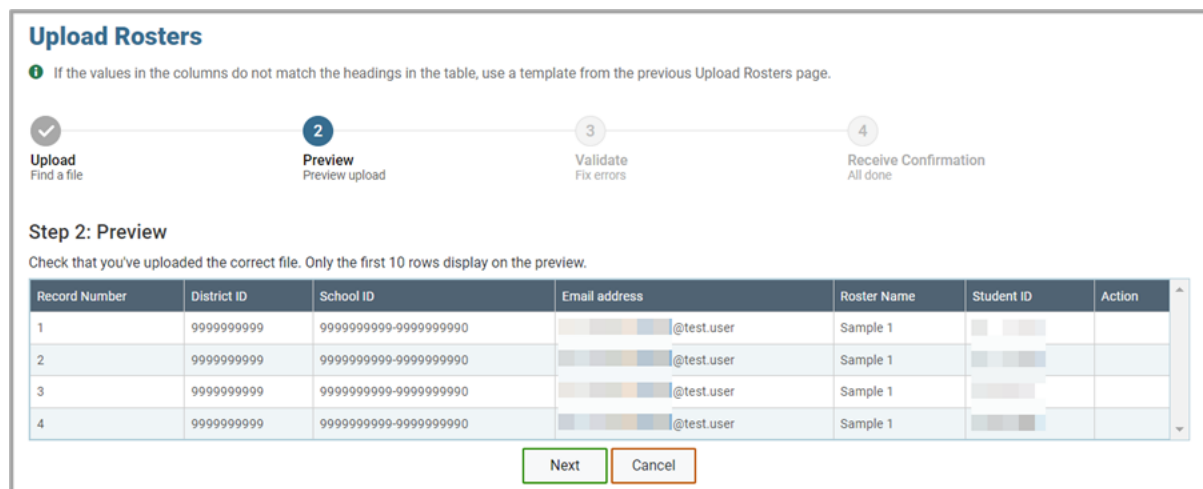
- From the Features & Tools menu, select **Upload Roster**. The Roster Manager window appears, showing the Upload Rosters: Upload page ([Figure 136](#)).

Figure 136. Roster Manager Window: Upload Rosters: Upload Page



2. Click Download Template on the right and select the appropriate file type.
3. Open the template file in a spreadsheet application, fill it out, and save it.
4. On the Upload Rosters: Upload page, click Choose File and select the file you created in the previous step, or drag and drop the file into that area.
5. Click Next. The Upload Rosters: Preview page appears (Figure 137). Use the file preview on this page to verify you uploaded the correct file.

Figure 137. Roster Manager Window: Upload Rosters: Preview Page



6. Click Next to validate the file.

Any errors or warnings are displayed on the Upload Rosters: Validate page (Figure 138). 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 138

. Roster Manager Window: Upload Rosters: Validate Page

**Upload Rosters**

Review the validation results below. [more info](#)

Progress: 1. Upload (Find a file), 2. Preview (Preview upload), 3. **Validate** (Fix errors), 4. Receive Confirmation (All done)

**Step 3: Validate**

3 record(s) will be processed.  
 1 record(s) with errors cannot be processed. To include these records, review the tables below. Then edit and upload your revised file.

**Summary**  
 Shows an overview of issue types in your file with the number of times each issue occurs. Gives a solution for each type when possible.

Error / Warning Type	Count	Information
✖ Error: Student ID is not enrolled in this School	1	Use a Student ID that is enrolled in the School. [ErrorCode700814]

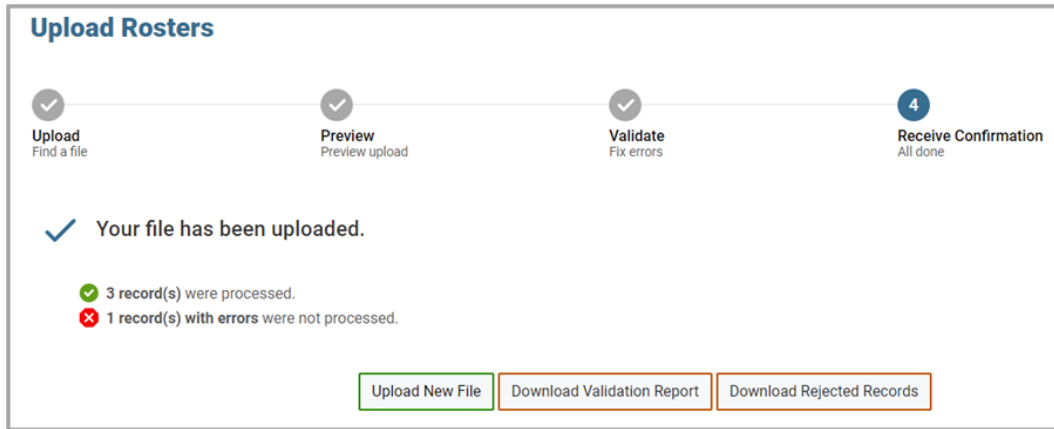
**Details**  
 Shows the Record Number and column of each issue in your file. Select the icons for information about each issue. Note: Record Numbers are one less than the row numbers for Excel files with column labels in the first row.

Record Number	District ID	School ID	Email address	Roster Name	Student ID	Action
4	9999999999	9999999999-9999999999	@test.user	Sample 1	✖	

Buttons: Upload Revised File, Continue with Upload, Download Validation Report

- To revise the file before uploading, select Upload Revised File.
- To view a list of issues with the file, select Download Validation Report.
- To continue with the upload regardless of errors or warnings, select Continue with Upload. The confirmation screen appears (Figure 139).

Figure 139. Upload Rosters Confirmation Page



Once your file has been uploaded, you can do one of the following.

- To upload a new file select the Upload New File button.
- If you would like to see the uploaded file along with any errors, select Download Validation Report.
- To download only the rejected records, select Download Rejected Records.

[Table 2](#) provides the guidelines for filling out the Roster template that you can download from the Upload Roster page.

Table 3. 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.

Element	Description	Valid Values
SSID*	Student's unique identifier within the district.	Up to 10 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.

## S

### Secure File Center

The Reporting System allows you to access a Secure File Center that is integrated with other online assessment systems, such as TIDE, and accessible from your portal. The Secure File Center 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.

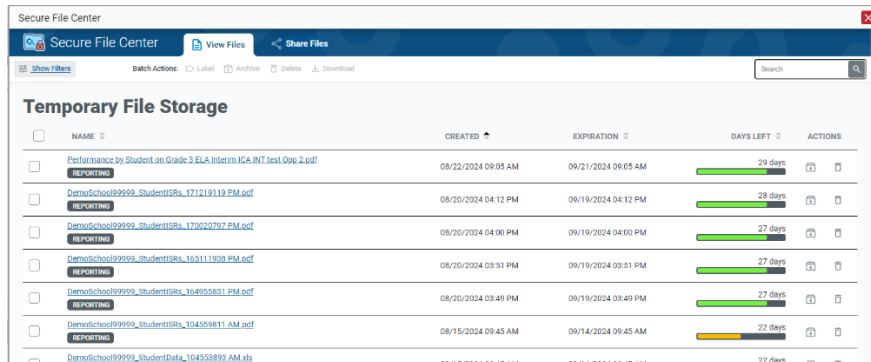
Each user's Secure File Center is personal and not shared among other users. Users can easily manage the files in their Secure File Centers. The files are categorized into different storage folders to allow users to view non-archived and archived files. Users can also search for files by keyword. Files 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, exported files are available for 30 days while secure files are available for the period specified by the Department of Education (DOE). Users can archive or delete files as needed, except for secure files uploaded by administrators. Users can also share files to other users' Secure File Centers.

#### Access and Manage Files in the Secure File Center

1. In the banner, click Secure File Center ([Figure 78](#)). The **Secure File Center** window appears ([Figure 140](#)). By default, the Secure File Center displays the View Files tab.

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Figure 140. Secure File Center Window: View Files Tab: Recent Sub-Tab

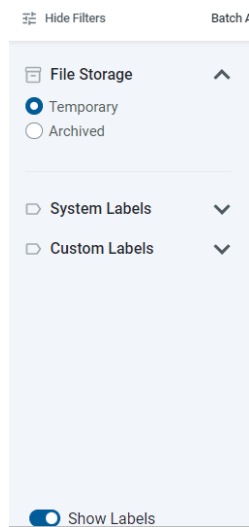


The screenshot shows the 'Secure File Center' interface with the 'View Files' tab selected. The main content area is titled 'Temporary File Storage' and displays a table of files. The table has columns for 'NAME', 'CREATED', 'EXPIRATION', 'DAYS LEFT', and 'ACTIONS'. Each row represents a file with a checkbox for selection, a 'REPORTING' label, and a progress bar indicating the number of days left until expiration.

NAME	CREATED	EXPIRATION	DAYS LEFT	ACTIONS
<input type="checkbox"/> Performance by Student on Grade 3 ELA Interim ICA INT Test Oop 2.pdf REPORTING	08/22/2024 09:05 AM	09/21/2024 09:05 AM	29 days	
<input type="checkbox"/> DemoSchool9999_StudentSRs_171212113 PM.pdf REPORTING	08/20/2024 04:12 PM	09/19/2024 04:12 PM	28 days	
<input type="checkbox"/> DemoSchool9999_StudentSRs_170020797 PM.pdf REPORTING	08/20/2024 04:00 PM	09/19/2024 04:00 PM	27 days	
<input type="checkbox"/> DemoSchool9999_StudentSRs_165111938 PM.pdf REPORTING	08/20/2024 03:51 PM	09/19/2024 03:51 PM	27 days	
<input type="checkbox"/> DemoSchool9999_StudentSRs_164959831 PM.pdf REPORTING	08/20/2024 03:49 PM	09/19/2024 03:49 PM	27 days	
<input type="checkbox"/> DemoSchool9999_StudentSRs_104509811 AM.pdf REPORTING	08/15/2024 09:45 AM	09/14/2024 09:45 AM	22 days	
<input type="checkbox"/> DemoSchool9999_StudentData_104553899 AM.xls	.....	.....	?? days	


2. *Optional:* To filter the files displayed, enter a search term in the text box in the upper-right corner.
3. *Optional:* Click **Show Filters** at the top left to open the filters panel.

Figure 141. Filters Panel



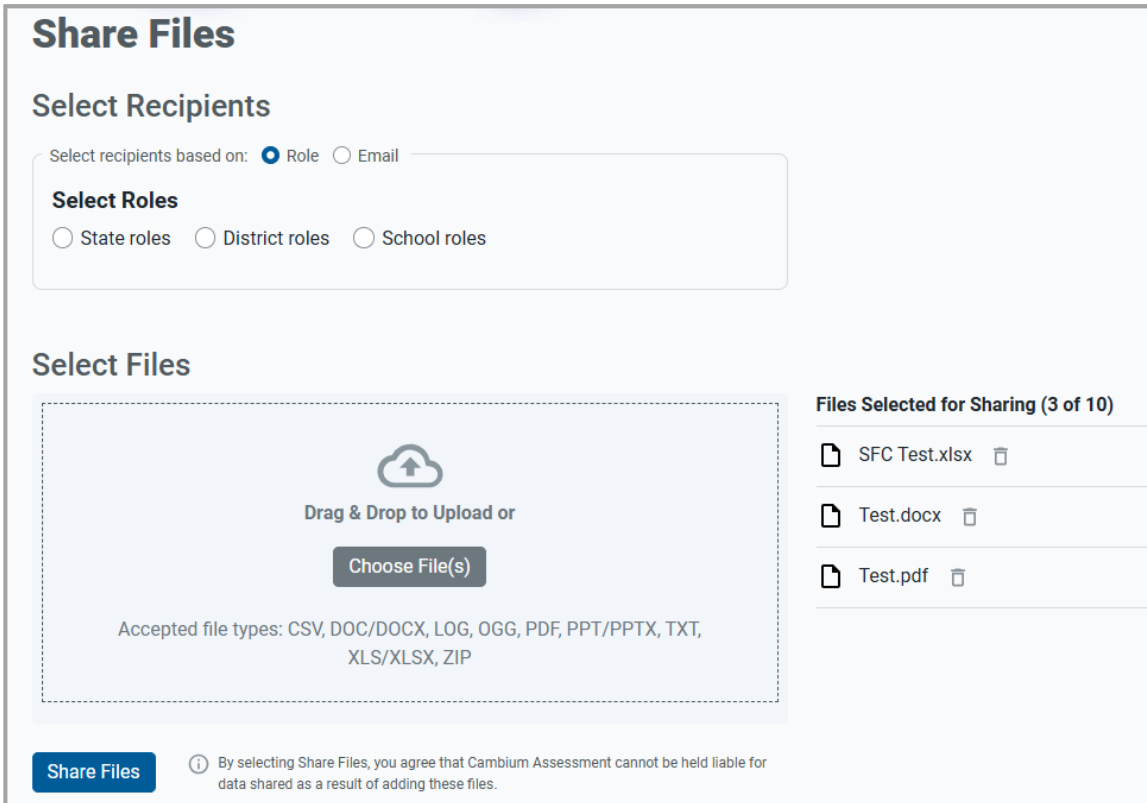
- a. Expand the **File Storage** section and choose either of the available folders:
    - o **Temporary:** Displays all files except those that have been archived.
    - o **Archived:** Displays files that have been archived.
  - b. To hide or display files by system label, expand the **System Labels** section. Use the checkbox for each label.
  - c. To hide or display files by custom label, click the **Custom Labels** toggle and use the checkbox for each label.
  - d. To hide or display all labels, use the **Show Labels** toggle.
4. *Optional:* Do any of the following:
    - a. To download files, click the name of a file or select the checkboxes and then select **Download** from the *Batch Actions* options under the View Files tab.

## Reporting System User Guide

- b. To add a new custom label or apply an existing custom label, select the checkbox beside the file, then select **Label** from the *Batch Actions* options under the View Files tab. The **Manage & Assign Labels** pop-up appears.
  - To create a new custom label, select **Create New Label**, enter the label name, and click **Add**.
  - To apply existing custom labels, select the checkboxes beside the labels, then select **Apply Selected Labels**.
- c. To archive files, select the checkboxes beside them, then select **Archive** from the *Batch Actions* options under the View Files tab. To unarchive a file from the **Archived** folder, select  in the *Actions* column.
- d. To delete files, select the checkboxes beside them, then select **Delete** from the *Batch Actions* options under the View Files tab.

## Share Files to Other Users' Secure File Centers

1. From the banner, select **Secure File Center**. The **Secure File Center** page appears. By default, the **View Files** tab displays.
2. Select the **Share Files** tab ([Figure 142](#)).
3. In the *Select Recipients* section, do one of the following:
  - a. Select **Role** to share a file or files with a group of users by user role.
  - b. Select **Email** to share a file or files with up to 25 users at a time by email address. If you select **Email**, skip to step 6.



4. In the *Select Roles* field, select the role group to which you want to share a file or files. A drop-down list appears.
5. From the drop-down list, select the role or roles to which you want to share a file or files. The options adhere to the user role hierarchy. For example, district-level users will be able to filter at their role level and below.
6. If you selected **Role** in step 3, skip this step. If you selected **Email**, enter up to 25 email addresses for the recipients with whom you wish to share a file or files.
7. To select a file or files to share, in the *Select Files* section, select **Choose File(s)**. A file browser appears. Select a file. Repeat for up to 10 files. Alternatively, drag and drop files into the field.
8. Select **Share Files**.

Files display in the Secure File Center after you share them ([Figure 142](#)).

## Secure Notifications in Reporting

The Secure Notification Banner displays alerts, warnings, and informational messages from your Program Management Team at Cambium Assessment, Inc. (CAI). The banner displays at the top of every page in Reporting when active notifications are published ([Figure 143](#)). Often, the messages will contain time-sensitive information. These secure notifications can only be accessed after logging in to the Reporting System.

## Reporting System User Guide




All user roles can view all secure notifications. Only CAI staff can add notifications to the Reporting System.

Figure 143. Example of One Notification Type on the Secure Notification Banner




### How to distinguish notification types

Notifications are ranked based on importance, differentiated by an icon and the background color.



- c. **Info** notifications denote minimum severity. They are selected with  and appear over blue backgrounds.
- d. **Warnings** denote medium severity. They are selected with  and appear over yellow backgrounds.
- e. **Alerts** denote maximum severity. They are selected with  and appear over red backgrounds.



### How to interact with secure notifications

Active notifications appear each time you log in to the Reporting System and can be dismissed once read. However, depending on how you dismiss the notification, the same notification may display the next time you log in if it is during the notification's scheduled display period. Review information below about **Select as Read** and the  icon to understand the difference.

**Select as Read:** Removes the notification from the top of the page and closes the notification window if open. These notifications can be viewed again by clearing your browser cache during the scheduled display period for the individual notification or if the same notification is unpublished and republished by CAI.

**View More:** Displays a window with the full contents of the notification.

**Close Icon:**  Removes the notification from the top of the page for the duration of your active session and closes the notification window if open. Notifications closed using  return when you refresh the page or the next time you log in during the scheduled display period for the individual notification.

**Arrows:**   Moves to next or previous notification. Only appears when multiple notifications are active, indicated by current/total notifications beside the notification name.

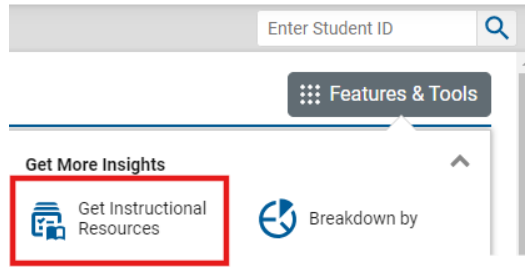
## T

### 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](#).

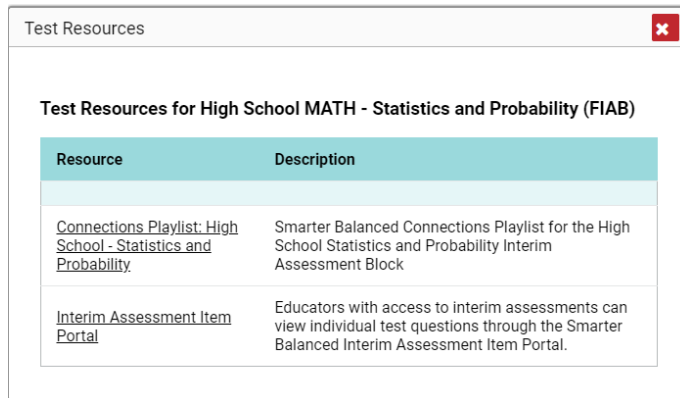
If additional assessment information is available, click **Get Instructional Resources** in the **Features & Tools menu** in the Reporting System.

Figure 144. Get Instructional Resources



A window opens ([Figure 145](#)), displaying resource links that either download or open in a new browser tab or window.

Figure 145. 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 [switch schools for hand scoring purposes](#).

1. Click the **Select Role** link in the path at the upper-left corner ([Figure 6](#)). The **Change Role** window appears ([Figure 1](#)).
2. From the **Role** drop-down list, select the desired role and institution (entity name) combination.
3. 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 Helpdesk. For State contact, please reach out to the South Dakota Department of Education by emailing [DOEassessment@state.sd.us](mailto:DOEassessment@state.sd.us).

The Helpdesk is open 6am-6pm CT (except holidays or as otherwise indicated on the South

## South Dakota Assessments Helpdesk

Toll-Free Phone Support: 855-838-8378

Email Support:

[SDHelpDesk@cambiumassessment.com](mailto: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 (23H1) and Firefox 113 or macOS 13.3 and Safari 16).

## **Appendix 6-B**

### **Sample Printed Individual Student Report**

Demo, FirstName

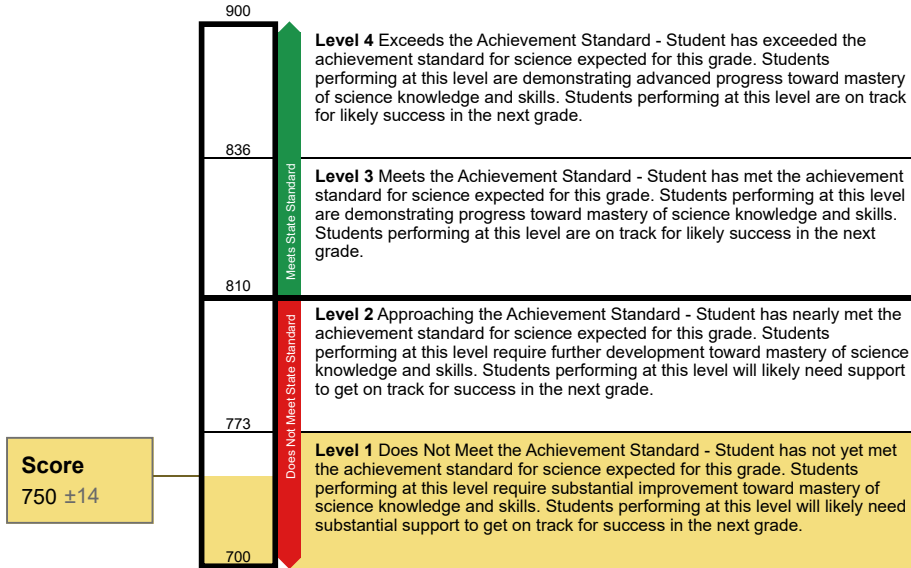
Summative Science Grade 8 2024-2025

Student ID: Prod152 | Student DOB: 11/11/2011 | Enrolled Grade: 8  
Date Taken: 3/13/2025

Demo District 9999  
Demo School 999901

Scale Score: 750±14 Performance: Level 1

How Did Your Child Do on the Test?



How Does Your Child's Score Compare?

Name	Average Scale Score
South Dakota	802
Demo District 9999	732±9
Demo School 999901	732±9

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		⏸	<b>What These Results Mean</b> Students that score in this range typically can analyze and interpret graphical displays of data, develop and use models, and construct explanations 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		⚠	<b>What These Results Mean</b> 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		⚠	<b>What These Results Mean</b> 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.