



# Centralized Reporting User Guide

*For Interim and Checkpoint Assessments*

2022-23

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## Introduction to the User Guide

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

- Accessing interim assessment data.
- Accessing Checkpoint assessment data, including all educator-authored tests.
- Scoring interim and Checkpoint assessments.

It includes the following sections:

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

There is also an [appendix](#) with additional information and instructions.

Note: The features and functions described in this user guide are applicable for standard interim assessments, including Smarter Balanced Interim Comprehensive Assessments (ICAs), Smarter Balanced Interim Assessment Blocks (IABs), NGSS Interim Assessments, and HSA-Alt Classroom Embedded Assessments (CEAs); and all Checkpoint assessments, including all educator-authored tests. For more details on reporting of educator-authored tests in CRS, visit the [alohahsap.org](http://alohahsap.org) portal to view the *How Educator-Authored Tests Are Reported in the Centralized Reporting System* Checkpoint Training Module.

## Login Process

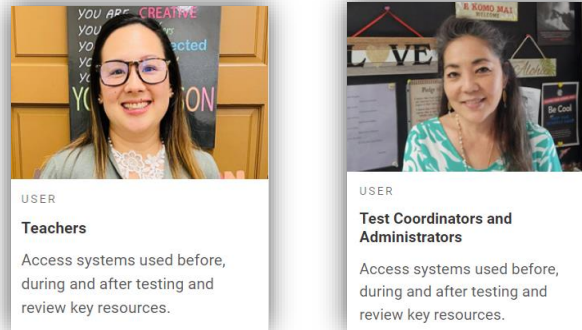
This section describes how to log in to the Centralized Reporting System.

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

### How to Log In to the Centralized Reporting System

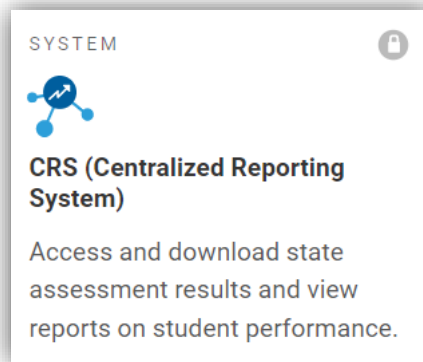
1. Navigate to the HSAP portal at [alohahsap.org](http://alohahsap.org) and select your assessment program.
2. Select your user role from the cards displayed (see [Figure 1](#)).

Figure 1. User Role Cards



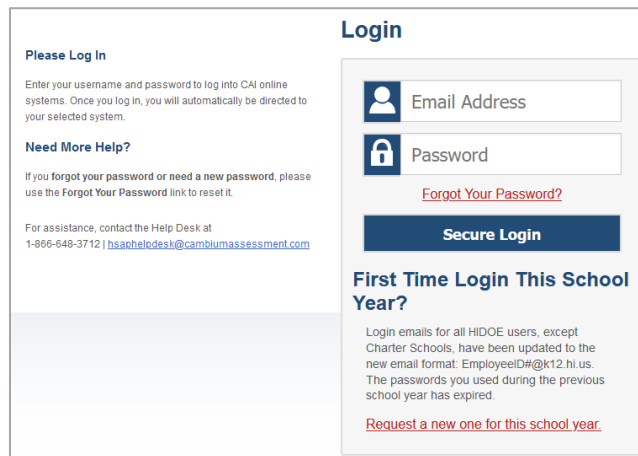
3. Under the **After Testing** section, click the **Centralized Reporting System** card (see [Figure 2](#)). The login page appears.

Figure 2. Centralized Reporting System Card



4. On the login page (see [Figure 3](#)), enter the email address and password you use to access all CAI systems.

Figure 3. Login Page



- a. Click **Secure Login**.
- b. If the Enter Code page appears (see [Figure 4](#)), an authentication code is automatically sent to your email address. You must enter this code in the *Enter Emailed Code* field and click Submit within 15 minutes.
  - If the authentication code has expired, click **Resend Code** to request a new code.

Figure 4. Enter Code Page

- c. If your account is associated with multiple institutions, you are prompted to select a role, as in [Figure 5](#). 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 5. Select Role Window

The dashboard for your user role appears.

### How to Set or Reset Your Password

Your username is the email address associated with your account in Test Information Distribution Engine (TIDE). If you are a user who was recently added to TIDE, you should receive an email from [DoNotReply@cambiumast.com](mailto:DoNotReply@cambiumast.com) that contains a link to the **Reset Your Password** page (see [Figure 6](#)). To activate your account, you must set your password within 15 minutes.



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

- **If your first temporary link expired:**

In the activation email you received, click the second link provided and request a new temporary link.

- **If you forgot your password:**

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

Figure 6. Reset Your Password Page

**Reset Your Password**


Enter your email address and select **Submit**. You will receive an email that contains a link to create a new password.

**Need More Help?**

If you forgot your password or need a new password, please use the **Forgot Your Password** link to reset it.

For assistance, contact the Help Desk at  
1-866-648-3712 | [hsaphelpdesk@cambiumassessment.com](mailto:hsaphelpdesk@cambiumassessment.com)

**Reset Your Password**

 E-mail Address

**Submit**

[Return to Login Page](#)

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

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

- **Additional help:**

If you are unable to log in, contact the HSAP Help Desk for assistance. You must provide your name and email address. Contact information is available in the [User Support](#) section of this user guide.

## How to Navigate Reports

This section explains how to navigate your reports.

### How to Understand Which Students Appear in Your Reports

- Teachers can view data for all students in their classes (rosters) who have completed assessments. They can also view data for students to whom they have administered assessments in the current school year.
- School-level users can view data for all students in their schools who have completed assessments.
- District-level users can view data for all students in their district who have completed assessments.

**Note:** For Hawaii, “district-level users” refer to HIDOE users who are in the TIDE system with the Complex user role. Please see the *TIDE User Guide* on the [alohahsap.org](http://alohahsap.org) portal page for additional information about user roles.

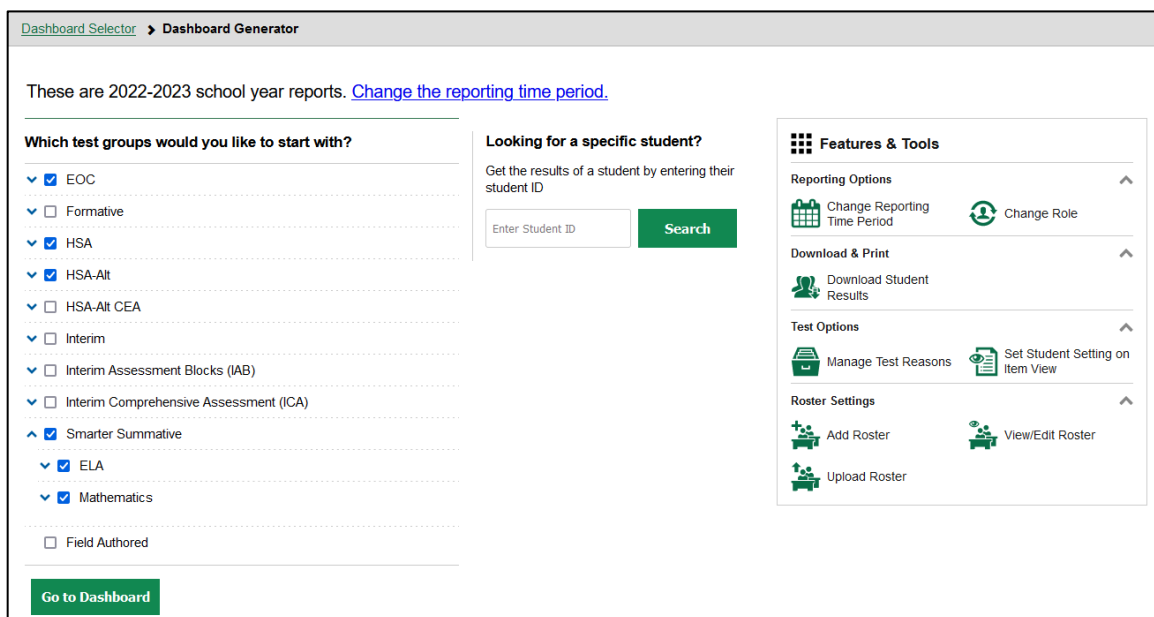
### How to Start Viewing Reports


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

### How to Use the Dashboard Generator Page

When you log in to the Centralized Reporting System, the Dashboard Generator page appears (Figure 7). The controls on the left let you select from the groups of tests that have been processed for the school year. Typically, you may choose test types, subjects within the test types, and grades within the subjects.

Figure 7. Dashboard Generator Page



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


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

1. *Optional:* To change the test groups listed in the Dashboard Generator, [change the reporting time period](#).
2. Select the tests you want to view, expanding the test groups as needed.
3. *Optional:* To save your selections, mark the checkbox **Make these my default selections**. These selections will be set in the Dashboard Generator whenever you log in. You can change the defaults at any time.
4. Click **Go to Dashboard**. The dashboard appears, displaying any data available for your selections.

## How to Use the Dashboard to View Aggregate Test Results

All users can view the standard dashboard. It displays aggregation cards representing each test group. A typical test group comprises a single test type, a single subject, and all grades (for example, the first card shown in [Figure 8](#) is for the Smarter Balanced Mathematics IABs).

Each aggregation card displays the test group name, a list of grades, the number of students who took tests in the group, the date of the test last taken, and a performance distribution bar displaying both percentages and student counts below it. You may sometimes see the message “Data cannot be aggregated together for this group of tests” instead of the performance distribution bar for tests that do not report performance distribution, or that use different sets of performance levels. Test group cards are sorted by date last taken. When applicable, a **Field Authored** card will display on the dashboard listing any educator-authored tests that were administered via Checkpoint, including the grades tested, number of tests taken, and the date a test was last taken. In the Centralized Reporting System, all Checkpoint assessments, including those published with Smarter Balanced interim items, NGSS interim items, and teacher authored items, are grouped under the Field Authored card and will only display a raw score and percentage correct. The Formative section of the dashboard consists of the CAI-created ELA and Math Checkpoint assessments that are available in the Checkpoint System.

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

**Note:** many images in this user guide that show examples of the Centralized Reporting will include numbered red boxes that focus on a particular part of the image. A key explaining the numbering shown in an image is included in the table directly below that image.

For example, the table directly below [Figure 8](#) explains that the portion of the image labeled as “1” shows the test group aggregation card.

The table will be present for any figures that include numbered sections.

Figure 8. Dashboard

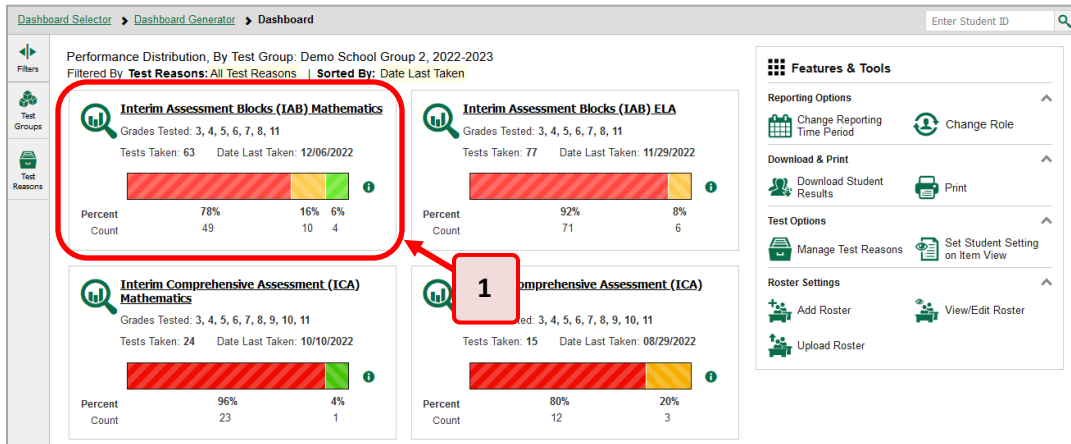



Table 1. Dashboard Elements

#	Element
1	Test group aggregation card

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

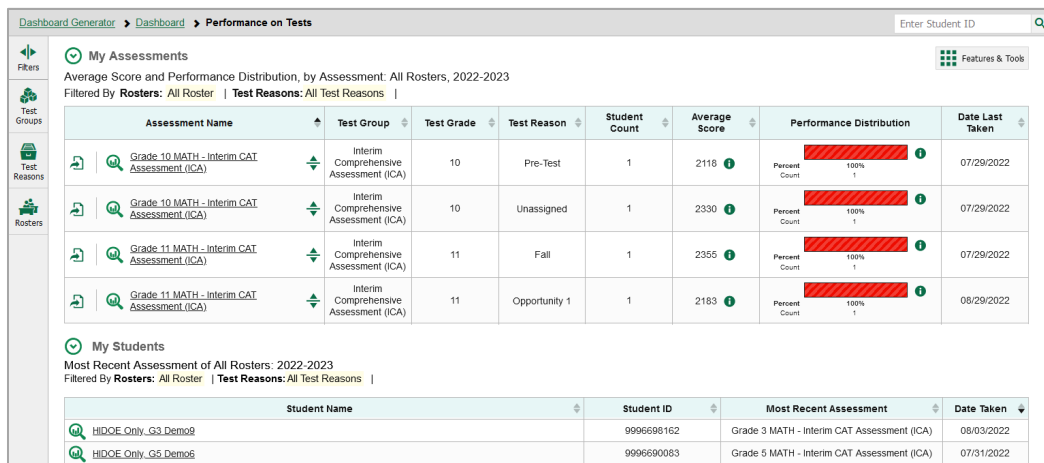
### How to View More Detailed Data on a Particular Test Group

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

In the Performance on Tests report, teachers see two tables, as in [Figure 9](#):

- The My Assessments table, listing all the assessments in the filtered test group or groups.
- The My Students table, listing all your students who took the assessments.

Figure 9. Teacher View: Performance on Tests Report



District- and school-level users see just one table, as in [Figure 10](#). Like the first table on the teacher Performance on Tests report, this table lists all the assessments in the test group.

Figure 10. School-Level User View: Performance on Tests Report

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 3 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	3	Opportunity 1	1	2071	Percent Count: 100% 1	10/10/2022
Grade 7 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	7	Fall	2	2234 ± 126	Percent Count: 100% 2	10/10/2022
Grade 11 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	11	Opportunity 1	2	2286 ± 104	Percent Count: 100% 2	08/29/2022
Grade 4 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	4	Opportunity 1	1	2307	Percent Count: 100% 1	08/25/2022
Grade 7 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	7	Opportunity 4	1	2393	Percent Count: 100% 1	08/15/2022

For each test, the assessments table (see [Figure 11](#)) shows the test group, grade, test reason (a category assigned to an assessment), number of students who took the test, average score, performance distribution, and date the test was last taken.

Figure 11. Teacher View: Performance on Tests Report

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 10 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	10	Pre-Test	1	2118	Percent Count: 100% 1	07/29/2022
Grade 10 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	10	Unassigned	1	2330	Percent Count: 100% 1	07/29/2022
Grade 11 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	11	Fall	1	2355	Percent Count: 100% 1	07/29/2022
Grade 11 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	11	Opportunity 1	1	2183	Percent Count: 100% 1	08/29/2022

Table 2. Teacher View: Performance on Test Report Elements

#	Element
1	Test reasons (either test windows or categories)
2	Number of students who took each test for each test reason
3	Date of most recent opportunity for each test for each test reason

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

If a message appears saying “There are no assessments to display” or “There are no students to display”, you may have filtered out all data.

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

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



1. Generate a dashboard and click a test group name (or  beside it), as shown in [Figure 8](#).
2. Click a test name (or  beside it) in the assessments table at the top of the page, as shown in [Figure 11](#).
3. In the report that appears, select the **Performance by Student** tab, as in [Figure 12](#). You will see results listing all your students. The first few rows also show aggregate performance data for your state, complex area, complex, school, and/or total students.

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

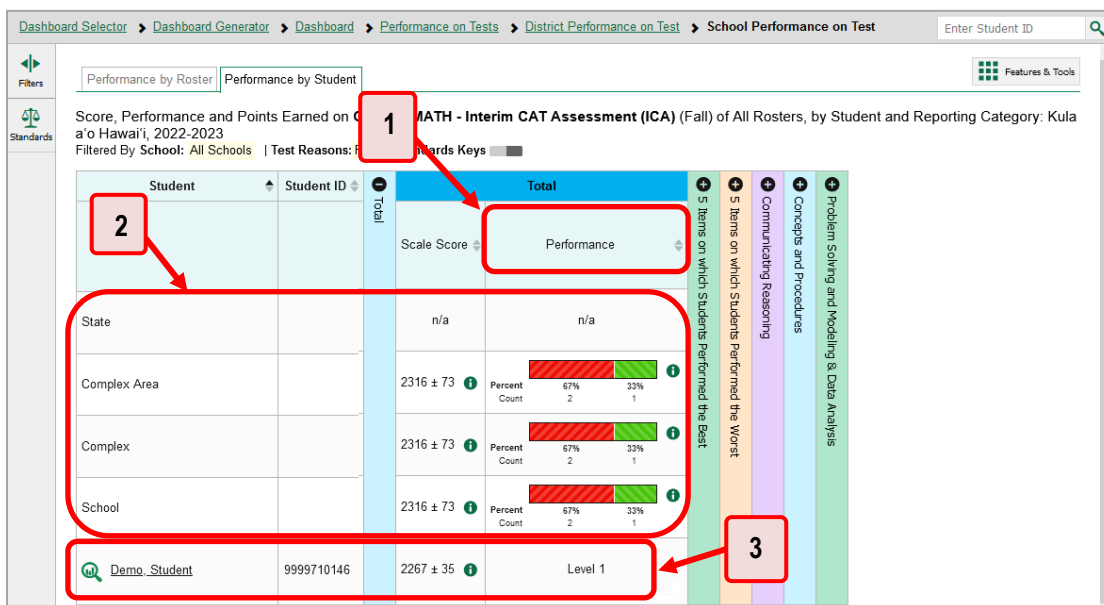


Table 3. School Performance on Test Report: Performance by Student Tab Elements

#	Element
1	Performance Distribution column
2	Aggregate performance data rows
3	Individual student results

To see which students performed best, click the score or Performance columns to sort them.

You can view your students' performance in each area of the test by clicking the reporting category section bars to expand them, as shown in [Figure 13](#).

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

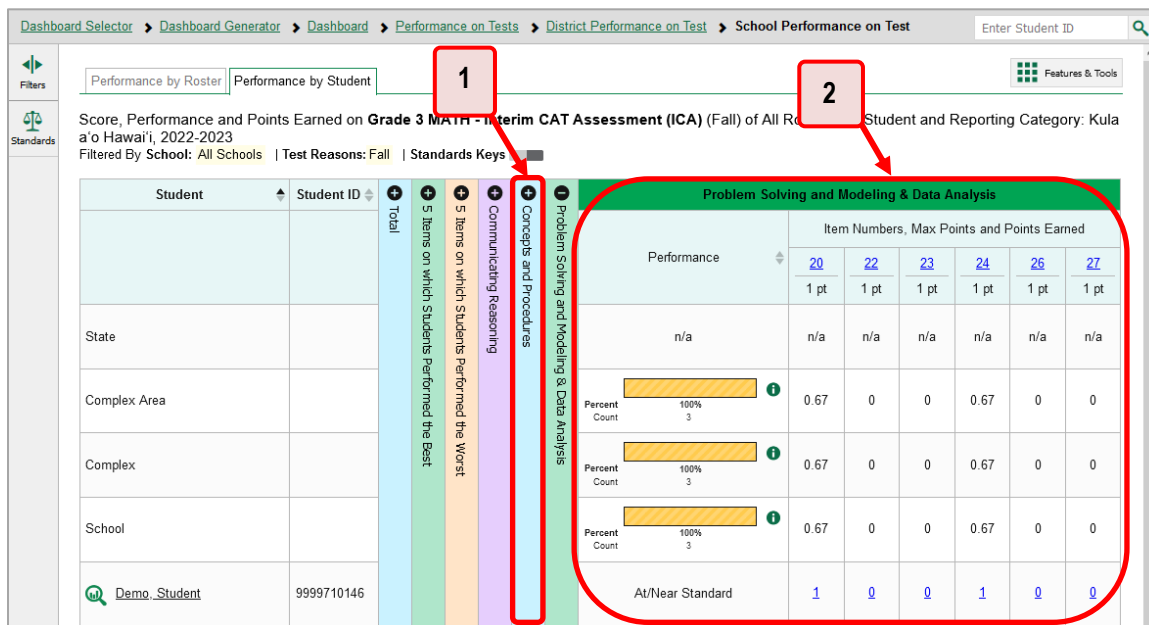


Table 4. My Students' Performance on Test Report: Performance by Student Tab with Expanded Reporting Category Section Elements

#	Element
1	Reporting Category Bar (not expanded)
2	Reporting Category Section (expanded)



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

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




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

The **Performance by Roster** tab ([Figure 14](#)) displays test results for each class (roster). To view this tab, follow the instructions for your user role below.

### Teachers and school-level users:

1. Generate a dashboard and click a test group name (or  beside it) as shown in [Figure 8](#).
2. Click a test name (or  beside it) in the table of assessments. Either the My Students' Performance on Test or the School Performance on Test report appears, depending on your role. It is open to the **Performance by Roster** tab.

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

1. Generate a dashboard and click a test group name (or  beside it) as shown in [Figure 8](#).
2. Click a test name (or  beside it) in the table of assessments. A page of district test results appears, listing schools within the district.
3. Click a school name (or  beside it). The School Performance on Test report appears, open to the **Performance by Roster** tab.

The report shown in [Figure 14](#) displays a list of your classes (rosters) and each class's performance. The first few rows also show aggregate performance data for your state, complex area, complex, school, and total students.

Figure 14. My Students' Performance on Test Report: Performance by Roster Tab

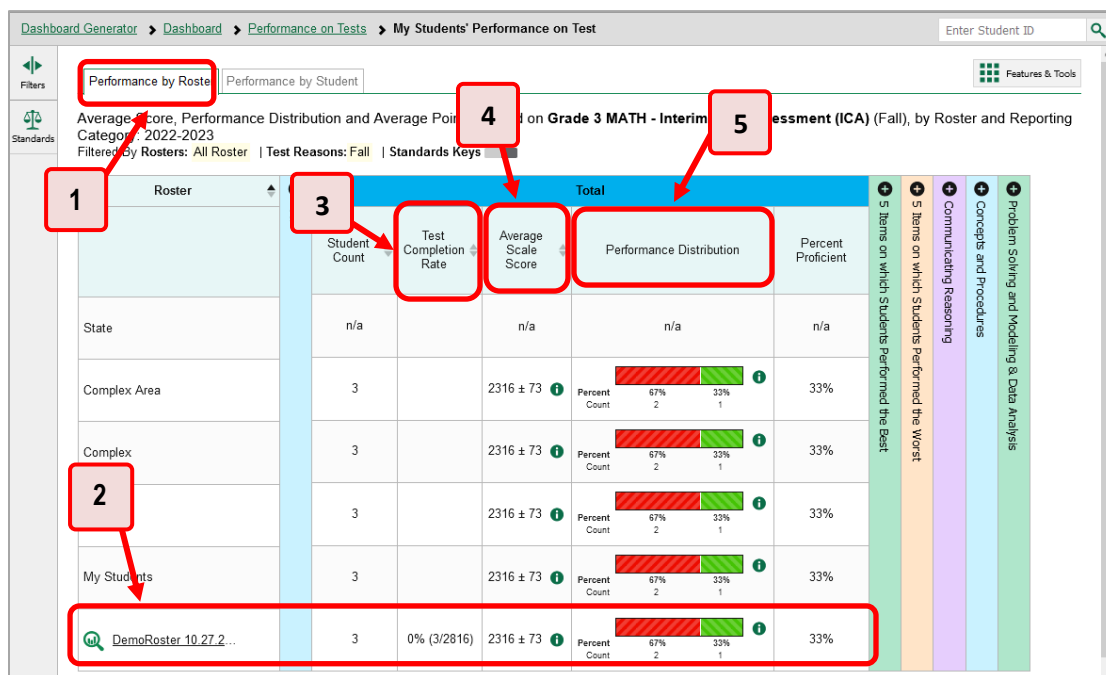


Table 5. School Performance on Test Report: Performance by Student Tab Elements

#	Element
1	Performance by Roster tab
2	Class (roster) performance data
3	Test Completion Rate column (click to sort)
4	Scale Score column (click to sort)
5	Performance Distribution column



## How to See Which Classes (Rosters) Performed Well on This Assessment

To see which classes performed best on the test, do either of these things (see [Figure 14](#)):

- Click the score column header to sort by score and look for rosters with high average scores.
- Look at the bars in the Performance Distribution column to see where the percentage of students at or above proficient is high.

## How to See Which Classes (Rosters) Had the Highest Test Completion Rates

To see which classes had the highest test completion rate, click the Test Completion Rate column header to sort the column (see [Figure 14](#)).

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

For tests with reporting category sections, you can compare the performance of your students in each area of the test. Click each vertical section bar to expand or collapse it. In this example ([Figure 15](#)), you can view average score and a performance distribution bar for each class (roster) under the reporting category Problem Solving and Modeling and Data Analysis.

Figure 15. My Students' Performance on Test Report: Performance by Roster Tab with Expanded Reporting Category Section

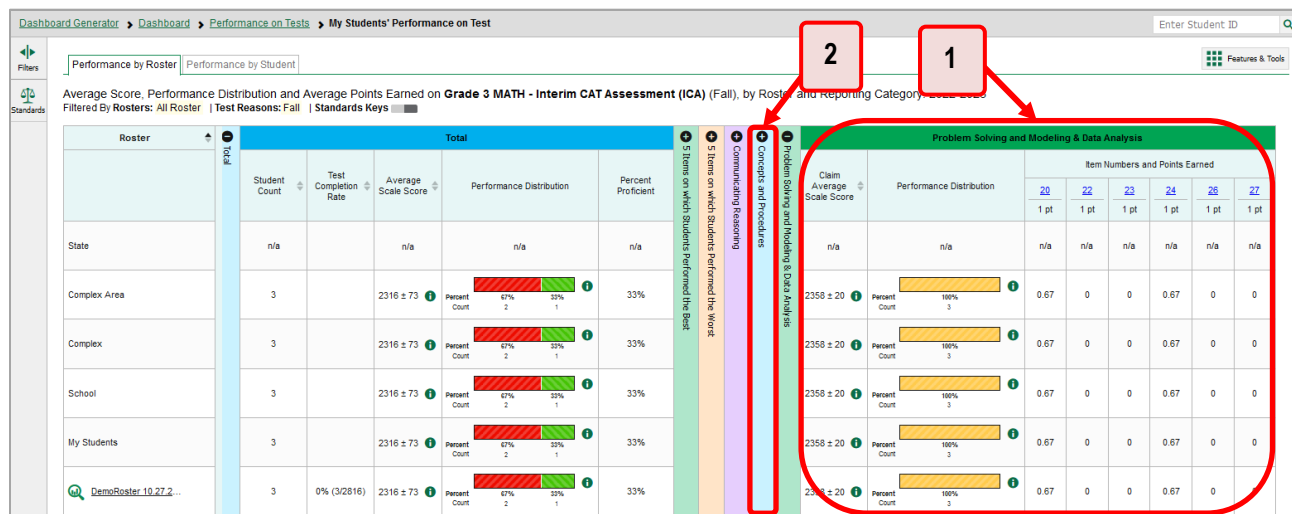


Table 6. My Students' Performance on Test Report: Performance by Roster Tab with Expanded Reporting Category Section Elements

#	Element
1	Expanded reporting category section
2	More reporting category section bars (click to expand)



Interim comprehensive tests cover multiple reporting categories, while a benchmark test such as a Checkpoint assessment or a Smarter IAB, covers only one.

## How to View and Interpret Writing Dimension Measures

Aggregate test results for some assessments 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 (see [Figure 16](#)) contains the following under the Essay header:

- **Essay type.** For example, Informational, Narrative, and Opinion.
  - **Writing dimension** within the essay type, as listed in item rubrics. For example, Conventions, Evidence/Elaboration, and Organization/Purpose.
    - **Point value.** A sub-column for each possible item point value for the writing dimension. Each point value sub-column displays the percentage 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 rows 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.

Figure 16. District Performance on Test Report with Expanded Writing Dimensions Section

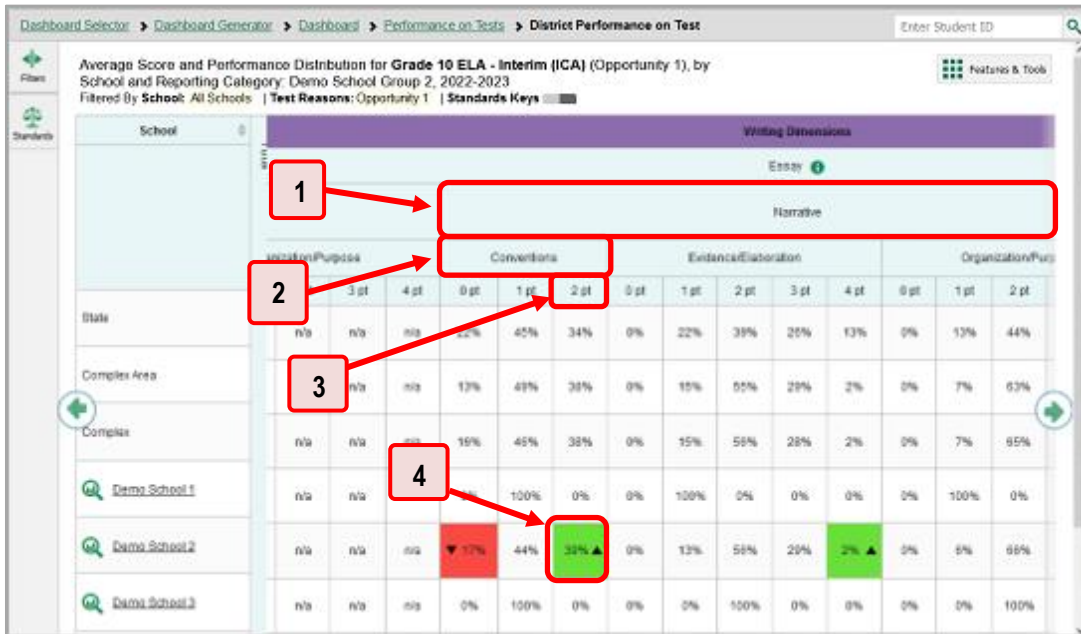
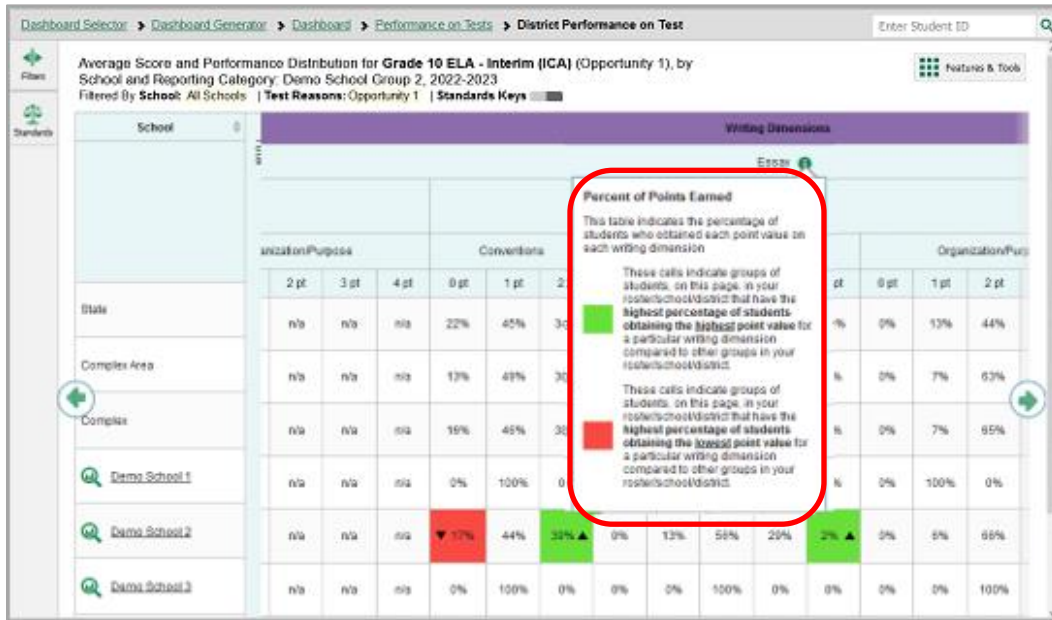


Table 7. District Performance on Test Report Elements

#	Element
1	Essay type header
2	Writing dimension header
3	Point value
4	Cell with the highest percentage earning the highest point value for this dimension

To learn about the highlighting and arrow icons, click the more information button **i** in the Essay header. A legend expands, as in [Figure 17](#).

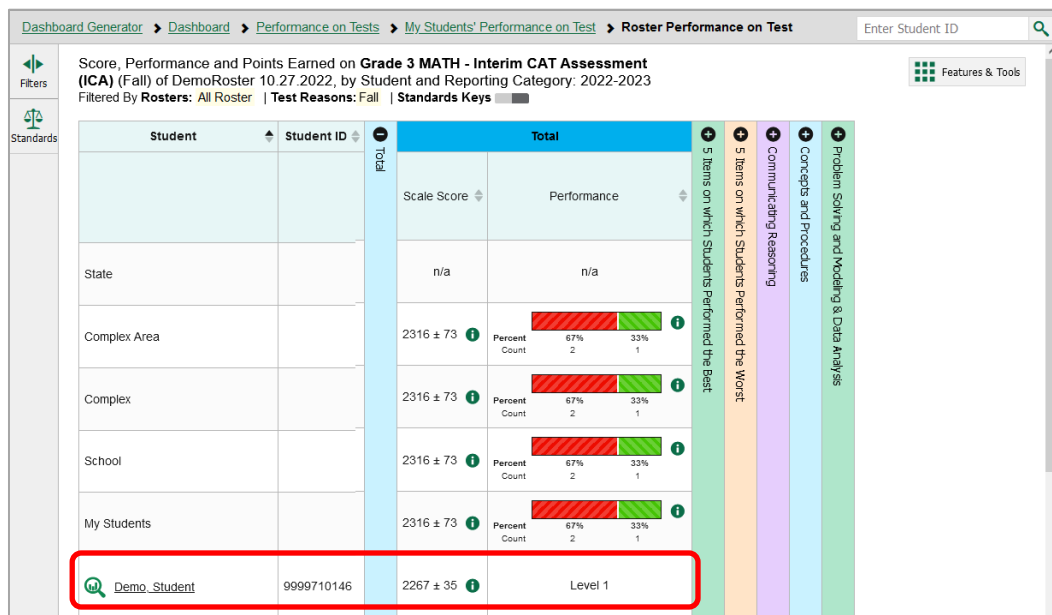
Figure 17. District Performance on Test Report with Expanded Writing Dimensions Section and Expanded Legend



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

Prior sections explained how to access test results for all your classes (rosters). To view results for one specific class, click the name of a class that appears in the first column of the report (or **i** beside it). The class results listed by student appear (see [Figure 18](#)).

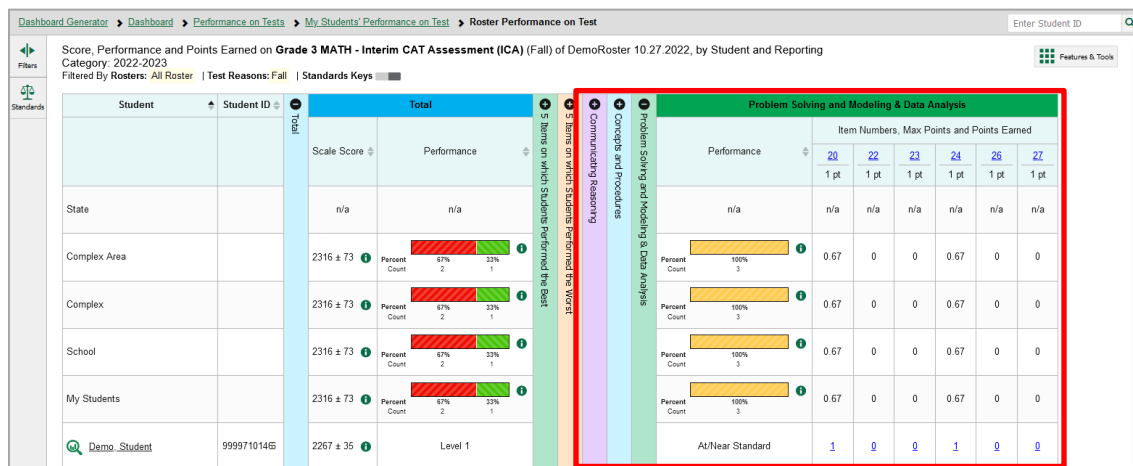
Figure 18. School-Level User View: Roster Performance on Test Report



## How to See How Well Students in Your Class (Roster) Performed in Each Area of the Test

You can compare the performance of your students in each area of the test using the reporting category sections, as shown in [Figure 19](#). Click the vertical section bar to expand each section.

Figure 19. School-Level User View: Roster Performance on Test Report with Expanded Reporting Category Section



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

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

### How to Access Test Results for a School

**School-level users:**

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

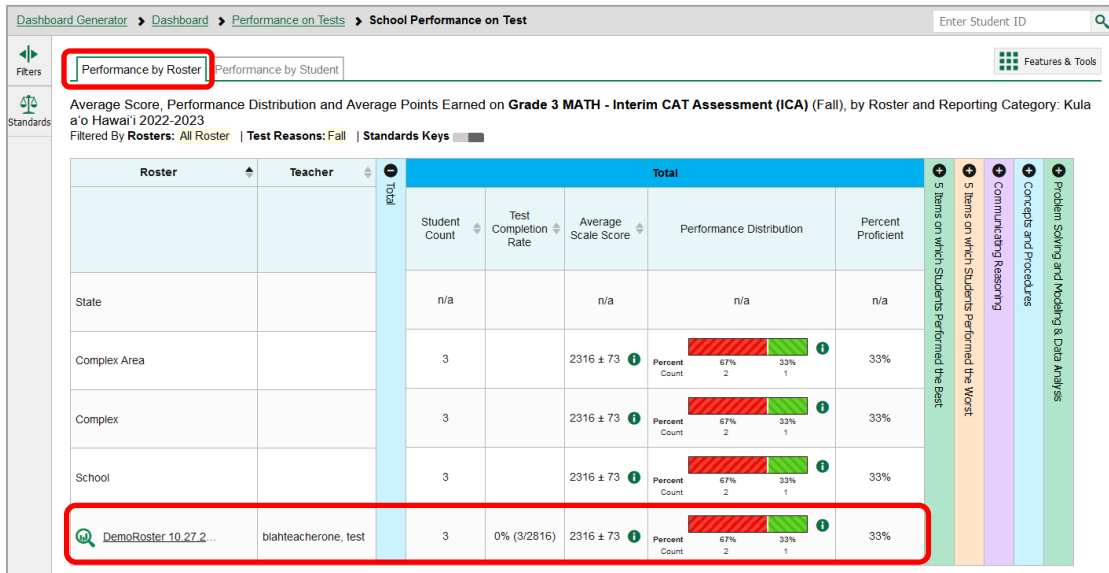
**District-level users:**

1. Generate a dashboard and click a test group name (or beside it) as shown in [Figure 8](#).
2. Click a test name (or beside it) in the table of assessments. A table listing test results by school appears.
3. Click the name of the school (or beside it) for which you would like to see results. The test results for the school appear.

Note that district-level users can also access the test results from a school directly from the Performance on Tests report, by first filtering by school. See the section [For District-Level Users: How to Filter Schools to Display](#).

The **Performance by Roster** tab is open by default, as in [Figure 20](#).

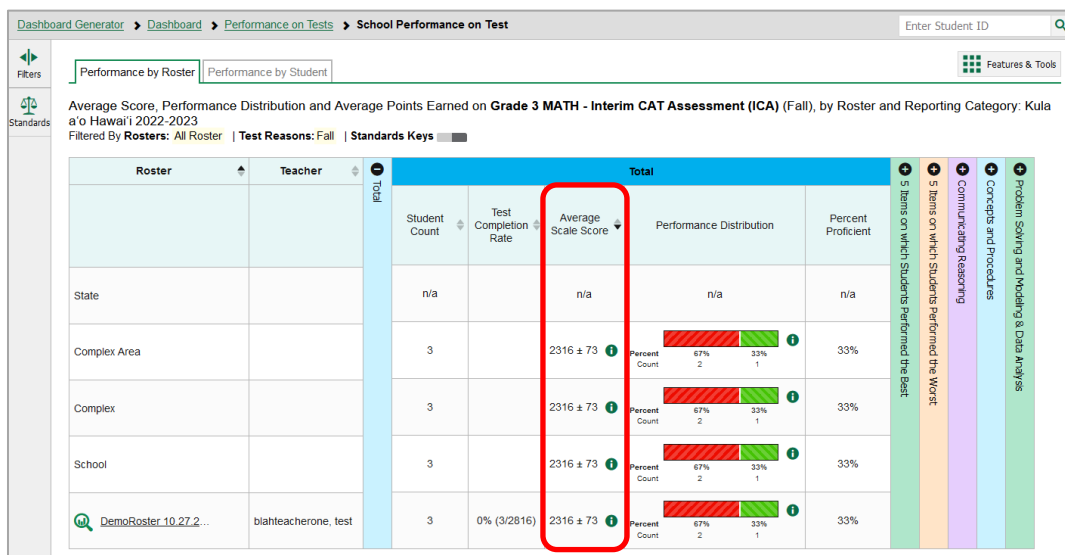
Figure 20. School Performance on Test Report: Performance by Roster Tab



## How to See Which Classes (Rosters) Performed Well on This Assessment

In the **Performance by Roster** tab, look at the Performance Distribution column and click the header of the score column to sort by score (see [Figure 21](#)). Rosters with a high average scale score, and with a high percentage of students performing at or above proficient in the performance distribution bar, performed well on the assessment.

Figure 21. School Performance on Test Report: Performance by Roster Tab with Table Sorted by Score



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

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

### How to Access Test Results for a District



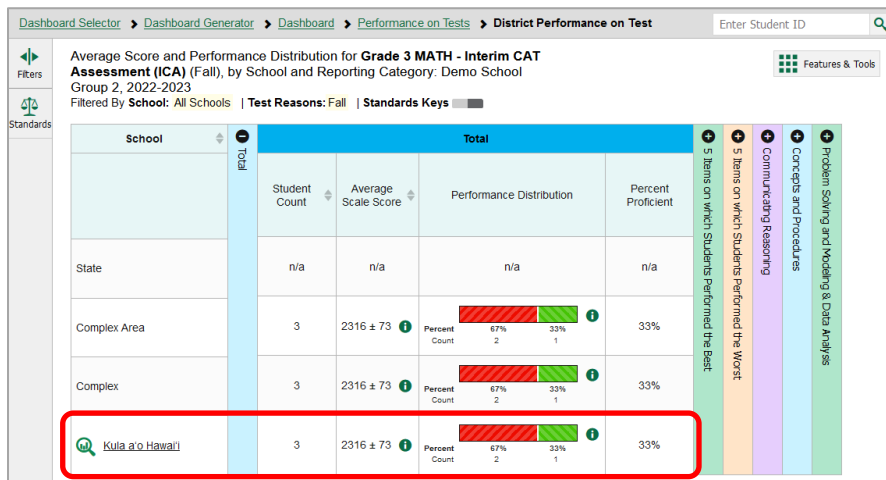
1. Generate a dashboard and click a test group name (or  beside it) as shown in [Figure 8](#).
2. Click a test name (or  beside it) in the table of assessments. The District Performance on Test report appears, listing schools in the district (see [Figure 22](#)).

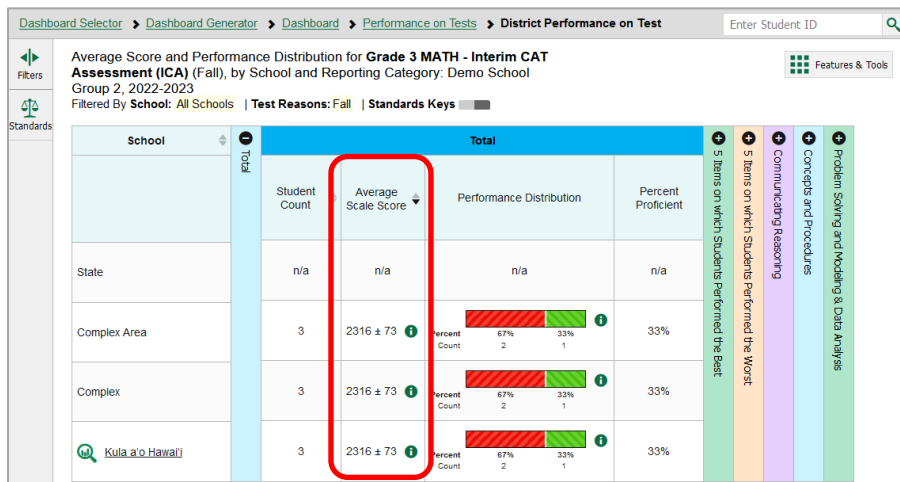
Figure 22. District Performance on Test Report



### How to See Which Schools in the District Performed Well on This Assessment

Look at the score column and/or Performance Distribution column, and click the score column to sort by it (as in [Figure 23](#)).

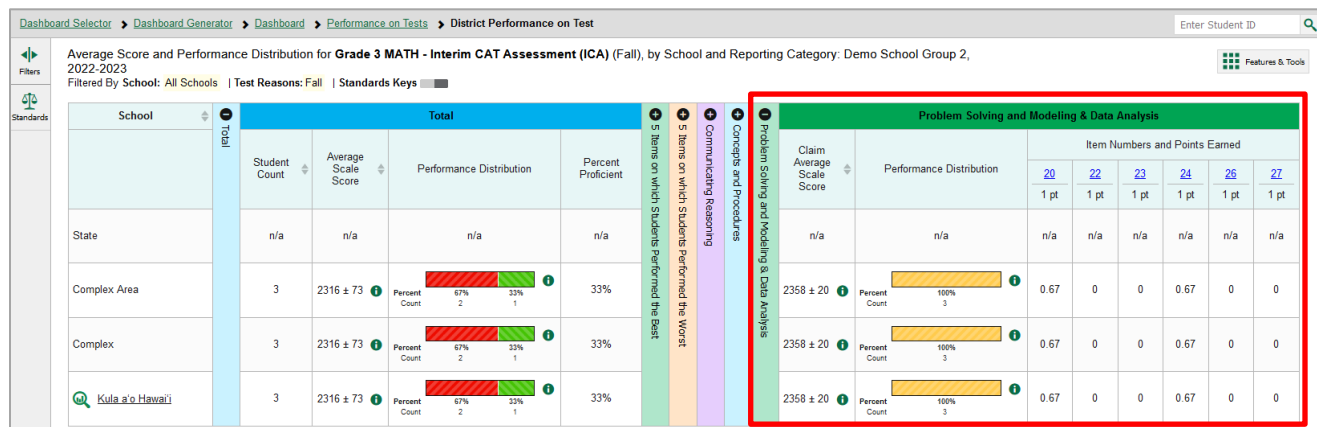
Figure 23. District Performance on Test Report Sorted by Score



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

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

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



## How to Track Student Performance Over Time

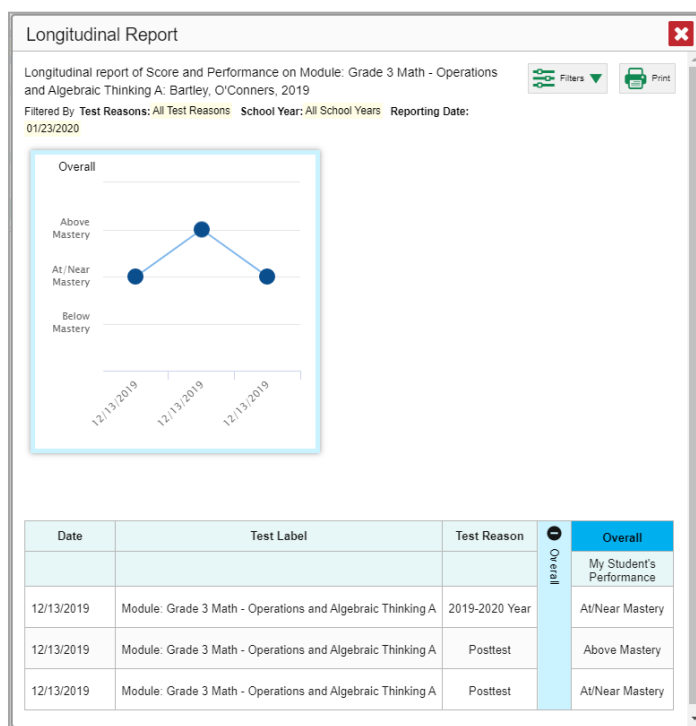
You can view your students' performance over time across multiple related assessments or across multiple test opportunities of a single assessment. This lets you see how students' performance has improved or declined.

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


- A group of students who have completed every assessment available in the report. If you are a district- or school-level user, note that a certain percentage of students must have taken *all* the related assessments in order for you to generate a Longitudinal Report. Teachers have the option of adjusting the pool of students, tests, and test reasons.
- An individual student (see [Figure 25](#)).



Figure 25. Longitudinal Report Window: Report for a Single Student with a Single Reporting Category



## How to Access a Longitudinal Report Comparing Related Assessments

If the student(s) in your test results have completed multiple related assessments, the **Build Longitudinal Report** button  allows you to access a Longitudinal Report in the reports for any of those assessments. If they haven't done so, then no Longitudinal Report is available. Some examples of situations where no Longitudinal Report is available include Grade 3 students who are completing interim testing for the first time, and students who are taking a different set of Interim Assessment Blocks (IABs) in the current school year compared to prior school year.

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


- The **Longitudinal Report** window appears. Depending on your role, the test types, and the number of students in the report, it may display a report options page rather than the Longitudinal Report itself. The contents of this page depend on your role and the number of students.
  - **Teachers only:** If the test results you're looking at are for multiple students, a table appears with a column for each test (see [Figure 26](#)). 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).
    - The cells in the columns display checkmarks  to indicate which students completed which test/test reason combinations.

Figure 26. Teacher View: Longitudinal Report Window: Detailed Report Options Page

Longitudinal Report
✕

Generate Report

Mark the checkboxes for the tests you wish to compare, and then click Generate Report. The Longitudinal Report will only show data for students who completed every test you chose to include (the students highlighted in the table below).

**Students Selected:** 4

Test	Module: Grade 3 Math - Operations and Algebraic Thinking A	
<input checked="" type="checkbox"/> Test Reason	<input checked="" type="checkbox"/> 2019-2020 Year	<input checked="" type="checkbox"/> Posttest
Bartley, O'Connors (9910050...)	✓	✓
Doe, John (991005263)	✓	✓
Delage, Suzanne (991006826)	✓	
Doe, Jane (120230013)	✓	✓
Student, Demo (998100170)	✓	✓

- Mark the checkbox for each test/test reason combination you wish to include in the report. Mark the **Test Reason** checkbox on the left to include all, or clear it to remove all. The test opportunities that will be included are highlighted in yellow.
- If you're viewing report options, click **Generate Report** at the top of the window to view the Longitudinal Report. (You can modify your selections and regenerate the report later using the **Change Selections** button .)

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

Look at the graph in the upper-left corner of the Longitudinal Report (see [Figure 27](#)). It shows the scores or performance levels of the student(s) each time they took the test(s).

Score data are plotted along a line.

Figure 27. Longitudinal Report Window: Report for a Single Student with a Single Reporting Category

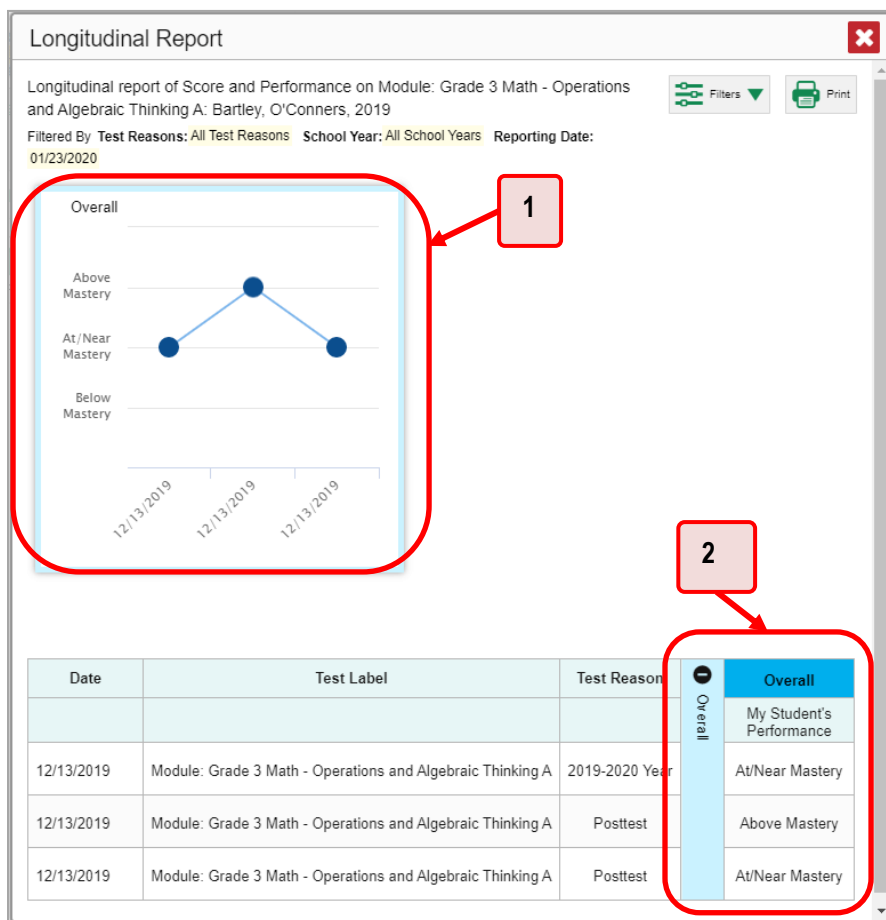


Table 8. Longitudinal Report Window Elements

#	Element
1	Overall performance graph
2	Overall performance section of table

Performance level data are shown either the same way or, for multiple students, in performance distribution bars.

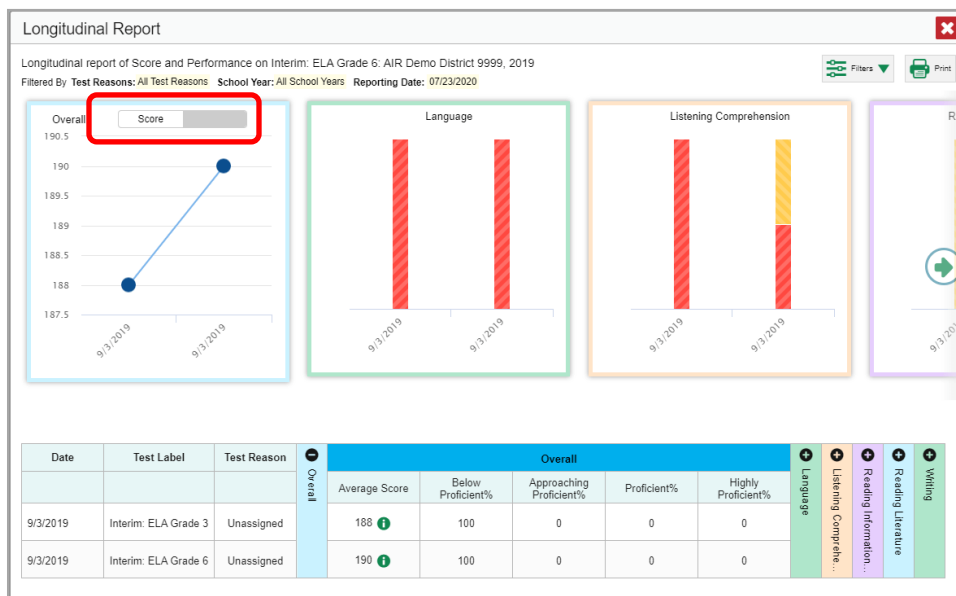
Mouse over the data points in a line graph or the sections in a bar to get more information.

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

## How to Switch Between Score Data and Performance Level Data

When a graph offers both score and performance level data, a toggle bar appears at the top of it, as in [Figure 28](#). 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.


Figure 28. Longitudinal Report Window: Report for Multiple Students with Multiple Reporting Categories



## How to See Students' Performance in Different Areas Over Time

Look at the reporting category graphs to the right of the overall performance graph, or look at the expandable reporting category sections in the table at the bottom (see [Figure 28](#)). Here, you can see at a glance how students are improving or declining in each area, and you can compare their trajectories in different areas.

## How to Modify the Test Groupings You've Selected

If you are a teacher and 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 your selection of tests and test reasons.

## How to Filter Test Opportunities to Show Some and Not Others

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

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


1. Open the **Filters** menu  at the upper-right corner and select the filter options you prefer from the drop-down lists (see [Figure 29](#)).

Figure 29. Longitudinal Report Window: Report for Multiple Students with a Single Reporting Category and with Expanded Filter Menu

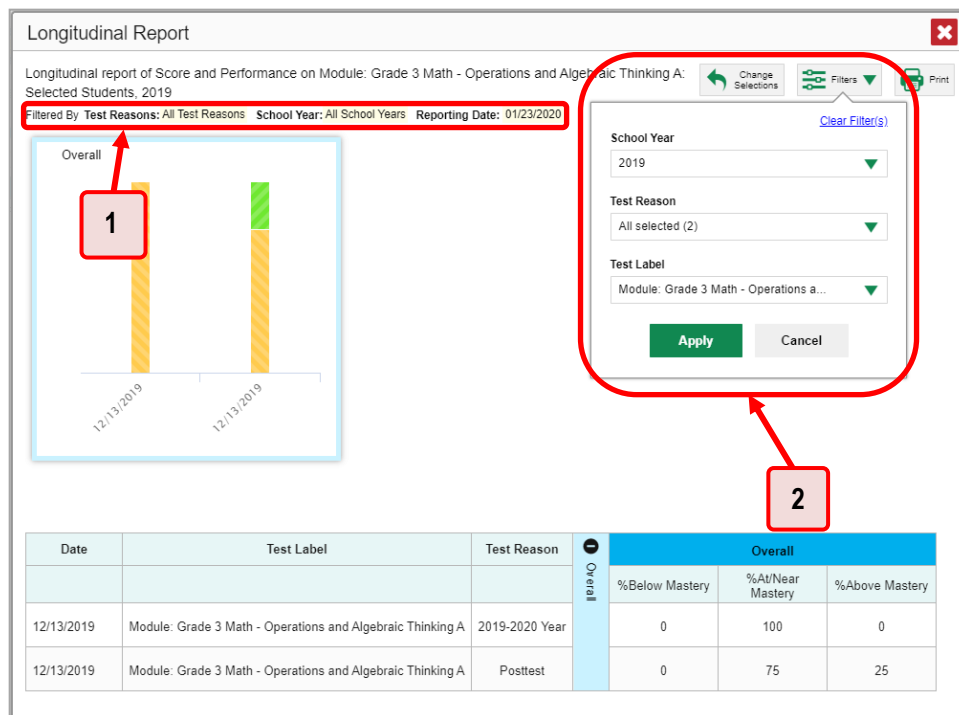


Table 9. Longitudinal Report Window Elements


#	Element
1	Row of filter details below the report header
2	Open filter menu with filters for school year, test reason (category of test or test window), and test label (name)

- You may want to filter by a particular school year or years. Note that years are not calendar years. “2021” refers to the 2021–2022 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.



- 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.
- 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, as in [Figure 29](#), showing the test reasons and school years included in the report.

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

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

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

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


1. Click **Breakdown By**  in the **Features & Tools** menu . The **Breakdown Attributes** window opens (see [Figure 30](#)).

Figure 30. My Students' Performance on Test Report: Performance by Student Tab: Breakdown Attributes Window

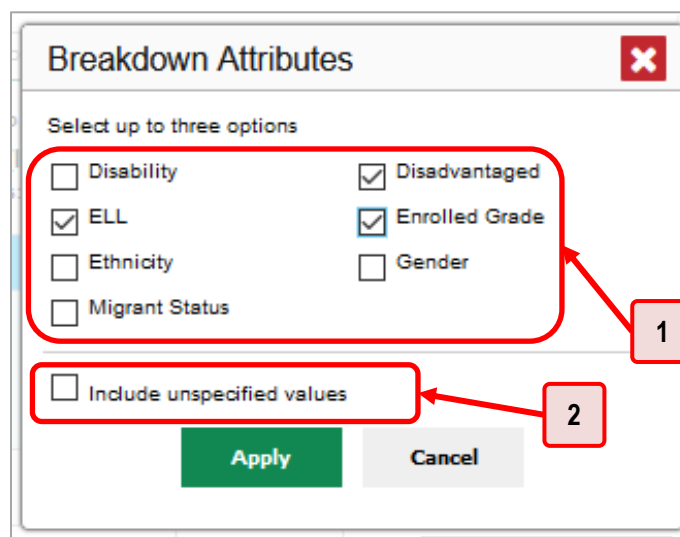


Table 10. Breakdown Attributes Window Elements

#	Element
1	Demographic options
2	<b>Include unspecified values</b> option

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2. Select up to three student demographic categories.

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

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

3. Click **Apply**.

Data for each sub-group selected are displayed in the report (see [Figure 31](#)). Please see [Table 11](#) for a list of the breakdown attributes and labels for the demographic sub-groups available in CRS.

Figure 31. Demographic Breakdown of a My Students' Performance on Test Report

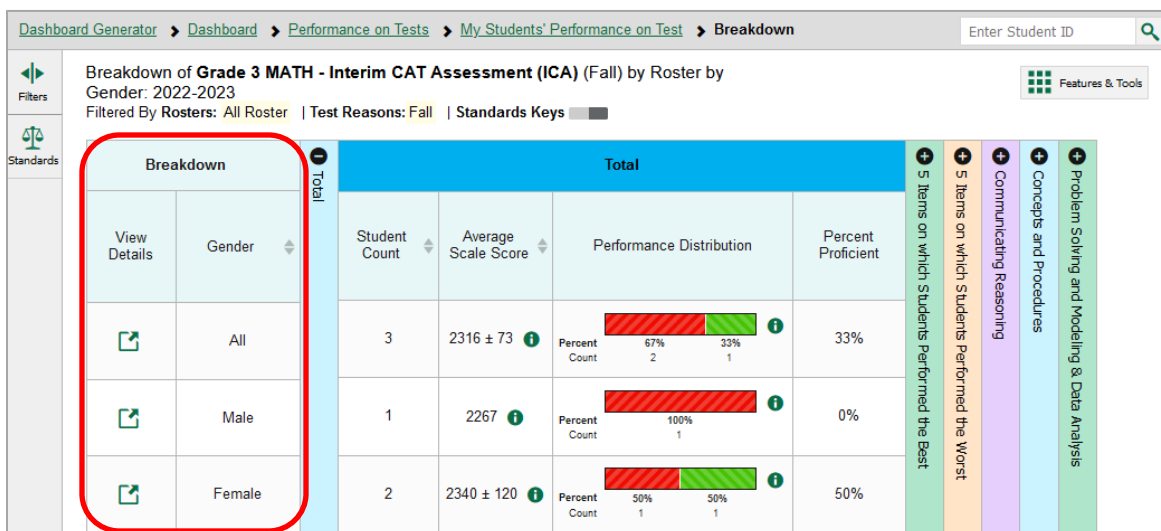


Table 11. Demographic Breakdown Attributes: Labels and Definitions

Category	Breakdown Attribute Label	Definition
Disability	01 – Autism	Autism
	02 – Deaf-Blindness	Deaf-Blindness
	03 – Deafness	Deafness
	04 – Developmental Delay (Age 3-5)	Developmental Delay (Age 3-5)
	05 – Developmental Delay (Age 6-8)	Developmental Delay (Age 6-8)
	06 – Emotional Disturbance	Emotional Disturbance
	07 – Hearing Impaired	Hearing Impaired
	08 – Mental Retardation	Mental Retardation
	09 – Multiple Disability	Multiple Disability


Disability (cont.)	10 – Orthopedic Impairment	Orthopedic Impairment
	11 – Other Health Impairment	Other Health Impairment
	12 – Specific Learning Disability	Specific Learning Disability
	13 – Speech/Language Impairment	Speech/Language Impairment
	14 – Traumatic Brain Injury	Traumatic Brain Injury
	15 – Visual Impairment including Blindness	Visual Impairment including Blindness
	16 – Autism Spectrum Disorder	Autism Spectrum Disorder
	17 – Other Health Disability	Other Health Disability
	18 – Speech or Language Disability	Speech or Language Disability
	19 – Intellectual Disability	Intellectual Disability
	20 – Visual Disability Incl. Blindness	Visual Disability Incl. Blindness
	21 – Hard of Hearing	Hard of Hearing
	21 – Orthopedic Disability	Orthopedic Disability
Disadvantaged* (Lunch Status as related to the National School Lunch Program)	1	Free - Eligible
	2	Reduced - Eligible
	C	Certified by the Hawaii Department of Human Services
	F	Free
	R	Reduced
ELL	No	The student is not an English Language Learner.
	Yes	The student is an English Language Learner.
Enrolled Grade	Grade 00	Home Schooled
	Grade KG	Kindergarten
	Grade 01	Grade 1
	Grade 02	Grade 2
	Grade 03	Grade 3
	Grade 04	Grade 4
	Grade 05	Grade 5
	Grade 06	Grade 6
	Grade 07	Grade 7
	Grade 08	Grade 8



Enrolled Grade (cont.)	Grade 09	Grade 9
	Grade 10	Grade 10
	Grade 11	Grade 11
	Grade 12	Grade 12
	Grade 31 – 34	*Other
Ethnicity	African American	African American
	American Indian/Alaskan Native	American Indian/Alaskan Native
	Asian/Pacific Islander	Asian/Pacific Islander
	Declined to Report	Declined to Report
	Hawaii Pacific Islander	Hawaii Pacific Islander
	Hispanic	Hispanic
	Multi-Racial	Multi-Racial
	White	White
Gender	Female	Female
	Male	Male
Migrant Status	No	Student does not have migrant status.
	Yes	Student has migrant status.

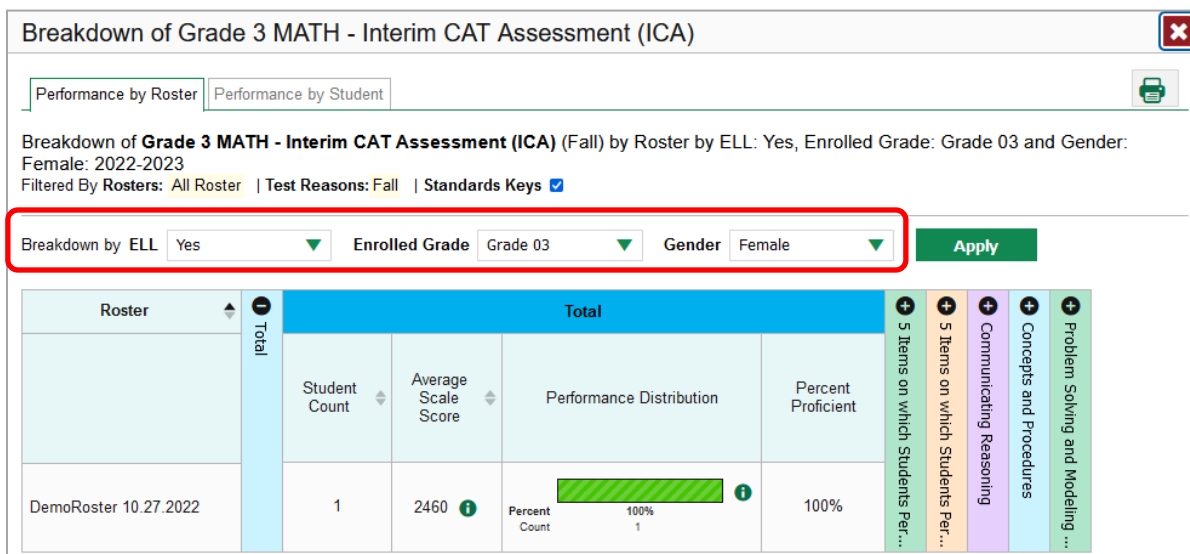
\*Please contact the Assessment Section if you have any questions about the demographic breakdown attributes.

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

When viewing test results broken down by sub-groups, go to the row for the demographic combination you want to view and click the view button  in the View Details column on the left (see [Figure 31](#)).

A window opens, displaying detailed results for that combination. The report table is now laid out the same way as the original report, before you viewed it broken down by sub-groups (see [Figure 32](#)).

Figure 32. Demographic Combination Breakdown Window (from My Students' Performance on Test Report)



At the top of the report table are filter menus for each demographic category you chose. To change the demographic combination displayed, use the filters to select the demographic sub-groups you want to see and click **Apply**. The new combination is displayed.



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

## How to View Test Results for Individual Students

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

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

Teachers and school-level users:

1. Generate a dashboard and click a test group name (or  beside it) as shown in [Figure 8](#).
2. Click a test name (or  beside it) in the table of assessments. A page of test results appears.
3. Select the **Performance by Student** tab.

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- Click the name of an individual student (or  beside it) in the report. The Student Performance on Test report appears (see [Figure 33](#)).

**District-level users:**




- Generate a dashboard and click a test group name (or  beside it) as shown in [Figure 8](#).
- Click a test name (or  beside it) in the table of assessments. A page of test results by school appears.
- Click a school name (or  beside it). The School Performance on Test report appears.
- Perform the same steps as teachers and school-level users, starting at step [3](#).

Figure 33. Teacher View: Student Performance on Test Report

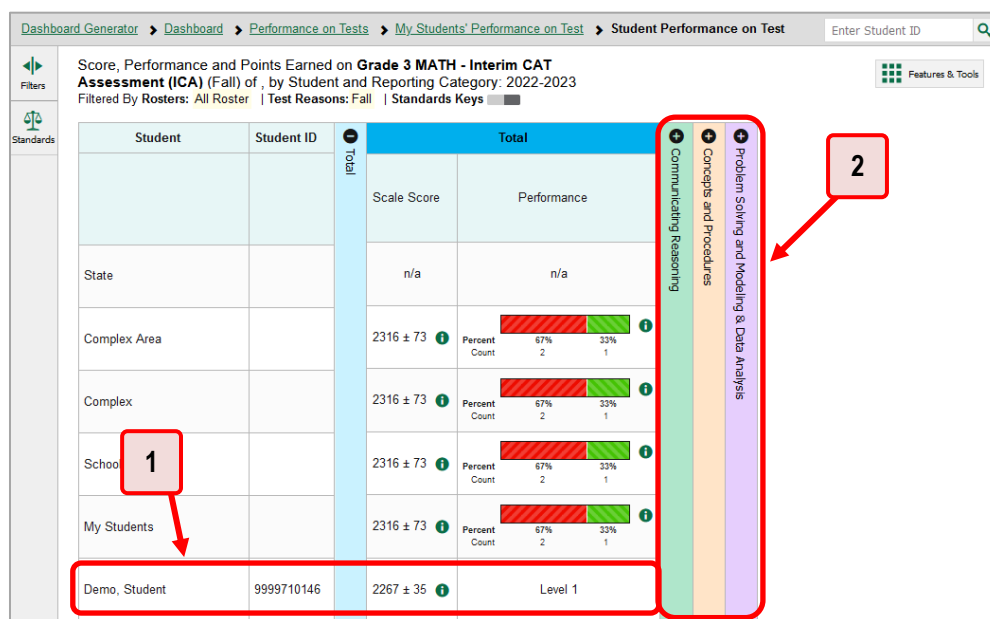


Table 12. Teacher View: Student Performance on Test Report Elements

#	Element
1	Row of data for the student
2	Reporting category section bars (click to expand)

You can view the student’s performance in each area of the test using the reporting category sections, which you can click to expand (see [Figure 33](#)).

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

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


To access this report, enter the student's SSID in the search field in the upper-right corner and click  (see [Figure 34](#)). (When you are viewing the Dashboard Generator and data are available, the same field appears to the right of the dashboard generation controls.) The Student Portfolio Report appears (see [Figure 35](#)).

Figure 34. Teacher View: Performance on Tests Report

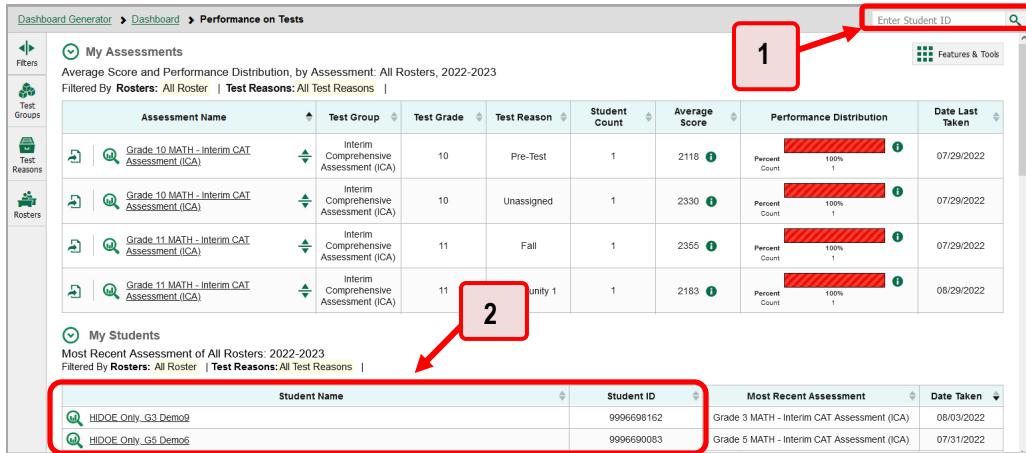


Table 13. Teacher View: Performance on Tests Report Elements

#	Element
1	Search field for SSID
2	Student name and SSID


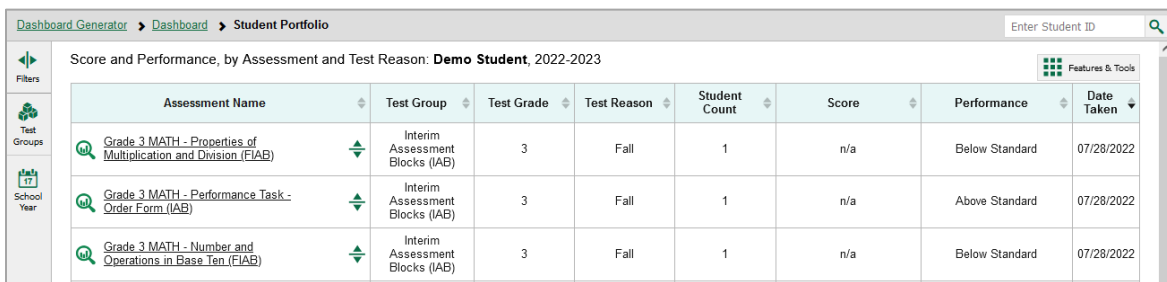

Teachers can also access this report from the Performance on Tests report by going to the My Students table below the main assessments table and clicking a student's name (or  beside it), also shown in [Figure 34](#).

Figure 35. Student Portfolio Report



To view individual test results for this student, click a test name (or  beside it).

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

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

Figure 36. Student Portfolio Report

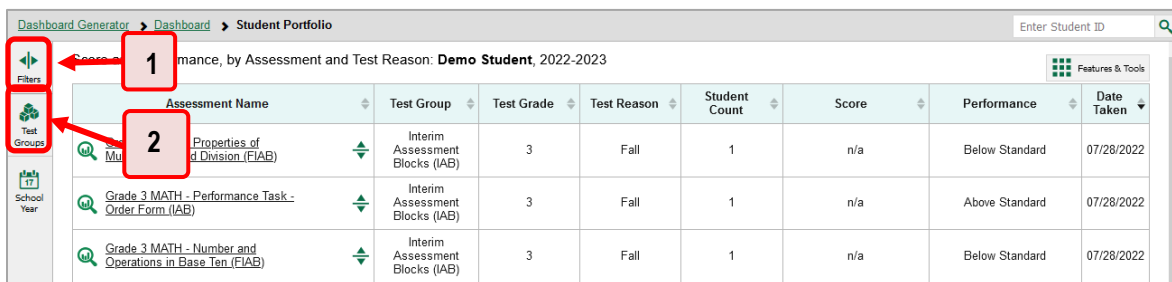


Table 14. Student Portfolio Report Elements

#	Element
1	Button to expand just the <b>Filters</b> panel
2	Button to expand <b>Filters</b> panel and <b>Test Group</b> options

1. In the **Filters** panel on the left side of the Student Portfolio Report (see [Figure 36](#)), click either the expand button or the **Test Group** button . The **Filters** panel expands (see [Figure 37](#)).

Figure 37. Student Portfolio Report with Expanded Filters Panel

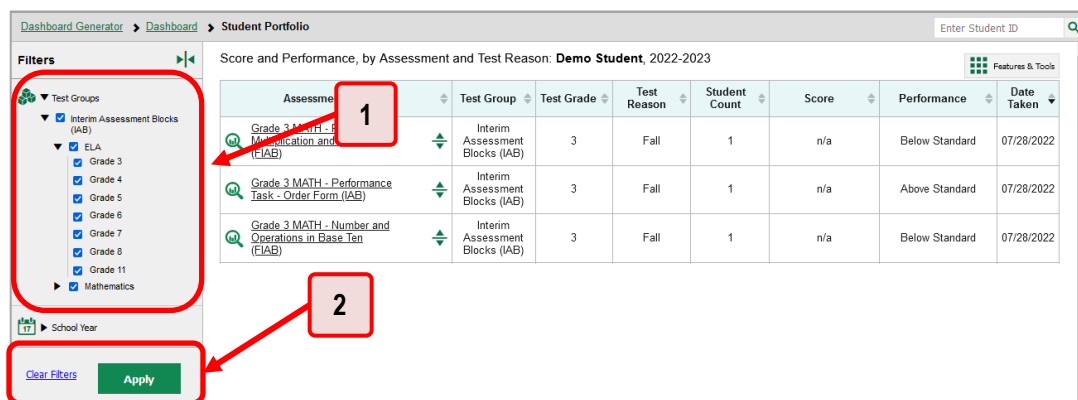


Table 15. Student Portfolio Report Elements

#	Element
1	<b>Test Group</b> options (all selected)
2	<b>Apply</b> button and <b>Clear Filters</b>

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2. Mark as many selections as you like in the **Test Group** section of the **Filters** panel. Tests are organized by test type, subject, and grade.
3. Click **Apply**. The Student Portfolio Report updates to show only data for those tests.
4. *Optional:* To revert all filters to their defaults, open the filters panel again and click **Clear Filters**. Click **Apply**. Filters also revert when you log out, switch user roles, or switch systems.

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

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

1. On the left side of the page, click either the **Filters** panel expand button  or the school year button  (see [Figure 38](#)). The **Filters** panel expands.

Figure 38. Student Portfolio Report

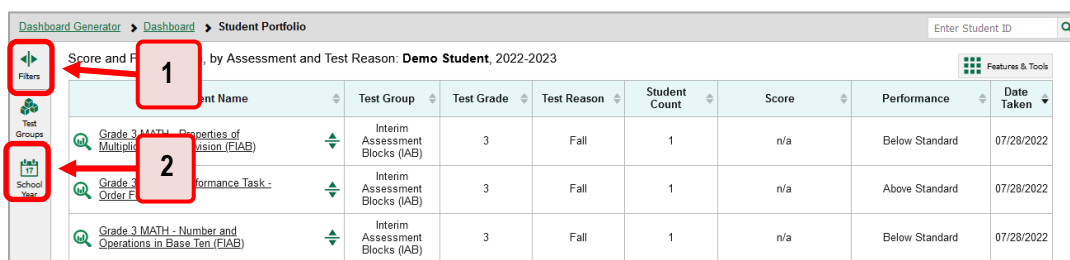


Table 16. Student Portfolio Report Elements

#	Element
1	Button to expand just the <b>Filters</b> panel
2	Button to expand <b>Filters</b> panel and school year options

- Under **School Year**, select a year or years (see [Figure 39](#)).

Figure 39. Student Portfolio Report with Expanded Filters Panel

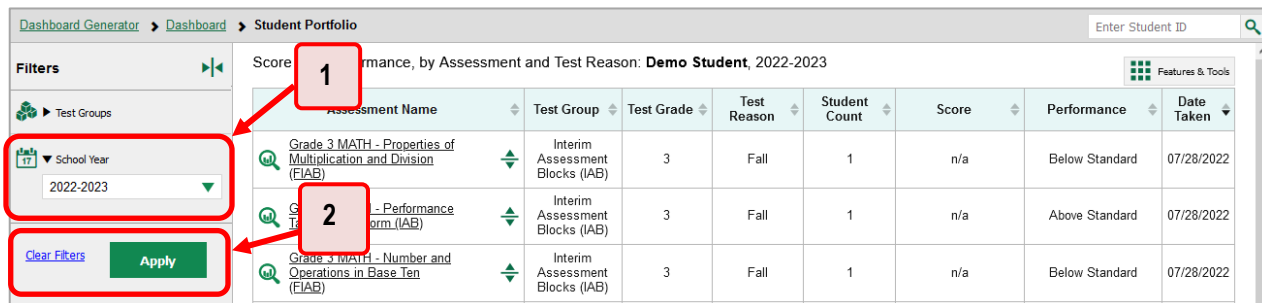


Table 17. Student Portfolio Report Elements

#	Element
1	School Year filter
2	Apply button and Clear Filters

- Click **Apply**.

To switch back to the current year:

- Open the **Filters** panel again.
- Click **Clear Filters**.
- Click **Apply**.

## How to Use Individual Student Reports (ISR)

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

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

An ISR is a PDF that displays test results for an instance of test that a student took. It may consist of a single page or multiple pages. ISR layouts vary according to the type of test. Details of sample ISRs are shown below in [Figure 40](#), [Figure 41](#), [Figure 42](#), [Figure 43](#), and [Figure 44](#).

- At the top of each ISR are the student name and SSID, the name of the test, complex area, complex, and school, and any other relevant information.
- Below that is a summary of the student’s performance. An ISR for a scale-scored test displays the student’s performance on a vertical scale that includes all the cut scores and performance levels.

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- Each ISR includes a comparison table showing the average performance of the complex area, complex, and/or school.
- Many ISRs include a table detailing the student's performance in each reporting category (as in [Figure 41](#)).
- Some ISRs include item-level data (as in [Figure 42](#)), scoring assertions, and/or scoring assertion outcomes (as in [Figure 43](#)).
- Some ISRs include longitudinal graphs (as in [Figure 44](#)).

Figure 40. Detail of Individual Student Report (ISR): Math Interim (ICA)

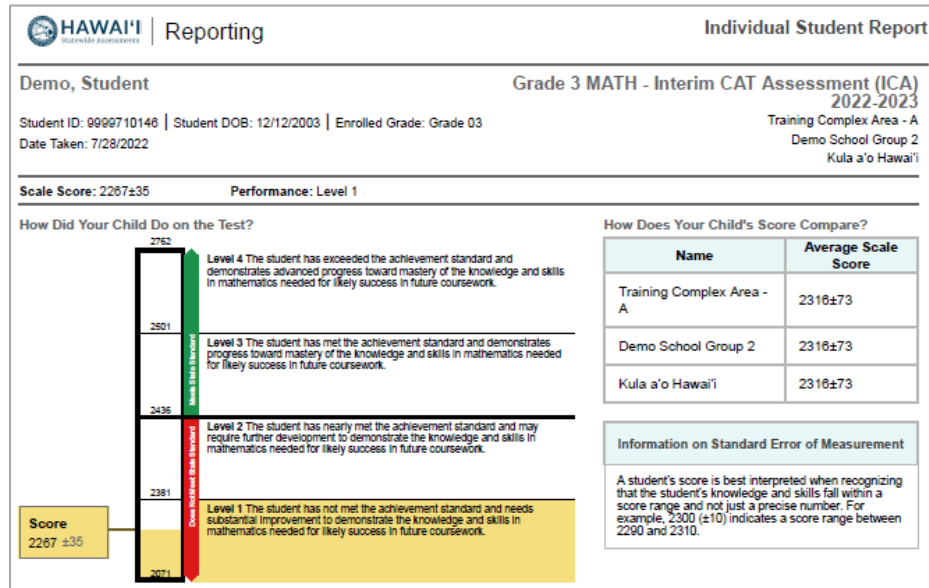


Figure 41. Detail of Individual Student Report (ISR): Math Interim (ICA) with Reporting Categories

**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	Performance Description
Communicating Reasoning			<p><b>What These Results Mean</b></p> <p>Student may be able to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</p> <p><b>Next Steps</b></p> <p>With your child, search the Internet for fraction models to show how to find equivalent fractions, like 1/2 and 2/4. For example, make a strip using 4 squares, and then make a strip with the same length using 2 rectangles. This shows that 1 of 2 rectangles (1/2) is equal to 2 of 4 squares (2/4).</p>
Concepts and Procedures			<p><b>What These Results Mean</b></p> <p>Student has difficulty explaining and applying mathematical concepts and interpreting and carrying out mathematical procedures with precision and fluency.</p> <p><b>Next Steps</b></p> <p>With your child, arrange objects into equal groups and count the objects to practice multiplication facts. With your child, color shapes on grid paper, and find the area by counting grid squares. Divide objects into equal-sized pieces. Have your child color some pieces and describe them as fractions of the whole.</p>
Problem Solving and Modeling & Data Analysis			<p><b>What These Results Mean</b></p> <p>Student may be able to solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Student may be able to analyze complex, real-world scenarios and may be able to construct and use mathematical models to interpret and solve problems.</p> <p><b>Next Steps</b></p> <p>With your child, find appropriate math story problems. Ask him or her to underline and make a list of the information in the math problem. After solving, ask your child to check his or her answer against the information on the list.</p>



Figure 42. Detail of Individual Student Report (ISR): Math Interim (ICA) with Item- and Standard-Level Data

How Did Your Child Perform on Each Test Question?

Communicating Reasoning		
Question #	Standard	Points Earned/Points Possible
9	Use the technique of breaking an argument into cases.	0/1
12	Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1/1
15	State logical assumptions being used.	0/1
18	Use the technique of breaking an argument into cases.	0/1
19	Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	0/1
28	Test propositions or conjectures with specific examples.	0/1
29	Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.	1/1
31	State logical assumptions being used.	0/1

Concepts and Procedures		
Question #	Standard	Points Earned/Points Possible
1	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	0/1
2	Represent and solve problems involving multiplication and division.	0/1
3	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	0/1
4	Multiply and divide within 100.	0/1
5	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	0/1
6	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	0/1
7	Represent and solve problems involving multiplication and division.	0/1
8	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	0/1
10	Use place value understanding and properties of operations to perform multi-digit arithmetic.	0/1
11	Represent and solve problems involving multiplication and division.	0/1
13	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	0/1

Figure 43. Detail of Individual Student Report (ISR): Science Interim with Scoring Assertions


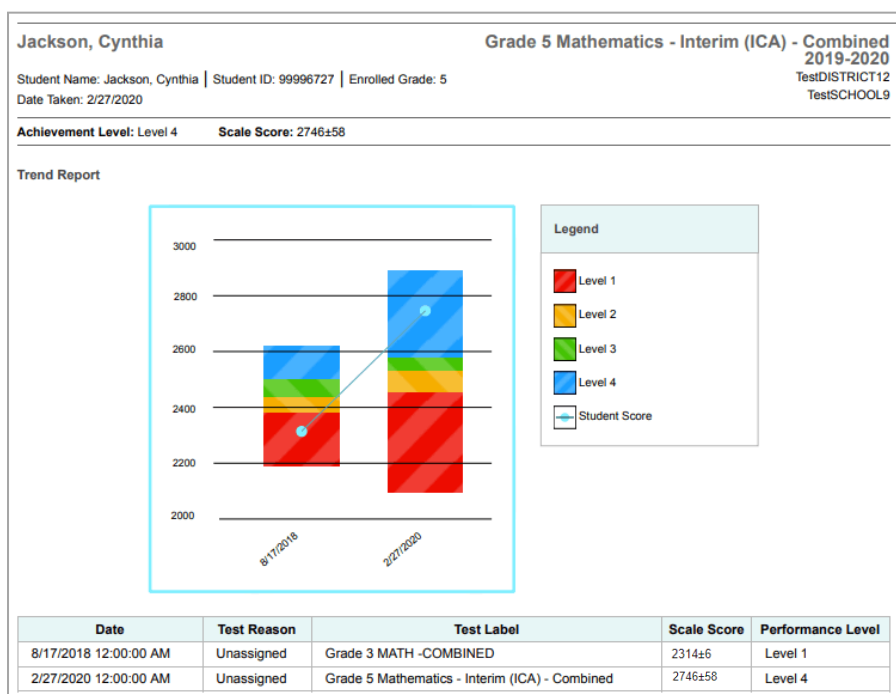
 Reporting		Individual Student Report	
Demo, Student Student ID: 9999619972   Student DOB: 12/12/2003   Enrolled Grade: Grade 06 Date Taken: 12/13/2022		Interim MS DCI - MS-LS4.B 2022-2023 Training Complex Area A Demo School Group 2 Kula a'o Hawai'i	
Score: 0/5			
What we can learn from your child's response?			
Information on 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. 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.			
Question #	Scoring Assertion	Outcome	
1-1	The student graphed the data on the frequency of the dark color trait by drawing one line with coordinates at (0,1), (20,1), (80,48), (100,69), (180,95), and (200,97) OR plotted the points with or without a line of best fit, providing evidence of the ability to generate a graph to describe the change in frequency of a trait in a population over time.	✘	
1-2	The student selected "Between sample year 80 and year 100, the population shifted to mostly dark mice," providing evidence of an ability to describe the change in frequency of traits in a population over time.	✘	
1-3	The student selected "A change occurred in the landscape that gave the dark mice a survival advantage in dark terrain," providing evidence of an ability to construct an explanation of the role of genetic variation in survival and reproduction.	✘	
1-4	The student selected "There will be no significant change in the frequency of the light and dark traits," providing evidence of an ability to predict changes in the frequency of a trait given a change of environment.	✘	
1-5	The student selected "the proportion of dark mice in areas of dark rock and soil in other regions," "the proportion of dark mice in areas of sandy soil in other locations of the Sonoran Desert," "whether predator species, such as owls, in the area locate their prey by spotting it from above," and "whether any changes occurred in the terrain following the sample collection at year 20 of the study" as evidence to support the key in Part C, providing evidence of an ability to identify evidence supporting the role of genetic variation in survival and reproduction.	✘	

Figure 44. Detail of Individual Student Report (ISR): Math Interim (ICA) with Longitudinal Graph



## How to Generate and Export Individual Student Reports (ISR)

To generate and export an Individual Student Report (ISR) that details a student’s performance on a test opportunity (an instance of a student taking a test), use the Student Results Generator. Each ISR shows a student’s overall performance on their test plus a breakdown of performance by reporting category (if available for that test). You can select any combination of a test reason, assessments within a subject, 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 Centralized Reporting page.

1. Click the **Download Student Results** button  in the **Features & Tools** menu . The **Student Results Generator** window opens (see [Figure 45](#)).

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.

Figure 45. Student Results Generator Window as Opened from Dashboard with Default Selections

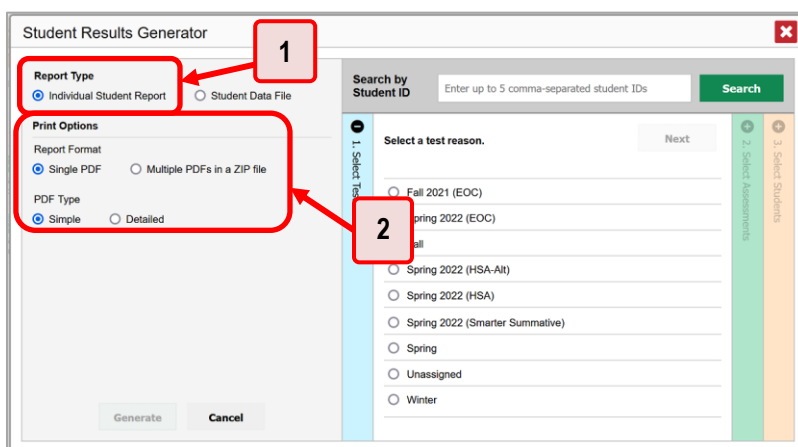


Table 18. Student Results Generator Window as Opened from Dashboard Elements

#	Element
1	Individual Student Report option (selected)
2	Options for your ISR files

2. In the panel on the left, select **Individual Student Report**. Always do this before you make other selections. Switching between the **Individual Student Report** and **Student Data File** options may revert some selections.
3. If you're generating multiple ISRs, then under Report Format, choose either a single PDF for all the ISRs, or a ZIP file containing a separate PDF for each one. If you select **Single PDF**, the Student Results Generator may nonetheless create a ZIP file of multiple PDFs depending on the number of schools, grades, and opportunities included.
4. Under PDF Type, select either a simple (one-page) or detailed (multiple-page) PDF. **NOTE:** the detailed (multiple-page) PDF is available only for the Smarter Balanced Interim Comprehensive Assessments (ICAs) and the HSA-Alt Classroom Embedded Assessments (CEAs).
  - For the Smarter ICAs the simple (one-page) ISR includes the student's overall scale score, statewide comparison data, and simplified reporting category information. See [Figure 40](#) and [Figure 41](#) for additional information.
  - For the Smarter ICAs the detailed (multiple-page) ISR includes the same information as the simple ISR plus more detailed reporting category information (if available for that assessment) and the student's longitudinal chart (if available for that assessment and that student). See [Figure 42](#) and [Figure 44](#) for additional information.
  - For the Smarter IABs, the ISR will provide the student's item level scores.
  - For the NGSS Interims, the ISR will provide the student's item level scores and assertion outcomes for the assertions represented by the items/clusters on the test. See [Figure 43](#) for additional information.

- For HSA-Alt CEAs, the ISR will provide the student’s raw score, reporting category raw score, item level scores, comparison data, and a count of “NR” responses.
5. If the test opportunity options are not preselected, or if you want to change them, there are two ways to make selections:
- Search for students. In the search field at the upper-right corner, enter up to 5 comma-separated student IDs and click **Search**. The resulting list of students and all the tests they've taken will replace any previous selections, as in [Figure 46](#). To deselect and clear results, click **Clear Search Results**.

Figure 46. District-Level User View: Student Results Generator Window: Student Search Results

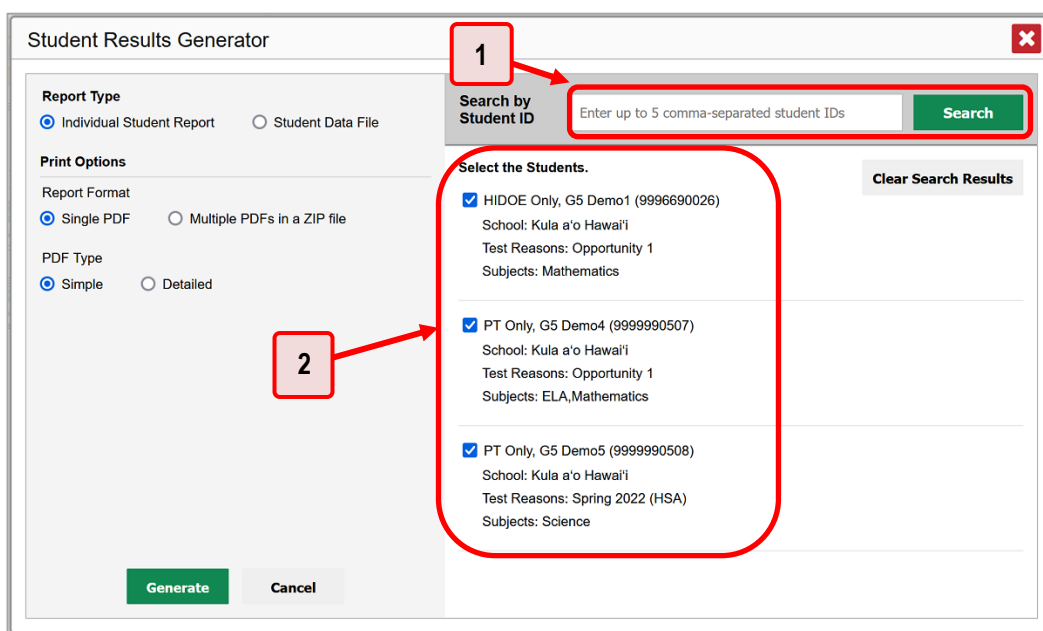
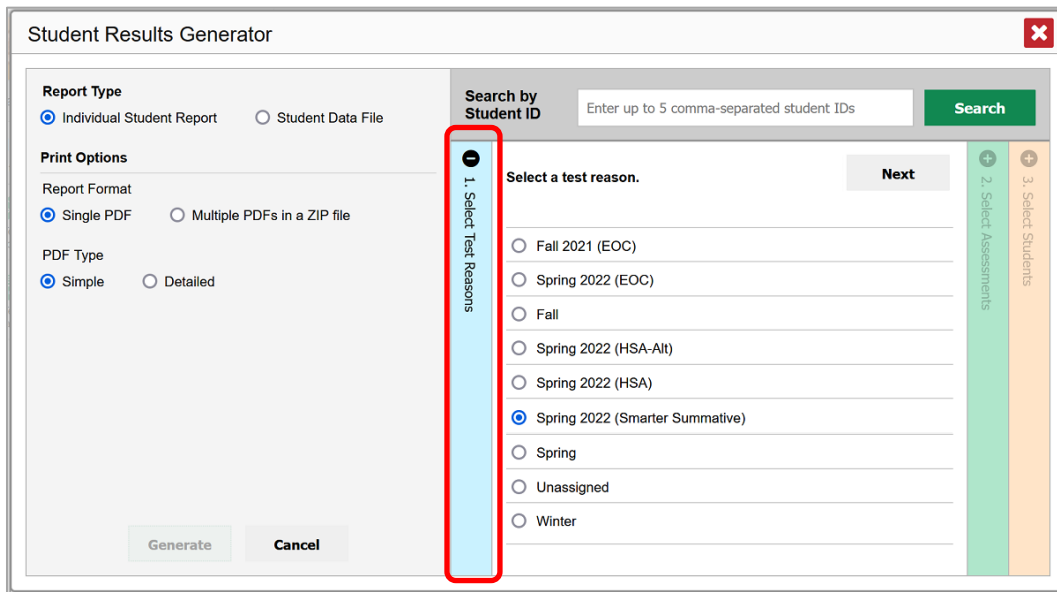


Table 19. District-Level User View: Student Results Generator Window: Student Search Results Elements

#	Element
1	Student ID search field
2	Student search results

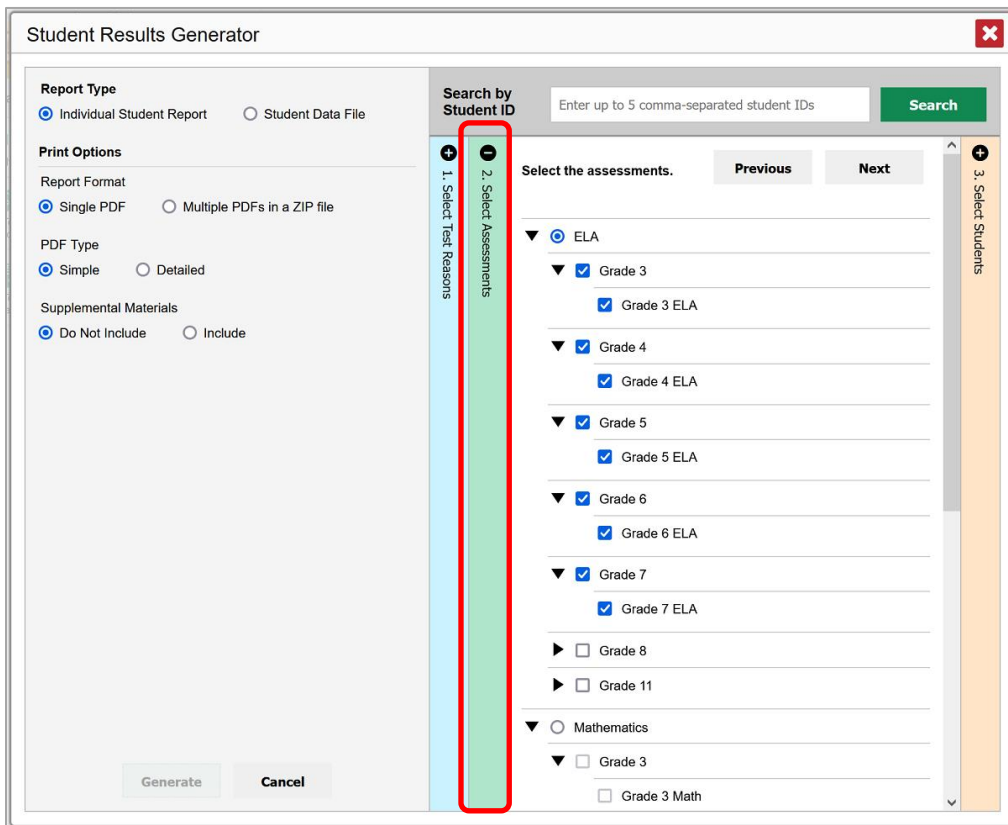
- Use the three accordion sections. (If a student is prepopulated by the Student Portfolio Report, first remove the student by clicking **Clear Search Results**.) Starting from the left, click the section bars to expand them or use the **Next** and **Previous** buttons to navigate. Within each section you must make selections using the radio buttons and checkboxes:
  - i. In the **Select Test Reason** accordion section ([Figure 47](#)), choose a test reason. Test reasons are categories for tests.

Figure 47. Student Results Generator Window: Select Test Reason Section



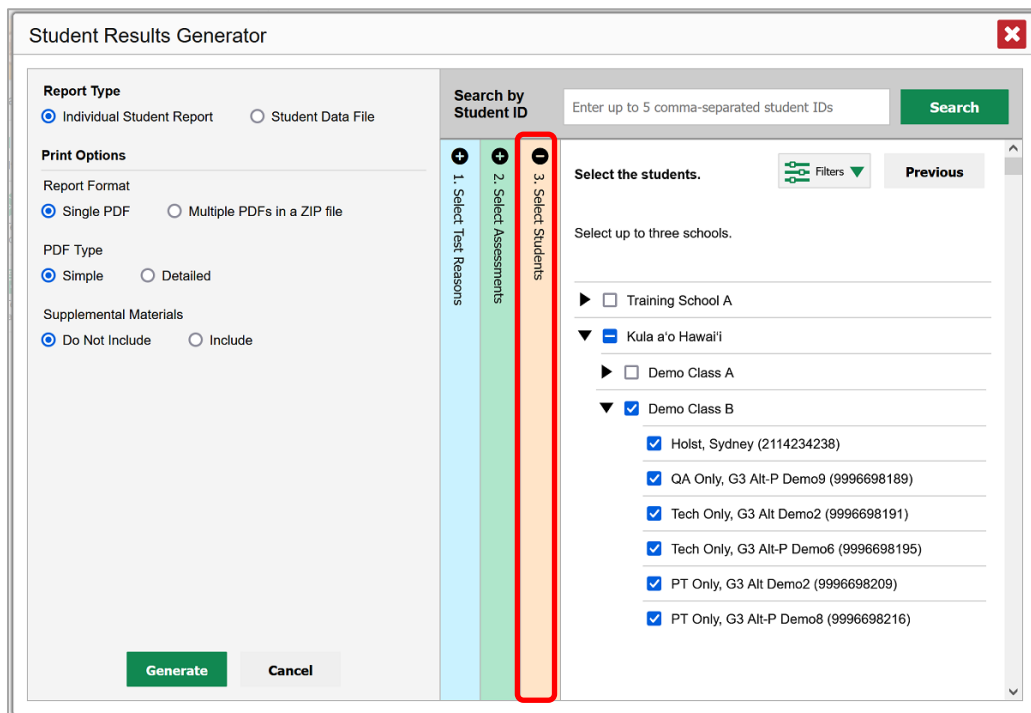
- ii. In the **Select Assessments** section (Figure 48), choose any number of tests or grade levels within a single subject.


Figure 48. Student Results Generator Window: Select Assessments Section



- iii. In the **Select Students** section ([Figure 49](#)), choose students from the expandable school and/or class (roster) options. If you're a district-level user, you may choose students in up to three schools.
  - Sometimes the list of students is truncated. You can display the entire list by clicking **Click to Load More**.
  - Note that marking the checkbox for a student in one class (roster) or school also marks it anywhere else the student appears, and the same goes for clearing the checkbox.

Figure 49. District-Level User View: Student Results Generator Window: Select Students Section



6. *Optional:* If you used the accordion sections to make your selections, then to set a range of reporting 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 50](#).
  - b. Use the calendar tools to select dates, or enter them in the format mm/dd/yyyy.
  - c. Click **Apply**.
  - d. *Optional:* To revert to including results for all available dates, reopen the filter menu, click **Clear Filters**, then click **Apply**.

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

Figure 50. District-Level User View: Student Results Generator Window: Select Students Section with Filter Menu Open

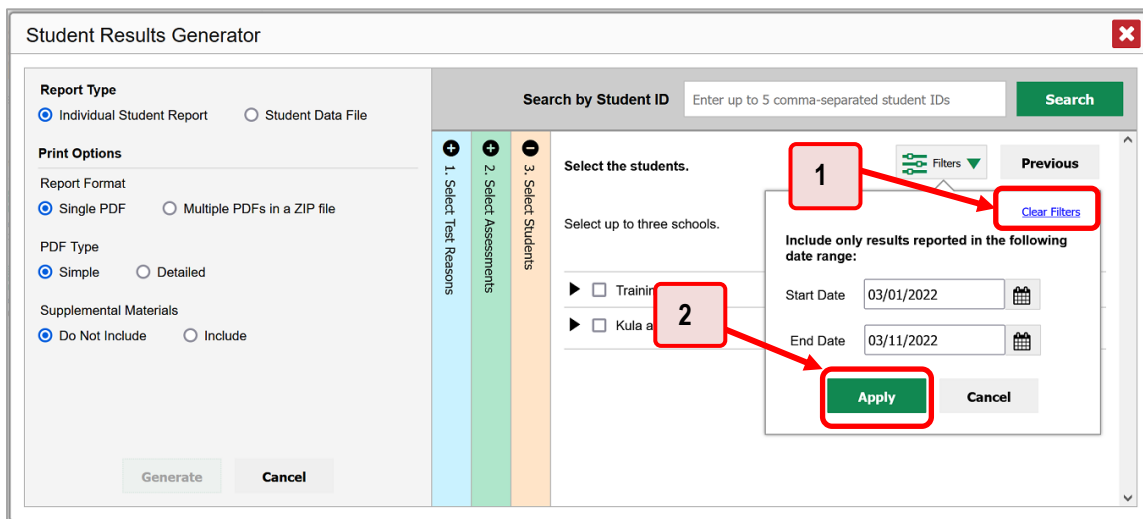


Table 20. District-Level User View: Student Results Generator Window: Select Students Section Elements

#	Element
1	Clear Filters
2	Apply button

- Optional:* If supplemental materials are available, such as a cover page or addendum, select **Include** under Supplemental Materials.
- Click **Generate**. Once ISR generation is finished, the Inbox contains the new ISR(s) available for download.

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

## How to Generate and Export Student Data Files

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

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

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

1. Click the **Download Student Results** button  in the **Features & Tools** menu . The **Student Results Generator** window opens ([Figure 51](#)).

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 51](#). Always do this before you make other selections. Switching between the **Individual Student Report** and **Student Data File** options may revert some selections.

Figure 51. Student Results Generator Window

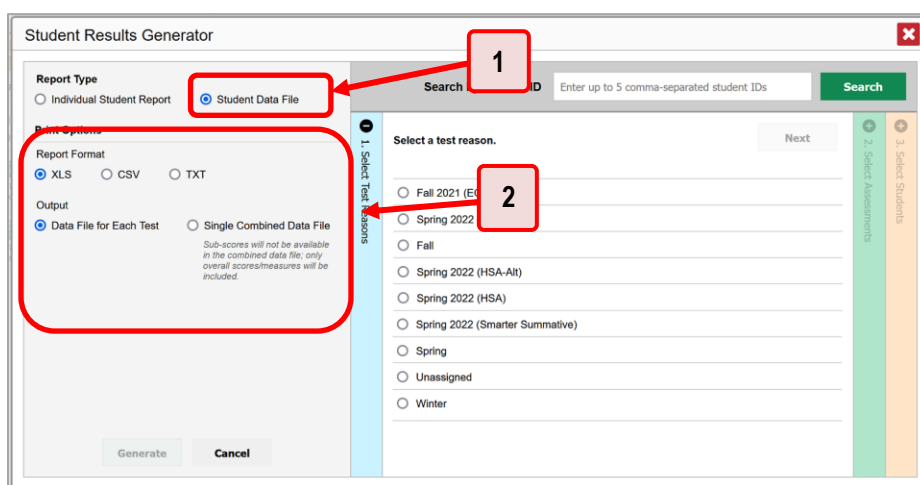


Table 21. Student Results Generator Window Elements

#	Element
1	<b>Student Data File</b> option (selected)
2	Report Format and Output sections

3. Under Report Format, select **XLS** (Excel .xlsx), **CSV** (comma-separated values), or **TXT** (tab-delimited text).
4. Under Output, select either **Data File for Each Test** or **Single Combined Data File**. Note that a single combined file does not include reporting categories. Large files may be split by school.
5. If the test opportunity options are not preselected, or if you want to change them, there are two ways to make selections:
  - Search for students. In the search field at the upper-right corner, enter up to 5 comma-separated student IDs and click **Search**. The resulting list of students and all the tests they've taken will replace any previous selections, as in [Figure 52](#). To deselect and clear results, click **Clear Search Results**.



Figure 52. District-Level User View: Student Results Generator Window: Student Search Results

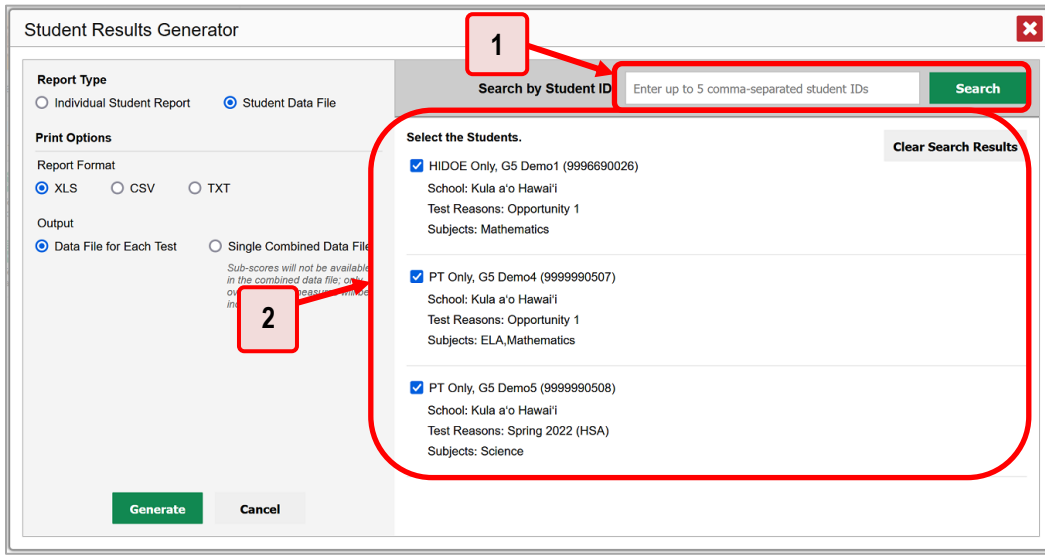
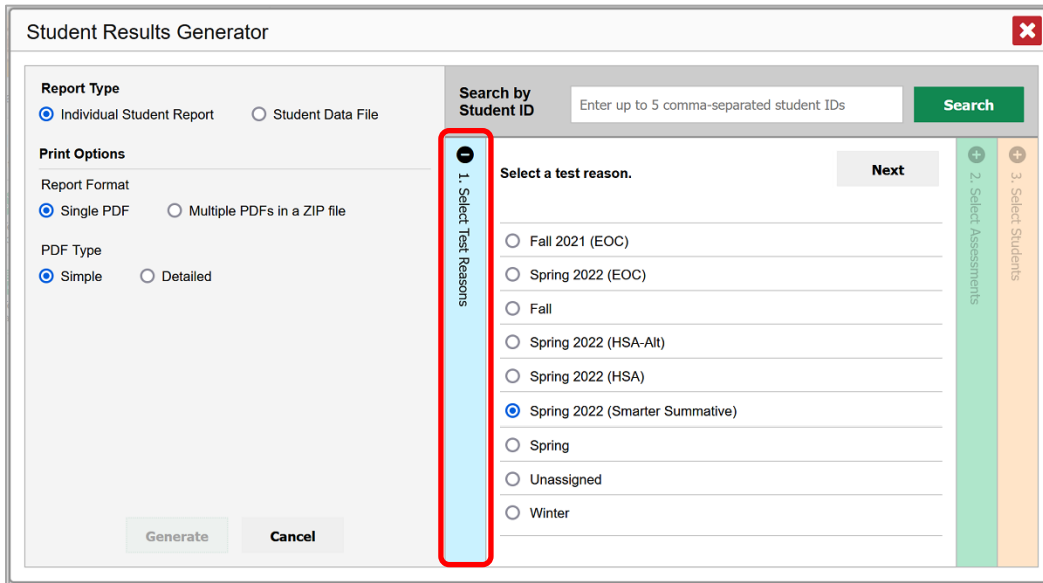


Table 22. District-Level User View: Student Results Generator Window: Student Search Results Elements

#	Element
1	Student ID search field
2	Student search results

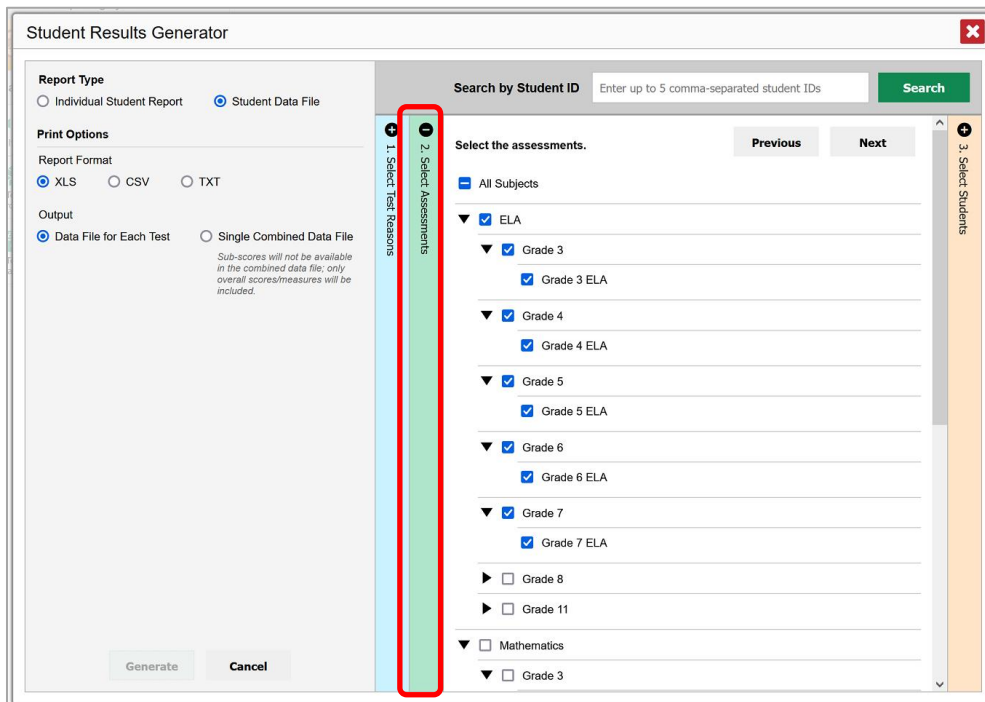
- Use the three accordion sections. (If a student is prepopulated by the Student Portfolio Report, first remove the student by clicking **Clear Search Results**.) Starting from the left, click the section bars to expand them or use the **Next** and **Previous** buttons to navigate. Within each section you must make selections using the radio buttons and checkboxes:
  - In the **Select Test Reason** section ([Figure 53](#)), choose a test reason. Test reasons are categories for tests.

Figure 53. Student Results Generator Window: Select Test Reason Section



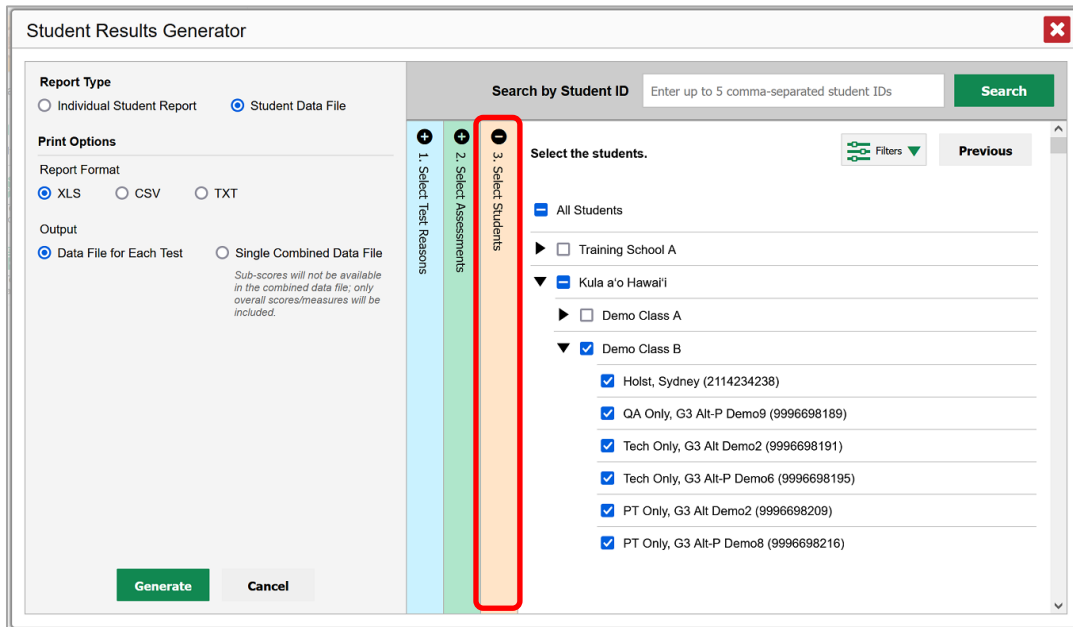
- ii. The **Select Assessments** section (Figure 54) groups tests by subject and grade. Mark the checkboxes beside the tests or groups of tests you want to include in the report, or mark **All Subjects**.


Figure 54. Student Results Generator Window: Select Assessments Section



- iii. In the **Select Students** section (Figure 55), select any number of students from the expandable school and/or class (roster) options.
  - Sometimes a list of students is truncated. You can display the entire list by clicking **Click to Load More**.
  - Marking the checkbox for a student in one class (roster) or school also marks it anywhere else the student appears, and the same goes for clearing the checkbox.

Figure 55. District-Level User View: Student Results Generator Window: Select Students Section



5. *Optional:* If you used the accordion sections to make your selections, then to set a range of reporting dates for which to generate results, use the filter menu as follows:
  - e. Open the **Filters** menu  (Figure 56). The menu displays two date fields.
  - f. Use the calendar tools to select dates, or enter them in the format mm/dd/yyyy.
  - g. Click **Apply**.
  - h. *Optional:* To revert to including results for all available dates, reopen the filter menu, click **Clear Filters**, then click **Apply**.

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

Figure 56. District-Level User View: Student Results Generator Window: Select Students Section with Filter Menu Open

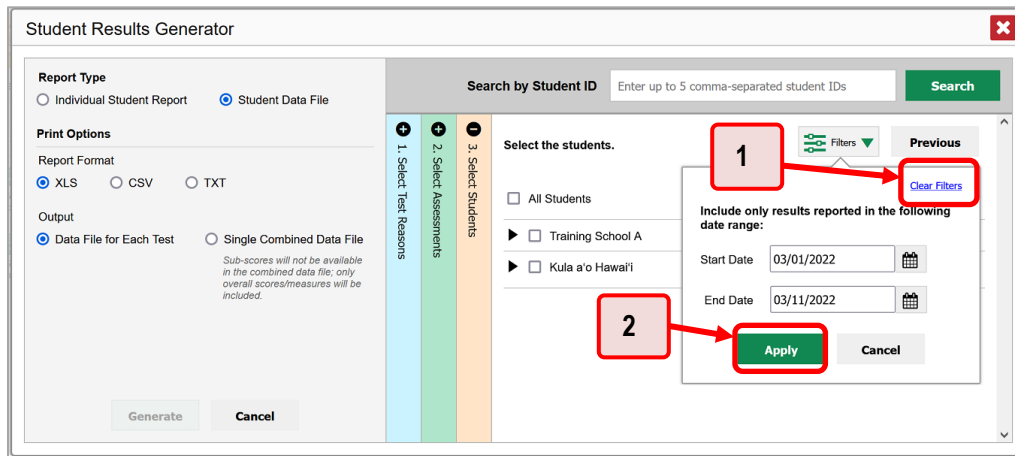


Table 23. District-Level User View: Student Results Generator Window: Select Students Section Elements

#	Element
1	Clear Filters
2	Apply button

6. Click **Generate**. Once data file generation is finished, the Inbox contains the new student data file(s) available for download.

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

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

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

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

In the Performance on Tests report (see [Figure 57](#)), click  to the right of a test name.

Figure 57. Teacher View: Performance on Tests Report

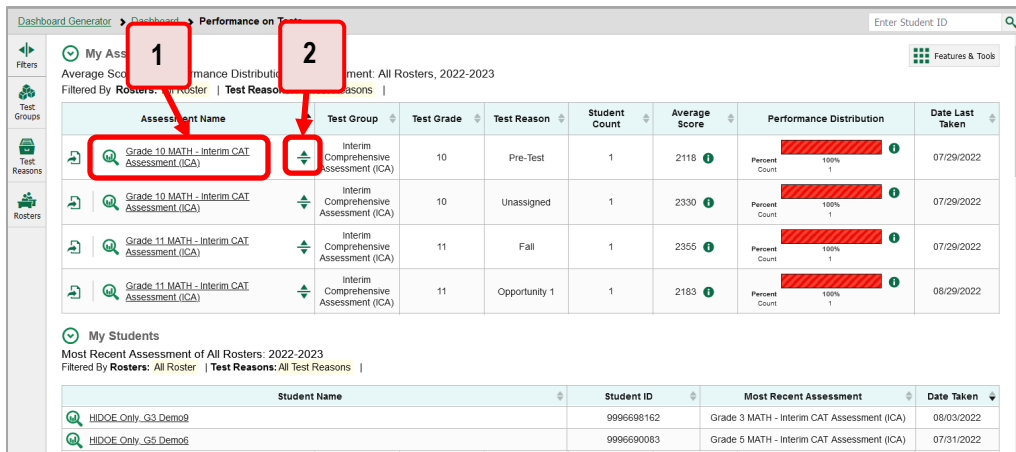


Table 24. Teacher View: Performance on Tests Report Elements

#	Element
1	Test name
2	Button to show comparisons for this test

Rows containing data for the state, complex area, complex, and/or school appear below, as in [Figure 58](#).

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

Figure 58. Teacher View: Performance on Tests Report with Expanded Comparison Rows

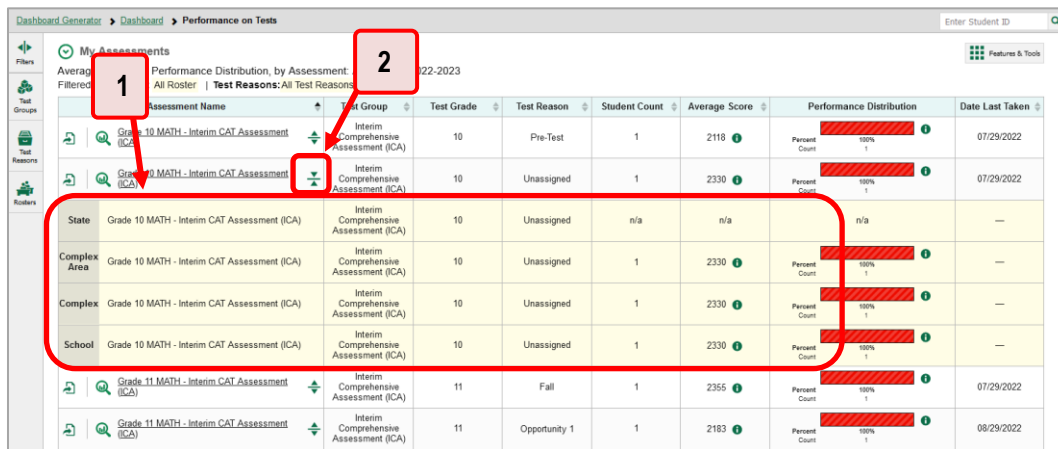



Table 25. Teacher View: Performance on Tests Report Elements

#	Element
1	Expanded comparison rows for state (no data shown), complex area, complex, and school
2	Button to hide comparisons for this test

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

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

1. Enter the student's SSID in the search field in the upper-right corner and click  (see [Figure 59](#)). (When you are viewing the Dashboard Generator and data are available, the same field appears to the right of the dashboard generation controls.) The Student Portfolio Report appears.


Teachers can also access this report from the Performance on Tests report by going to the My Students table at the bottom of the page and clicking a student's name (or  beside it).

Figure 59. Teacher View: Performance on Tests Report

Dashboard Generator > Dashboard > Performance on Tests

My Assessments  
Average Score and Performance Distribution, by Assessment: All Rosters, 2022-2023  
Filtered By Rosters: All Roster | Test Reasons: All Test Reasons

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 10 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	10	Pre-Test	1	2118	Percent Count: 100% 1	07/29/2022
Grade 10 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	10	Unassigned	1	2330	Percent Count: 100% 1	07/29/2022
Grade 11 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	11	Fall	1	2355	Percent Count: 100% 1	07/29/2022
Grade 11 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	11	Opportunity 1	1	2183	Percent Count: 100% 1	08/29/2022

My Students  
Most Recent Assessment of All Rosters: 2022-2023  
Filtered By Rosters: All Roster | Test Reasons: All Test Reasons

Student Name	Student ID	Most Recent Assessment	Date Taken
HIDOE Only_G3 Demo2	9996698162	Grade 3 MATH - Interim CAT Assessment (ICA)	08/03/2022
HIDOE Only_G5 Demo6	9996690083	Grade 5 MATH - Interim CAT Assessment (ICA)	07/31/2022

Table 26. Teacher View: Performance on Tests Report Elements

#	Element
1	Search field for SSID
2	Student name and SSID


- Click  to the right of a test name (see [Figure 60](#)).

Figure 60. Student Portfolio Report

Dashboard Generator > Dashboard > Student Portfolio

Score and Performance, by Assessment and Test Reason: Demo Student, 2022-2023

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Score	Performance	Date Taken
Grade 3 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	3	Fall	1	2267 ± 35	Level 1	07/28/2022
Grade 3 ELA - Interim (ICA)	Interim Comprehensive Assessment (ICA)	3	Fall	1	2380 ± 23	Level 2	07/28/2022

Rows containing data for your state, complex area, complex, school, and/or total students appear below, as in [Figure 61](#).

Figure 61. Student Portfolio Report with Expanded Comparison Rows

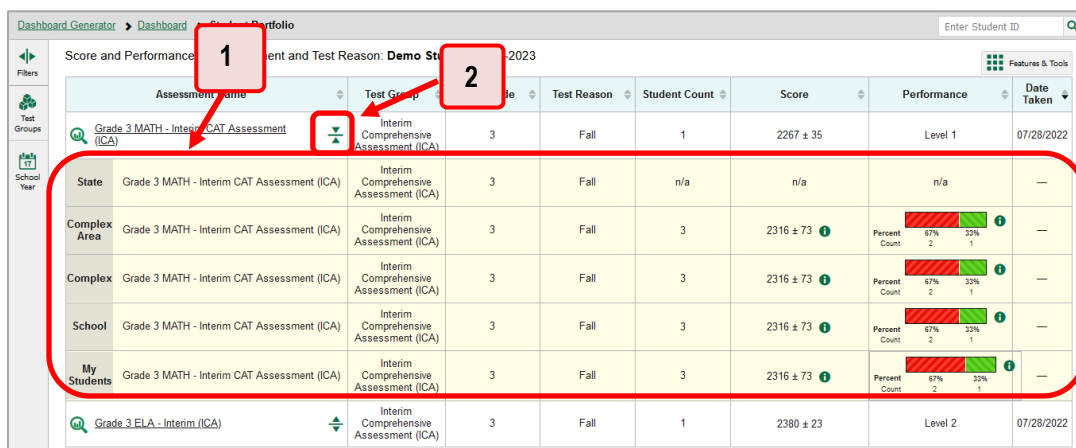


Table 27. Student Portfolio Report Elements

#	Element
1	Expanded comparison rows for state, complex area, complex, school, and total students
2	Button to hide comparisons for this test

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

## How to Access Item-Level Data

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

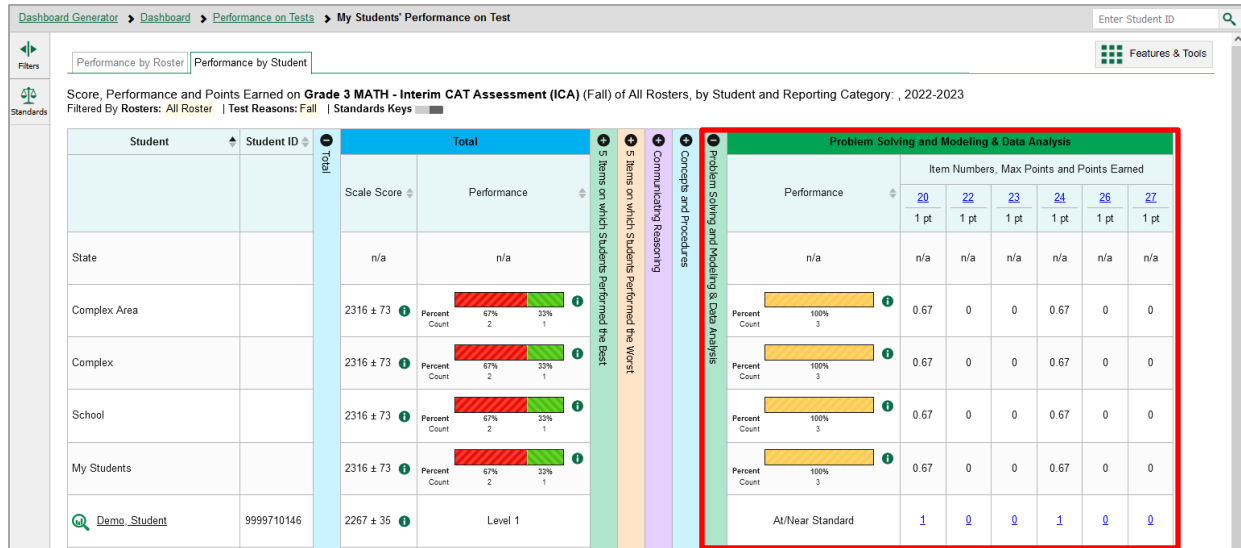
- Item-level data.
- Access to the items themselves.
- Access to student responses to the items.



## How to View Item Scores

To expand sections containing item data, click the vertical section bars as in [Figure 62](#).

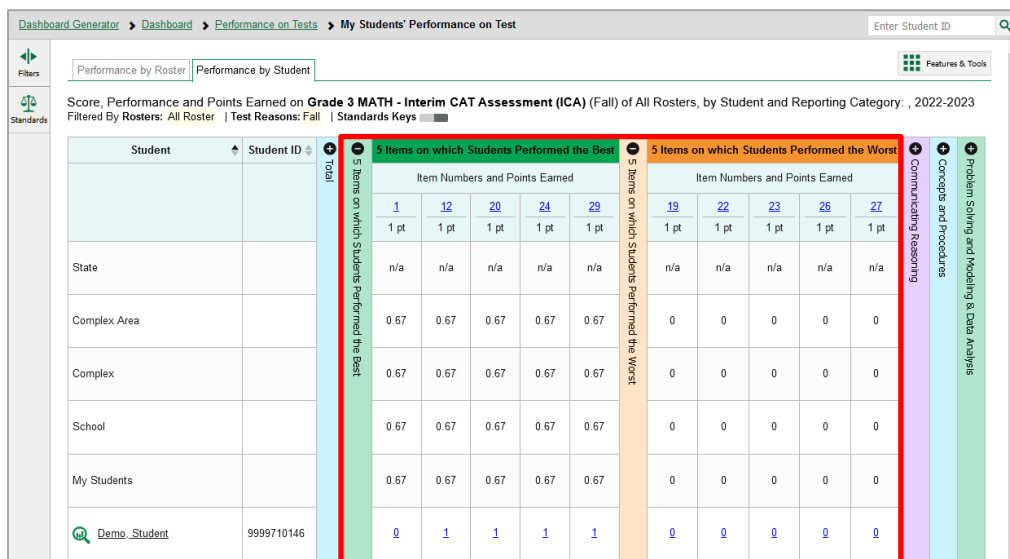
Figure 62. My Students' Performance on Test Report: Performance by Student Tab with Expanded Reporting Category Section



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

Look in the sections **5 Items on Which Students Performed the Best** and **5 Items on Which Students Performed the Worst** (see [Figure 63](#)). You can click the vertical section bars to expand them, just like other sections. These accordions are available for any interim or benchmark assessment that contains more than 5 items.

Figure 63. My Students' Performance on Test Report: Performance by Student Tab with Expanded 5 Items on Which Students Performed the Best and Worst Sections



## How to View Standards for Each Item

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

To show and hide item standards, click the **Standards Keys** toggle  in the row of filter details below the report table heading. Under each item number appears a standard key or list of standard keys (see [Figure 64](#)). Note that this toggle does not affect printouts or exports, which always include the standard keys when they include item-level data.

Figure 64. District Performance on Test Report with Expanded Reporting Category Section

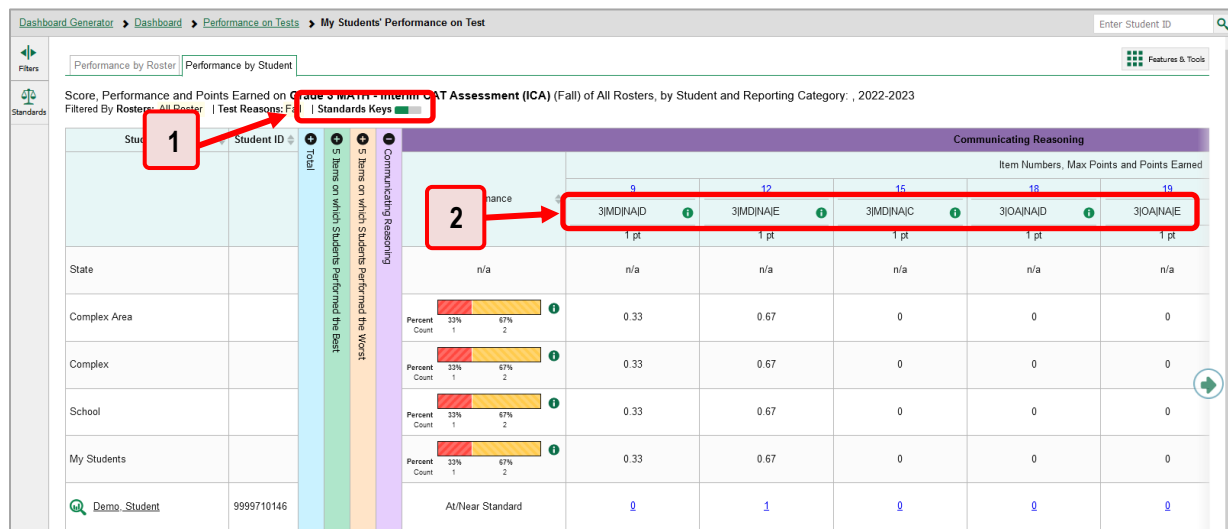
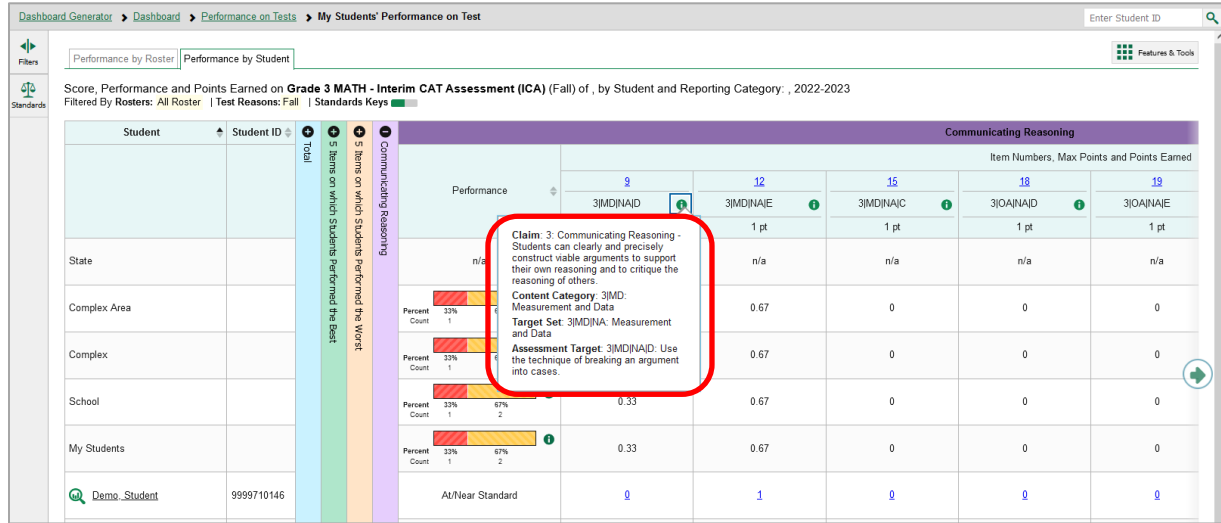


Table 28. District Performance on Test Report with Expanded Reporting Category Section Elements

#	Element
1	Standards Keys toggle
2	Standard Key(s) for each item

Click the more information buttons **i** beside the standard keys to view legends displaying the full text of each cluster (category of standards) and each standard, as in [Figure 65](#). This full text is not included in printouts or exports.

Figure 65. District Performance on Test Report with Expanded Reporting Category Section and Expanded Legend



### How to View an Item

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

Figure 66. My Students' Performance on Test Report: Performance by Student Tab with Expanded Reporting Category Section



Table 29. My Students' Performance on Test Report: Performance by Student Tab Elements

#	Element
1	Item number (click to view item without student response)
2	Item score for a particular student (click to view item with student response)

Do either of the following (see [Figure 66](#)):

- To view the item in a blank state, click the item number in the first row of the report table.
- To view the student’s response to the item, find that student’s name in the Student column on the left. Then click the score the student obtained on that item.

The **Item View** window appears (see [Figure 67](#)). 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 67. Item View Window: Item & Score Tab with Student Response

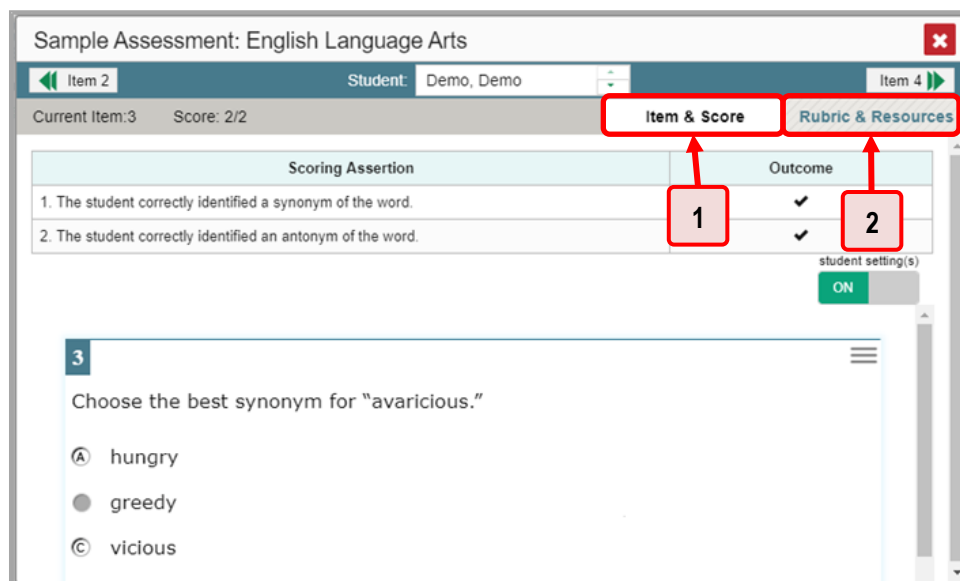


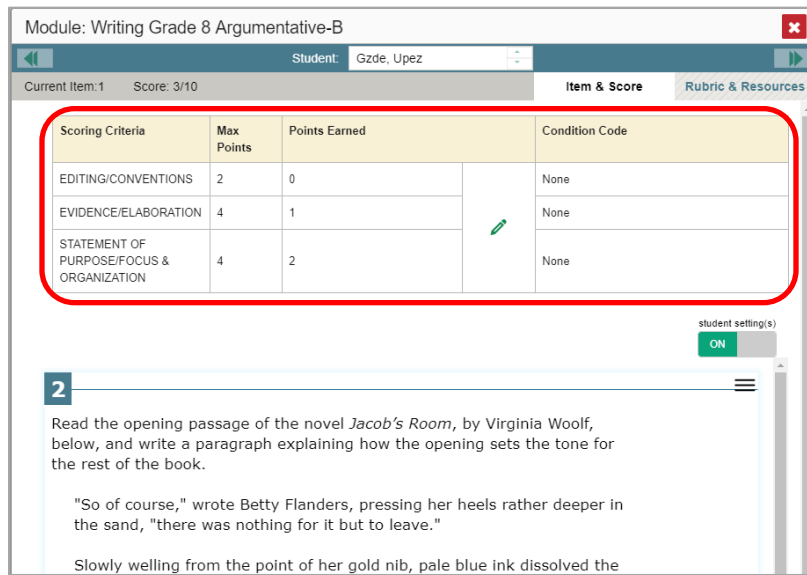
Table 30. Item View Window: Item & Score Tab with Student Response Elements

#	Element
1	Item & Score tab
2	Rubric & Resources tab

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

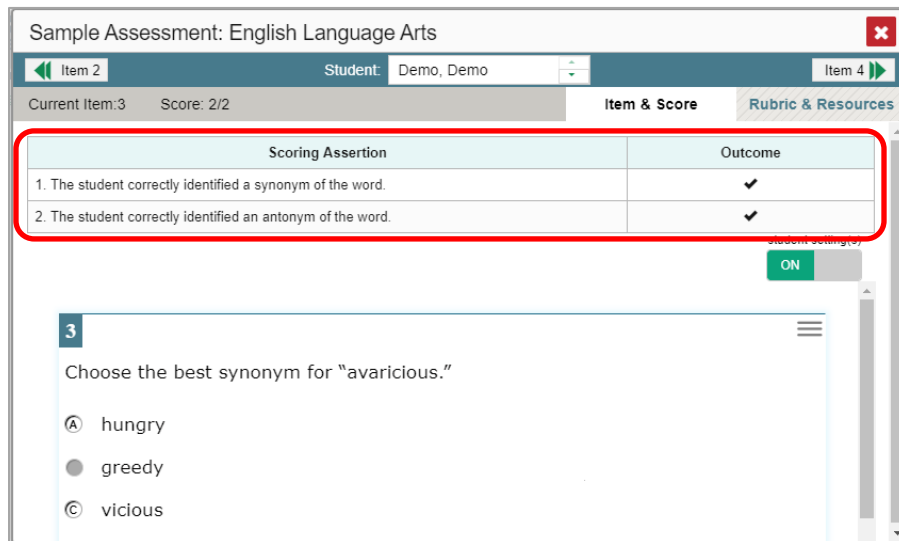
- **Scoring Criteria:** When you’re viewing a student’s response and the item has scoring criteria, the Scoring Criteria table (see [Figure 68](#)) lists the name, maximum points, points earned, and condition codes for each scoring criterion. This table also allows you to modify scores for items with editable scores. Note that for some items a second Scoring Criteria table appears, displaying transformed scores. This feature is only shown for certain editable Smarter Balanced Interim full write items.

Figure 68. Item View Window: Item & Score Tab with Student Response and Scoring Criteria Table



- Scoring Assertion:** Each scoring assertion contains both a statement that provides information about what the student did in their response, and the content knowledge, skill, or ability that is evidenced by their response. When you're viewing a student's response and the item has scoring assertions, the Scoring Assertion table appears, listing each assertion and outcome (see [Figure 69](#)).

Figure 69. Item View Window: Item & Score Tab with Student Response and Scoring Assertion Table



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



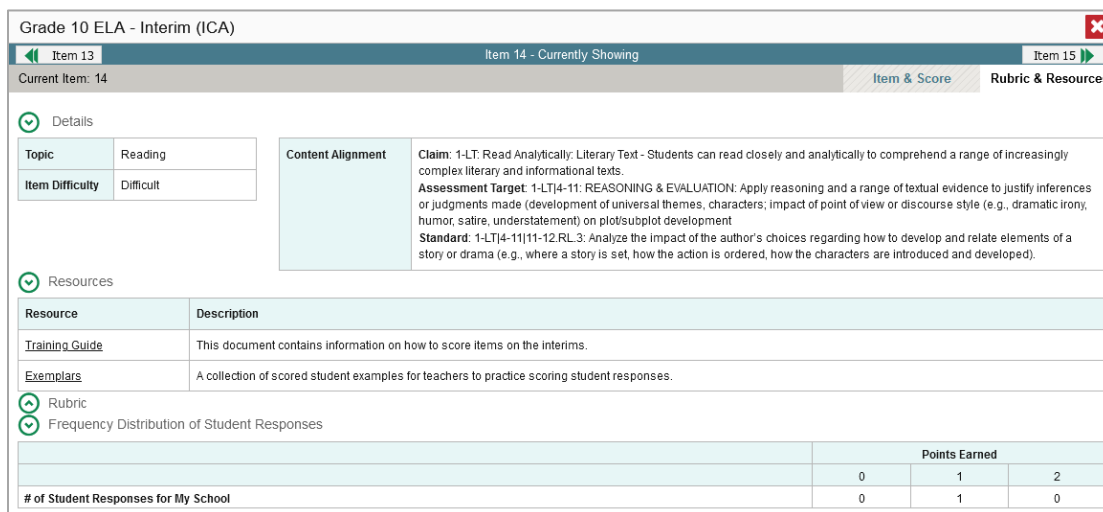
The **Rubric & Resources** tab (see [Figure 70](#)) may include the following sections, which you can expand and collapse by clicking  and , respectively.

Figure 70. Item View Window: Rubric & Resources Tab



Details		Content Alignment
Topic	Reading	
Item Difficulty	Difficult	
		<p><b>Claim:</b> 1-LT: Read Analytically: Literary Text - Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <p><b>Assessment Target:</b> 1-LTJ4-11: REASONING &amp; EVALUATION: Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of universal themes, characters; impact of point of view or discourse style (e.g., dramatic irony, humor, satire, understatement) on plot/subplot development</p> <p><b>Standard:</b> 1-LTJ4-11 11-12.RL.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>

Resources	
Resource	Description
<a href="#">Training Guide</a>	This document contains information on how to score items on the interims.
<a href="#">Exemplars</a>	A collection of scored student examples for teachers to practice scoring student responses.

Frequency Distribution of Student Responses	Points Earned		
	0	1	2
# of Student Responses for My School	0	1	0

- **Details:** May provide the following information:
  - **Topic:** Skill area to which the item belongs.
  - **Difficulty:** Indicates whether the item is intended to be easy, moderate, or difficult.
  - **Content Alignment:** Describes the standard to which the item is aligned.
- **Resources:** Provides links to any exemplars or training guides available for the item.
- **Rubric:** Displays the criteria used to score the item. This section may also include a score breakdown, a human-readable rubric, or an exemplar, which provides an example of a response for each point value.
- **Frequency Distribution of Student Responses:** The table in this section provides a breakdown of how many students in the school earned each possible point value available for a fixed-form test item.

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

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

1. From the **Features & Tools** menu , select **Set Student Setting on Item View** (see [Figure 71](#)). The **Set Student Setting on Item View** window appears (see [Figure 72](#)).

Figure 71. Features and Tools Menu

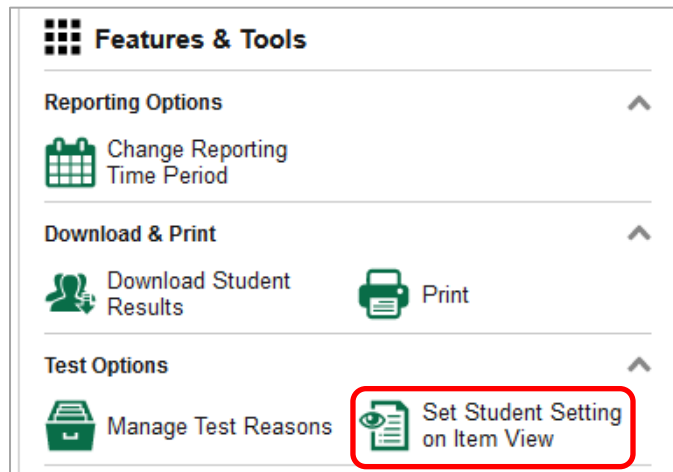
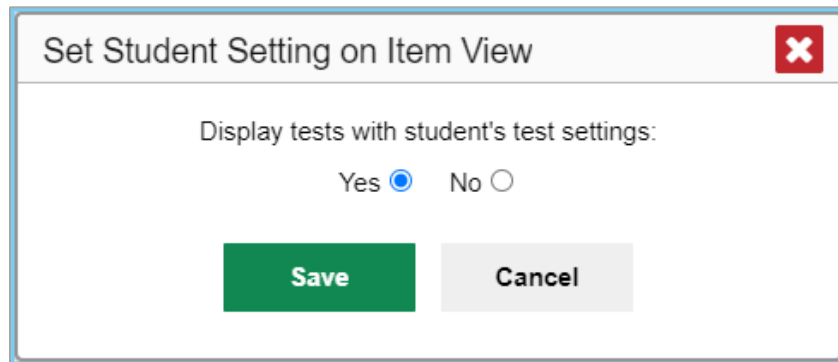


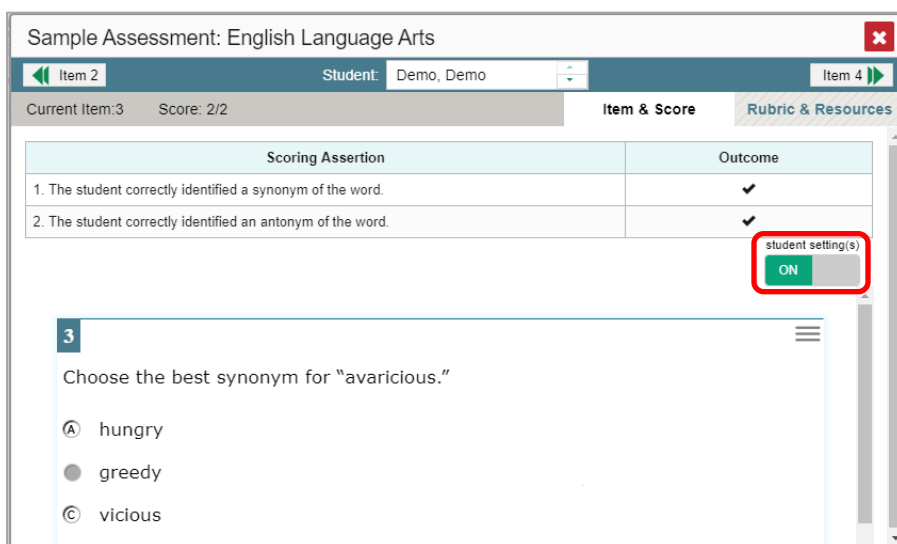
Figure 72. Set Student Setting on Item View Window



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 (see [Figure 73](#)). This action has no effect on your global setting.

Figure 73. Item View Window: Item & Score Tab with Student Response



### What It Means When a Student Response Contains Highlighted Text

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

### How to Navigate to Other Items from the Item View Window

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

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

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



## What It Means When Items Are Labeled “1-1”, “1-2”, and So On

Those are sub-items belonging to an item cluster which are only available for NGSS interim assessments. 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 74](#).

Figure 74. My Students’ Performance on Test Report: Performance by Student Tab with Expanded Total Items Section

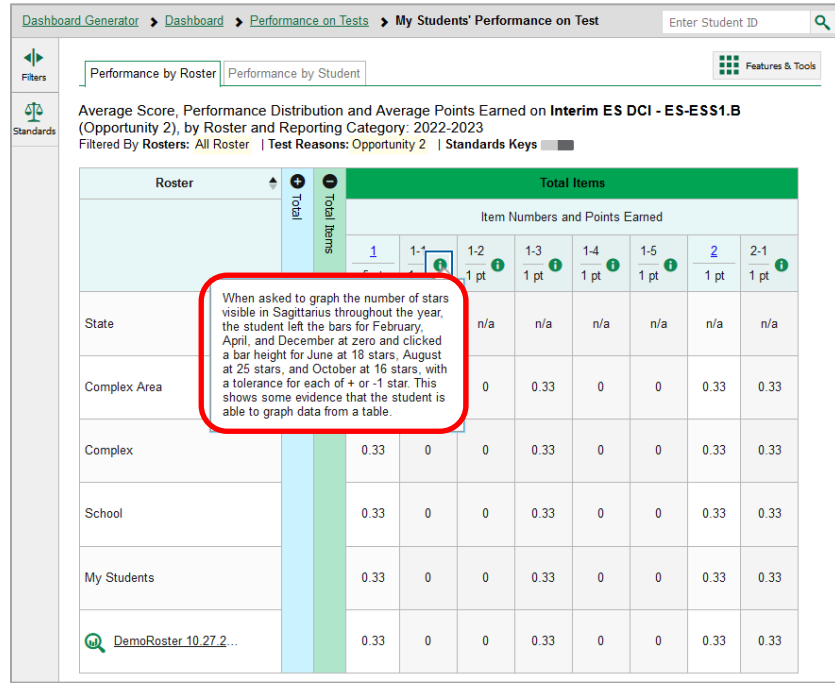
Roster	Total Items								
	1	1-1	1-2	1-3	1-4	1-5	2	2-1	
Total	5 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	
State	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Complex Area	0.33	0	0	0.33	0	0	0.33	0.33	
Complex	0.33	0	0	0.33	0	0	0.33	0.33	
School	0.33	0	0	0.33	0	0	0.33	0.33	
My Students	0.33	0	0	0.33	0	0	0.33	0.33	
DemoRoster 10.27.2...	0.33	0	0	0.33	0	0	0.33	0.33	

Table 31. My Students’ Performance on Test Report: Performance by Student Tab Elements

#	Element
1	Parent item with maximum number of points
2	Sub-item with maximum number of points and more information button

To view a scoring assertion, click the more information button **i** to the right of the sub-item number, as in [Figure 75](#).

Figure 75. My Students' Performance on Test Report: Performance by Student Tab with Expanded Total Items Section and Sub-Item Assertion



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

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

## How to 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: showing only the tests you're interested in; showing only the classes (rosters) you're interested in; showing only the schools you're interested in; and viewing data from a previous point in time.

### How to Filter Tests to Display

You can filter which tests you want to view in 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. 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 currently viewing, as described below.

1. On the left side of the dashboard or the Performance on Tests report, click either the **Filters** panel expand button  or the **Test Groups** button  (see [Figure 76](#)). The **Filters** panel expands (see [Figure 77](#)).

Figure 76. Teacher View: Dashboard

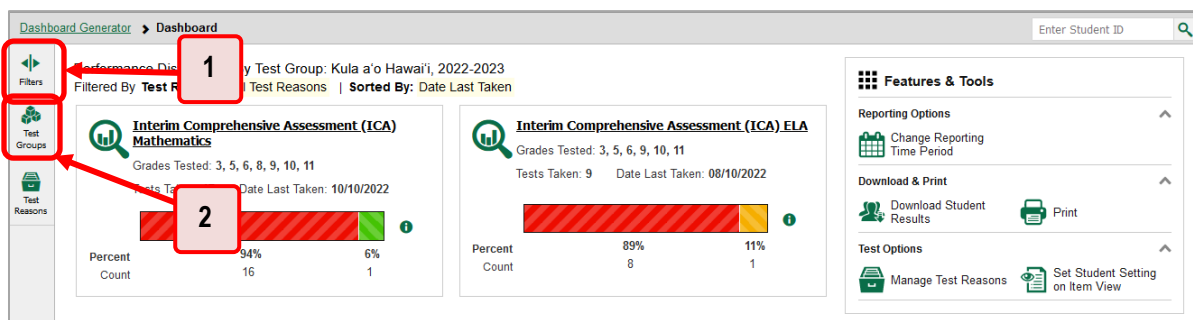


Table 32. Teacher View: Dashboard Elements

#	Element
1	Button to expand the <b>Filters</b> panel
2	Button to expand the <b>Test Groups</b> filter

2. Mark as many selections as you like in the **Test Groups** section of the filters panel (see [Figure 77](#)). Tests are organized by test type, subject, and grade.

Figure 77. Teacher View: Dashboard with Expanded Filters Panel

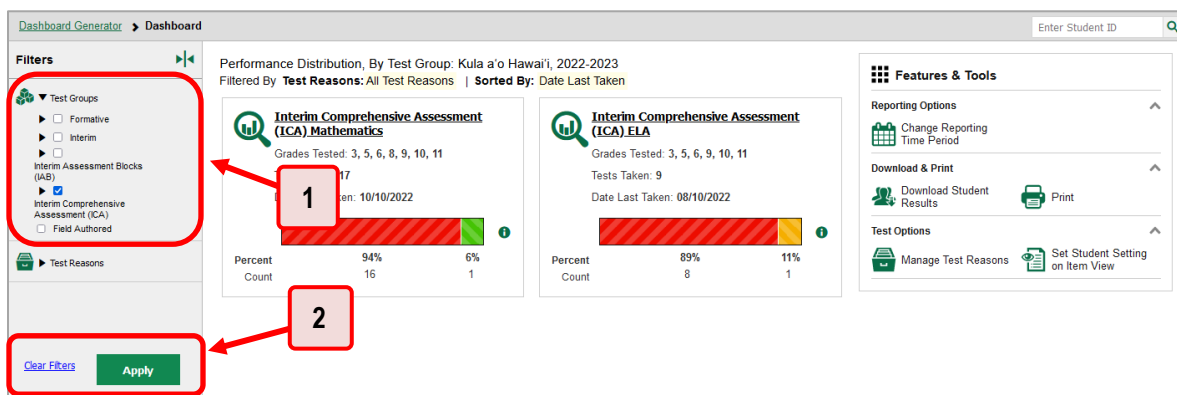


Table 33. Teacher View: Dashboard Elements

#	Element
1	Test Groups options
2	Apply button and Clear Filters

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.

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

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

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

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

1. On the left side of the Performance on Tests report, click either the **Filters** panel expand button  or the **Rosters** button  (see [Figure 78](#)). The **Filters** panel expands (see [Figure 79](#)).

Figure 78. Teacher View: Performance on Tests Report

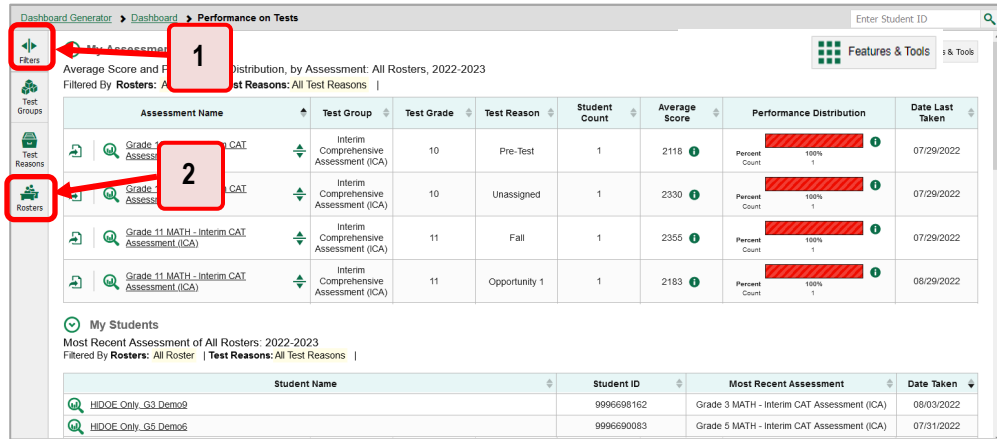


Table 34. Teacher View: Performance on Tests Report Elements

#	Element
1	Button to expand the <b>Filters</b> panel
2	Button to expand the class (roster) filter

2. Make a selection from the drop-down list in the **Rosters** section (see [Figure 79](#)).

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

Figure 79. Teacher View: Performance on Tests Report with Expanded Filters Panel

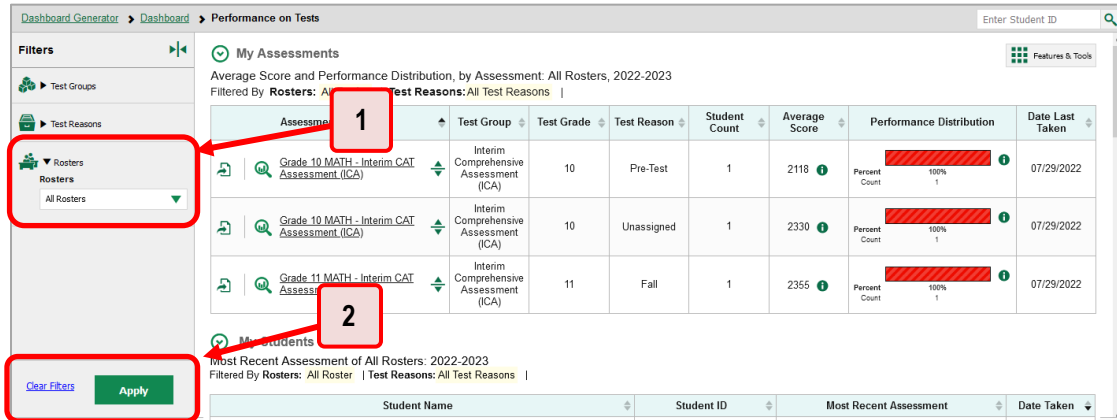


Table 35. Teacher View: Performance on Tests Report Elements

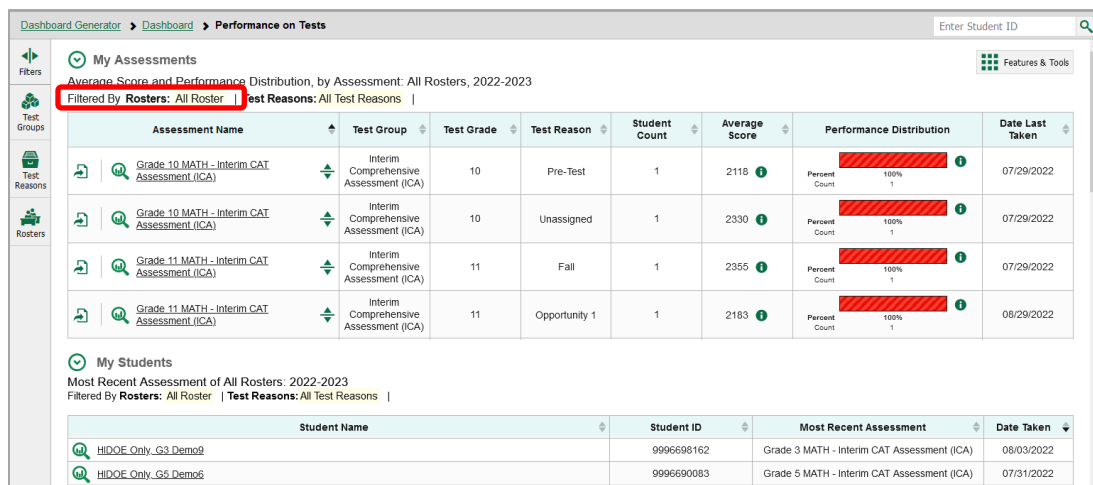
#	Element
1	Rosters drop-down list
2	Apply button and Clear Filters

3. Click **Apply**. The report updates to show only data for that class (roster).
4. *Optional:* To revert all filters to their defaults, open the filters panel again and click **Clear Filters**. Click **Apply**. Filters also revert when you log out, switch user roles, or switch systems.

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

The row of filter details below each table header shows the classes (rosters) you’re viewing (see [Figure 80](#)).

Figure 80. Teacher View: Performance on Tests Report Filtered by All Rosters



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

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



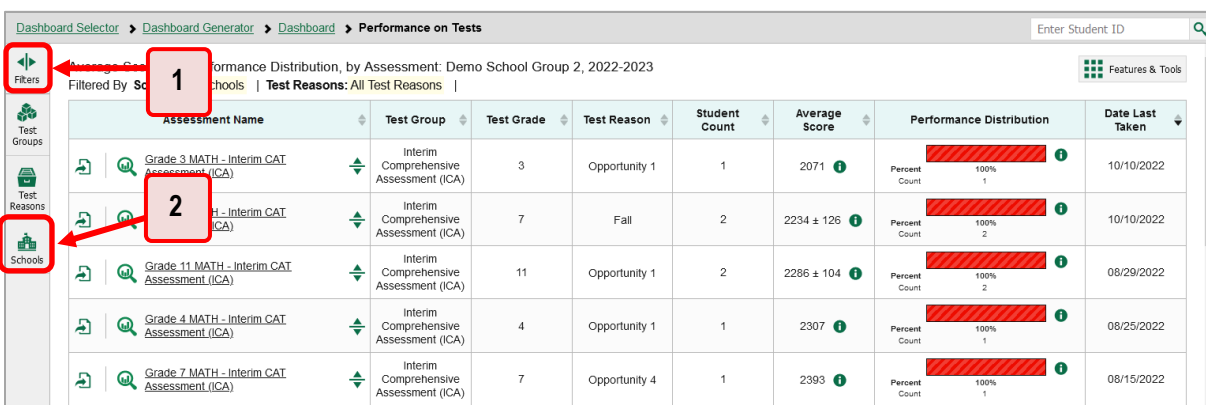
1. On the left side of the Performance on Tests report, click either the expand button  or the **Schools** button  (see [Figure 81](#)). The **Filters** panel expands (see [Figure 82](#)).

Figure 81. District-Level User View: Performance on Tests Report



Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 3 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	3	Opportunity 1	1	2071	Percent Count 100% 1	10/10/2022
Grade 7 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	7	Fall	2	2234 ± 126	Percent Count 100% 2	10/10/2022
Grade 11 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	11	Opportunity 1	2	2286 ± 104	Percent Count 100% 2	08/29/2022
Grade 4 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	4	Opportunity 1	1	2307	Percent Count 100% 1	08/25/2022
Grade 7 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	7	Opportunity 4	1	2393	Percent Count 100% 1	08/15/2022

Table 36. District-Level User View: Performance on Tests Report Elements

#	Element
1	Button to expand the <b>Filters</b> panel
2	Button to expand the <b>Schools</b> filter

2. Make a selection from the drop-down list in the **Schools** section (see [Figure 82](#)).

Figure 82. District-Level User View: Performance on Tests Report with Expanded Filters Panel

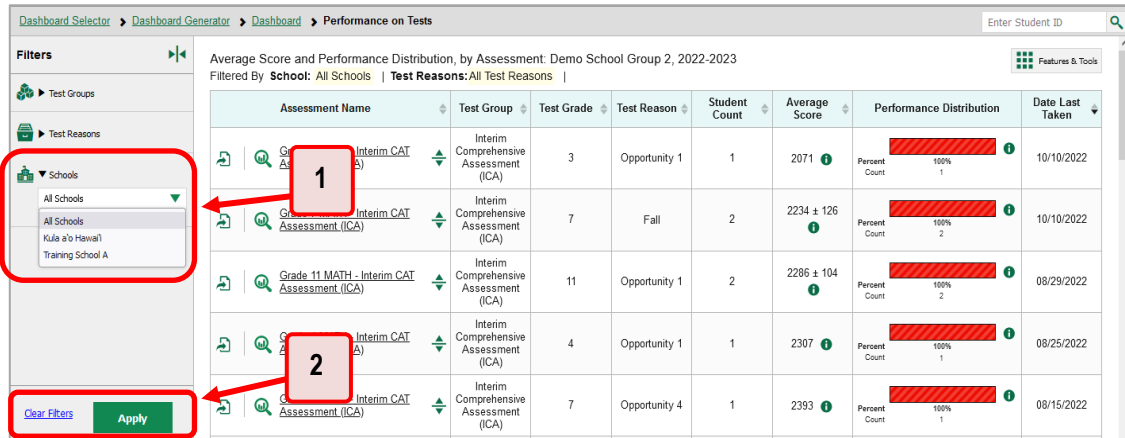


Table 37. District-Level User View: Performance on Tests Report Elements

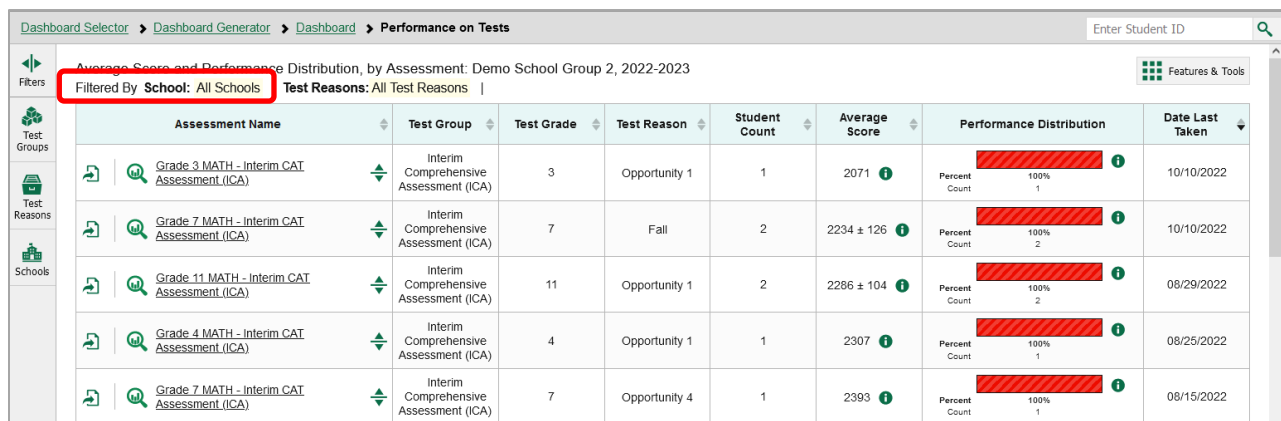
#	Element
1	Schools drop-down list
2	Apply button and Clear Filters

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.

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

The row of filter details below the table header shows the schools you're viewing (see [Figure 83](#)).

Figure 83. District-Level User View: Performance on Tests Report Filtered by All Schools





## How to View Data from a Previous Point in Time

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

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

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

Some examples of how you can use this feature:



- You may want to view the past performance of your current students, including new transfer students. In that case, set a school year in the past and keep the date set to today.
  - You may want to view the performance of your former students in order to compare them with that of your current students. In that case, set the date to a time when your former students belonged to you and had started testing, and set the school year to the same time. Then switch back to the present to compare.
1. From the **Features & Tools** menu , select **Change Reporting Time Period** . (If you're viewing the Dashboard Generator page, click **Change the reporting time period**. The dashboard also offers this link when no assessments are available to display.) The **Change Reporting Time Period** window appears (see [Figure 84](#)).

Figure 84. Change Reporting Time Period Window

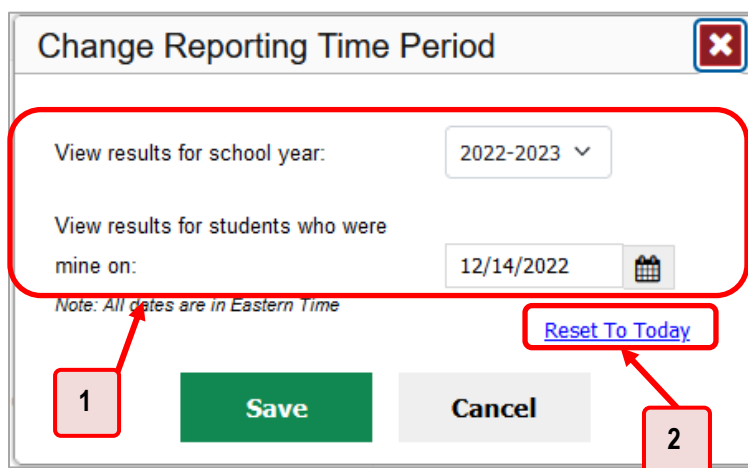


Table 38. Change Reporting Time Period Window Elements

#	Element
1	School Year and View results for students who were mine on drop-down lists
2	Reset to Today button

2. From the school year drop-down list, select a school year (see [Figure 84](#)). This is the year for which you will view test results.
3. In the *View results for students who were mine on* field, use the calendar tool to select a date, or enter it in the format mm/dd/yyyy. You will be viewing all the students who were associated with you on that date, and only those students.
  - To view your current students’ past performance, keep the date set to today.
  - To view the performance of your former students, set the date to a day when those students were associated with you and had started testing.
4. Click **Save**. All reports are now filtered to show only data for the selected school year and date. The selected date displays in the filter details below the report headings. All other filters are cleared.
5. *Optional:* To go back to viewing the latest data, open the **Change Reporting Time Period** window again, click **Reset To Today** in the lower-right corner, then click **Save**. The date resets and all filters are cleared. The reporting time period also resets when you log out, but persists when you switch roles.

## How to Assign Test Reasons (Categories)

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

Test reasons should ideally be assigned in the Test Administration Site at the time of testing. However, you can use the Test Reason Manager in the Centralized Reporting System to assign a different test reason to an interim or Checkpoint test opportunity completed in the present school year.

1. From the **Features & Tools** menu , select **Manage Test Reasons** . The **Test Reason Manager** window opens (see [Figure 85](#)).

Figure 85. Test Reason Manager Window

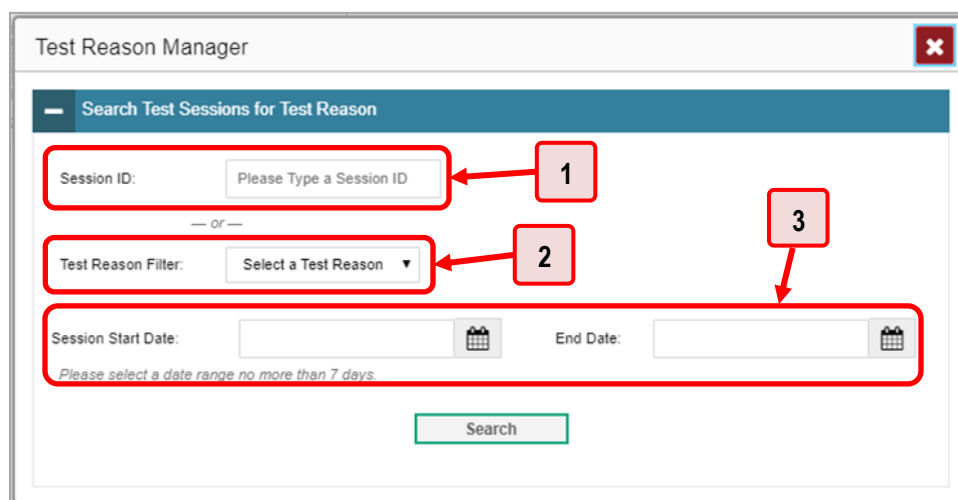


Table 39. Test Reason Manager Window Elements

#	Element
1	Session ID field
2	Drop-down list to select a test reason
3	Fields for start and end dates

2. To search for the test opportunities you wish to categorize, do either of the following (see [Figure 85](#)):
  - In the *Session ID* field, enter the session ID in which the opportunities were completed in TDS.
  - Select the test reason associated with the opportunities you want to edit. Then select a range of dates during which the test session was administered. The date range cannot exceed seven days.
3. Click **Search**.


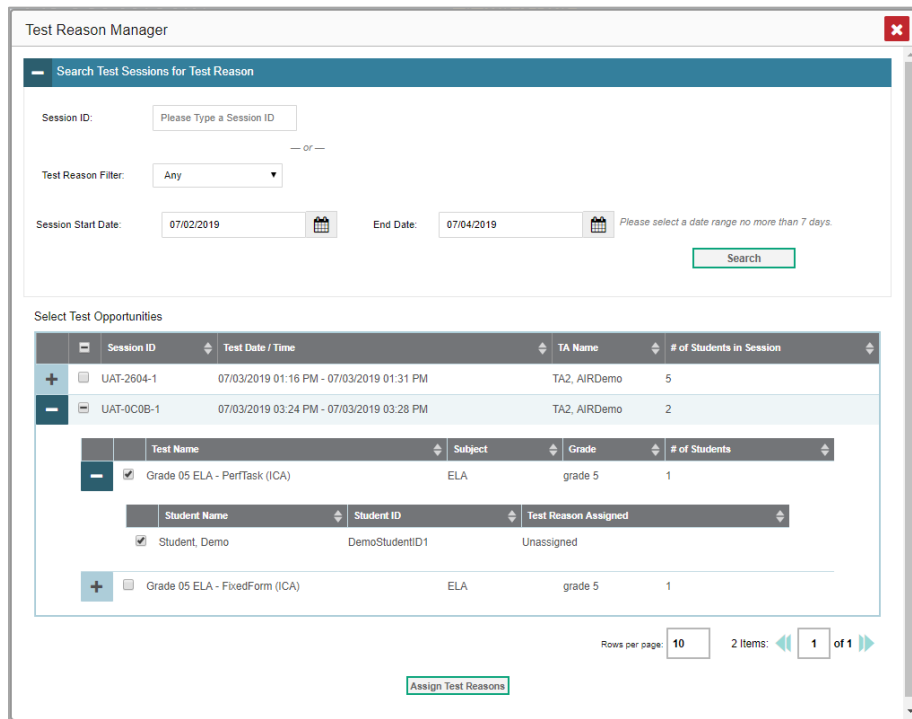
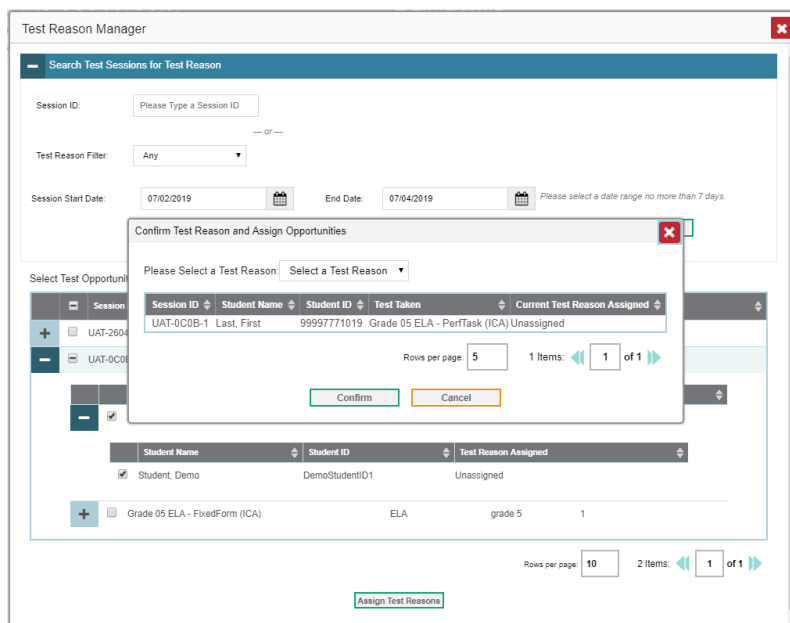
A list of retrieved test sessions appears in the section *Select Test Opportunities* (see [Figure 86](#)). You can click the  buttons to expand the list of tests in each session and the list of students who took each test (that is, individual test opportunities). To navigate through a long list, use the controls in the upper-right and lower-right corners.

Figure 86. Test Reason Manager Window: Select Test Opportunities



4. Mark the checkboxes for each session, test, or opportunity that you wish to assign to a test reason.
5. Click **Assign Test Reasons** below the list of retrieved sessions.
6. In the window that appears (see [Figure 87](#)), select a new test reason to assign to the selected opportunities and click **Confirm**.

Figure 87. Confirm Test Reason and Assign Opportunities Window



## How to Filter by Test Reason (Category)

Test reasons (shown in [Figure 88](#)) are categories used to classify test opportunities for reporting purposes. They typically indicate the timeframe in which interim and Checkpoint tests were taken, and they can be a good way to focus on specific groups of tests.

Figure 88. Teacher View: Performance on Tests Report

The screenshot shows the 'Performance on Tests' report interface. The main table has the following data:

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 10 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	10	Pre-Test	1	2118	Percent Count: 100% 1	07/29/2022
Grade 10 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	10	Unassigned	1	2330	Percent Count: 100% 1	07/29/2022
Grade 11 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	11	Fall	1	2355	Percent Count: 100% 1	07/29/2022
Grade 11 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	11	Opportunity 1	1	2183	Percent Count: 100% 1	08/29/2022

Below the main table is a 'My Students' section with the following data:

Student Name	Student ID	Most Recent Assessment	Date Taken
HIDOE Only_G3_Demo9	9996698162	Grade 3 MATH - Interim CAT Assessment (ICA)	08/03/2022
HIDOE Only_G5_Demo5	9996690083	Grade 5 MATH - Interim CAT Assessment (ICA)	07/31/2022

When your test opportunities have test reasons, you can filter reports by a single test reason. For example, you may want to filter by Fall and look at ELA performance, then filter by Spring and see if students have improved on ELA material. If you don't filter, you'll see data for all different test reasons. This will allow you to compare multiple test reasons side by side rather than a single test reason. You may find reports easier to understand when you're viewing only a single test reason.

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



1. On the left side of the dashboard or Performance on Tests report, click either the **Filters** panel expand button  or the **Test Reasons** button  (see [Figure 89](#)). The **Filters** panel expands (see [Figure 90](#)).

Figure 89. Teacher View: Performance on Tests Report

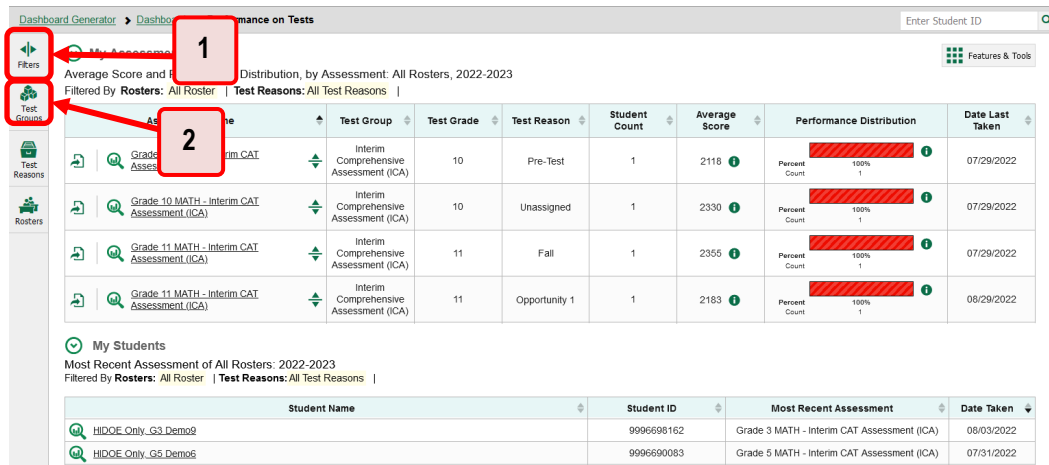


Table 40. Teacher View: Performance on Tests Report Elements

#	Element
1	Button to expand the <b>Filters</b> panel
2	Button to expand the <b>Test Reasons</b> filter

2. Make a selection from the drop-down list in the **Test Reasons** section (see [Figure 90](#)).

Figure 90. Teacher View: Performance on Tests Report with Expanded Filters Panel

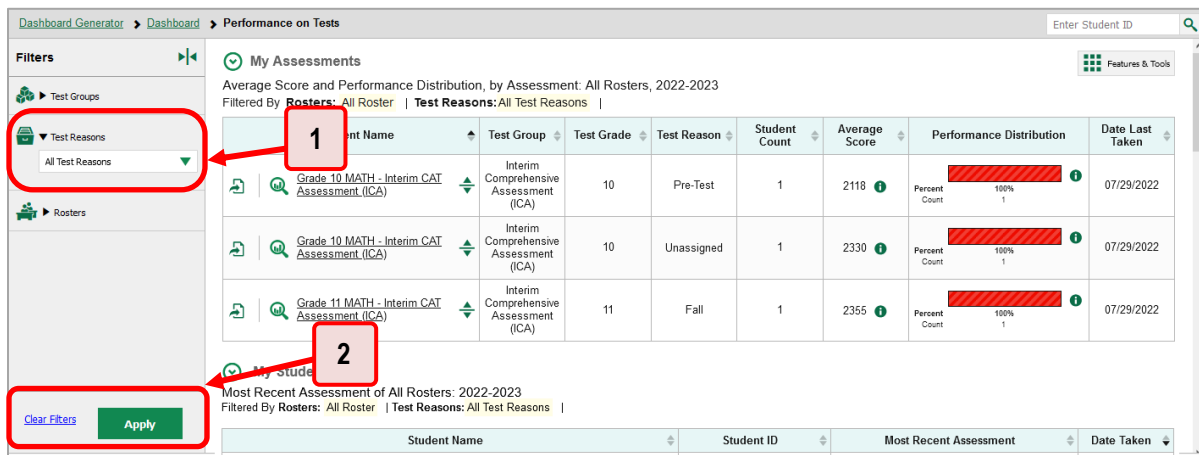


Table 41. Teacher View: Performance on Tests Report Elements

#	Element
1	<b>Test Reason</b> drop-down list
2	<b>Apply</b> button and <b>Clear Filters</b>

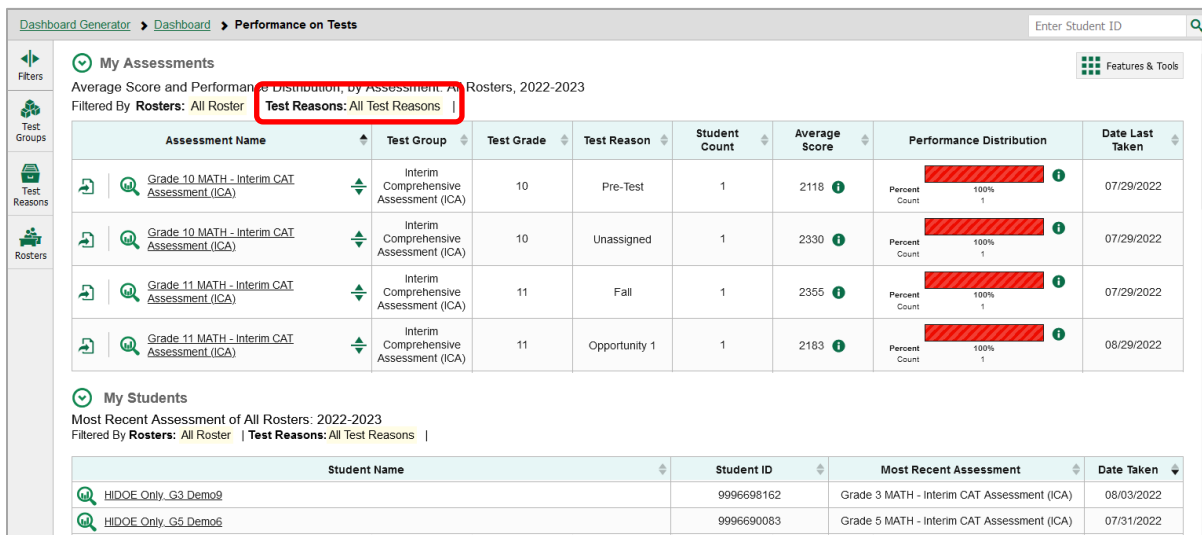
3. Click **Apply**. The report updates to show only data for that test reason.

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 (see [Figure 91](#)) shows the test reason selected, if any.

Figure 91. Teacher View: Performance on Tests Report



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

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

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

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

1. On the left side of the page, click either the **Filters** panel expand button  or the **Standards** button  (see [Figure 92](#)). The **Filters** panel expands (see [Figure 93](#)).

Figure 92. My Students' Performance on Test Report: Performance by Roster Tab with Expanded Reporting Category Section

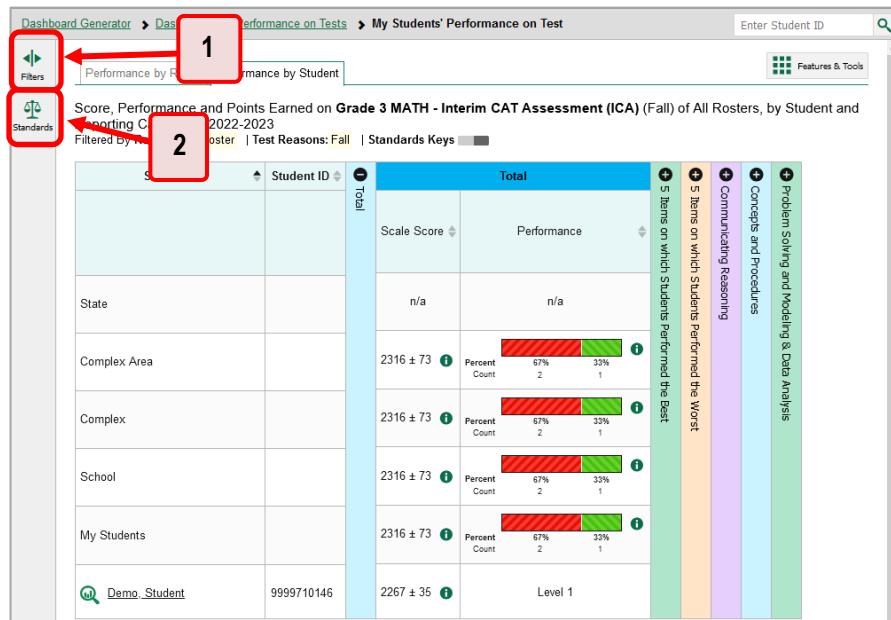


Table 42. My Students' Performance on Test Report: Performance by Roster Tab Elements

#	Element
1	Button to expand the <b>Filters</b> panel
2	Button to expand the <b>Standards</b> filter

2. Use the drop-down list in the **Standards** section (as in [Figure 93](#)) to select a cluster. An additional drop-down list appears.
3. *Optional:* Keep making selections from the drop-down lists as they appear.



Figure 93. My Students' Performance on Test Report: Performance by Roster Tab with Expanded Filters Panel

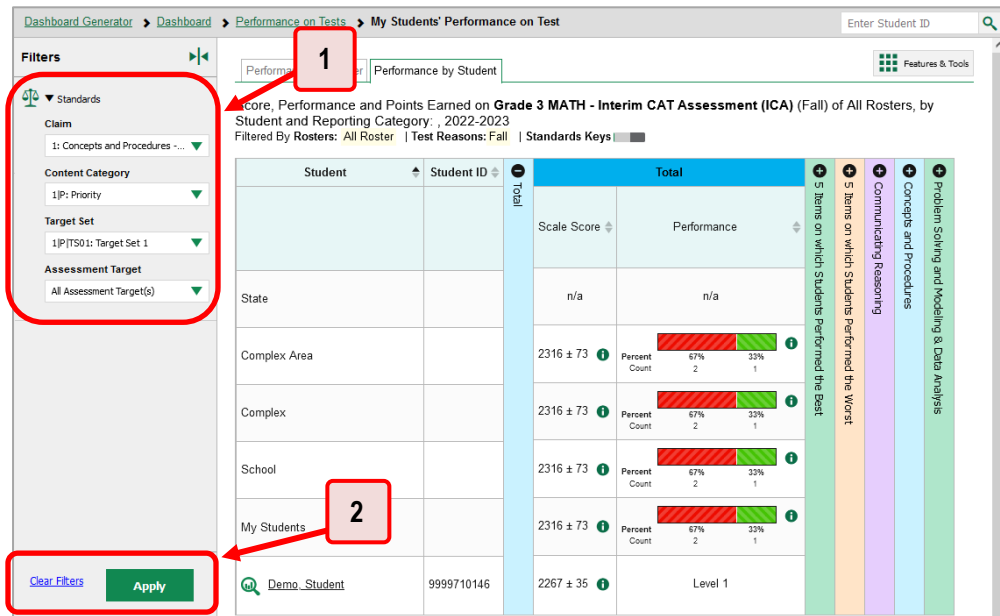


Table 43. My Students' Performance on Test Report: Performance by Roster Tab Elements

#	Element
1	Standards drop-down lists
2	Apply button and Clear Filters

4. Click **Apply**. The affected report updates to show only the items that belong to the selected cluster or standard (see [Figure 94](#)).
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 94. My Students' Performance on Test Report: Performance by Student Tab Filtered by Standard

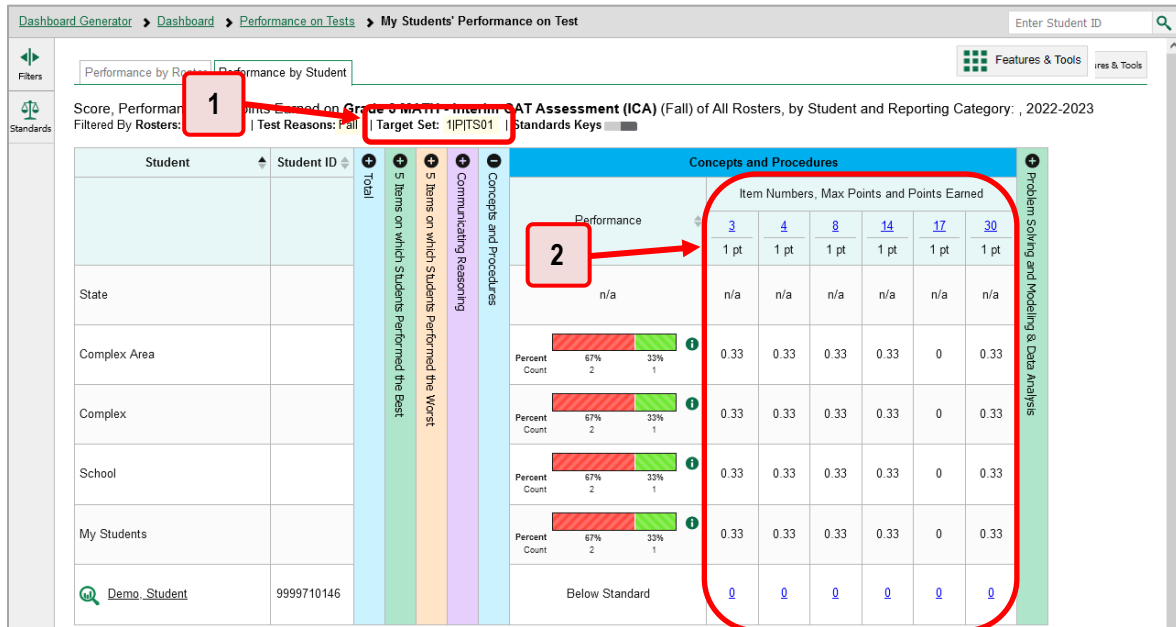




Table 44. My Students' Performance on Test Report: Performance by Student Tab Elements

#	Element
1	Row of filter details specifying the standards
2	Data for items that belong to the specified standards

## How to Export and Print Data

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

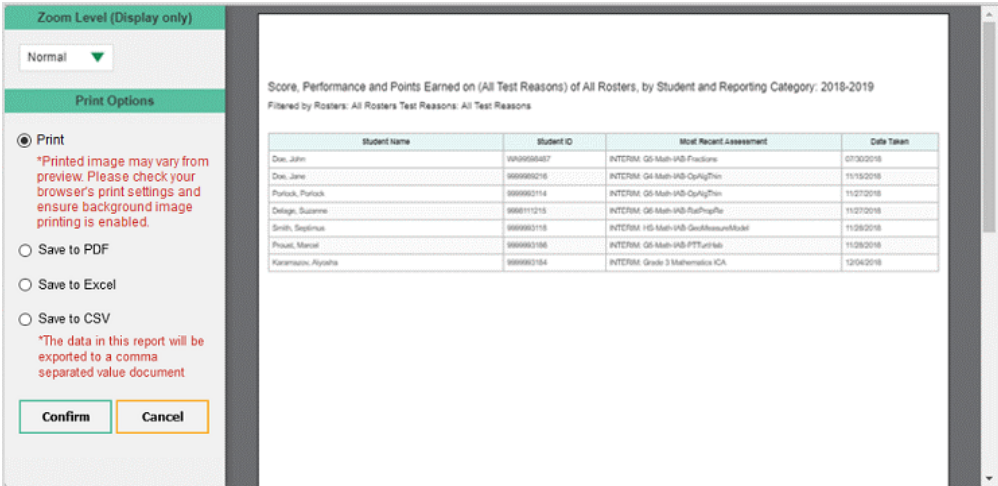
### How to Export or Print a Report You're Viewing

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

A print preview page opens (see [Figure 95](#)).

- 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 95. Print Preview Page



The screenshot displays a print preview interface. On the left, there is a sidebar with the following elements:

- Zoom Level (Display only):** A dropdown menu currently set to "Normal".
- Print Options:**
  - Print**: Accompanied by a red warning message: "\*Printed image may vary from preview. Please check your browser's print settings and ensure background image printing is enabled."
  - Save to PDF**
  - Save to Excel**
  - Save to CSV**: Accompanied by a red warning message: "\*The data in this report will be exported to a comma separated value document"
- At the bottom of the sidebar are **Confirm** and **Cancel** buttons.

The main content area shows a table titled "Score, Performance and Points Earned on (All Test Reasons) of All Rosters, by Student and Reporting Category; 2018-2019". Below the title, it says "Filtered by Rosters: All Rosters Test Reasons: All Test Reasons". The table has the following data:

Student Name	Student ID	Most Recent Assessment	Date Taken
Doe, John	9999990027	INTERIM: G3-Math-1A3-Fraction	07/30/2018
Doe, Jane	9999990216	INTERIM: G4-Math-1A3-OpAlg/Fin	11/15/2018
Patel, Patrick	9999990114	INTERIM: G4-Math-1A3-OpAlg/Fin	11/27/2018
Delgado, Susanna	9999112115	INTERIM: G4-Math-1A3-OpAlg/Fin	11/27/2018
Smith, Stephen	9999993118	INTERIM: 1ES-Math-1A3-Quadrilaterals	11/29/2018
Probst, Marcel	9999993198	INTERIM: G4-Math-1A3-PTT/Fin	11/29/2018
Karamazin, Anyasha	9999993184	INTERIM: Grade 3 Mathematics ICA	12/04/2018

- 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 96](#), 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 96. Print Preview Page with Summary and Item Scores Option Selected

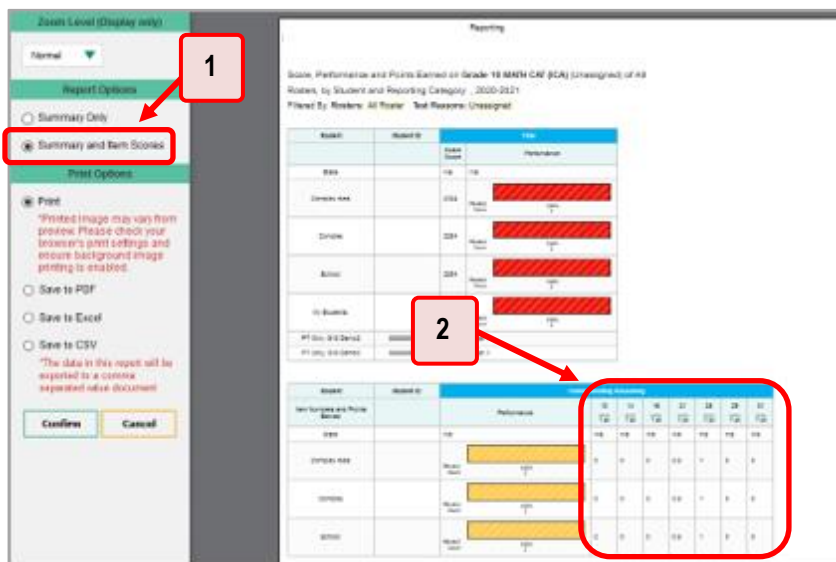


Table 45. Print Preview Page Elements

#	Element
1	<b>Summary and Item Scores</b> option (selected)
2	Item data

- To print the report, select the **Print** radio button. To download it, select **Save to PDF**, **Save to Excel** (.xlsx), or **Save to CSV** (comma-separated values).
  - Optional:* If a printout or PDF is for a particular student, you can mark the **Include Items and Responses (takes extra time)** checkbox. The resulting report includes the actual items and the student’s responses.
  - If you selected **Save to PDF**, choose an option from the **Page Layout** drop-down list that appears.
- Click **Confirm**.

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

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


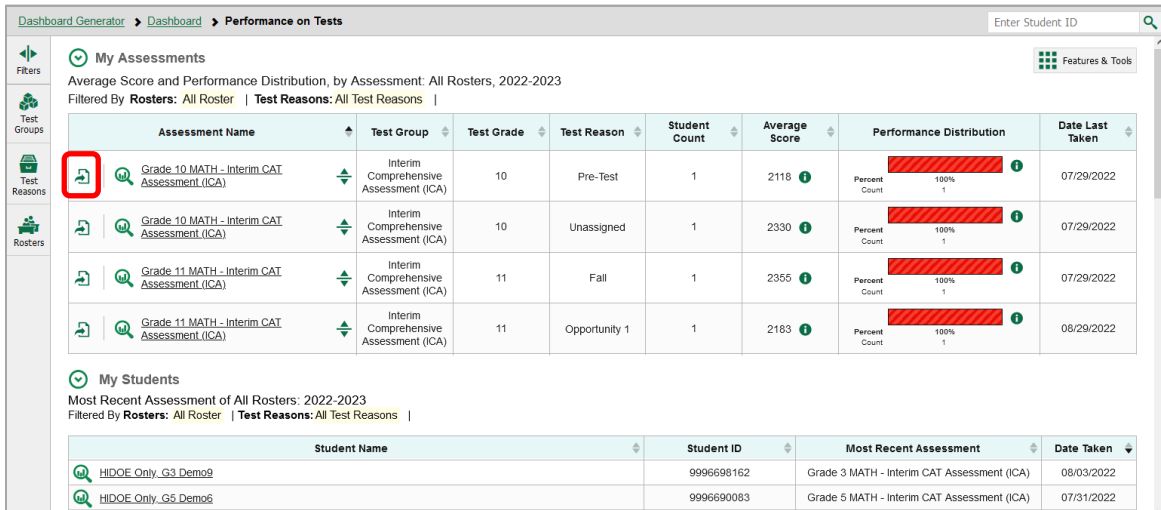








1. Click  to the left of the name of the assessment whose report you wish to export (see [Figure 97](#)).

Figure 97. Teacher View: Performance on Tests Report





Dashboard Generator > Dashboard > Performance on Tests Enter Student ID

My Assessments  
Average Score and Performance Distribution, by Assessment: All Rosters, 2022-2023  
Filtered By **Rosters:** All Roster | **Test Reasons:** All Test Reasons | Features & Tools

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
 Grade 10 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	10	Pre-Test	1	2118	 100% Percent Count 1	07/29/2022
 Grade 10 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	10	Unassigned	1	2330	 100% Percent Count 1	07/29/2022
 Grade 11 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	11	Fall	1	2355	 100% Percent Count 1	07/29/2022
 Grade 11 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	11	Opportunity 1	1	2183	 100% Percent Count 1	08/29/2022

My Students  
Most Recent Assessment of All Rosters: 2022-2023  
Filtered By **Rosters:** All Roster | **Test Reasons:** All Test Reasons |

Student Name	Student ID	Most Recent Assessment	Date Taken
 HIDOE Only_G3_Demo9	9996698162	Grade 3 MATH - Interim CAT Assessment (ICA)	08/03/2022
 HIDOE Only_G5_Demo6	9996690083	Grade 5 MATH - Interim CAT Assessment (ICA)	07/31/2022

The **Export Report** window opens (see [Figure 98](#) and [Figure 99](#)). The options in this window vary according to your user role.

2. Select which report to export for the assessment.
  - **District-level users:**
    - To export the district test results, mark the **Overall Performance of all my Schools** radio button.
    - To export school test results (excluding data for individual items), mark the **Overall Test & Reporting Category Performance of all my Students for [School Name]** radio button, then select a school from the drop-down list.
    - To export school test results (including data for individual items), mark the **Overall Test, Reporting Category and Item Performance of all my Students for [School Name]** radio button, then select a school from the drop-down list.

Figure 98. District-Level User View: Export Report Window

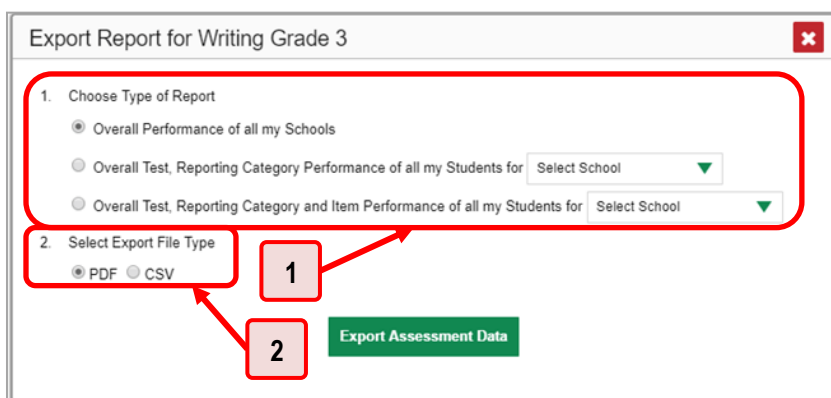


Table 46. District-Level User View: Export Report Window Elements

#	Element
1	Report type options
2	File type options

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

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

Figure 99. Teacher View: Export Report Window

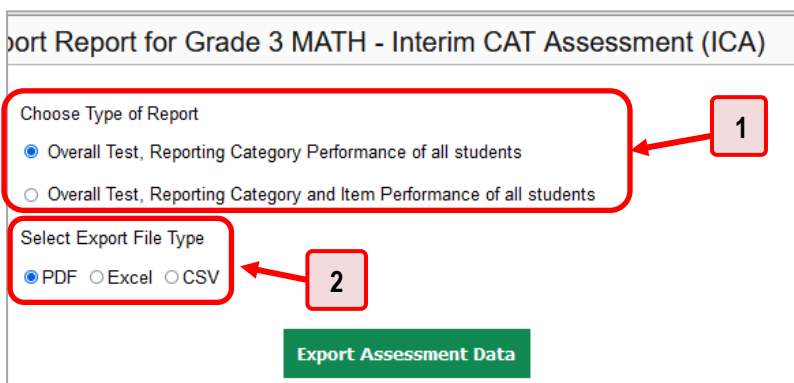


Table 47. Teacher View: Export Report Window Elements

#	Element
1	Report type options
2	File type options

3. Choose from the **PDF**, **Excel**, and **CSV** formats
4. Click **Export Assessment Data**. A confirmation window appears.
5. Click **Yes** to export or **No** to return to the **Export Report** window. When you've exported a file, the **Secure Inbox** window appears with the generated file available for download.

## How to Score Items

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

- Some items that require hand scoring arrive in the Centralized Reporting System without any scores. For example, all short answer items require hand scoring. This includes the Math Performance Task IABs. 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 Centralized Reporting System with automated scores suggested by the machine scoring system, which authorized users can override if necessary. For example, all full write items have machine-suggested scores that can be overridden.

## How to 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 (  **Tests To Score** ) appears in the banner.

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 100](#)), click the name of the test you wish to score. The **Test Scoring** page appears ([Figure 101](#)), displaying a list of students and items awaiting scoring for the selected test. This table only includes assessments completed by students in your rosters or students in your test sessions.

Figure 100. Scoring Dashboard






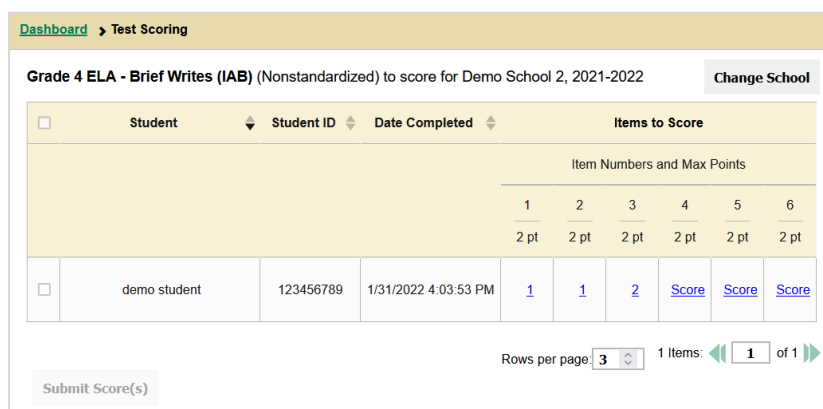
Dashboard						
						<a href="#">Change School</a>
Assessments to score for Demo School 2, 2021-2022						
Assessment Name	Test Reason	Student Count	Items to Score	Items to Submit	Last Date Completed	
 Grade 5 MATH - Performance Task - Turtle Habitat (IAB)	Nonstandardized	1	4	0	02/15/2022	
 Grade 5 ELA - Brief Writes (IAB)	Nonstandardized	1	4	2	02/15/2022	
 Grade 4 ELA - Performance Task (ICA)	Standardized/Benchmark	1	2	0	02/14/2022	
 Grade 4 ELA - Brief Writes (IAB)	Standardized/Benchmark	1	2	4	02/14/2022	
 Grade 3 ELA - Read Literary Texts (IAB)	Nonstandardized	1	1	0	01/31/2022	

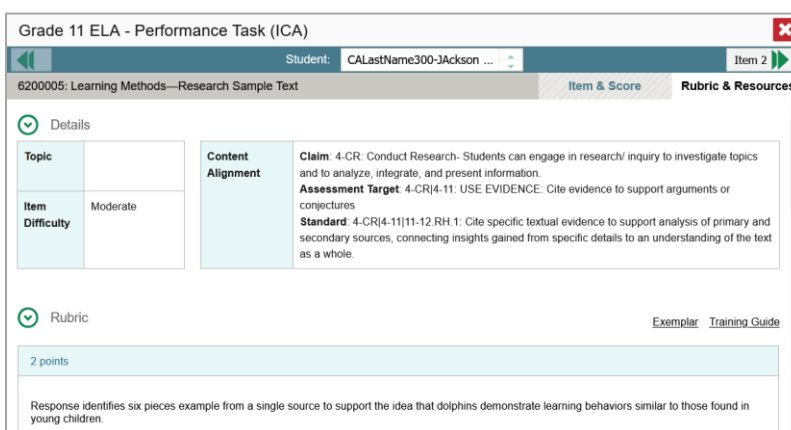


Figure 101. Test Scoring Page



- To enter scores for an item response, click the **Score** link or score number link for the item in the required student's row. The scoring window opens to the **Item & Score** tab.
- Optional:* You can open the **Rubric & Resources** tab ([Figure 102](#)) to review the item's scoring rubric and any other available resources.

Figure 102. Item View Window: Rubric & Resources Tab



- On the **Item & Score** tab (see [Figure 103](#)), click the edit button in the Scoring Criteria table at the top of the window.
- Review the student's entered response and do one of the following:
  - If the student's response is scorable, select the appropriate score from the drop-down menu in the Points Earned column.
  - 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, see [Condition Codes](#).

Figure 103. Item View Window: Item &amp; Score Tab

Scoring Criteria	Max Points	Points Earned	Condition Code
Correct Answer	2 pt	Not Scored	None

User	Date	Note
+ Add Note		

student setting(s) OFF

1

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.

8. If the item has multiple scoring criteria, repeat step 7 for each criterion.
  - When assigning condition codes to multiple scoring criteria, note that some related criteria may require the codes to be the same.
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:
  - 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.
  - 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 of the window.
  - To return to the **Scoring Mode** window and select another item manually, close the **Item View** window using the close button at the upper-right corner.
12. Repeat steps 5–11 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 steps 5–11.

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

Note that for some items, two Scoring Criteria tables appear, with the top one allowing you to set scores and the bottom one displaying transformed scores (see [Figure 104](#)). When you set a score, the new scores are automatically transformed, and the transformed scores are what will appear in reports. You will need to refresh or navigate away from the item before you can view the transformed scores, and there may be a delay before they appear.

Figure 104. 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 at the upper-right corner.

## How to 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 105. Select School Page

### Select School

Please select the School you wish to use.

Teacher :  ▼

[Continue](#)

2. From the **Teacher** 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.

## How to 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.

- To submit scored opportunities for processing, navigate to the **Test Scoring** page (see [Figure 106](#)) and mark the checkbox for each opportunity you wish to submit.
  - You can mark the checkbox in the top-left corner to select all fully scored opportunities at once.

Figure 106. Test Scoring Page: Submitting an Opportunity

The screenshot shows the 'Test Scoring' page for 'Grade 4 ELA - Brief Writes (IAB) (Nonstandardized) to score for Demo School 2, 2021-2022'. The page includes a 'Change School' button and a table with columns for 'Student', 'Student ID', 'Date Completed', and 'Items to Score'. The 'Items to Score' column is further divided into six sub-columns labeled 1 through 6, each with a '2 pt' value below it. A single row of data is visible, with a checked checkbox in the first column and scores of 1, 1, 2, 0, 1, and 1 in the sub-columns. At the bottom, there is a 'Submit Score(s)' button, a 'Rows per page' dropdown set to 3, and a '1 Items' indicator with navigation arrows.

	Student	Student ID	Date Completed	Items to Score					
				1	2	3	4	5	6
<input checked="" type="checkbox"/>	demo student	123456789	1/31/2022 4:03:53 PM	1	1	2	0	1	1

- Click **Submit Score(s)** in the bottom-left corner of the page.
- In the confirmation window that pops up, click **Continue**. The selected opportunities will be submitted for processing and reporting and removed from scoring.
- 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 ([How to Modify Scores for Items](#)).

## How to Modify Scores for Items in Reports

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 (see [Figure 107](#)). When a machine-suggested score has a low confidence level, or when a condition code of Off-Topic or Non-Scorable Language has been assigned by machine,  displays next to the score. It is highly recommended that you review items flagged with this icon.

Figure 107. My Students' Performance on Test Report: Performance by Student Tab with Expanded Reporting Category Section

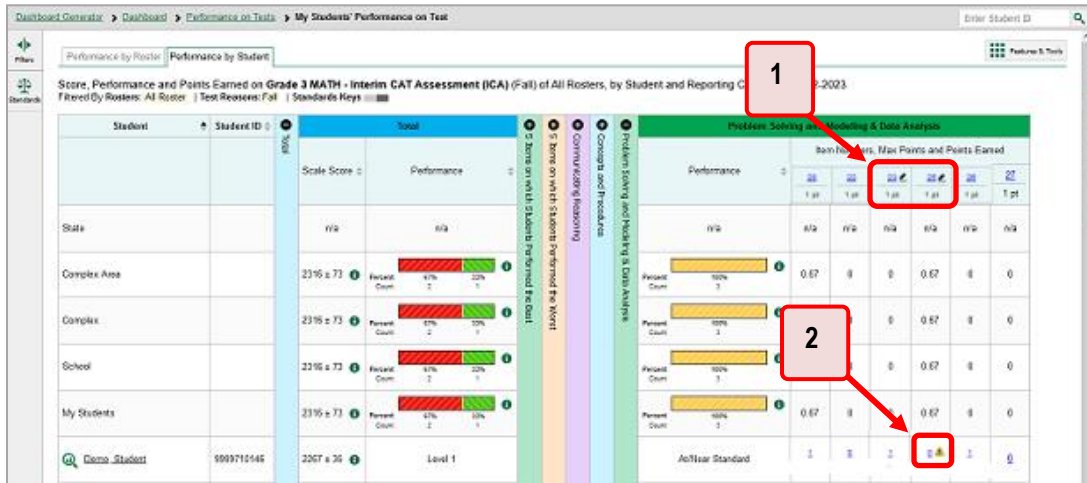
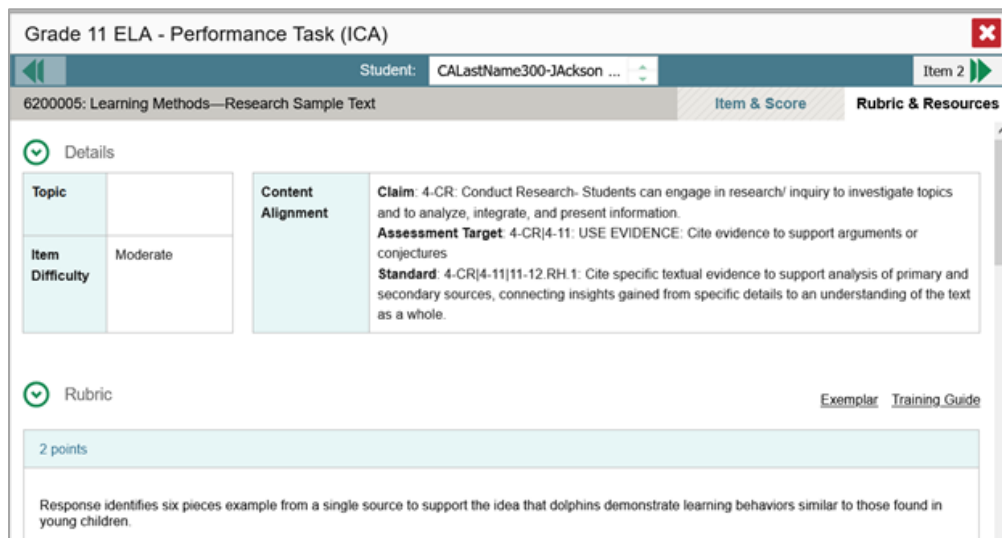


Table 48. My Students' Performance on Test Report: Performance by Student Tab Elements

#	Element
1	Pencil icon indicating that the item has modifiable scores
2	Item score link for a student, with alert icon

1. On a report with modifiable scores, click the item score link in the student's row of the report. The **Item View** window opens.
2. On the **Rubric & Resources** tab (see [Figure 108](#)), review the item's rubric and available resources, if necessary.

Figure 108. Item View Window: Rubric & Resources Tab




- On the **Item & Score** tab (see [Figure 109](#)), 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, as in [Figure 110](#).

Figure 109. Item View Window: Item & Score Tab

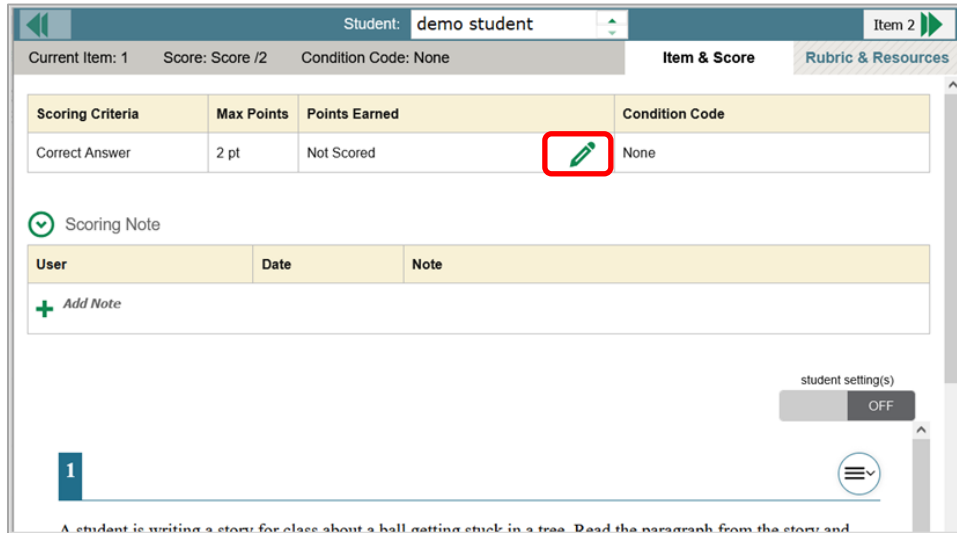
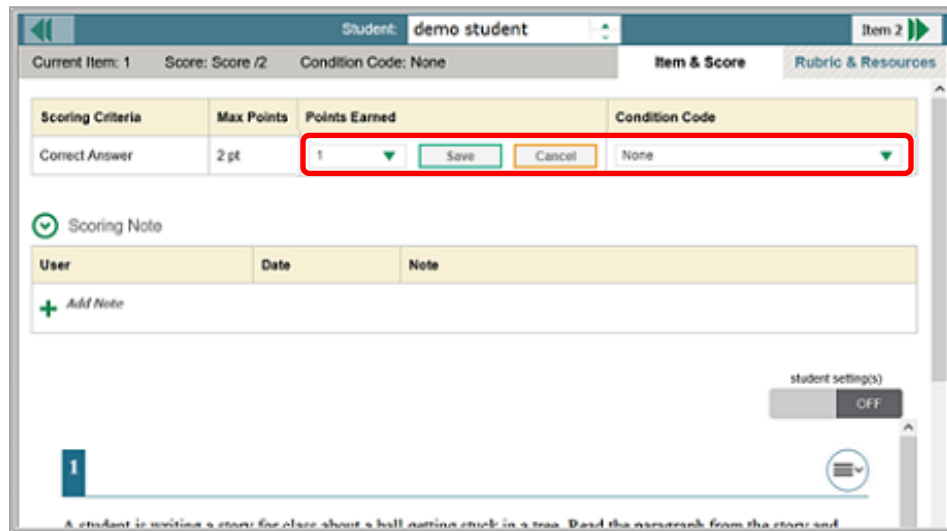


Figure 110. Item View Window: Item & Score Tab



- Do one of the following (see [Figure 110](#)):
  - To enter a score for the response, select a numerical score from the **Points Earned** drop-down list.
  - To assign a condition code to the response, select one from the **Condition Code** drop-down list.
- If the item has multiple scoring criteria, repeat step [4](#) for each criterion.

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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**.
8. To continue modifying scores, do one of the following:
  - To view another item for the same student, use the buttons ◀ ▶ labeled with the previous and next item numbers at the upper corners of the *Item View* window.
  - To view the same item for another student, use the up or down arrow buttons on the right side of the *Student* field  at the top of the *Item View* window.

The performance data in the test results update automatically when you close the *Item View* window.

Note that for some items, two Scoring Criteria tables appear, with the top one having modifiable scores and the bottom one displaying transformed scores, as in [Figure 111](#). When you modify a score, the new scores are automatically transformed, and the transformed scores automatically appear in reports. You will need to refresh or navigate away from the item or the report before you can view the transformed scores, and there may be a delay before they appear.

Figure 111. Item View Window: Item & Score Tab: Two Scoring Criteria Tables

The screenshot shows the 'Item & Score' tab in the 'INTERIM: G5-ELA-IAB-BriefWrit' window. It displays two tables for scoring criteria. The top table, 'Hand Scored Points Earned and Condition Codes', has columns for Scoring Criteria, Max Points, Points Earned, and Condition Code. The bottom table, 'Transformed Points Earned and Condition Codes', is highlighted with a red rounded rectangle and shows transformed scores. A red box highlights the 'Transformed Points Earned and Condition Codes' table.

Hand Scored Points Earned and Condition Codes			
Scoring Criteria	Max Points	Points Earned	Condition Code
Conventions	2	2	None
Evidence/Elaboration	4	Condition Code Selected	Off Purpose
Organization/Purpose	4	Condition Code Selected	Off Purpose

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

#### Class (Roster) Management

Classes (rosters) are groups of students. Each class is associated with a teacher. Each is also associated with a single administrative year.

School-level users can add, edit, and delete rosters. Classes 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.

Please see the [HSAP TIDE User Guide](#) for detailed instructions on how to add, edit, and delete classes (rosters) in the TIDE system. The [HSAP TIDE User Guide](#) is available on the AlohaHSAP.org portal website.

#### Condition Codes

[Table 49](#) 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 49. 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>
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>



Source of Code	Condition Code	Description
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>
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 TDS identifies that the response requires a condition code but cannot determine which specific condition code it requires.</li> </ul>

Source of Code	Condition Code	Description
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

### Handscoring for Performance Tasks

The following table indicates how many items at each grade level for ELA and Math that require handscoring:

Grade	# of ICA ELA Handscored Items	# of IAB ELA Handscored Items	# of ICA Math Handscored Items	# of IAB Math Handscored Items
3	n/a	<b>1 (Reading Informational Text)</b>	n/a	<b>4 (PT Only)</b>
4	n/a	n/a	n/a	<b>4 (PT Only)</b>
5	n/a	n/a	n/a	<b>4 (PT Only)</b>
6	n/a	n/a	n/a	<b>2 (PT Only)</b>
7	n/a	n/a	n/a	<b>2 (PT Only)</b>
8	n/a	n/a	n/a	<b>2 (PT Only)</b>
9	n/a	n/a	n/a	n/a
10	n/a	n/a	n/a	n/a
11	n/a	n/a	n/a	n/a

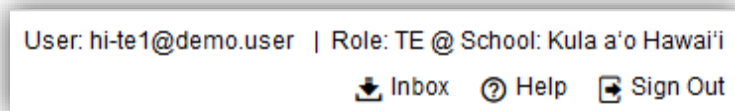
## Help

The Centralized Reporting System includes an online user guide.

### How to Access the Online User Guide

In the banner (see [Figure 112](#)), 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 112. Banner



## I

### Inbox

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

Each user's Secure Inbox is personal to them and not shared among other users. Users can easily manage the files in their Inbox. The files are categorized into different tabs to allow users to view 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, files are available for 30 days after being created. Users can archive or delete files as needed. Users can also share files by sending them to other users' Inboxes.

### How to Access and Manage Files in the Inbox

1. In the banner (see [Figure 112](#)), click **Inbox**. The **Secure Inbox** window appears (see [Figure 113](#)). By default, the **View Documents** tab displays.

Figure 113. Secure Inbox Window: View Documents Tab: Secure Inbox Sub-Tab

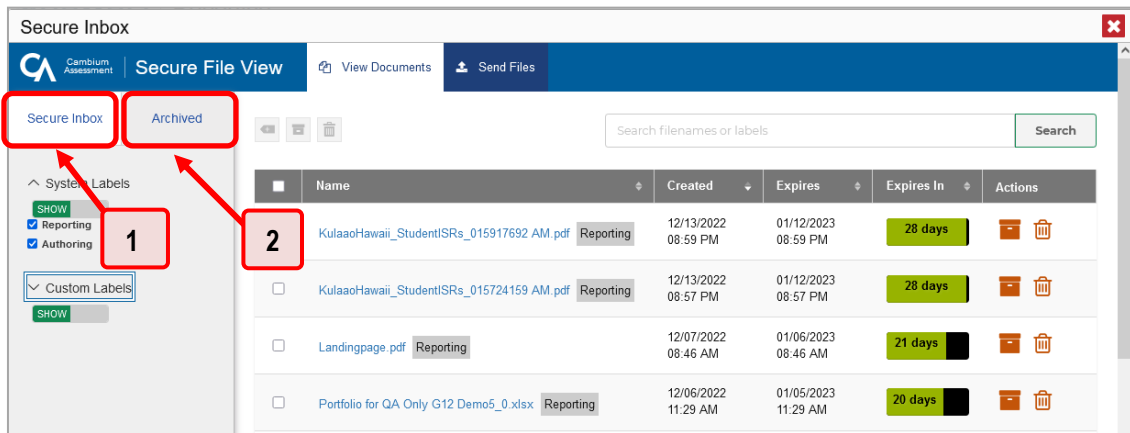


Table 50. Secure Inbox Window: View Documents Tab: Secure Inbox Sub-Tab Elements

#	Element
1	Secure Inbox sub-tab
2	Archived sub-tab

2. Choose either of the available tabs (see [Figure 113](#)):

- **Secure Inbox:** Displays all files except those that have been archived. Includes columns for Creation Date, Expire Date, and Days Available.
- **Archived:** Displays files that have been archived. Includes the same columns as the main **Inbox** tab.

Figure 114. Secure Inbox Window: View Documents Tab: Secure Inbox Sub-Tab

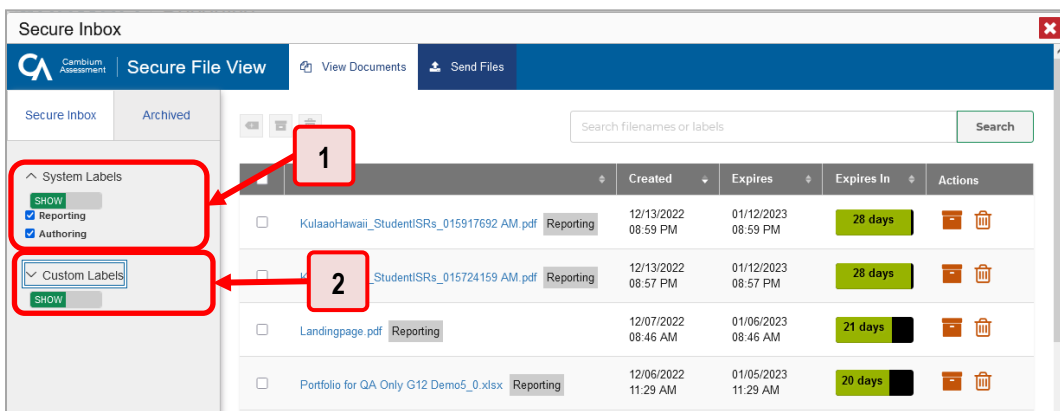


Table 51. Secure Inbox Window: View Documents Tab: Secure Inbox Sub-Tab Elements

#	Element
1	System Labels toggle (set to show the labels) and checkboxes
2	Custom Labels toggle (set to show the labels) and checkboxes







3. *Optional:* To filter the files displayed, enter a search term in the text box in the upper-right corner and click . The search applies to both filenames and labels.
4. *Optional:* To hide or display system labels, click the System Labels toggle (see [Figure 114](#)).
5. *Optional:* To hide files with a particular system label, clear the checkbox for that label (see [Figure 114](#)).
6. *Optional:* To hide or display custom labels, click the Custom Labels toggle (see [Figure 114](#)).
7. *Optional:* To hide files with a particular custom label, clear the checkbox for that label (see [Figure 114](#)).
8. *Optional:* Do one of the following:
  - To download a file, click the name of the file (see [Figure 115](#)).
  - To apply a custom label, follow these instructions:
    - To create a new custom label, mark the checkbox for any file, click the label button , enter a new custom label in the text box, and click **Save New Label**. Then apply it as described below.
    - To apply a custom label to a file, mark the checkbox for that file, click the label button , mark the checkbox for that label, and click **Apply Label**.
  - To archive a file, click  (see [Figure 115](#)).
  - To unarchive a file, click . The file is moved back to the main Inbox.
  - To delete a file, click  (see [Figure 115](#)).

Figure 115. Secure Inbox Window: View Documents Tab: Inbox Sub-Tab

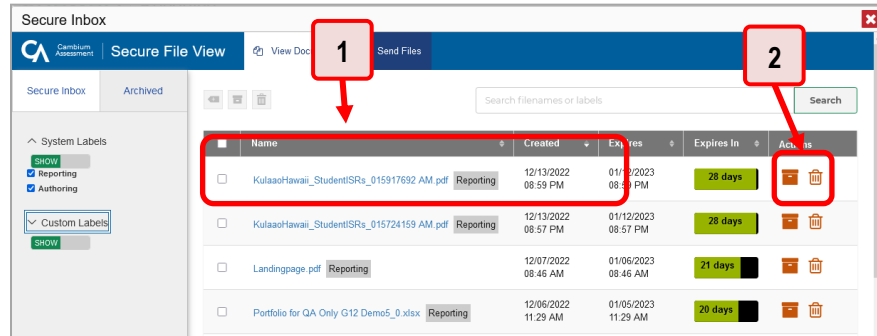


Table 52. Secure Inbox Window: View Documents Tab: Inbox Sub-Tab Elements

#	Element
1	Name of a file, with label indicating the system it's from
2	Delete and archive buttons

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

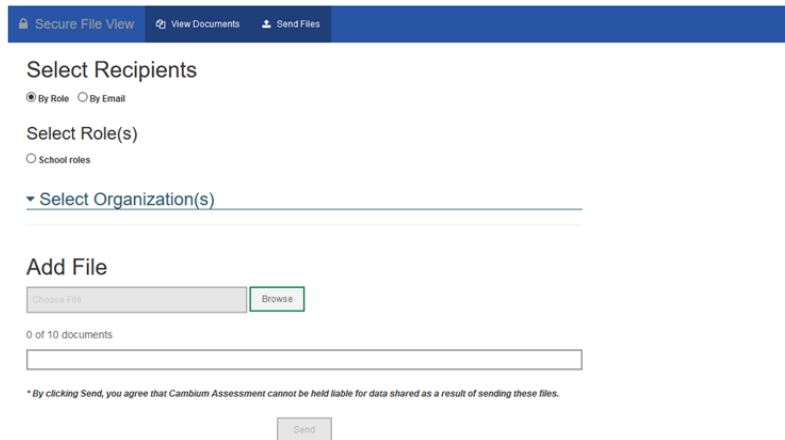
### How to Use the Inbox to Send Files to Other Users' Inboxes

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

1. From the banner (see [Figure 112](#)), select **Inbox**. The **Secure Inbox** page appears (see [Figure 113](#)). By default, the **View Documents** tab displays.
2. Select the **Send Files** tab. The **Send Files** page appears (see [Figure 116](#)).
3. In the **Select Recipients** field, do one of the following:
  - Select **By Role** to send a file or files to a group of users by user role.
  - Select **By Email** to send a file or files to a single recipient by email address.

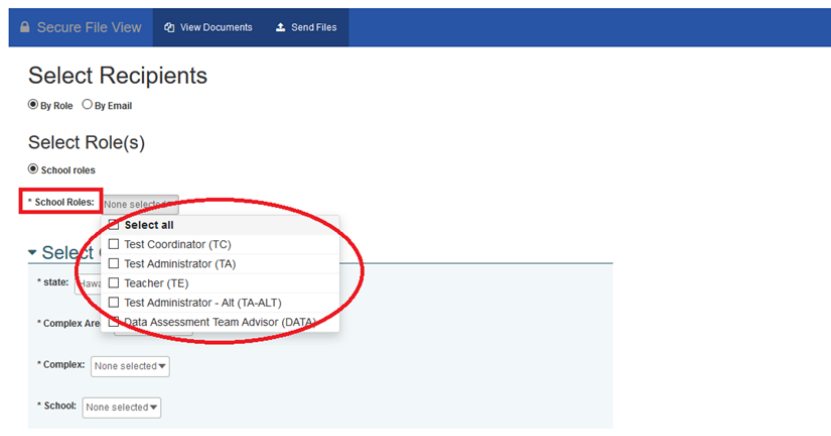
If you select **By Email**, skip to step [7](#).

Figure 116. Secure Inbox Window: Send Files Tab



4. In the *Select Role(s)* field, select the role group to which you want to send a file or files. A drop-down list appears.
5. From the drop-down list (see [Figure 117](#)), select the role(s) to which you want to send a file or files. You can choose **Select all** to send a file or files to all roles in the selected role group.

Figure 117. Secure Inbox Window: Send Files Tab



6. From the *Select Organization(s)* drop-down lists (see [Figure 118](#)), select organizations that will receive the file(s) you send. These drop-down lists adhere to the user role hierarchy. For example, district-level users will be able to filter at their role level and below.

Figure 118. Secure Inbox Window: Send Files Tab

The screenshot shows the 'Secure File View' window with the 'Send Files' tab selected. The 'Select Recipients' section has 'By Role' selected. Under 'Select Role(s)', 'School roles' is selected, and 'School Roles' is set to 'Test Coordinator (TC)'. The 'Select Organization(s)' section is circled in red and contains the following dropdown menus: 'State' (Hawaii Department of Education - 000009), 'Complex Area' (Training Complex Area A - 9999), 'Complex' (Demo School Group 2 - 99998), and 'School' (Kula a'o Hawaii - 995).

7. If you selected **By Role** in step 3, skip this step. If you selected **By Email**, enter the email address of the recipient to whom you wish to send a file or files.
8. To select a file or files to send, in the *Add File* field, select **Browse**. A file browser appears.
9. Select the file(s) you wish to send. You may send up to 10 files totaling no more than 20MB at once.
10. Select **Send**.



## 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 119](#), reports display a row of data for each opportunity. A clock icon  appears next to the most recent opportunity. Previous opportunities are marked with numbers , starting from the earliest test taken. An asterisk icon  indicates that an opportunity is not included in calculations of average scores or performance distributions.

Figure 119. School Performance on Test Report: Performance by Student Tab

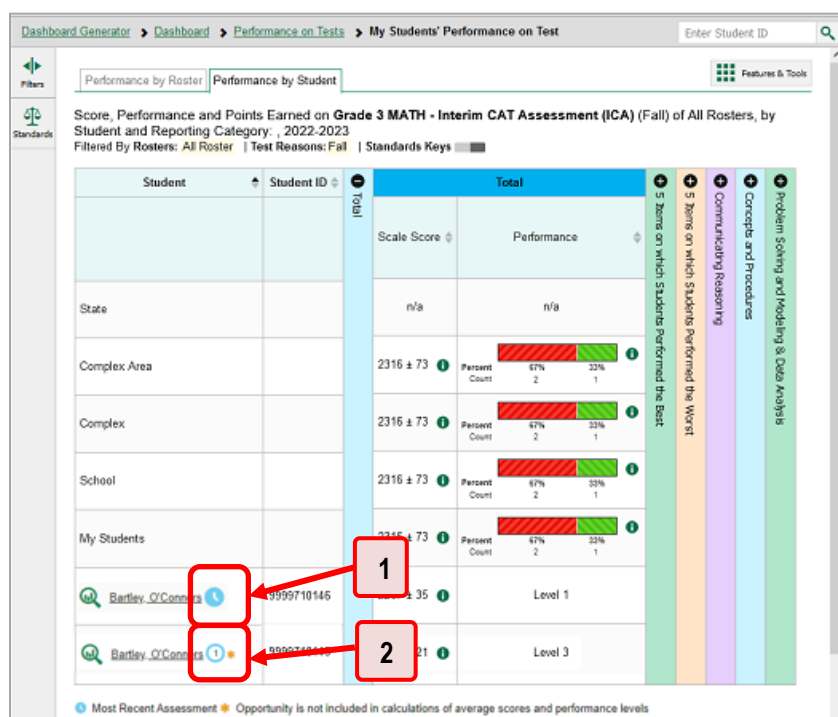


Table 53. School Performance on Test Report: Performance by Student Tab Elements


#	Element
1	Most recent opportunity
2	First opportunity

## N

### Non-Scorable Test Opportunities

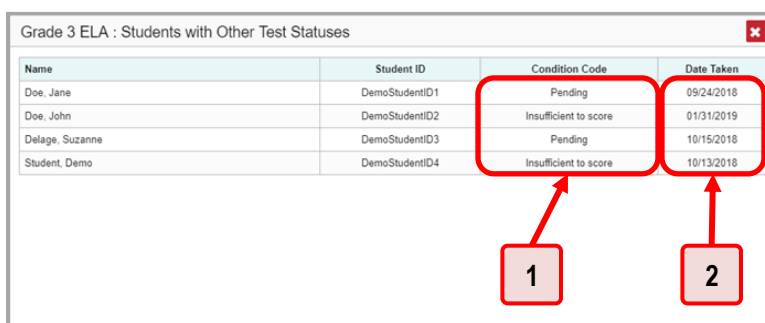
The reports in Centralized Reporting do not include data for non-scorable test opportunities. A student's test opportunity cannot be scored when it has a test status of "Expired" or "Invalidated", or when it

## Centralized Reporting User Guide for Interim and Checkpoint Assessments

includes blank or empty reporting categories (reporting categories without items). If a test opportunity is non-scorable, a notification  appears below the report for that assessment.

You can click **More Info** on the notification to view the **Students with Other Test Statuses** window (see [Figure 120](#)). This window lists the students who have non-scorable test opportunities for the given assessment, as well as the status code and completion date for each.

Figure 120. Students with Other Test Statuses Window



Name	Student ID	Condition Code	Date Taken
Doe, Jane	DemoStudentID1	Pending	09/24/2018
Doe, John	DemoStudentID2	Insufficient to score	01/31/2019
Delage, Suzanne	DemoStudentID3	Pending	10/15/2018
Student, Demo	DemoStudentID4	Insufficient to score	10/13/2018

Table 54. Students with Other Test Statuses Window Elements

#	Element
1	Condition codes
2	Dates the tests were taken

## P

### Performance Data

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

- Score data:
  - Scale scores.
  - Raw scores, which may be in the form of percentages or fractions.
- Standard error: After an individual student's score, you may see 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 121](#), showing the percentage and number of students who achieved each performance level. These bars are color-coded, with three

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performance levels being coded red-yellow-green, four being coded red-yellow-green-blue, and five being coded red-yellow-green-blue-purple.

- Percent proficient, also shown in some aggregate reports (see [Figure 121](#)), represents the total percentage of students who achieved proficiency. It typically includes those who fell into the top one to three performance levels.

Figure 121. School Performance on Test Report: Performance by Roster Tab

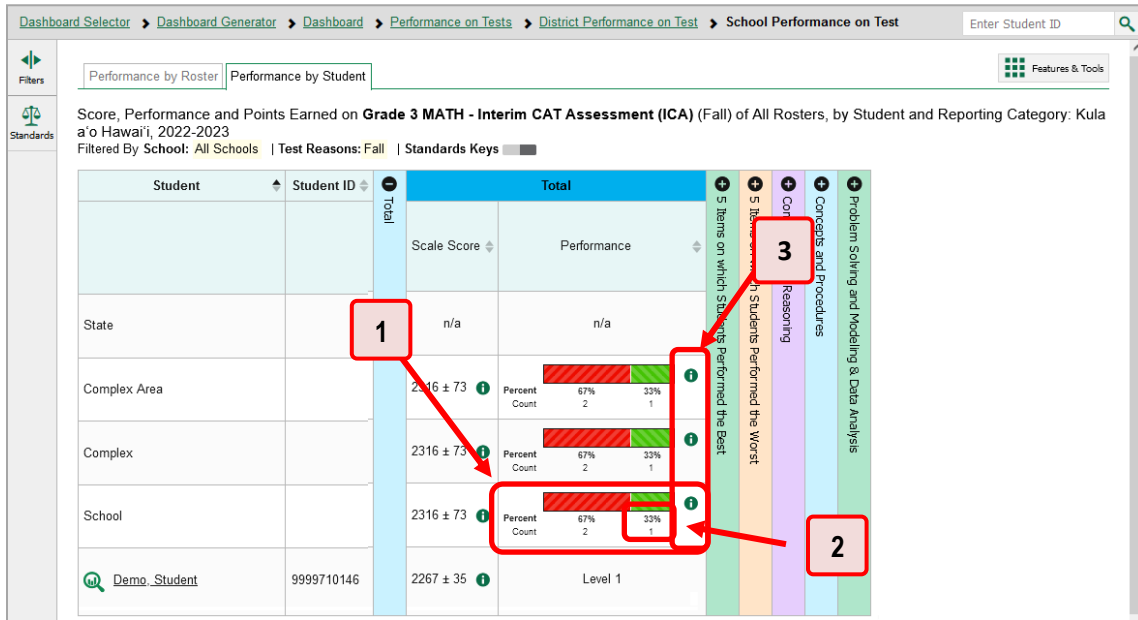


Table 55. School Performance on Test Report Elements

#	Element
1	Performance distribution bar, divided into colored blocks representing different performance levels
2	Percent proficient
3	Buttons to learn more information

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

A legend appears (see [Figure 122](#) and [Figure 123](#)), explaining what the scores or performance levels indicate.

Figure 122. School Performance on Test Report with Expanded Scale Score Legend

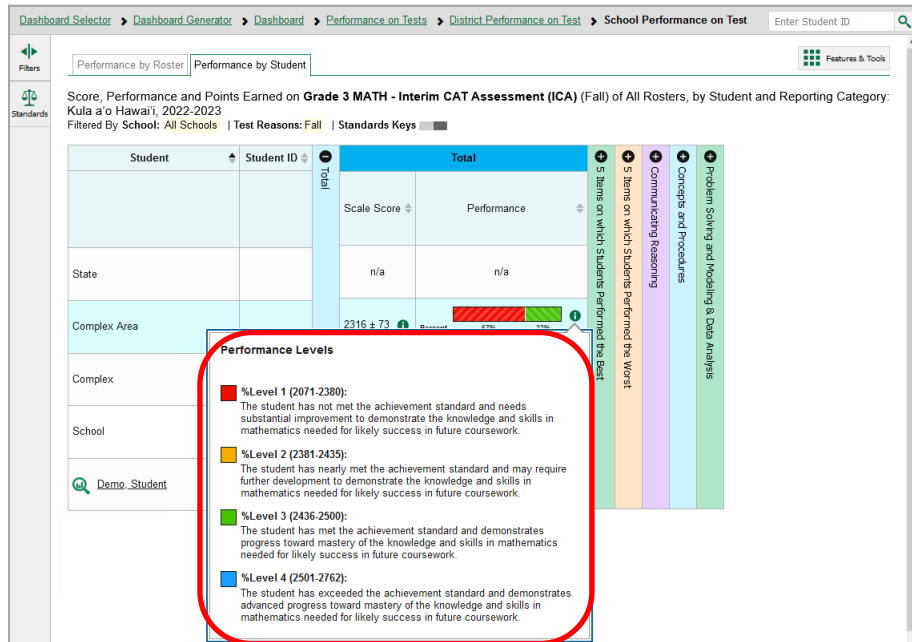
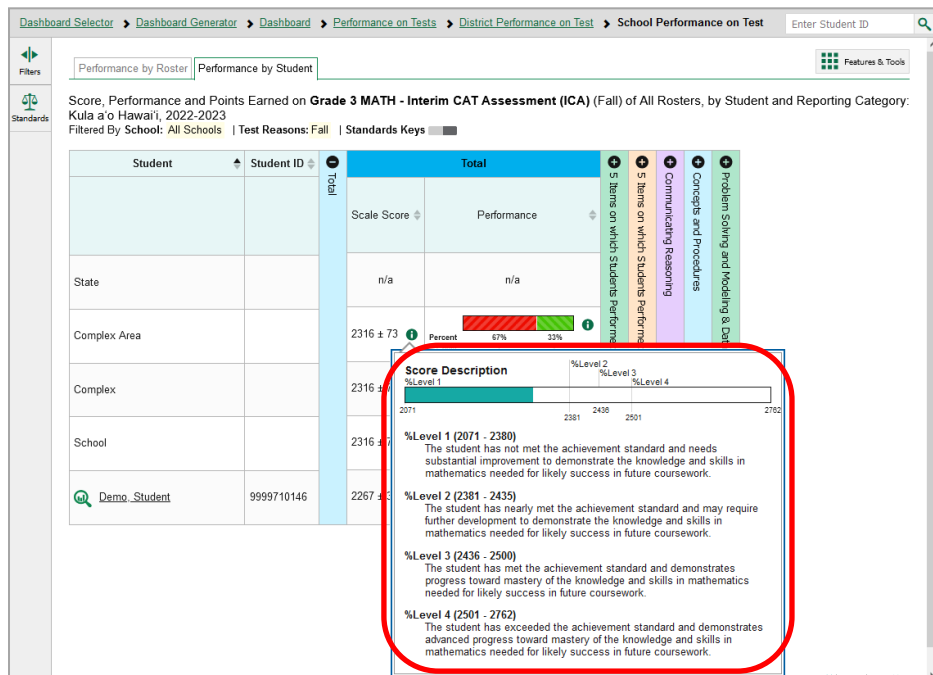



Figure 123. School Performance on Test Report with Expanded Performance Distribution Legend





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

## R

### Report Tables

#### How to Sort a Table



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

#### How to Specify the Number of Rows Displayed



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



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

#### How to View Additional Table Rows

- To move to the next and previous pages in a table, click the arrow buttons   at the lower-right corner of the table.
- To jump to a specific table page, enter the page number in the field  at the lower-right corner of the table.

#### How to View Additional Table Columns

To scroll the table to the right or left, click the arrow buttons   on the right and left sides of the table. Alternatively, click and drag the green horizontal scrollbar at the bottom of the table.

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

#### How to Expand All Accordion Sections in a Table

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

1. Navigate to the table by tabbing through the page in your browser. When the “Load Accessible Table” message appears, press the **Enter** key. All the accordion sections expand.
2. *Optional:* To collapse the sections again, navigate back to the table. When the “Hide Accessible Table” message appears, press the **Enter** key. All the accordion sections collapse, except the **Total** section.

## T

### Test Resources

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



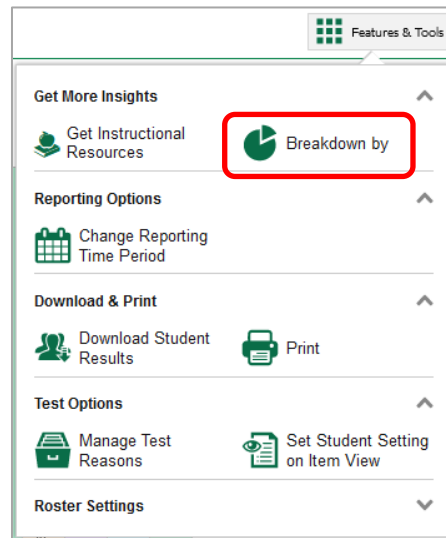
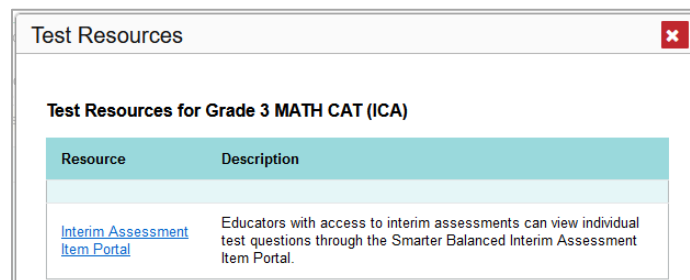
If additional assessment information is available, click **Get Instructional Resources**  in the **Features & Tools menu** . (see [Figure 124](#)). If the test results also include a Longitudinal Report, this link will appear in a **More Tools** menu.

Figure 124. Features and Tools Menu



A window opens (see [Figure 125](#)), displaying resource links that either download or open in a new browser tab or window.

Figure 125. Test Resources Window



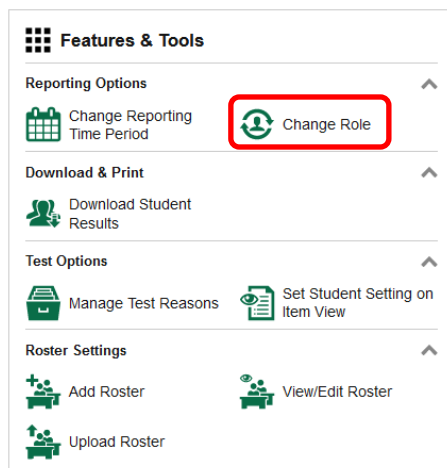
## U

### User Role Change

If your account is associated with multiple user roles or institutions, you can switch between them at any time to view the dashboard and reports for your other roles and institutions.

1. From the **Features & Tools** menu , select **Change Role** . The **Change Role** window appears.

Figure 126. Features and Tools Menu



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 page for the selected role and institution appears.

## User Support

For additional information and assistance in using the Centralized Reporting System, contact the HSAP Helpdesk.

The Helpdesk is open Monday–Friday from 7:30 a.m. to 4:00 p.m. Hawaiian Standard Time (except holidays or as otherwise indicated on the HSAP portal).

HSAP Helpdesk

**Toll-Free Phone Support:** 1-866-648-3712

**Email Support:** [hsaphelpdesk@cambiumassessment.com](mailto:hsaphelpdesk@cambiumassessment.com)

If you contact the Help Desk, you will be asked to provide as much detail as possible about the issues you encountered. You may choose to use the *Help Desk Intake Form*, available on the [alohahsap.org](http://alohahsap.org) portal website in the **Resources >> Technology** section.

- If the issue pertains to a student, provide the student's SSID and associated 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 10 and Firefox 101 or Mac OS 12.4 and Safari 15).

## Change Log

This Change Log can be used to identify specific changes that are made to any of the information included in the original document throughout the current school year.

Location	Change	Date
How to Score Items	Revised and added to the text throughout both <i>How to Score Unscored Items</i> and <i>How to Modify Scores for Items in Reports</i> for greater clarity.	2/7/23