

CENTRALIZED REPORTING SYSTEM 2023–2024 User Guide

For Interim, Checkpoint, and Summative Assessments

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Introduction to the User Guide

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

- Accessing summative assessment data.
- Accessing interim assessment data.
- Scoring interim assessments.

It includes the following sections:

- Navigate Reports
- <u>Set Up Reports to Suit Your Needs</u>
- Export and Print Data
- <u>Score Items</u>

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.

Logging In to the Centralized Reporting System

- 1. Navigate to the HSAP portal at <u>alohahsap.org</u> and select your assessment program.
- 2. Select your user role from the cards displayed (see Figure 1).
- 3. Under the After Testing section, click the Centralized Reporting System card.

YOU ABE CREATIVE YOU Protected

USER Teachers

Access systems used before, during and after testing and review key resources.



Figure 1. User Role Centralized Reporting System & Cards

Test Coordinators and Administrators

Access systems used before, during and after testing and review key resources.



4. On the Login Page (see Figure 2), enter the email address and password you use to access all HSAP systems.

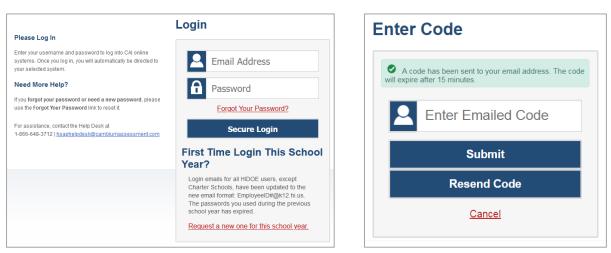


Figure 2. Login Page Figure



- a. Click Secure Login.
- b. If the Enter Code page appears, 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.

c. If your account is associated with multiple institutions, you are prompted to select a role, as in <u>Figure 4</u>. 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.

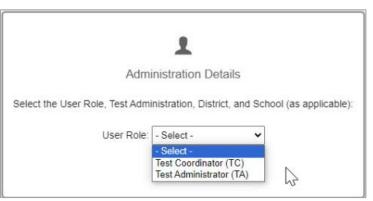


Figure 4. Select Role Window

The dashboard for your user role appears.

Note: For Hawai'i, any references to "district-level users" represents HIDOE users who are in the TIDE system with the Complex user role. Please see the *TIDE User Guide* on the <u>alohsahsap.org</u> portal page for additional information about user roles.

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 <u>DoNotReply@cambiumast.com</u> that contains a link to the **Reset Your Password** page (see <u>Figure 5</u>). 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 5. Reset Your Password Page

	Reset Your Password
Reset Your Password	
Enter your email address and select Submit . You will receive an email that contains a link to create a new password.	E-mail Address
Need More Help?	
If you forgot your password or need a new password, please	Submit
use the Forgot Your Password link to reset it.	
	Return to Login Page
For assistance, contact the Help Desk at	
1-866-648-3712 hsaphelpdesk@cambiumassessment.com	

• 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.

• 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 <u>User Support</u> section of this user guide.

Navigate Reports

This section explains how to navigate your reports for your assessments.

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

Note: Any reference you may see to "district-level users" refers to HIDOE users who are in the TIDE system with the Complex user role. Please see the *TIDE User Guide* on the <u>alohsahsap.org</u> portal page for additional information about user roles.

Start Viewing Reports

Use the Dashboard Generator Page

When you log in to the Centralized Reporting System, the Dashboard Generator page appears (Figure 6). The controls on the left let you select from the groups of tests that have been processed in your state for the school year. Typically, you may choose test types, subjects within the test types, and grades within the subjects.

III - Keporting		Secure File Center	Help DemoUser, TA
Select Role > Dashboard Generator			
These are 2023-2024 school year reports. <u>Cl</u>	hange the reporting time period.		
Which test groups would you like to start with?	Looking for a specific student?	Features & Tools	
Checkpoint	Get the results of a student by entering their student ID	Reporting Options	~
✓ □ Mathematics	Enter Student ID Search	Change Reporting Time Period	
Formative		Download & Print	^
✓ □ ELA			^
✓ □ Mathematics		Results	
▲ 🔲 Interim		Test Options	^
✓ □ Science		Manage Test Reasons	Set Student Setting on Item View
 Interim Assessment Blocks (IAB) 			
✓ □ ELA			
✓ □ Mathematics			
 Interim Comprehensive Assessment (ICA) 			
✓ □ ELA			
✓ □ Mathematics			
Field Authored			
Make these my default selections			
Go to Dashboard			

Figure 6. 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. Dashboard features & tools will vary based on user role.

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

- 1. *Optional*: To change the test groups listed in the Dashboard Generator, <u>change the reporting time</u> <u>period</u>.
- 2. Select the tests you want to view, expanding the test groups as needed.
 - End Of Course Exams (EOC) the EOC Exams for Algebra 1, Algebra 2, and Biology 1 (NGSS) are designed to measure students' levels of performance for the Common Core State Standards (CCSS). Students enrolled in Algebra 1, Algebra 2, or Biology courses may be required by their school to take the corresponding EOC Exam(s).
 - Formative these are Formative Assessments created by Cambium Assessment, Inc. (CAI). These tests are the pre-loaded Checkpoint assessments and are available for educators to administer in the TA Live Site.
 - HSA-Alt CEA Hawai'i summative alternate assessments (HSA-Alt) in English Language Arts (ELA), Mathematics and Science, and the HSA-Alt Classroom Embedded Assessments (CEAs) pilot in ELA, Mathematics and Science offer an alternative assessment for qualified students. The Hawai'i Department of Education and Cambium Assessment, Inc. (CAI), developed online alternate assessments that allow students to use computers or tablets to access the assessments.
 - Interim Fixed-Form Assessments that can be administered throughout the year to help teachers monitor student progress. Because each student responds to the same test items, teachers may more easily interpret their students' performance on a common set of items. Interim Assessments can provide educators with data to help them target instruction to meet students' individual learning needs. Students have up to five opportunities to take the IAB, FIAB and ICAs throughout the school year.
 - Science the NGSS-aligned interim assessments (IAs) are designed to support teaching and learning throughout the year. In addition, these assessments can be used to prepare students for this year's summative assessments.
 - Interim Comprehensive Assessments (ICA) the ICAs assess the same range of standards as the summative assessments and provide scores on the same scale. ICAs are simulations of the full-length summative assessments and address the same range of standards as the current summative assessments.
 - Interim Assessment Blocks (IAB) & Focused Interim Assessment Blocks (FIAB) short assessment blocks on smaller sets of Hawai'i Common Core Standards that provide more detailed target information within a claim for instructional purposes. Educators can use IABs and FIABs during the school year more consistently with the sequence of their instruction.

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- Smarter Summative Assessments Smarter Balanced Assessments (SBAs) provide aggregate data to schools to help inform school and program improvement goals. Summative assessment results are also used as an accountability measure, at the end of the year to determine students' progress toward college and career readiness in English language arts/literacy (ELA) and mathematics.
- Field Authored Field Authored tests are created in the content creation site known as the Hawai'i Checkpoint system. Educators can create items that align to standards, and they can be added to original tests. The tests created in Checkpoint (Authoring) can be published to the TA Live Site, where they can be administered to students. When seeking the results of a teacher-created checkpoint test, refer to the Field Authored Test Group. Checkpoint items and test forms are to be used formatively, in other words, not for grading purposes and only for instructional next steps.
- **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.

Use the Dashboard to View Aggregate Test Results

All users can view the standard dashboard. It displays an aggregation card representing test groups. A typical test group comprises a single test type, a single subject, and all grades (for example, the first card shown in <u>Figure 7</u> is for Summative Mathematics).

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 receive 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.

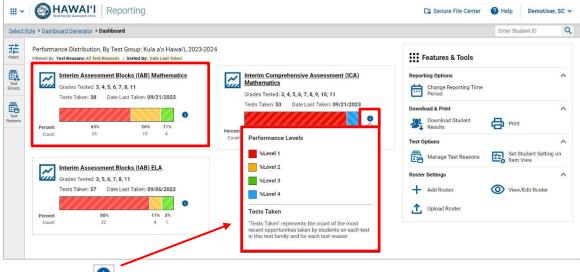


Figure 7. Dashboard

Clicking the 🔍 button displays a legend with more information about performance levels.

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If a message appears saying "There are no assessments to display," you may not have any students who have taken tests in your selected test groups in the selected time period. You can <u>change the reporting</u> <u>time period</u>. If you are a teacher, you may also be able to view more students' data by <u>managing your</u> <u>classes (rosters)</u>.

To change the test groups and test reasons that appear, use the **Filters** panel on the left. For more information on filtering, refer to <u>Set Up Reports to Suit Your Needs</u>. You can also backtrack to the Dashboard Generator using the link in the path at the upper-left corner and change your test group selections there.

View More Detailed Data on a Particular Test Group

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

In the Performance on Tests report, teachers view two tables, as in Figure 8.

- 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 8. Teacher View: Performance on Tests Report

recur	tole > Dashboard Generator > Dashboard > Performance on Test	s						Enter Stude	ent ID C
	My Assessments Average Score and Performance Distribution, by Assess Filtered By Rosters: All Roster Test Reasons: All Test Reasons	ment: All Roster	s, 2023-2024						Features & Tool
st XDS	Assessment Name	Test Group	Test Grade	\$ Test Reason 👙	Student Count 👙	Average Score	Performance Distribut	ition	Date Last Taken
	Grade 3 MATH - Geometry (FIAB)	Interim Assessment Blocks (IAB)	3	Opportunity 1	4	n/a	Percent 25% 25% 50% Count 1 1 2	0	09/21/2023
ns	A Mu Chudonia						Rows per page: 10	1 Items: 🔇	1 of 1
ns rs	My Students Most Recent Assessment of All Rosters: 2023-2024 Filtered By Rosters: All Roster Test Reasons: All Test Reasons Student	Name		4	Student II	o ¢	Rows per page: 10 Most Recent Assessment	1 Items: 🔇	1 of 1 > Date Taken
15	Most Recent Assessment of All Rosters: 2023-2024 Filtered By Rosters: All Roster Test Reasons: All Test Reasons	Name		4	Student II 99999802			\$	
	Most Recent Assessment of All Rosters: 2023-2024 Filtered By Rosters: All Roster Test Reasons: All Test Reasons Student	Name		4		283	Most Recent Assessment	¢	Date Taken
ns	Most Recent Assessment of All Rosters: 2023-2024 Filterd By Roster: All Roster Test Reasons: All Test Reasons Student Demo, Student	Name		4	99999802	283	Most Recent Assessment Grade 3 MATH - Geometry (Fb	AB)	Date Taken 09/21/2023

Complex (District) and school-level users view just one table, as in <u>Figure 9</u>. Like the first table on the teacher Performance on Tests report, this table lists all the assessments in the test group.

ilters	•	Score and Performance Distribution School: <mark>All Schools</mark> Test Reasons: <mark>All Test R</mark>		nt: Demo Scho	ol Group 2, 2023	3-2024		👯 Fea	atures & Tools
-		Assessment Name	Test Group 🌲	Test Grade 👙	Test Reason 🖨	Student Count	Average Score	Performance Distribution	Date Last Taken
Test Groups	🛃 📴	ade 3 MATH - Geometry (FIAB)	Interim Assessment Blocks (IAB)	3	Opportunity 1	5	n/a	Descent 20% 20% 60%	09/21/2023
Test teasons	State	Grade 3 MATH - Geometry (FIAB)	Interim Assessment Blocks (IAB)	3	Performance %Below % The stud	standard	-		
2 ichools	Complex	Grade 3 MATH - Geometry (FIAB)	Interim Assessment Blocks (IAB)	nt standard	-				
		rade 6 MATH - Performance Isk - Feeding the Giraffe (IAB)	Interim Assessment Blocks (IAB)	6		Standard : ent has met the a	achievement stan	dard	08/24/2023
		ade 8 MATH - Expressions and valuations I (IAB)	Interim Assessment Blocks (IAB)	8	Unassigned	0	n/a	n/a	08/04/2023
	. ↓ . <u>Gr</u>	ade 3 MATH - Properties of	Interim Assessment	3	Fall	1	n/a	Percent 100%	08/04/2023

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

Clicking the 🔍 button displays a legend with more information about performance levels.

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

You can use the filters to view a different set of assessments. For more information on filtering, refer to <u>Set Up Reports to Suit Your Needs</u>.

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.

Teachers: View Student-Level Data for All Your Students

The **Performance by Student** tab of the My Students' Performance on Test report displays test results for each of your students across classes (rosters). In order to view the results for all your students, follow the instructions below.

- 1. Generate a dashboard and click a test group name.
- 2. Click a test name in the assessments table at the top of the page. A page of test results appears.
- **3.** In the My Students' Performance on Test report that appears, select the **Performance by Student** tab, as in <u>Figure 10</u>. The results that appear list all your students. The first few rows also show aggregate performance data for your state, complex area, complex, school, and total students.

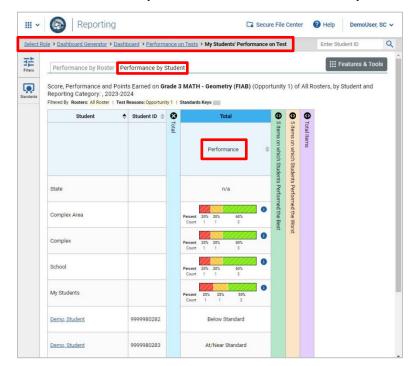
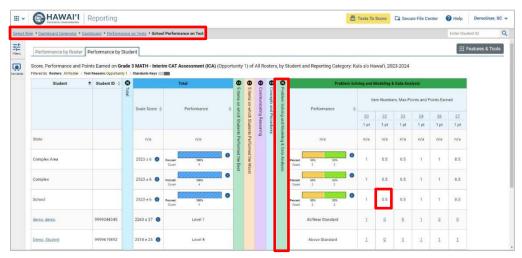


Figure 10. Teacher View: My Students' Performance on Test by Student Tab

- To see which students performed best, click the **score** or **Performance** column header 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 <u>Figure 11</u>. In the figure below, the categories for a Math Interim CAT Assessment (ICA) include: 5 Items on which Students Performed the Best, 5 Items on which Students Performed the Worst, Communicating Reasoning, Concepts and Procedures, and Problem Solving and Modeling & Data Analysis.
- The row of numbers below the item point value indicates the average number of points earned for that particular item (the column), in that particular group (the row). In Figure 11, you can see that the average score for students within the school for item number 22 is .5 out of 1 point.

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



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

You can follow the same procedure as in <u>School-Level Users: View Student-Level Data for All Your</u> <u>Students</u> to view the **Performance by Student** tab of the School Performance on Test report.

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.

Access Test Results for All Your Classes (Rosters)

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

The report shown in Figure 12 displays a list of one teacher's classes (rosters) and each rosters' performance. The first few rows also show aggregate performance data for the state, complex area, complex, school, and all their students.

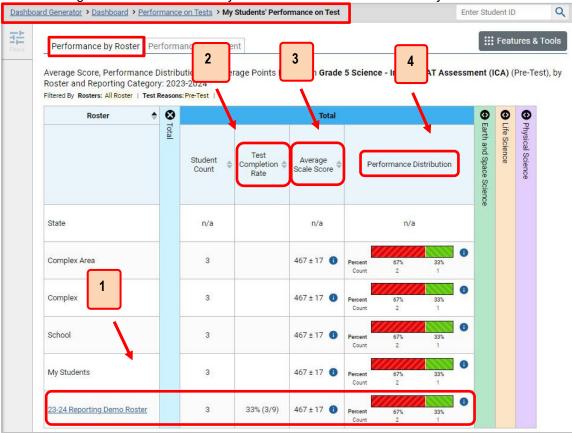


Figure 12 Teacher View: My Students' Performance on Test by Roster Tab

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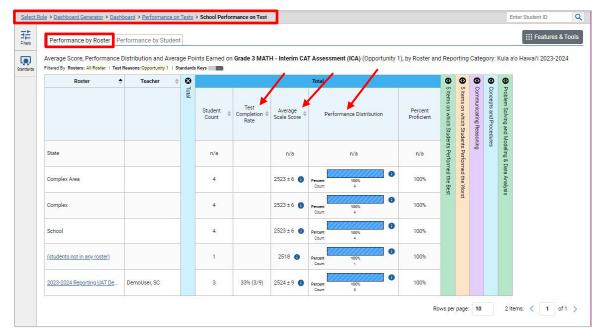
Table 1. My Students' Performance on Test Report: Performance by Roster Tab Elements

#	Element
1	Class (Roster) Performance Data
2	Test Completion Rate Column (click to sort)
3	Scale Score Column (click to sort)
4	Performance Distribution Column (click to sort)

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

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

Figure 13. Complex-Level User View: School Performance by Roster Tab



The report shown in Figure 13 displays a list of classes (rosters) and each class's performance. The first few rows also show aggregate performance data for your state, complex area, complex, school, and students not in any roster.

Determine Which Classes (Rosters) Performed Well on This Assessment

To find out which classes performed best on the test, do either of these things:

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

Determine Which Classes (Rosters) Had the Highest Test Completion Rates

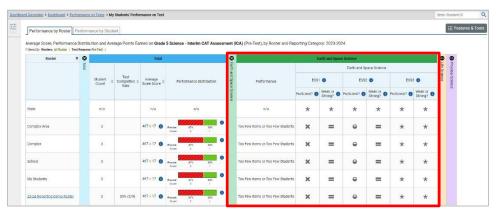
To find out which classes had the highest test completion rate:

• Click the Test Completion Rate column header to sort the column (see Figure 12).

Determine 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 14), you can view average score and a performance distribution bar for each class (roster) under the reporting category Earth and Space Science, Life Science, and Physical Science.





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

View and Interpret Standard Measures Within Reporting Category Sections

Aggregate test results for adaptive tests may include detailed performance measures within standards within reporting categories. Please note, the information in this section applies to all Hawai'i assessments except for the Hawai'i Statewide Alternate Assessment (HSA-Alt), which only reports an overall scale score.

For the Smarter Balanced Summative Assessment, an educational standard, sometimes called an assessment target, describes at a more granular level than claim, the expectations of the knowledge, skills, and/or abilities assessed by the items and tasks within each claim. Standards are nested within clusters (groups of standards). A target can be aligned to one or more standards. For Smarter Balanced

Summative Assessments, target reports are available for ELA/L claims 1 and 2, and Mathematics claim 1 only.

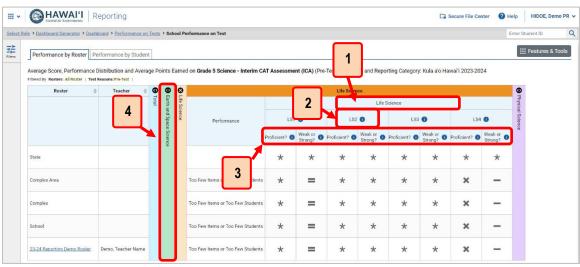
Note: 2023–2024For the Smarter Balanced ELA and Math assessments in Hawai'i, claim information will be available at the individual student level for claim 1 for Math and claims 1 and 2 for ELA. However, target reports are only available at the roster level for all reported claims for ELA but only in claim 1 for Math. This user guide provides instructions and figures (examples) showing how to access this information for SY 2023–2024 aggregates, and for all claims in past years' Smarter Balanced summative assessments at the student level, such as SY 2018-2019.

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

- The Standards sub-section (shown in Figure 15) contains the following:
- **Clusters** within the reporting category.
 - Standards within each cluster.
 - Measures within each standard, such as "Proficient" and "Weak or Strong?"

To learn more about each standard for a particular test, or the measures reported for each standard, click the more information button it to the right of the standard name and/or the measure.

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





#	Element
1	Cluster header within a reporting category
2	Standard header within the cluster column
3	Performance measures within the standard
4	Additional reporting category section (not expanded)

Each standard column consists of sub-columns displaying performance measures:

- **"Proficient?":** This column displays icons indicating whether students have on average attained proficiency in the standard (see Figure 16).
- "Weak or Strong?": You may want to identify strengths and weaknesses in different standards within the reporting category so you can focus instruction on very specific areas where improvement is needed. This column displays icons indicating how students' average performance on the standard compares with their average performance on the overall test. Note that these icons indicate only relative performance and not proficiency.

To learn more about these performance measures, click the more info button (i) (see Figure 16).

	Proficient	Wea Stro	
Profi	cient?	Weal	k or Strong?
~	Above the Proficiency Standard	+	Area of Strengths
•	At/Near Proficiency Standard	=	Performance is similar to performance on the test as a whole
×	Below the Proficiency Standard		Area of Weakness
*	Insufficient Information	*	Insufficient Information

Figure 16. Legend **()** for the Proficient? and Weak or Strong? Columns

Additional information specifically for Smarter Balanced Summative Assessment target reports can also be found in the *Smarter Balanced Target Report Fact Sheet*, available in the <u>Reporting Resources</u> section on the AlohaHSAP.org portal.

Note: The most granular level of target reporting is at the roster level. A target report of a roster with less than 10 students could be generated but may display insufficient information (*) for a majority of the targets. Having at least 10 students in a roster is recommended to generate meaningful results, although insufficient information (*) may still be displayed for some targets.

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 (Figure 17) 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.

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

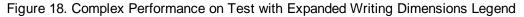
Note that highlighting and arrow icons do not appear when they are not useful. A report containing only one row of data does not have them, and neither does a row in which the percentages are "n/a" or all the same.



School		0	0	0	0	•													Writing Di	mensions							
	0 Mil	Total	Reading	Research	Writing	Writing D		-	_	h		1			Г				Essay	0							
				Jinquiry		Imensions			2	k		A	gumentat	ive		3										Explanato	ry
							C	Convention	IS		Evide	ence/Elabo	ration			Orgai	nization/P	urpose		(onvention	15		Evid	ence/Elabo	oration	
State							0 pt	1 pt	2 pt	0 pt	1 pt	2 pt	3 pt	4 pt	0 pt		2 pt	3 pt	4 pt	0 pt	1 pt	2 pt	0 pt	1 pt	2 pt	3 pt	
Complex Area							6%	42%	52%	0%	57%	32%	9%	2%	0%	4	32%	9%	2%	9%	43%	48%	0%	20%	38%	32%	
and the second sec							5%	40%	55%	0%	54%	38%	7%	1%	0%	54%	38%	7%	1%	8%	37%	55%	0%	17%	47%	27%	
Complex							4%	44%	52%	0%	55%	38%	6%	1%	0%	55%	38%	6%	1%	7%	37%	56%	0%	19%	54%	21%	
Q Demo School 1							▼ 12%	59%	29%	0%	65%	29%	0%	6%	0%	65%	29%	0%	6% 🔺	0%	67%	33%	0%	22%	67%	11%	
Demo School 2							3%	21%	76%	0%	31%	52%	17%	0%	0%	31%	52%	17%	0%	6%	0%	94% 🔺	0%	13%	50%	25%	1
Demo School 3																											
							0%	63%	38%	0%	75%	21%	4%	0%	0%	75%	21%	4%	0%	10%	60%	30%	0%	40%	40%	20%	

Table 3. Complex (District) Performance on Test Report Elements

#	Element
1	Essay type header
2	Writing dimension header
3	Point value
4	Cell with highest percentage earning highlighted



bos	rd Selector > Dashboard	Gene	ator	>	Das	hboa	rd :	Pe	formanc	e on Te	828 > E	istrict i	Perforr	te on Test								Ente	r Student IC	
	Average Score and Performan Fitered By School: Al Schools 3									iteracy G	irade 3 (S	pring 20	19 (Srna	Summative)), by School and Reporting Category: Dem	to Complex	(1, 2018-	2019					::: F	Features &	Tool
	Bahsol 0	0 1011		2	0	0.3	0	•								Writing Di	neroisos	í.						
		1 0	frame.		Dug to	esarchin	Dug.	INTE DATE						Essa)	-	- 10	0							
						(uisy		ansions						Percent of Points Earned									Explanato	zy
										Conventio	ns		ŧ	This table indicates the percentage of students who obtained each point value on	ipose		1	convention	15		Evid	ence/Elab	praticn	
	Rate								0 pt	1 pt	2.01	0 pt	31	each writing dimension	3 pt	4 pt	0 pt	1 pt	2.01	0 pt	1 pt	2 pt	3 pt	
	Complex Area								6%	42%	52%	0%	571	These cells indicate groups of students, on this page, in your roster/school/district that have	95	2%	95	43%	685	05	20%	38%	32%	
	Complex								5%	40%	55%	05	54	 the highest percentage of students obtaining the highest point value for a particular writing 	7%	1%	8%	37%	55%	05	17%	0%	27%	
	Dama Schoel 1								4%	44%	52%	0%	55	dimension compared to other groups in your roster/school/district.	6%	1%	75	37%	58%	05	195	54%	21%	
	Q								V 12%	59%	25%	0%	65	These cells indicate groups of students, on this page, in your	0%	6% 🔺	0%	67%	33%	05	Z2%	87%	11%	
	Q Doma Schoel 2								2%	215	76%	2%	311	toster/school/district that have the highest percentage of students obtaining the lowest	17%	6%	6%	0%	94% 🔺	05	12%	50%	25%	1
	Q Dema.School.3								0%	63%	38%	0%	75	point value for a particular writing dimension compared to other groups in your	45	6%	10%	62%	30%	05	405	40%	20%	Γ
	Demo School 4								05	21%	79%	05	30	roster/school/district.	0%	15	05	65%	455	05	95	64%	27%	

To learn about the highlighting and arrow icons, click the more information **1** button in the Essay header. A legend expands, as in Figure 18.

Access Test Results for an Individual Class (Roster)

Prior sections explained how to access test results for all your classes (rosters). To view results for one specific class (roster), click the name of a class that appears in the first column of the report. The class results listed by student appear (Figure 19).

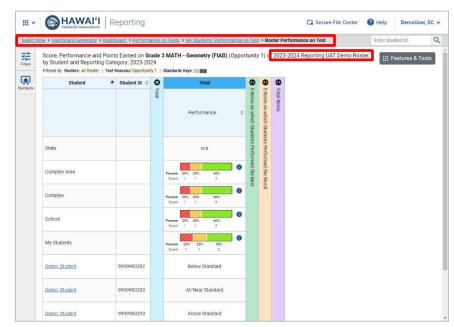


Figure 19. Teacher View: My Student's Performance: Roster Performance on Test

Determine 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 20. Click each vertical section bar to expand or collapse it.

Figure 20. Teacher View: My Students' Roster Performance with Expanded Reporting Category Sections

RO	e > Dashboard Generator > Dash	board > Perfo	ma	ce on Tests > My Students' Performance o	n Tes	I > Roster	Performa	nce on Tes	st					Enter Stu	dent ID	
	Score, Performance and Poin Category: 2023-2024 Fitered By Rosters: All Roster Test			e 3 MATH - Geometry (FIAB) (Oppor	tunit	y 1) of 20	23-2024	Reporting	g UAT Dei	mo Roster, bj	/ Student	and P 20	rting	[🏭 F	eatures &	i Too
	Student	Student ID	0	3 Total	⊗	5 Items	on which !	Students F	erformed			on which s	Students P	Performed	the Worst	œ
				Performance \$	5 Items on which	I	em Numb	ers and Po	oints Earne	d d vitems on which		item Numt	pers and P	oints Earn	ed	Total Items
					hich s	1	3	5	10	12 hich s	2	A	8	Z	11	
					studen	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	
	State			n/a	Students Performed the	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	Complex Area			Percent 20% 20% 60% Court 1 1 3	ned the Be	0.8	0.8	0.8	1	n/a Performed the Worst	0.6	0.6	0.6	0.6	0.8	
	Complex			Percent 20% 20% 60% Count 1 1 3	st	0.8	0.8	0.8	1	1	0.6	0.6	0.6	0.6	0.8	
	School			Percent 20% 20% 00% Court 1 1 3		0.8	0.8	0.8	1	1	0.6	0.6	0.6	0.6	0.8	
	My Students			Percent 25% 25% 50% Court 1 1 2		0.75	0.75	0.75	1	1	0.5	0.5	0.5	0.5	0.75	
	Demo. Student	999998028	2	Below Standard		٥	1	۵	1	1	٥	٥	Q	Q	٥	
	Demo, Student	999998028	3	At/Near Standard		1	1	1	1	1	0	0	Q	۵	1	

School- and Complex-Level Users: View Test Results for a School on a Particular Test

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

Access Test Results for a School

School-level users:

- 1. Generate a dashboard and click a test group name.
- 2. Click a test name in the table of My Assessments. My Students' Performance on Test report appears, with the school data shown.

Complex-level users:

- **1.** Generate a dashboard and click a test group name.
- **2.** Click a test name in the table of assessments. A table listing test results by State, Complex Area, Complex and a list of schools appears.
- **3.** Click the name of the school for which you would like to view results. The test results for the school appear organized by roster.

Note that complex-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 Complex-Level Users: Filter Schools to Display.

The **Performance by Roster** tab is open by default, as in Figure 21.

Figure 21. Complex-Level User: School Performance on Test Report: Performance by Roster Tab

Rol	e > Dashboard Generator > Dash	board > Performan	ce on	Tests	 District Perfor 	mance on Test	> School Performance on Test			Enter	r Student ID	
	Performance by Roster Pe	erformance by Sti	ident	í.						:	👯 Features & Too	ols
	Average Score, Performance Kula a'o Hawai'i 2023-2024 Filtered By School: All Schools Test					Grade 3 MAT	H - Geometry (FIAB) (Opportunity	1), by	Rost	er and Re	porting Category	y:
	Roster 💠	Teacher	0	8			Total	•	•	•		
				Total	Student Count	Test Completion ⊜ Rate	Performance Distribution	G 5 Items on which Students Performed the Best	5 Items on which Students Performed the Worst	🔁 Total Items		
	State				n/a		n/a	ents Perfor	ents Perfor			
	Complex Area				5		Persent 20% 20% 60% Count 1 1 3	med the Be	med the Wo			
	Complex				5		Percent 20% 20% 60% Count 1 1 3	st	rst			
	School				5		Percent 20% 20% 00% Count 1 1 3					
	(students not in any roster)				1		Percent 100% Count 1					
	2023-2024 Reporting UAT De	DemoUser, SC			4	44% (4/9)	Percent 253, 253, 503					

Determine 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. If certain classes (rosters) performed consistently well, you could use them as a model for the classes with lower performance.

Complex-Level Users: View Test Results for a Complex on a Particular Test

You can view test results for a complex on a particular test.

This gives you a high-level view of how the complex is performing.

Access Test Results for a Complex

- 1. Generate a dashboard and click a test group name.
- 2. Click a test name in the table of assessments. The Complex (District) Performance on Test report appears, listing all schools in the complex (Figure 22).

Select Role > Dashboard Generator > Dashboard > Performance on Tests > District Performance on Test Enter Student ID Q Average Score and Performance Distribution for Grade 3 Math (Spring 2023 (Smarter Summative)), by Features & Tools School and Reporting Category: Demo School Group 2, 2022-2023 Filtered By School: All Schools | Test Reasons: Spring 2023 (Smarter Summative) School 8 • Ð Tota Student Average Scale Score Percent Performance Distribution Proficie Coun State n/a n/a n/a n/a & Dati Complex Area 3 2399 ± 77 67% 3 67% Complex 2399 + 773 67% 2399 ± 77 Kula a'o Hawai'i Rows per page: 10 1 Items: < 1 of 1 >

Figure 22. District-Level User: Complex (District) Performance on Test Report

Determine Which Schools in the Complex Performed Well on This Assessment

Look at the Average Scale Score column and/or Performance Distribution column and click to sort by it (as in Figure 22).

Determine How Well Schools in the Complex Performed in Each Area of the Test

Click the vertical section bars to expand the reporting category sections (as in Figure 23).

Figure 23. Complex (District) Performance on Test Report with Expanded Reporting Category Sections

hboa	ard Selector > Dashboard G	enerator	> <u>Das</u>	shboar	rd > Performance on Tests >	Distric	ct Per	formance on Test Enter Student ID			
	Summative)), by Schoo	ol and R	eport	ing C	tion for Grade 3 Math (Spi ategory: Demo School Gro ng 2023 (Smarter Summative)				& To		
	School	\$	Total	🕄 Co	Communicating Reasoning	⊖ co	😵 Pro	Problem Solving and Modeling & Data Ana	alysis		
			tal	Communicating Reasoning	Claim Average Scale Score	Concepts and Procedures	Problem Solving and Modeling	Claim Average Scale Score	4		
	State			ing	ing	ng	n/a	es	20	n/a	
	Complex Area				2360±66 🚯		Data Analysis	2354 ± 33 🚯			
	Complex				2360 ± 66 🕕		0	2354 ± 33 🚯			
	Kula a'o Hawai'i				2360 ± 66 🕕			2354 ± 33 🚯			

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.

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.

III Features & Tools	Breakdown Attributes
Get More Insights Get Instructiona Resources Change Reporting Time Period	Select up to three options Disability Disadvantaged ELL Enrolled Grade Ethnicity Gender Migrant Status
Download & Print Download Student Results Print	Include unspecified values
Test Options ^	Apply Cancel

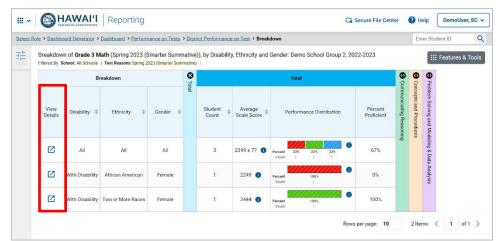
Figure 24. Breakdown by: Breakdown Attributes Window

2. Select up to three student demographic categories.

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

- Some students who complete tests do not have specific demographic information in the Test Information Distribution Engine (TIDE). These students are considered to have unspecified values.
- To include data for these students, mark the checkbox.
- 3. Click Apply.
 - Data for each sub-group selected are displayed in the report, as in Figure 25.

Figure 25. Demographic Breakdown of a Complex (District) Performance on Test Report



Please see <u>Table 4</u> for a list of the breakdown attributes and labels for the demographic sub-groups available in CRS.

Table 4. 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 Leaning 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*	1	Free - Eligible			
(Lunch Status as related to the	2	Reduced - Eligible			
National School Lunch Program)	С	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	Grade 09	Grade 9			
(cont.)	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.

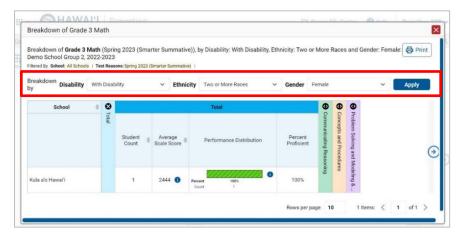
View Test Results for a Particular Demographic Sub-Group or Combination

• 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 25).

• A window opens, displaying detailed results for that combination. The report table is now laid out the same way as the original report, before you viewed it broken down by sub-groups (Figure 26).

Figure 26. Demographic Combination Breakdown Window (from School Performance on Test Report)



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

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

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 understand 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 Complex- 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 who has completed the assessments (see Figure 27).

Figure 27. Longitudinal Report: Interim & Summative Report for an Individual Student

emo1, 2020-:	eport of Score and Performan 2022 asons: All Test Reasons School Year:			Change Se	lections 🔀 Filters 🗸	Pr
Overall 2500	Score	Concer	ots and f	Procedures		
2400	•	Above Standard		•		
2300	/	At, Near Standard	/			
2200		Standard				
2100 8132020	12.27/2023	811312020		22772022		
		omprehensive Assessment (li	CA) 🔳			
Smarter Sun Date	Test Label	Test Reason	S ov		Overall	O Co
		Test Reason	S Overall	My Student's Score	Overall My Student's Performance	G Concepts
		Test Reason	S Overall			Concepts and Procedures

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 (see Figure 28).

- The *Longitudinal Report* window appears. Depending on your role, the test types, and the number of students in the report, it may display a report options page rather than the Longitudinal Report itself. The contents of this page depend on your role and the number of students.
- If you are viewing a Longitudinal Report for which **both** interims and summatives are available, the **Progression** drop-down list (Figure 28) appears.
- Use it to select which test types to view in the Longitudinal Report: summative, interim, or a combination.
- This drop-down list does not appear when only one test type is available.

Figure 28. Features & Tools: Longitudinal Report Button & Progression Drop-Down List

Longitudinal Re	port	
Progression	Select	~
	Select	
	Summative + Interim Mathematics Summative Mathematics	
		Select Summative + Interim Mathematics Summative Mathematics

- **Teachers only**: If the test results you're looking at are for multiple students, a table appears with a column for each test (Figure 29). This table does not appear if you're looking at an individual student.
 - A sub-column appears for each test reason (a category of test, or a test window).
 - The cells in the columns display checkmarks to indicate which students completed which test/test reason combinations.

Figure 29. Teacher View: Longitudinal Report Window: Detailed Report Options Page

Longitudinal Report				
Generate Report Students Selected: 0				t. The Longitudinal Report will nts highlighted in the table below
Test	FAST Grade 4 Mathematics	Grade 4 FAST Mathematics	Grade 4 FAST Mathematics	
Test Reason	PM1 2022-23	PM2 2022-23	PM3 2022-23	
Fast22Mock0425, FAST22 (FL000020220425)	~	~	~	
		~	~	

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

View Students' Overall Performance on These Assessments Over Time

Look at the graph in the upper-left corner of the Longitudinal Report (Figure 30). 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 30. Longitudinal Report: Summative Report for a Student with Multiple Reporting Categories

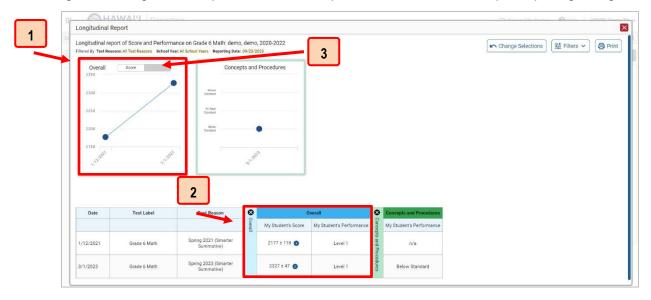


Table 5. Longitudinal Report Window Elements

#	Element
1	Overall performance graph
2	Overall performance section of table
3	Score/Performance Toggle

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

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

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

Switch Between Score Data and Performance Level Data

When a graph offers both score and performance level data, a **toggle bar** appears at the top of it (see <u>Figure 31</u>). 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.

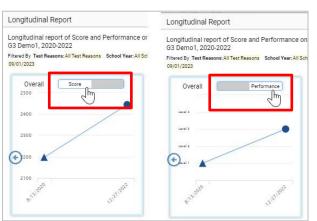


Figure 31. Longitudinal Report: Switch Data View

View Students' Performance in Different Areas Over Time

Look at the reporting category graphs to the right of the **overall** performance graph, or look at the expandable reporting category sections in the **table** at the bottom. Here, you can understand at a glance how students are improving or declining in each area, and you can compare their trajectories in different areas (see Figure 30).

Distinguish Different Types of Tests in the Graphs

A symbol appears on each data point. When multiple test types are present, refer to the legend immediately below the graphs (see Figure 32) to find out which symbols correspond to which types.

Reading Informational Text	Reading Literary
Above	
volicient	Above Proficient
Near voficient	Proficient
teliest	Proficient
249 19 19 and 2171 2012 Steroor are the	24899922 992021 2117202
	Reform

Figure 32. Longitudinal Report: Test Type Legend

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Modify the Test Groupings You've Selected

If you generated the report from the report options page, click the **Change Selections** button in the upper-right corner of the window. The report options page reappears, allowing you to change your selection of test type or types and, if you are a teacher viewing multiple students, your selection of tests and test reasons as well. Click **Generate Report** again.

Alternatively, if your report contains multiple test types, click the test type toggles in the legend immediately below the graphs (see <u>Figure 32</u>) to hide and show data for each one. Note that these toggles do not affect report printouts or exports.

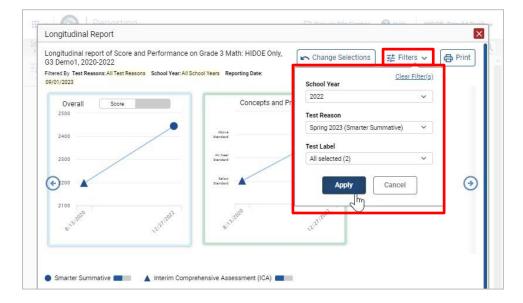
Filter Test Opportunities to Show Some and Not Others

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

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

1. Oen the **Filters** menu at the upper-right corner and select the filter options you prefer from the dropdown lists.

Figure 33. Longitudinal Report: Filter by Test Opportunity and Year



- You may want to filter by a particular school year or years. Note that years are not calendar years. "2023" refers to the 2023–2024 school year. By default, Longitudinal Reports show data for all years.
- Longitudinal Reports can show student performance from a time when the students were not yet associated with you. For example, if you are a seventh-grade teacher, you can use these reports to view your current students' performance on last year's sixth-grade tests.
- If the report includes interim assessments, you may wish to filter by a test reason (a category of test), which means excluding all other test reasons from the data. For example, you may want to narrow the report down to show only tests taken in the spring.

Centralized Reporting System User Guide

- For summative assessments, test reasons are the same as test windows and are not useful.
- Finally, you may find that certain individual tests are less relevant than others. In that case, you can use the **Test Label** options to deselect the names of the tests you don't want to view.
- 2. Click Apply.
- **3.** *Optional:* To revert all filters to their defaults, open the **Filters** menu again and click **Clear Filters**. Click **Apply**.

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

Complex-Level Users: View a Cross-Sectional Report

When the Cross-Sectional Report is available, complex-level users can view a school or complex's performance, irrespective of enrolled students, for a test family across multiple test reasons. This report helps you understand how the institution's performance has improved or declined across student populations.

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

A complex-level user can view a report for their complex area, complex, or any school within it.

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

When viewing either a <u>School Performance on Test Report</u> or a <u>Complex Performance on Test Report</u> for a test that has a Cross-Sectional Report available, you can access the report using the **Build Cross-Sectional Report** button in the **Features & Tools** menu.

1. Click Build Cross-Sectional Report in the Features & Tools menu. The *Cross-Sectional Report* window opens, displaying report options (Figure 34).

Cross-sectional Report							
Generate Report	Mark up to three checkboxes for the test reasons you wish to compare, and then click Generate Report.						
2022 - 2023							
Spring 2023 (OSA	(S)						
2021 - 2022							
Spring 2022 (OSA	(S)						
2018 - 2019							
Spring 2019 (OSA)	(S)						

Figure 34. Cross-Sectional Report Window: Report Options Page

- 2. From the list of school years and test reasons, select up to three test reasons you wish to compare.
- **3.** Click **Generate Report**. The report appears (Figure 35), displaying data for the test family to which the test belongs.

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

Look at the graph in the upper-left corner of the Cross-Sectional Report (Figure 35). It shows the scores or performance levels of the institution for each test reason.

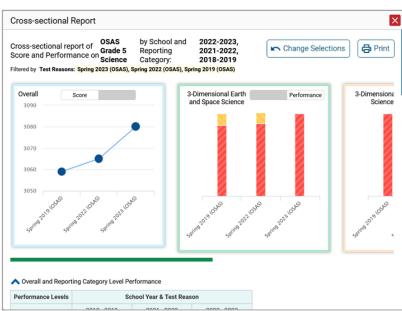


Figure 35. Cross-Sectional Report Window (Scrolled to Top)

Score data are plotted along a line. Performance level data are shown in performance distribution bars. Hover over the data points in a line graph or the sections in a bar to get more information. Alternatively, in the first table at the bottom of the report (<u>Figure 36</u>), look at the **Overall** section.

Figure 36. Cross-Sectional Report Window (Scrolled Down)

Overall and Report	ing Category Level Pe	rformance							
Performance Levels	School Year & Test Reason								
	2018 - 2019	2021 - 2022	2022 - 2023						
	Spring 2019 (OSAS)	Spring 2022 (OSAS)	Spring 2023 (OSAS)						
Overall									
Average Score	3065 🚺	3070 🚺	3082 🚺						
%Level 1	100%	97%	92%						
%Level 2	0%	3%	4%						
%Level 3	0%	0%	2%						
%Level 4	0%	0%	2%						
3-Dimensional Ea	rth and Space Science								
Average Score	3079 🚺	3112 🚯	3105 🚺						
%Below Standard	94%	86%	84%						
%At/Near Standard	6%	14%	13%						
%Above Standard	0%	0%	3%						
3-Dimensional Lif	e Science								
Average Score	3071 🕕	3092 🕕	3097 🕕						
%Below Standard	100%	95%	94%						

Switch Between Score Data and Performance Level Data

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

View the Institution's Performance in Different Areas Over Time

You can view the institution's performance by reporting category or by standard.

- View the reporting category graphs to the right of the overall performance graph (Figure 35), or view the expandable reporting category sections in the first table below the graphs (Figure 36). Here, you can understand at a glance how the complex or school is improving or declining in each area, and you can compare its trajectory in different areas.
- Look at the second table below the graphs (Figure 37), which breaks down performance by standard. Again, this helps you understand at a glance how the complex or school is improving or declining in each area.

Farget Level F	Performance									
Targets School Year & Test Reason										
	2018	- 2019	2021	- 2022	2022	- 2023				
	Spring 20	019 (OSAS)	Spring 20	022 (OSAS)	Spring 2023 (OSAS)					
	Proficient? 🕕	Proficient? () Strength? ()		Strength? 🕕	Proficient? 🕕	Strength? 🕕				
3-Dimension	al Earth and Space S	Science								
		Ea	rth and Space Scie	nce						
ESS1 ()	Below	=	Below	=	Below	=				
ESS2	Below	=	Below	+	Below	=				
ESS3 🕕	Below	+	Below	=	Below	=				
3-Dimension	al Life Science									
			Life Science							
LS1 🚯	Below	=	Below	+	Below	=				
LS2 🚺	Below	-	Below	=	Below	=				
	Below	-	Below	—	Below	-				
LS3 🚯										

Figure 37. Cross-Sectional Report Window (Scrolled Down)

Modify the Test Reasons You've Selected

Click the **Change Selections** button in the upper-right corner of the window. The report options page reappears, allowing you to change your selection of test reasons. Click **Generate Report** again.

View Test Results for Individual Students

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

Note: 2023–2024For the Smarter Balanced ELA and Math assessments in Hawai'i, student claim or target information is only available for claim 1 results for Math and claims 1 and 2 results for ELA at the individual student level. This user guide provides instructions and figures (examples) showing how to access this information for SY 2023–2024 aggregates, and for all claims in past years' Smarter Balanced summative assessments at the student level, such as SY 2018-2019.

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.
- 2. Click a test name in the table of assessments. A page of test results appears.
- 3. Select the Performance by Student tab.
- **4.** Click the **name of an individual student** in the report. The Student Performance on Test report appears (Figure <u>38</u>).

Complex-level users:

- **1.** Generate a dashboard and click a test group name.
- 2. Click a test name in the table of assessments. A page of test results by school appears.
- 3. Click a school name. The School Performance on Test report appears.
- 4. Perform the same steps as teachers and school-level users, starting at step <u>3</u>.

Figure 38. Teacher View: Student Performance on Test Report

ct R	ole > Dashboard Generator > D	ashboard > Perform	nance	on Tests > School Performa	nce on Test > St	udent Peri	ormance	on Test								1	Enter Student ID	C
	Score, Performance and P Filtered By Resters: All Rooter 1					nity 1) of Kula a'o Hawai'i, by Student and Reporting Category: 2023-2024										E Features	& Tool	
	Student	Student ID	8	ТС	. 0					j.	Total Item	5						
da			Total	Performance	Total Items				ltern N	umbers, N	lax Points	and Points	Earned					
				renormance	V	1	2	3	4	5	6	Z	8	2	10	11		
					`	1 pt	1 pt	1 pt	1 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	n/a	n/a	n/a	n/a		
	Complex Area	1		Pescent 100% Count 1	0	1	1	1	а	D	0	0	0	1	0	1		
	Complex	\overline{T}		Pescent 100%. Count 1	0	1	1	1	1	0	0	0	0	1	0	1		
	School	4		Pesent 100% Count 1	0	1	1	1	1	0	0	0	0	1	0	1		
	Demo, Student	9999619892		Above Standard		1	1	1	1	۵	Q	٥	۵	1	Q	1		

Table 6. Teacher View: Student Performance on Test Report Elements

#	Element
1	Row of data for the student
2	Reporting category section bar(s) (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.

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

The Student Portfolio Report (Figure 39). allows you to view all the assessments an individual student has completed over time. This is useful for viewing performance on tests that have multiple opportunities, and for interim tests that were administered multiple times throughout the year.

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

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**.

Select R	tole > Dashboard Generator > Dash	board :	Student Portf	olio				Enter Student ID	Q
	Score and Performance, by A	ssessr	nent and Test	t Reason: LA	ST1179 First1	179, 2022-20	023	::: Featu	res & Tools
ē.	Assessment Name	φ	Test Group ≑	Test Grade ≑	Test Reason ≑	Student Count	Score \$	Performance 💠	Date Taken
Test Broups	Summative Grade 8 ELA	^	Summative	8	Spring 2023 (Summative)	1	605 ± 13	Does Not Meet Standard	03/14/2023
chool	Summative Grade 8 SCIENCE	^	Summative	8	Spring 2023 (Summative)	1	824 ± 7	Does Not Meet Standard	03/09/2023
Year	Summative Grade 8 MATH	^	Summative	8	Spring 2023 (Summative)	1	495 ± 21	Does Not Meet Standard	03/03/2023
						Rows p	er page: 100 O	3 Items: < 1	of 1 >

Figure 39. Student Portfolio Report

To view individual test results for this student, click a test name in the Assessment Name column.

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

You can temporarily filter which tests you want to view 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 view a student's math scores. By default, the data for those math assessments appear in the report, but you can exclude them.

 In the Filters panel on the left side of the Student Portfolio Report, click the Test Groups button. The Filters panel expands (Figure 40).

Figure 40	Student Portfolio	Report with	Expanded Filters	: Panel
i igui c +o.		Troport with	Expanded i more	

Filters	뱎	Score and Performance 2022-2023	, by Assessi	ment and	Test Reason:	LAST1179	First1179,	🔡 Featu	res & Tools
Test Groups Checkpoint		Assessment Name	Test Group ≑	Test Grade ≑	Test Reason ≑	Student Count	Score \$	Performance \$	Date Taken
Formative Interim		Summative Grade A	Summative	8	Spring 2023 (Summative)	1	605±13	Does Not Meet Standard	03/14/2023
Science Grade 5		Summative Grade A	Summative	8	Spring 2023 (Summative)	1	824 ± 7	Does Not Meet Standard	03/09/2023
Grade 8		Summative Grade A	Summative	8	Spring 2023 (Summative)	1	495 ± 21	Does Not Meet Standard	03/03/2023
Clear Filters Clear Fi	ehensive				Rows	per page:	100 0 3	B Items: 🔇 1	of 1 >

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

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

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

- 1. On the left side of the page, expand the Filters panel, and click the **School Year** button (see Figure 41).
- 2. Under School Year, select a year or years (see Figure 41).
- 3. Click Apply.

Figure 41. Student Portfolio Report with Expanded Filters Panel

ilters	莊	Score and Performance 2022-2023	, by Assessr	ment and	Test Reason:	LAST1179	First1179,	🔡 Featu	res & Tools
🗸 🗸 Test Groups		Assessment Name 💠	Test Group 🗘	Test Grade ≑	Test Reason 💠	Student Count \$	Score \$	Performance \Leftrightarrow	Date Taken
School Year		Summative Grade	Summative	8	Spring 2023 (Summative)	1	605 ± 13	Does Not Meet Standard	03/14/2023
2022-2023	~)	Summative Grade A	Summative	8	Spring 2023 (Summative)	1	824 ± 7	Does Not Meet Standard	03/09/202
2021-2022		Summative Grade A	Summative	8	Spring 2023 (Summative)	1	495 ± 21	Does Not Meet Standard	03/03/202
					Rows	per page:	100 0 3	Items: < 1	of 1 >
Clear Filters									

To switch back to the current year:

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

Access Item-Level Data

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

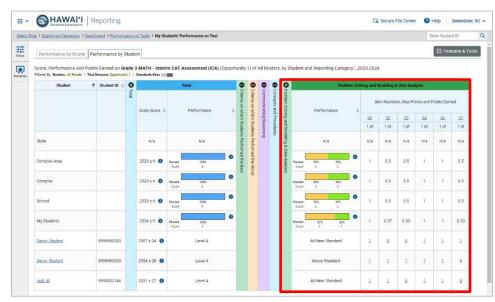
- Item-level data.
- Access to the items themselves.
- Access to student responses to the items.

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

View Item Scores

To expand sections containing item data, click the vertical section bars.

Figure 42. My Students' Performance on Test Report: by Student Tab with Expanded Reporting Category



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** (Figure 43). You can click the vertical section bars to expand them, just like other sections.

Figure 43. School Performance by Student Tab: 5 Items on Which Students Performed the Best and the Worst Category Sections Expanded

P	erformance by Roste	r Performance by	Studen	t																		III Features (
	ore, Performance and red By Resters: All Poster				ICA) (F	all) of All R	osters, by Studer	t and Repo	rting Cate	igory: Kula	a a'o Hav	an, 2022	-2023									
	Student	🕈 Student ID 💠	0		3	Total		S item	s on which	Students F	Performed	the Best	0	5 Herms of	on which S	itudents Pe	erformed	he Worst				
			otal	Scale Score 🌣		Performar	ve a	Perms on w	ltern Nami	bers and Pr	oints Earne	rd	literns on w		tem Numb	ers and Po	into Earne	d	eacing	esearch/In	Writing	
								nich 1	4	5	2,4	38	thich S	32	33	34	30	3Z		tulity		
								1 pt	1 pt	1 pt	1 pt	2 pt	tudenti	1 pt	1 pt	1 pt	1 pt	1 pt				
Sta	ate			n/a		n/a		Perform	n/a	n/a	n/a	n/a	Perform	n/a	n/a	n/a	n/a	n/s				
Co	mplex Area			2331 ± 24 🕚	Pessent	40% 2	32%	n n	0.33	0.67	1	1.33	ted the Wos	0	0	0	0	0				
Co	mplex			2342±38 🚺	Percent	80% 1	53% 1	-1	0.5	0.5	1	2	51	0	0	0	0	0				
Sc	hool			2342 ± 38 🕚	Percent	80% 1	50% 1	1	0.5	0.5	1	2		0	0	0	0	0				
Re	mo. Student	9999710146		2380 ± 23 🟮		Level	2	1	0	1	1	2		0	<u>0</u>	0	0	0				
De	mo, Demo	7889999000		2304 ± 29 📵		Level	1	1	1	2	1	2		0	2	2	0	2				

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 or hide item standards, click the **Standards Keys** toggle in the row of filter details below the report table heading. Under each item number appears a standard key or list of standard keys (Figure 44). Note that this toggle does not affect printouts or exports, which always include the standard keys when they include item-level data.

	Deshlocard > Performant													Enter Student ID
Performance by Ros	ter Performance by St	udent												III Feature
Score, Performance an Finered By Rosters: All Roots	d Points Earned on Gra	Standards Keys 📻	OAT Assessment (ICA) (Opportu	nity 1) of All Rost	ers, by Stud	ent and Reporting Category: Kula	a'o Hawai'i, 2023-2024							
Student	🕈 Student ID 🕸	8	Total						Problem Sol	iving and Modeling & Data Anal	lyola			
		018		interns i Nerns	indelen oncep					Item Numbers, Max Po				
		Scale Score 0	Performance 0		Solvi 5 and	Performance (20	32		23	24	26		
				10 Stu	ng and Proces	เ	404/NAIE	40A/NA(A	0	2/0A/N4(A 0	4INBTINAE	2:NBT(NA)A	2NFINA) 1 P	
2				dents P dents P	Modela							2		
State		n/a	n/a	eform	ng & Da	n'a	n/a	n/a		n/a	n/a	n/a	n/a	
Complex Area		2523 ± 6 🔘	Ancest 100%	ed the Wo	La Actalyti	100 2 2	1	0.5		0.5	1	1	0.5	1
Complex		2523 = 6 🐧	Percent 1905	* <u>Ř</u>		Care N/h 50%	1	0.5		0.5	1	1	0.5	
School		2523 = 6 🔘	Avces 1005			CANE 50% 50%	1	0.5		0.5	1	1	0.5	
demo, demo	9999344345	2260 z 37 🔘	Level 1			At/Near Standard	1	9		9	1	9	9	
Demo, Student	9999619892	2518 ± 25 🔘	Level 4			Above Standard	1	0		1	1	1	1	
Derro, Student	9999980283	2507 : 24 0	Level 4			At/Near Standard	1	2		9	1	1	1	
Demo, Student	9999980293	2534 : 28 🔘	Level 4			Above Standard	1	1		1	1	1	2	
insk.itl	9993002146	2531 ± 27 🕚	Level 4			At/Near Standard	1	1		2	1	1	9	

Figure 44. School Performance on Test Report: Expanded Reporting Category Section

Figure 45. School Performance on Test Report with Expanded Reporting Category Legend

		snoo	ard > Pertorm	ancer	in rests > school	Performa	nce on Test																		Ent	er Student ID	•
	Performance by Roster P	Perf	ormance by s	Stude	nt																					III Feature	s & Tools
ds	Score, Performance and Poin Filtered By Rosters: All Roster Ten			tyli			ssessment (ICA)	(Oppor	rtunit	y 1) o	f All R	tosters	s, by St	tudent	and Repo	erting Categ	ory: Kula	i a'o Hawai'i, 2	023-2024								
	Student	\$	Student ID 🔅	8 10		То	tal		9 51	9 5H	00	90	S Pn								Problem	Solving and Mode					
				181					tems o	terns o	mmm	ncepts	oblem								22			Max Point	ts and Points Earne	1	
					Scale Score 🔅		Performance	- 3	a whio	n whic	icating	and P	Solving		Perfo	rmance	.0 -	20 4/04/NA		4IOAIN	-	2	3	0	24 4INBTINAIF	0	2 NBT
									h Stude	h Stude	Reaso	rocedu	and M					16		deling and Da	- 5	1	pt		1 pt		
	State				n/a		n/a		ants Perform	Ints Perform	pring	īēs	lodeling & D			n/a		n/i	Students can scenarios an	analyze com d can constru al models to in	plex, real-world ct and use	n/	'a		n/a		
	Complex Area				2523 ± 6 🕚	Percent Count	100% 4	0	wed the Best	and the Wor			ata Analysis	Percent	50% 2	505. 2	0	1	Content Cate Algebraic Thi Target Set 4	egory: 4 0A: 0 Inking	perations and ations and	0.	5		1		
	Complex				2523 ± 6 👩	Percent Count	100% 4	0		n				Percent	50% 2	50% 2	0	1	mathematics	Target: 4 0A	NA(A: Apply lems arising in he workplace.	0.	5		1		
	School				2523±6 🚺	Percent Count	100% 4	0						Percent	50% 2	50% 2	0	1			3.5	0.	5		1		(
	demo, demo	4	9999344345		2260 ± 37 🚯		Level 1								At/Nea	r Standard		1			Q	2	1		1		
	Demo. Student	3	9999619892		2518 ± 25 👩		Level 4								Above	Standard		1			0	1			1		
	Demo. Student		999980283		2507 ± 24 0		Level 4								AT/Nea	r Standard		1			0	0			1		

Click the more information 🕑 button beside the standard keys to view legends displaying the full text of each cluster (category of standards) and each standard, as in Figure 45. This full text is not included in printouts or exports.

View an Item

On Interim and Checkpoint Assessments only, you can view the actual items themselves, along with student responses to those items.

Do either of the following (see Figure 46):

- 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.

Figure 46. My Students' Performance on Test Report: Expanded Reporting Category Section

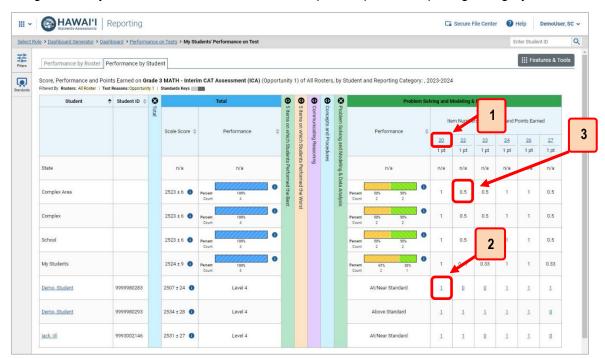
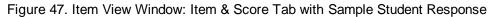


Table 7. My Students' Performance on Test Report: Expanded Reporting Category Section Elements

#	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)
3	Average item score for the group (row) and the item number (column)

The *Item View* window appears (<u>Figure 47</u>). 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.



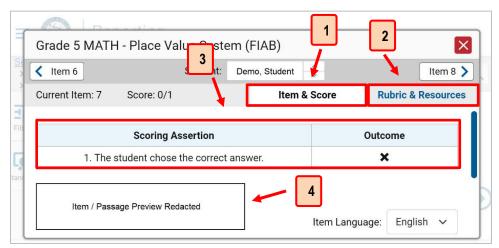


Table 8. Item View Window: Item & Score Tab with Student Response Elements

#	Element
1	Item & Score tab
2	Rubric & Resources tab
3	Scoring Assertion Table
4	Item Preview

The Item & Score tab may include the following sections.

- Scoring Assertion: Each scoring assertion contains both a statement that provides information about what the student did in their response, and the content knowledge, skill, or ability that is evidenced by their response. When you're viewing a student's response and the item has scoring assertions, the Scoring Assertion table appears, listing each assertion and outcome (see Figure 47).
- Item Preview: Displays the item as it appeared on the assessment in the Student Testing Site. For items associated with a passage, the passage also appears (see Figure 47).
- Scoring Criteria: When you're viewing a student's response and the item has scoring criteria, the Scoring Criteria table (shown in Figure 48) 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.

Module: Writing Grade 8 Argumentative-B × Student: Gzde, Upez Current Item:1 Score: 3/10 Item & Score Rubric & Resources Max Points Points Earned Condition Code Scoring Criteria EDITING/CONVENTIONS 2 0 None EVIDENCE/ELABORATION 4 1 None ĥ STATEMENT OF PURPOSE/FOCUS & 4 2 None RGANIZATION ON _ 2 Read the opening passage of the novel Jacob's Room, by Virginia Woolf, below, and write a paragraph explaining how the opening sets the tone for the rest of the book

Figure 48. Item View Window: Item & Score Tab with Student Response and Scoring Criteria Table

The **Rubric & Resources** tab (Figure 49) may include the following sections, which you can expand and collapse by clicking \checkmark and \land , respectively.

Figure 49. Item View Window: Rubric & Resources Tab

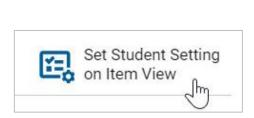
Grade 10 ELA - II	nterim (ICA)	×
ttem 2	Item 11 - Currently Showing	Item 17 🔪
8558: America on tl	ne Move - Brief Write Item & Score	Rubric & Resources
✓ Details		
Resources	Description	
Training Guide	This document contains information on how to score items on the interims.	
Exemplars	A collection of scored student examples for teachers to practice scoring student responses.	

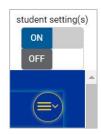
- **Details**: May provide the following information (if applicable to the test and/or item):
 - **Topic**: Skill area to which the item belongs.
 - Difficulty: Indicates whether the item is intended to be easy, moderate, or difficult.
 - **Content Alignment**: Describes the standard to which the item 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.

View Items with and Without the Students' Visual Settings

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

1. From the Features & Tools menu, select Set Student Setting on Item View.





- 2. The Set Student Setting on Item View pop up window appears.
- 3. Select Yes to show students' visual settings on all items or No to hide them.

4. Click Save.

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

View an Item in a Different Language

Items are displayed in English by default. If an item is available in multiple languages, you can use the **Item Language** drop-down list at the upper-right corner to select a language.



What It Means When a Student Response Contains Highlighted Text

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

Navigate to Other Items from the Item View Window

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

View Another Student's Response to the Current Item

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

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

Those are sub-items belonging to an item cluster. Clusters are broken down into sub-items because they have multiple scoring assertions. Each sub-item has its own column to the right of the main item column. Sub-items are labeled "[item number]-[sub-item number]", for example, "1-1", "1-2", "1-3", as in Figure 50.

Figure 50. School Performance on Test: Performance by Roster Tab with Expanded Total Items Section

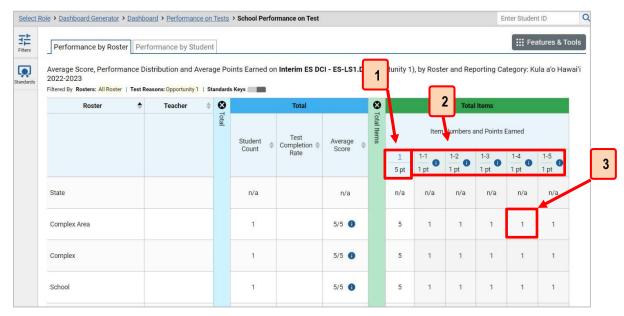
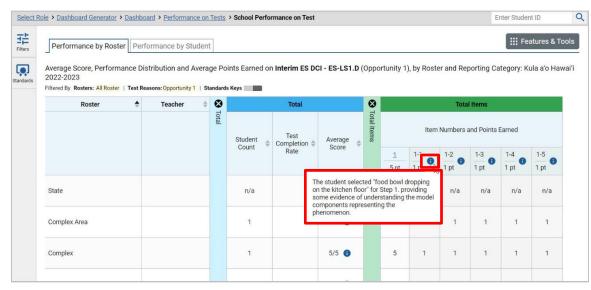


Table 9. Item View Window: Item & Score Tab with Student Response Elements

#	Element
1	Parent item with maximum number of points
2	Sub-item(s) with maximum number of points
3	Average number of points earned for that item, in the group

To view a scoring assertion, click the more info button \bigcirc to the right of the sub-item number, as in Figure 51.

Figure 51. School's Performance on Test: Performance by Roster with Expanded Sub-Item Assertion



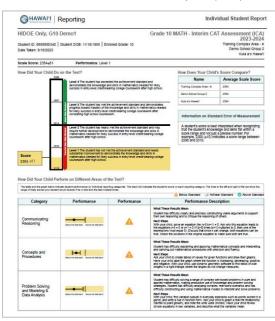
What It Means When an Item Score Reads "n/a"

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

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.

Figure 52. Page 1 of an Individual Student Report (ISR): Math Interim (ICA)



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

An ISR is a PDF that shows results for a test opportunity. It may consist of a single page or multiple pages. ISR layouts vary according to the type of test. Details of sample ISRs are shown below.

- 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 Figure 53).
- Below that is a summary of the student's performance. An ISR for a scale-scored test displays the student's performance on a vertical scale that includes all the cut scores and performance levels.
- Each ISR includes a comparison table showing the average performance of the state, complex area, complex, and/or school.

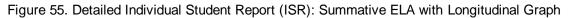
HAWAI'I	Reporting			Indiv	idual Student Repo
Demo, Student Student ID: 9999980283 Date Taken: 9/21/2023	Student DOB: 12/12/2003 Ent	rolled Grade: 3	Grade 3	MATH - Interim CA	T Assessment (ICA 2023-202 Training Complex Area - Demo School Group Kula a'o Hawa
icale Score: 2507±24	Performance: Level 4	4			
low Did Your Child D	o on the Test?			How Does Your Child	's Score Compare?
27	62	ied the achievement standard	land	Name	Average Scale Score
	demonstrates advanced progre- in mathematics needed for likely	ss toward mastery of the know	vledge and skills	Training Complex Area - A	2523±6
				Demo School Group 2	2523±6
Score 25 2507 ±24	01			Kula a'o Hawai'i	2523±6
_24	30 Level 2 The student has nearly require further development to o mathematics needed for likely s	emonstrate the knowledge ar		that the student's knowle score range and not just	interpreted when recognizing edge and skills fall within a a precise number. For icates a score range between
The table and the graph below in	Evel 1 The student has not me substantial improvement to dem mathematics needed for likely s erform on Different Areas of th nicate student performance on individual report nt would receive if he or she took the test multip	ionstrate the knowledge and s uccess in future coursework. he Test?	kills in		to the left and right of the dot show the ear Standard 🔹 🐼 Above Standa
Catagony	Performance	Performance	1	A Below Standard At/Ne Performance Des	
Category Communicating Reasoning	Below the Standard Above the Standard		Student can clear reasoning and b	arly and precisely construct viable o critique the reasoning of others.	
Concepts and Procedures	Below the Standard Above the Standard	0	Student can exp mathematical pr	lain and apply mathematical conor ocedures with precision and fluence	epts and interpret and carry out Sy.
Problem Solving	Eal		Student may be	able to solve a range of complex v atics, making productive use of kn	well-posed problems in pure and

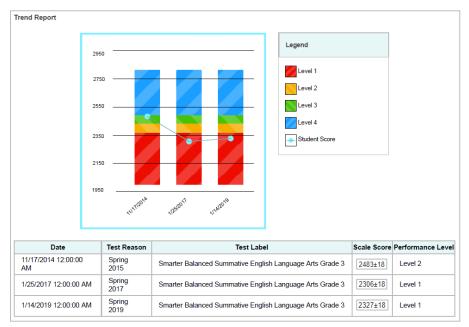
Figure 53. Detail of Individual Student Report (ISR): Math Interim (ICA)

- Many ISRs include a table detailing performance in each reporting category (Figure 53).
- Some ISRs include longitudinal graphs (as in Figure 54 and Figure 55).



Figure 54. Individual Student Report (ISR): Math Interim (ICA) with Longitudinal Graph





 Some interim and benchmark ISRs include item-level data (as in <u>Figure 56</u>), scoring assertions, and/or scoring assertion outcomes (as in <u>Figure 57</u>). Figure 56. Individual Student Report (ISR): Math Interim (ICA) with Item- and Standard-Level Data

	Communicating Reasoning	
Question #	Standard	Points Earned/Points Possib
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
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

Figure 57. Individual Student Report (ISR): Science Interim with Scoring Assertions

Statew	Reporting	Individual Studen	nt Repo
Student ID:	Student 9999619972 Student DOB: 12/12/2003 Enrolled Grade: Grade 06 : 12/13/2022	Interim MS DCI - MS-LS4.B 20 Training Com Demo Schu Kula	plex Area
Score: 0/5			
Each scorir by their res relationship To ensure v	n on Scoring Assertion ng assertion contains both a statement that provides information about what the student did in th sponse. For example, an assertion for a mathematics graphing item might be. The student correc so between two quantities, we capture every meaningful piece of information about a student's knowledge, skill or ability fror pring assertions.	tly graphed the correct function, showing evidence of the abilit	y to model
Each scorir by their res relationship To ensure v	ng assertion contains both a statement that provides information about what the student did in the sponse. For example, an assertion for a mathematics graphing item might be: The student corres os between two quantities.	tly graphed the correct function, showing evidence of the abilit	y to model
Each scorir by their res relationship To ensure several sco	ng assertion contains both a statement that provides information about what the student did in the sponse. For example, an assertion for a mathematics graphing item might be: The student correc ps between two quantities. we capture every meaningful piece of information about a student's knowledge, skill or ability fror pring assertions.	tly graphed the correct function, showing evidence of the abilit in his or her responses, each test item (question) is typically so coordinates at (0,1), (20,1), (80,48), (100,69), (180,95), and	ty to model
Each scorii by their res relationship To ensure v several sco Question #	ng assertion contains both a statement that provides information about what the student did in the sponse. For example, an assertion for a mathematics graphing item might be: The student correct so between two quantilies. we capture every meaningful piece of information about a student's knowledge, skill or ability for ring assertions. Scoring Assertion The student graphed the data on the frequency of the dark color trait by drawing one line with (200, 97) OR plotted the points with or without a line of best fit, providing evidence of the ability of the student graphed the data on the frequency of the dark color trait by drawing one line with (200, 97) OR plotted the points with or without a line of best fit, providing evidence of the ability for the student graphed the data on the frequency of the dark color trait by drawing one line with solutions of the ability of the dark color that by drawing one line with the student graphed the data on the frequency of the dark color trait by drawing one line with solutions of the ability of the dark color trait by drawing one line with the student graphed the data on the frequency of the dark color trait by drawing one line with the student data on the frequency of the dark color trait by drawing one line with the student data on the frequency of the dark color traits and the student of the ability drawing one line with the student data on the frequency of the dark color traits and the student of the ability the student of the ability of the data on the student of the ability of the data on the student of the ability ability ability for the student of the ability of the data on the student of the ability of the data on the student of the ability of the data on the student of the ability of the data on the student of the ability of the data on the student of the ability of the data on the student of the ability of the data on the student of the ability of the data on the student of the data on the student of the ability of the data on the student of the	tly graphed the correct function, showing evidence of the abilit in his or her responses, each test item (question) is typically so coordinates at (0,1), (20,1), (80,48), (100,69), (180,95), and to generate a graph to describe the change in frequency of	ty to model cored with Outcome
Each scori by their res relationship To ensure v several sco Question #	ng assertion contains both a statement that provides information about what the student did in the ponse. For example, an assertion for a mathematics graphing item might be: The student core so between two quantities. we capture every meaningful piece of information about a student's knowledge, skill or ability from ring assertions. Scoring Assertion The student graphed the data on the frequency of the dark color trait by drawing one line with (200 97) OR plotted the points with or without a line of best fit, providing evidence of the ability a trait in a population over time. The student selected "Between sample year 80 and year 100, the population shifted to mostly	tly graphed the correct function, showing evidence of the abilit in his or her responses, each test item (question) is typically so coordinates at (0,1), (20,1), (80,48), (100,59), (180,95), and to generate a graph to describe the change in frequency of dark mice," providing evidence of an ability to describe the	outcome
Each scorin by their res relationship To ensure to several score Question # 1-1 1-2	ng assertion contains both a statement that provides information about what the student did in the porse. For example, an assertion for a mathematics graphing item might be: The student corce to between two quantiles. we capture every meaningful piece of information about a student's knowledge, skill or ability for oring assertions. Scoring Assertion The student graphed the data on the frequency of the dark color trait by drawing one line with (200, 97) OR plotted the points with or without a line of best fit, providing evidence of the ability a trait in a population over time. The student selected "Between sample year 80 and year 100, the population shifted to mostly change in frequency of traits in a population over time.	tly graphed the correct function, showing evidence of the abilit in his or her responses, each test item (question) is typically so coordinates at (0,1), (20,1), (80,48), (100,69), (180,95), and to generate a graph to describe the change in frequency of dark mice," providing evidence of an ability to describe the idvantage in dark terrain," providing evidence of an ability to	Outcome

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, use the Student Results Generator. 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.

Download Student

Results

1. Click the Download Student Results button in the Features & Tools menu.

The *Student Results Generator* window opens (Figure 58).

• 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 58. Student Results Generator Window as Opened from Performance on Tests Report

Report Type Individual Student Report Student Data File		Search by Student ID Enter up to 5 comma-separated student IDs	Search
Print Options	۲	O Opportunity 4	Ð
Report Format	1. Select Test Reasons	O Opportunity 5	
●xls ○csv ○txt	ct Tes	O Post-Test	
Output	t Reas	O Pre-Test	
Sub-scores will not be available in the combined data file; only	ons	O Spring	
overall scores/measures will be included.		O Spring 2023 (EOC)	
		O Spring 2023 (HSA)	
		O Spring 2023 (HSA-Alt)	
		 Spring 2023 (Smarter Summative) 	
		O Summer 2023 (EOC)	
		O Unassigned	

- 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.

Figure 59. Student Results Generator Window: Individual Student Report Options

Report Type Individual Student Report Student Data File	Sea ID	irch I	by Student	Enter up to 5 comma-separated student IDs	Se	earch	
Print Options	۲	0	Spring		-	٢	0
Report Format Image: Single PDF Image: Omega contraction Image: Omega contretail </td <td>1. Sele</td> <td>0</td> <td></td> <td>EOC)</td> <td></td> <td></td> <td></td>	1. Sele	0		EOC)			
PDF Type	Select Test Reasons	0	Spring 2023 (I	HSA)			
Simple O Detailed	Reas	0	Spring 2023 (I	HSA-Alt)			
	ons	0	Spring 2023 (Smarter Summative)			
		0	Summer 2023	3 (EOC)			
		0	Unassigned				
Generate		-	Unassigned	3 (EOC)			

- 4. Under PDF Type, select either a simple or detailed PDF.
 - The simple (one-page) ISR includes the student's overall scale score, statewide comparison data, and simplified reporting category information (if available for that assessment).
 - 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).
 - For the Smarter ICAs the simple (one-page) ISR includes the student's overall scale score, statewide comparison data, and simplified reporting category 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).
 - 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.
 - 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.** *Optional*: If supplemental materials are available, such as a cover page or addendum, select **Include** under Supplemental Materials.
- **6.** If the test opportunity options are not preselected, or if you want to change them, there are two ways to make selections:
 - Search for students. In the search field at the upper-right corner, enter up to 5 commaseparated student IDs and click **Search**.
 - The resulting list of students and all the tests they've taken will replace any previous selections, as in <u>Figure 60</u>.
 - To deselect and clear results, click Clear Search Results.

Figure 60. Student Results Generator Window: Student Search Results

Report Type Individual Student Report O Student Data File	Search by Student 123456789, 987654321 Search
Print Options	
Report Format	Select the Students. Clear Search Results
Single PDF O Multiple PDFs in a ZIP file	Demo, Student (9988619891)
PDF Type	Test Reasons: Spring 2023 (HSA)
Simple O Detailed	Subjects: Science
Supplemental Materials	
Do Not Include O Include	

- Use the three accordion sections. (If a student is prepopulated by the Student Portfolio Report, first remove the student by clicking Clear Search Results.) Starting from the left, click the section bars to expand them or use the Next and Previous buttons to navigate. Within each section you must make selections using the radio buttons and checkboxes:
 - In the Select Test Reason accordion section (Figure 61), choose a test reason, then click Next. Test reasons are either test windows or categories for tests.

Report Type Individual Student Report O Student Data File		Search by Student ID Enter up to 5 comma-separated student IDs	Search
Print Options Report Format	😵 1. Se	Select a test reason. Next	🔁 2. Se
Single PDF O Multiple PDFs in a ZIP file	Select Test Reasons	1st opportunity	Select Assessments
DF Type	st Rea	O 2022-2023 (ELPA21 Screener)	sessn
Simple O Detailed	suos	O 2nd opportunity	nents
		O Alt_ELPA_22_23	
		O Spring 2023 (ELPA21 Summative)	
		O Spring 2023 (Summative)	
		Summer 2022	
Generate		Summer 2023	
Generate		O Unassigned	

Figure 61. Student Results Generator Window: Select Test Reason Section

In the Select Assessments section (Figure 62), choose any number of tests or grade levels within a single subject, then click Next.

Figure 62. Student Results Generator Window: Select Assessments Section

Report Type Individual Student Report Student Data File	Searc ID	h by Student Enter up to 5 comma-separated student IDs Search
Print Options	•	Select the assessments. Previous Next
Report Format	-1 N	Tierious
Single PDF O Multiple PDFs in a ZIP file	elec	·
PDF Type	t Tes	✓ O ELA
Simple Detailed	 Select Assessments Select Test Reasons 	✓ ○ Mathematics
	sons	∧ ● Science
		^ □ Grade 5
		Interim ES SEP - Argument

In the Select Students section (Figure 63), choose students from the expandable school and/or class (roster) options. If you're a complex-level user, you may choose students in up to three schools.

tudent Results Generator				
Report Type Individual Student Report O Student Data File	Se ID	arch b	oy Stu	Student
Print Options	Ø	Ð	0	🗴 👻 🗌 2020 SC Demo Roster 2
Report Format		2. S	3. Select Students	🖉 🗸 🗹 2023 SC Demo Roster 1
Single PDF O Multiple PDFs in a ZIP file	elect	2. Select Assessments		2 2023 SC Demo Roster 2
PDF Type O Detailed	1. Select Test Reasons			V D 2023 SC Demo Roster 2
_	eason			✓ □ HIDOE UAT Roster 23-24
	0	50		✓ □ HIDOE UAT Roster (2) 23-24
4				 23-24 Reporting Demo Roster
•				✓ □ (Students Not In Any Roster)

Figure 63. Student Results Generator Window: Select Students Section

- 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.
- **7.** *Optional*: If you used the accordion sections to make your selections, then to set a range of processing dates for which to generate results, use the filter menu as follows:
 - a. Open the **Filters** menu. The menu displays two date fields, as in <u>Figure 64</u>. Use the calendar tools to select dates, or enter them in the format mm/dd/yyyy.
 - b. Click Apply.
 - c. *Optional*: To revert to including results for all available dates, reopen the filter menu, click **Clear Filters**, then click **Apply**.

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

Figure 64. Student Results Generator Window: Select Students Section with Filters Menu Open

Report Type Individual Student Report Student Data File	Se: ID	arch t	oy Stu		5 comma-sep	arated student IDs	Search
Print Options Report Format	Ð	9 2	9 3	Select the stude	ts.	≣ Filters ∨	Previous
Single PDF O Multiple PDFs in a ZIP file	Select Test Reasons	Select Assessments	Select Students				
PDF Type	tTes	t Ass	t Stu		Include only	results reported in	Clear Filters
Simple Detailed	t Rea	essm	dents		date range:	recounter reported in	and renorming
	sons	hents			Start Date		#
4					End Date		

Download Student

Results

 Click Generate (see Figure 63). Once ISR generation is finished, the Secure File Center contains the new ISR(s) available for download (see Figure 65).

Figure 65. Secure File Center with Student ISRs Available

	cure F	ile Center	Send F	iles		
ecent Archived		Gearch filenames or labels				Search
System Labels		Name 🐥	Created 单	Expires \$	Expires In‡	Actions
Reporting		KulaaoHawaii_StudentISRs_163153261 PM.zip Reporting	09/12/2023 10:31 AM	10/12/2023 10:31 AM	29 days	Din Progress
SHOW		KulaaoHawaii_StudentISRs_163005768 PM.zip Reporting	09/12/2023 10:30 AM	10/12/2023 10:30 AM	29 days	0 D
		_				

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 one 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.

Generate and Export Student Data Files

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

To generate and export student data files, use the Student Results Generator. You can select any combination of a test reason, 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.

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 <u>Figure 66</u>. Always do this before you make other selections. *Switching between the Individual Student Report and Student Data File options may revert some selections*.

student Results Generator				
Report Type		Search by Student ID Enter up to 5 comma-separated student IDa	Searc	•
Print Options	۲	O Opportunity 4	C	G
Report Format	1. Select Test Reasons	O Opportunity 5		
● XLS OCSV OTXT	ct Tes	O Post-Test		
Output Output O Data File for Each Test O Single Combined Data File	t Rea	O Pre-Test		
Sub-scores will not be available in the combined data file; only	suot	O Spring		
overail scores/measures will be included.		O Spring 2023 (EDC)		
		O Spring 2023 (HSA)		
		O Spring 2023 (HSA-Alt)		
		O Spring 2023 (Smarter Summative)		
		O Summer 2023 (EOC)		
		O Unassigned		
Generate		O Winter		

Figure 66. Student Data File: Student Results Generator Window

- **3.** Under Report Format, select **XLS** (Excel, XLSX), **CSV** (comma-separated values), or **TXT** (tab-delimited text).
- **4.** Under Output, select either **Data File for Each Test** or **Single Combined Data File**. Note that a single combined file does not include reporting categories. Large files may be split by school.
- **5.** If the test opportunity options are not preselected, or if you want to change them, there are two ways to make selections:
 - Search for students. In the search field at the upper-right corner, enter up to 5 commaseparated student IDs and click **Search**.
 - The resulting list of students and all the tests they've taken will replace any previous selections, as in <u>Figure 67</u>.
 - To deselect and clear results, click **Clear Search Results**.

Figure 67. Student Results Generator Window: Student Search Results

Report Type Individual Student Report 	Search by Student ID Enter up to 5 comma-separated student IDs Search
Report Format XLS OCSV TXT Output Data File for Each Test Subscores will not be available in the combined data file, only overall scores/measures will be included.	Select the Students. Clear Search Result Test Reasons: Opportunity 1 Subjects: Mathematics

- 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 68), choose a test reason, then click Next. Test reasons are either test window or categories for tests.

Figure 68. Student Results Generator Window: Select Test Reason Section

Report Type O Individual Student Report • Student Data File	Sea ID	Enter up to 5 comma-separated student IDs	Search
Print Options	0		
Report Format	-	Select a test reason. Next	
● XLS ○ CSV ○ TXT	Selec		Select
Output	t Tes	⊖ Fall	t As
Data File for Each Test O Single Combined Data File Sub-scores will not be available	Select Test Reasons	Opportunity 1	2. Select Assessments
in the combined data file; only overall scores/measures will be	sons	Opportunity 2	nents
included.		Opportunity 3	
		Opportunity 4	
		O Opportunity 5	-

The Select Assessments section (Figure 69) 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, then click Next.

Figure 69. Student Results Generator Window: Select Assessments Section

Report Type O Individual Student Report Student Data File	Search by Student ID Enter up to 5 comma-separated student IDs	Search
Print Options Report Format XLS OCSV OTXT Output Data File for Each Test Osingle Combined Data File	Select the assessments. Previous Next Isolect Test Records Isolect Select Test Records Isolect Select	
Data File for Each Test O Single Combined Data File Sub-scores will not be available in the combined data file, only overall scores/measures will be included.	Grade 3 Grade 3 ELA - Interim (ICA) Grade 3 ELA - Brief Writes (IAB) Grade 3 ELA - Research: Use Evidence (FIAB)	

- In the Select Students section (Figure 70), 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 70. Teacher View: Student Results Generator Window: Select Students Section

Peport Type Individual Student Report Student Data File		arch b	Ident Enter up to 5 comma-separated student IDs Search	
Print Options Report Format % XLS CSV TXT Output % Data File for Each Test Single Combined Data File or each and the combined data file component or the combined data file component or each account	basor	2. Select Assessments	3. Select Students	Select the students. E Filters Previous All Students - - HIDDE UAT Roster (2) 23:24 - - Gstudents Not In Any Roster) - -

- **7.** *Optional*: If you used the accordion sections to make your selections, then to set a range of processing dates for which to generate results, use the filter menu as follows:
 - a. Open the **Filters** menu (Figure 71). The menu displays two date fields.
 - b. Use the calendar tools to select dates, or enter them in the format mm/dd/yyyy.
 - c. Click Apply.
 - d. *Optional*: To revert to including results for all available dates, reopen the filter menu, click **Clear Filters**, then click **Apply**.

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

Figure 71. Teacher View: Student Results Generator Window: Select Students: Filters Menu Open

Report Type Individual Student Report			Searc	h by Student ID Enter up to	5 comma-separated student IDs Search
Print Options	Φ	Φ	۲	Select the students.	로 Filters Y Previous
Report Format	1. Se	2. Se	3. Se		
XLS OCSV OTXT	Select Test Reasons	Select Assessments	Select Students	All Students	Clear Filters
Dutput	st Rea	sess	udent	🗸 🔲 furkhan	Include only results reported in the following date range:
Data File for Each Test O Single Combined Data File Sub-scores will not be available in the combined data file; only	asons	nents		 12234123411223412 	Start Date
overall scores/measures will be included.				🗸 🗹 Roster 5	End Date
				🗸 🗹 (Students Not in Any	Apply Cancel
V					

8. Click **Generate**. Once data file generation is finished, the Secure File Center 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.

Compare Students' Data with Data for Your State, 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.

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

In the Performance on Tests report (Figure 72), click \checkmark to the right of a test name.

Figure 72. Teacher View: Performance on Tests Report

Select I	tole > Dashboard Generator > Dashboard > Performance on Tests							Enter Stude	nt ID
ites ites	∧ My Assessments Average Score and Performance Distribution, by Assessis Filtered By Rosters: All Roster Test Reasons	nent: All Rosters,	2023-2024						Features & Tools
Test roups	Assessment Name 💠	Test Group 👙	Test Grade	Test Reason 🔅	Student Count 👙	Average Score 👙	Performance Distr	ibution	Date Last Taken 🖨
	Srade 3 MATH - Geometry. (FIAB)	Interim Assessment Blocks (IAB)	3	Opportunity 1	4	n/a		50% 2	09/21/2023
esona							Rows per page: 10	1 Items: <	1 of 1 >
esona	▲ My Students Most Recent Assessment of All Rosters: 2023-2024 Filterd By Roster: All Roster Tast Reasons						Rows per page: 10	1 items: ≺	1 of 1 >
esona	Most Recent Assessment of All Rosters: 2023-2024	lame			Student II	o	Rows per page: 10 Most Recent Assessme		1 of 1 > Date Taken
esona	Most Recent Assessment of All Rosters: 2023-2024 Filered By Rosters: All Roster: Test Reasons: All Test Reasons	lame		4	Student ID 99999802			ent ¢	
ksona	Most Recent Assessment of All Rosters: 2023-2024 Filterd By Rosters: All Roster Test Reasons: All Test Reasons Student 1	lame		4	Concerning the second	183	Most Recent Assessme	ent \$	Date Taken
escris E osters	Most Recent Assessment of All Rosters: 2023-2024 Filterd By Reaters: All Roster Test Reasons All Test Ressons Student M Demo. Student	lame		4	99999802	183	Most Recent Assessme Grade 3 MATH - Geometry	ent ¢ r (FIAB) r (FIAB)	Date Taken 4

Rows containing data for the state, complex area, complex, and/or school appear below, as in Figure 73.

elect R	ole > Dashbo	bard Generator > Dashboard > Performance on Te	ests						Enter Sti	udent ID
t Hars		ssessments score and Performance Distribution, by Asse	ssment: All Rosters,	2023-2024					[:::	Features & Tools
st aps	Filtered By R	tosters: All Roster Test Reasons: All Test Reasons Assessment Name	Test Group 💠	Test Grade 👙	Test Reason 👙	Student Count 💠	Average Score 💠	Performance Distribut	ion	Date Last Taken 🜲
	🛃 Gr	ade 3 MATH - Geometry (FIAB)	Interim Assessment Blocks (IAB)	3	Opportunity 1	4	n/a	Percent 25% 25% 50% Count 1 1 2	0	09/21/2023
	State	Grade 3 MATH - Geometry (FIAB)	Interim Assessment Blocks (IAB)	3	Opportunity 1	n/a	n/a	n/a		-
tern	Complex Area	Grade 3 MATH - Geometry (FIAB)	Interim Assessment Blocks (IAB)	3	Opportunity 1	5	n/a	Percent 20% 20% 60% Court 1 1 3	0	-
	Complex	Grade 3 MATH - Geometry (FIAB)	Interim Assessment Blocks (IAB)	3	Opportunity 1	5	n/a	Percent 20% 20% 60% Count 1 1 3	0	-
	School	Grade 3 MATH - Geometry (FIAB)	Interim Assessment Blocks (IAB)	3	Opportunity 1	5	n/a	Percent 20% 20% 60% Count 1 1 3	0	-
							5	Rows per page: 10 1	Items: <	1 of1 >

Figure 73. Teacher View: Performance on Tests Report with Expanded Comparison Rows

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

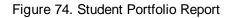
Compare a Student's Performance on Any of Their Tests with Larger Groups'

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

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

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.

2. Click \checkmark to the right of a test name (Figure 74).



elect R	ole > Dashboard Generator > Stu	dent Portfolio					Enter Student ID	Q
ers	Score and Performance, by	Assessment and	d Test Rea	son: Demo S	Student, 202	3-2024	∷ Featu	res & Tools
	Assessment Name 🛛 🔶	Test Group 🌲	Test Grade ♦	Test Reason ♦	Student Count	Score 🔶	Performance 🝦	Date Taken 🗘
ups	Grade 3 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	3	Opportunity 1	1	2534 ± 28	Level 4	09/21/2023
nool ear	Grade 3 MATH - Geometry (FIAB)	Interim Assessment Blocks (IAB)	3	Opportunity 1	1	n/a	Above Standard	09/21/2023

Rows containing data for your state, complex area, complex, school, and total students appear below, as in Figure 75.

Figure 75. Student Portfolio Report with Expanded Comparison Rows

ect Role	> Dashbo	ard Generator > Student Portfolio						Enter Student I	D
Sc	core and	Performance, by Assessment and Test Reaso	n: Demo Student, 20	23-2024				:::: Featu	ures & Tools
		Assessment Name	Test Group 🛛 🌩	Test Grade	Test Reason	Student Count 👙	Score \$	Performance \$	Date Taken
s <u>c</u>	Grade 3 M	ATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	3	Opportunity 1	1	2534 ± 28	Level 4	09/21/2023
	State	Grade 3 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	3	Opportunity 1	n/a	n/a	n/a	-
c	Complex Area	Grade 3 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	3	Opportunity 1	4	2523±6 🕚	Percent 100% Count 4	-
c	Complex	Grade 3 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	3	Opportunity 1	4	2523±6 🚺	Percent 100% Count 4	-
	School	Grade 3 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	3	Opportunity 1	4	2523±6 🚯	Percent 100% Count 4	-
s	My Students	Grade 3 MATH - Interim CAT Assessment (ICA)	Interim Comprehensive Assessment (ICA)	3	Opportunity 1	3	2524±9 🚯	Percent 100% Count 3	-
9	Grade 3 M	ATH - Geometry (FIAB)	Interim Assessment Blocks (IAB)	3	Opportunity 1	1	n/a	Above Standard	09/21/202

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

Set Up Reports to Suit Your Needs

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

This section explains how to make several different adjustments to reports: 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; assigning and filtering by interim test reasons; filtering item-level data on interims by standards and clusters of standards; and viewing data from a previous point in time.

Filter Tests to Display

You can filter the tests you want to view in reports. You may want to do this, for example, if you are an ELA teacher and you do not want to view your students' math scores. By default, the data for those mathematics 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.

- On the left side of the dashboard or the Performance on Tests report, click the Test Groups button. The Filters panel expands (Figure 76).
- 2. Mark as many selections as you like in the **Test Groups** section of the filters panel (Figure 76). Tests are organized by test type, subject, and grade.

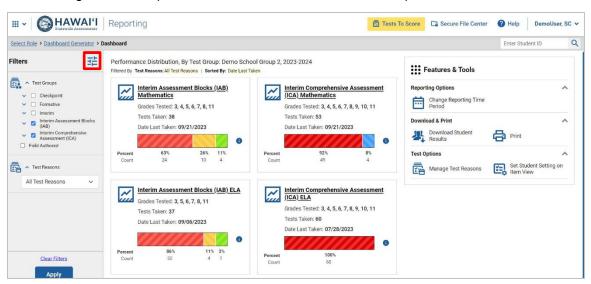


Figure 76. Complex-Level User View: Dashboard with Expanded Filters Panel

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

Teachers and School-Level Users: 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, refer to <u>Class (Roster) Management</u>.

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 the **Rosters** button. The **Filters** panel expands (Figure 77).
- 2. Make a selection from the drop-down list in the **Rosters** section.
 - 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 77. Teacher	View: Performance on	Tests Report with Ex	panded Filters Panel
i igaio i i i oaoiioi			

Select Role > Dashboard Generator >	Dashboard > Performance on Tests							Enter Stud	ent ID				
Filters	My Assessments We Assessment All Rosters, 2023-2024 Iteratives & Tools Avenge Score and Performance Distribution, by Assessment: All Rosters, 2023-2024 Iterative Research All rest Research Rest Rest Rest Rest Rest Rest Rest Rest												
Checkpoint Formative	Assessment Name	👌 Test Group 👙	Test Grade 🔅	Test Reason	Student Count	Average Score	Performa	nce Distribution	Date Last Taken				
Interim Interim Assessment Blocks Interim Assessment Blocks	Grade 3 MATH - Geometry (FIAB)	Interim Assessment	3	Opportunity 1	4	n/a			09/21/2023				
(IAB) Interim Comprehensive Assessment (ICA) Field Authored	Chade 3 MACH * Geolineux (FIAB)	Blocks (IAB)	3	opportunity	4		Percent 25% 2 Count 1 er page: 10	1 2 1 1 1tems: <	1 of 1 >				
Interim Comprehensive Assessment (ICA) Field Authored	Muster a workin - description (Finds) My Students Most Recent Assessment of All Rosters: 22 Fitterd By Rester: All Roster Test Resson: All Test	Blocks (IAB)	3	opportunity r			Count 1	1 2					
(Infe) (Infe) (Inferim Constructionsive Assessment (IOA) Field Authored Attract Reasons All Test Reasons	▲ My Students Most Recent Assessment of All Rosters: 20	Blocks (IAB)	3		+ lent ID	Rows p	Count 1	1 2					
Leasum Comprehensive Leasum Comprehensive Reid Authored All Test Reasons	My Students Most Recent Assessment of All Rosters: 20 Fitters By Rester: All Roster Test Reasons: All Test	Blocks (IAB)	3	¢ Stud		Rows p	count 1 er page: 10	1 2 1 Items: <	1 of 1 >				
(HeB) (HeB) (Hermin Constructionsive Assessment (ICA) Field Authored Articet Reasons All Test Reasons	My Students Most Recent Assessment of All Rosters: 20 Faired by Rester: All Roster Test Reason: All Test Student N	Blocks (IAB)	3	Stud 9999	lent ID	Rows p Mos Grade	count 1 er page: 10 st Recent Assess	1 2 1 Items: ment fry (FIAB)	1 of 1 > Date Taken 🗘				
Chelin Comprehensive Chelin Comprehensive Casessment (CA) Field Authored A Test Reasons All Test Reasons All Test Reasons Assers Resters Resters	My Students Most Recent Assessment of All Rosters: 2C Filter By Roster: All Roster Test Reasons All Test Student N Demo Student	Blocks (IAB)	3	Stud 9999 9999	lent ID 4	Rows p Mos Grade Grade	Count 1 er page: 10 st Recent Assess 3 MATH - Georne	1 1 Items: <	1 of 1 > Date Taken ♥ 09/21/2023				

- 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.

Complex-Level Users: Filter Schools to Display

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

- 1. On the left side of the Performance on Tests report, click the **Schools** button. The **Filters** panel expands (Figure 78).
- 2. Make a selection from the drop-down list in the Schools section (Figure 78).

Figure 78. Complex-Level User View: Performance on Tests Report with Expanded Filters Panel

elect Role > Dashboard Generator > Da	ashboard > Performance on Tests							Enter Studer	nt ID			
ilters I	Filtered By School: All Schools Test Reasons: All Test Reasons											
✓ Test Groups	Assessment Name	¢	Test Group 👙	Test Grade 👙	Test Reason 💠	Student ¢	Average Score	Performance Distribution	Date Last Taken			
Formative Interim	Grade 6 ELA - Performance Task - Multivitamins.(IAB)	~	Interim Assessment Blocks (IAB)	6	Unassigned	1	n/a	Percent 100% Count 1	09/06/2023			
Interim Assessment blocks (IAB) (IAB) Interim Comprehensive Assessment (ICA) Field Authored	Grade 6 ELA - Language and Vocabulary Use (FIAB)	~	Interim Assessment Blocks (IAB)	6	Winter	1	n/a	Percent 100% Count 1	08/25/2023			
A Test Reasons	Grade 3 ELA - Listen/Interpret	~	Interim Assessment Blocks (IAB)	3	Winter	0	n/a	n/a	08/24/2023			
All Test Reasons 🗸 🗸	Grade 3 ELA - Performance Task - Beetles (IAB)	~	Interim Assessment Blocks (IAB)	3	Fall	1	n/a	Percent 100% Count 1	07/31/2023			
All Schools	High School ELA - Listen/Interpret (ELAB)	~	Interim Assessment Blocks (IAB)	11	Unassigned	1	n/a	Percent 100% Count 1	07/27/2023			
T Andrew Construction	High School ELA - Write and Revis	• •	Interim Assessment Blocks (IAB)	11	Winter	0	n/a	n/a	07/19/2023			
Clear Filters	Grade 5 ELA - Revision (IAB)	~	Interim Assessment Blocks (IAB)	5	Opportunity 1	1	n/a	Percent 100%	07/18/2023			

- 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 when you've filtered by a single school, the link will take you to the School Performance on Test report and not to the Complex Performance on Test report.

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

Assign Test Reasons (Categories) to Interim Test Opportunities

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

Test reasons should ideally be assigned in the Test 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 benchmark test opportunity that was completed in the present school year.

 From the Features & Tools menu, select Manage Test Reasons. The Test Reason Manager window opens (Figure 79).

Figure 79. Test Reason Manager Window

Session ID:	Please Type a Session ID			
_	or —			
Test Reason Filter:	Select a Test Reason 🔻			
Session Start Date:		Ê	End Date:	Ê
Please select a date ra	nge no more than 7 days.			

- **2.** To search for the test opportunities you wish to categorize, do either of the following:
 - 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 (Figure 80). 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.

est Reason Man	-	Reason								
Session ID:	Please Typ	e a Session ID	- 07 —							
Test Reason Filter:	Any	•								
Session Start Date:	07/02/20	19	**	End Date:	07/04/2019	Ê	Please sei	ict a date re	inge no more thi	an 7 days.
									Search]
Select Test Opportun	ities									
E Session	iD \$	Fest Date / Time				🖨 TA Name	¢	# of Studer	nts in Session	
+ 🗉 UAT-260	4-1	07/03/2019 01:16	PM - 07/03/	2019 01:31 PM		TA2, AIRDer	mo !	5		
- E UAT-000	.B-1	07/03/2019 03:24	PM - 07/03/	2019 03:28 PM		TA2, AIRDer	mo :	2		
	Test Name				\$ Subject	🖨 Grade	\$	# of Studer	nts	\$
- 2	Grade 05 ELA	A - PerfTask (ICA)			ELA	grade 5				
	Student N	ame	\$ S	iudent ID		Test Reason Assig	ined		¢	
	Student, D	erno	De	emoStudentID1		Unassigned				
+ 🗉	Grade 05 ELA	A - FixedForm (ICA)			ELA	grade 5				
						_	wa per page:	10	2 Items:	1 of 1))
						R	wa per page.		2 nems.	

Figure 80. Test Reason Manager Window: Select Test Opportunities

- 5. Mark the checkboxes for each session, test, or opportunity that you wish to assign to a test reason.
- 6. Click Assign Test Reasons below the list of retrieved sessions.
- 7. In the window that appears (Figure 81), select a new test reason to assign to the selected opportunities and click **Confirm**.

est Reason Mana	ger ions for Test Reason
Session ID:	Please Type a Session ID
Test Reason Filter:	- or - Any V
Session Start Date:	07/02/2019 End Date. 07/04/2019 Please select a date range no more than 7 days.
	Confirm Test Reason and Assign Opportunities
Select Test Opportuni	Please Select a Test Reason V
Session UAT-2604	Session ID \$ Student Name \$ Student ID \$ Test Taken Current Test Reason Assigned \$ UAT-0C0B-1 Last, First 99997771019 Grade 05 ELA - Perffask (ICA) Unassigned
- UAT-0C0	Rows per page 5 1 Items: 4(1 of 1))
- 2	Confirm Cancel \$
	Student Name 🔶 Student ID 💠 Test Reason Assigned 🗢
¥	Student, Demo DemoStudentID1 Unassigned
+ 🗉	Grade 05 ELA - FixedForm (ICA) ELA grade 5 1
	Rows per page: 10 2 Items:
	Assign Test Reasons

Figure 81. Confirm Test Reason and Assign Opportunities Window

Filter by Test Reason (Category)

Test reasons (shown in Figure 82) are categories used to classify test opportunities for reporting purposes. They typically indicate the timeframe in which interim and benchmark tests were taken, and they can be a good way to focus on specific groups of tests. For summative assessments, test reasons are simply test windows and are not useful.

ole > Dashboard Generator > Dashboard >	Perform	ance on Tests				Enter Student II		
▲ My Assessments Average Score and Performance Dis Filtered By Rosters: All Roster Test Reasons			nt: All Rosters	, 2022-2023		🔡 Fe	atures & Tool	
Assessment Name	Φ	Test Group	Test Grade 👌	Test Reason 🖨	Student Count	Average Score	Date Last Taken	
	~	Test Authoring	6	Unassigned	1	0% 🚯	01/19/2023	
₹ Test 547499 Science 1/19	~	Test Authoring	4	Unassigned	1	7% 🚯	01/19/202	
L Test 546812 WV 1/17	~	Test Authoring	6	Summer 2023	1	0% 🕚	01/17/2023	
▲ My Students Most Recent Assessment of All Ros Filtered By Rosters: All Roster Test Reasons		a nono		Rows per pag	e: 3 0	5 Items: <	1 of 2 🕻	
Student Name	\$	Student ID	\$	Most Rece	ent Assessment	\$	Date Taken	
					7498 Math 1/19		01/19/2023	

Figure 82. Teacher View: Performance on Tests Report

When your test opportunities have test reasons, you can filter reports by a single test reason. For example, you may want to filter by Fall and look at ELA performance, then filter by Spring and find out if students have improved on ELA material. If you don't filter, you'll view 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 complex-level users.

- On the left side of the dashboard or Performance on Tests report, click the Test Reasons button. The Filters panel expands (Figure 83).
- 2. Make a selection from the drop-down list in the Test Reasons section.

Select Role > Dashboard Generator >	Dashboard	> Performance on Tests									Enter Stud	ent ID
Filters II		age Score and Performance Distrib 1 By School: <mark>All Schools</mark> Test Reasons: All			Demo School G	roup 2, 2023-202	24				E F	eatures & Tools
 ▲ Test Groups ✓ □ Checkpoint 		Assessment Name	φ	Test Group 🔅	Test Grade 🔅	Test Reason 💠	Student Count	Average Score	¢	Performance I	Distribution	Date Last Taken
Formative Interim	¥	Grade 6 ELA - Performance Task - Multivitamins (IAB)	~	Interim Assessment Blocks (IAB)	6	Unassigned	1	n/a	Perc		0	09/06/2023
Interim Assessment Blocks (IAB) Interim Comprehensive Assessment (ICA) Field Authored	*	Grade 6 ELA - Language and Vocabulary Use (FIAB)	~	Interim Assessment Blocks (IAB)	6	Winter	1	n/a	Perc		(//// 0	08/25/2023
- Test Reasons	*	Grade 3 ELA - Listen/Interpret (EIAB)	~	Interim Assessment Blocks (IAB)	3	Winter	0	n/a		n/a		08/24/2023
All Test Reasons 🗸	¥	Grade 3 ELA - Performance Task - Beetles (IAB)	~	Interim Assessment Blocks (IAB)	з	Fall	-1	n/a	Perc			07/31/2023
All Schools	¥	High School ELA - Listen/Interpret (EIAB)	~	Interim Assessment Blocks (IAB)	11	Unassigned	1	n/a	Perc		0	07/27/2023
	¥	High School ELA - Write and Revise Argumentative Texts (FIAB)	~	Interim Assessment Blocks (IAB)	11	Winter	0	n/a		n/a		07/19/2023
Clear Filters	¥	Grade 5 ELA - Revision (IAB)	~	Interim Assessment Blocks (IAB)	5	Opportunity 1	1	n/a	Perc			07/18/2023
Apply		0		Interim							0	07/20/0000

Figure 83. Complex-Level User View: Performance on Tests Report with Expanded Filters Panel

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

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

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

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

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

You may want to determine how your students performed on a particular standard or cluster of standards. In certain reports, you can filter by the standard to which items are aligned. That way you can view your students' performance in just one area of skill. Then you can switch filters to compare it with their performance in another skill. If you don't filter by standard, the reports will show results for all

standards by default. You may find that switching between different sets of standard data and comparing them helps you understand students' abilities better.

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

- 1. On the left side of the page, click the Standards button. The Filters panel expands (Figure 84).
- **2.** Use the drop-down list in the **Standards** section to select a cluster. An additional drop-down list appears.
- **3.** *Optional*: Keep making selections from the drop-down lists as they appear.

Figure 84. My Students' Performance on Test: Performance by Roster Tab with Expanded Filters Panel

elect Role > Dashboard Generator	Dashboard > Performance on Tests >	My Stu	idents' Perform	ance on Test				Ent	er Student ID	C
ters		Distribi 24	ution and Aver	age Points Ea	ned on Grade 3 MATH - Geometr	y (FIA	B) (Op	portunity 1		ures & Tools r and
All Claim(s) V	Roster	S Total	Student Count	Test Completion ≎ Rate	Total Performance Distribution	5 Items on which Students Performed the Best	5 Items on which Students Performed the Worst	Total Items		
	State Complex Area		n/a 5		n/a	dents Performed the E	dents Performed the V			
	Complex		5		Percent 20% 20% 60% Count 1 1 3	Best	Norst			
	School		5		Percent 20% 20% 60% Court 1 1 3					
	My Students		4		Percent 25% 25% 50% Count 1 1 2					
	2023-2024 Reporting UAT De		4	44% (4/9)	Percent 25% 25% 50% Count 1 1 2					
Clear Filters Apply					Count 1 1 2 Rows per p	age:	10	1 Iten	ns: 🔇 1	of 1

- 4. Click **Apply**. The affected report updates to show only the items that belong to the selected cluster or standard.
- **5.** *Optional*: To revert all filters to their defaults, open the filters panel again and click **Clear Filters**. Click **Apply**. Filters will also revert when you log out, switch user roles, or switch systems.

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

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

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 *on* the selected date and only for tests taken *as of* that same 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 area, or complex.

If you don't change the reporting time period, or if you reset it to the default, all the reports show test opportunities only for the current school year (except Longitudinal Reports, Cross-Sectional Reports, and Student Portfolio Reports, which always retain the ability to look back to previous years), with current student and test 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 past 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 tested, and set the school year to the same time. Then switch back to the present to compare.
- From the Features & Tools menu, select Change Reporting Time Period. (If you're viewing the Dashboard Generator page, click Change the reporting time period. The dashboard also offers this link when no assessments are available to display.) The Change Reporting Time Period window appears (Figure 85).

Change Reporting Time Period								
View results for school year: 2023	3-2024 ~							
View results for students who were	07/20/2023	#						
Note: All dates are in Eastern Time		Reset To	Today					
Save	Ca	incel						

Figure 85. Change Reporting Time Period Window

- 2. From the school year drop-down list, select a school year (Figure 85). 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 and had tested on that date, and only those students.
 - To view your current students' past performance, keep the date set to today.
 - To view the past performance of your former students, set the date to a day when those students were associated with you and had tested.

- 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.

Export and Print Data

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

Export or Print a Report You're Viewing

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

A print preview page opens (Figure 86).

• 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.

Zoom Level (Display only) Normal	Statewide	VAI'I Assessments	Report		AT Accordance	nt (ICA) (Pre-Test) of , by	
Print Options	Student and Reporting		and a second	UC - Interim C	AT Assessmen	It (ICA) (Pre-rest) of , by	
	Filtered By Rosters: All			E.			
Print							
*Printed Image may vary from	Student	Student ID		Total			
preview. Please check your browser's print settings and			Scale Score	Performance			
ensure background image	State		nia	n/a			
printing is enabled.							
O Save to PDF	Complex Area		453 s 3 Persent	131%	and the		
			Case				
 Save to Excel 	Complex		453 ± 3				
0.000			Court	100%	6		
Save to CSV				1111111			
*The data in this report will be exported to a comma separated	School		463 ± 3	100%			
value document	Demo, Student	8787779008	450 z	Level 1 - Standard I			
	Demo, Student	erer///000e	15	Level 1 - standard I	NOT MET		
Confirm Cancel							
	Student	Student ID	LS1 From Molecules	to Organisms: Struc	dures and Processes		
			1	2	0		
	Item Numbers and Points Earned		NGSS-HS-LS LS1 HS-LS1-1	N355-H5-L5 L51 H5-L51-5	NGSS-HS-LS LS1 HS-LS1-4		
			2 pt	7 pi	4 pt		
	State		nia	n/a	nia		
	Complex Area		nia	n/a	nis		
	Complex		nia	n/a	nia		
	School		nia	n/a	nia		
	Demo, Student	6787779005	0	0	0		
_	Student	Student ID	1.52 Ecosystems. In	teractions, Energy, a	nd Dynamics		

Figure 86. Print Preview Page for a Biology EOC - ICA

- 2. If an aggregate report provides data for individual items, the *Report Options* section appears. Select either **Summary Only** or **Summary and Item Scores**.
 - If you select the latter option, as in <u>Figure 87</u>, 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 87. Print Preview Page with Summary and Item Scores Option Selected for a MATH ICA

	Average Score, Perfo	rmance Distributi	on and Averag	e Points	Earned on	Grade 8 M	HTAN							
Report Options	Interim CAT Assess	ment (ICA) (Una	ssigned), by Ro	oster an	d Reporting	Category:	2023-							
) Summary Only	Filtered By Rosters: All	Roster Test Rea	sons: Unassigner	d I										
Summary and Item Scores	Roster				Total									
Print Options	Barn Numbers and Points Earned	Student Count	Test Completion Rate	Average Scale Score		Performance Dis	arbution		Pen Profi	cient				
	State	nla		nia		n/a				4				
Print *Printed image may vary from preview. Please check your	Complex Area	1		2113	Pecare Court	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	0%	////	o	N.)				
browser's print settings and ensure background image printing is enabled.	Complex	1		2113	Partare Court	/////	<u></u>	////	o					
) Save to PDF	School	с.		2113	Pacarz	/////	/// es	////						
Save to Excel Save to CSV	My Students	1		2113	PASARE					s.,				
*The data in this report will be exported to a comma separated value document	_CR5_box_9611	t	100% (1/1)	2113	Pagara Cause		074 074	////	. ,	sc:				
	Roctor					iteting Resson								
Confirm Cancel	Rotor				Contract	9	11	12	19	27	28	29	31	
	flem Numbers and Points Earned	Claim Average Scale Score	Perto	rmance Dist	ribution	S(F) NA(E) Tpt	SFI NAJA TRI	STO NATE TO	STOL NALD TOL	S(F) NA(A Tpt	STGI NALC Tpt	STGI NATE TR	NATE TR	
	State	nia		nia		n/a	n/a	nia	nia	n/a	era	n/a	nia	

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

Figure 88.	Save to PDF:	Page Lavou	t Drop-down	List Options

Normal 🗸	Score Performance and Poir	ments			m CAT Asses	sment (ICA) (P	a-Test) of , by Student and Repor	ting Category: 2023-2024
Print Options	Filtered By Rosters: All Rosters			e - inter		Sillent (1974) (1	read of , by ordeant and report	ang olangory. Loco-coc+
Print	Student	Student ID			Total			
Save to PDF			Scale Score		Performance	6		
Include Items and	State		n/a		nia			
Responses (takes extra time) Page Layout	Complex Area		453 x 3	Pesset Dovri		//////		
Landscape ~	Complex		450 ± 0	Percent	nine Nine			
Portrait Landscape Ledger-Wide(17x11)	School		453 ± 3	Pettert	11111 1975 1			
Ledger(11x17)	Demo, Student	\$787779008	450 ±		Level 1 - Standard I	Not Met		
*The data in this report will be exported to a comma separated			_					
value document	Student	Student ID	LS1 Fre	m Molecule:	to Organisms: Struc	tures and Processes		
Confirm Cancel	Item Numbers and Points Earned		HS	1 16-LS LS1 -LS1-1 2 st	2 NGSS-IIG-LSI LS1 HB-LS1-5 7 at	6 NGSS415-LSI LS1 HS-L31-4 4 pt		
	State			nia	nia	nia		
	Complex Area		_	nia	nia	nia		

- 4. Click Confirm.
 - If you saved the report as a PDF, Excel, or CSV, the *Secure File Center* window appears, displaying the generated report.

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 (as in Figure 89).

	Toophor	\/iow	Dorformonoo	20	Tooto Donort
FIGURE 09.	reacher	view.	renomance	UH.	Tests Report

•	Statewide Assessments Reporting						Ca Secure File Center	Help	DemoUser, SC 🗸
iect F	Role > Dashboard Generator > Dashboard > Performance on Test	s						Enter Stud	ient ID
	▲ My Assessments Average Score and Performance Distribution, by Assess Fitterd By Rosters: All Roster Test Reasons	ment: All Rosters,	2023-2024						Features & Tools
st ips	Assessment Name \$	Test Group	Test Grade 0	Test Reason 🔅	Student Count	Average Score	Performance Dist	ribution	Date Last Taken 🍦
	Grade 3 MATH - Geometry (FIAB)	Interim Assessment Blocks (IAB)	3	Opportunity 1	4	n/a	Percent 25% 25% Count 1 1	50% 2	09/21/2023
							Rows per page: 10	1 Items:	(1 of 1)
es.	▲ My Students Most Recent Assessment of All Rosters: 2023-2024 Filterd By Roster: All Roster Test Reasons						Rows per page: 10	1 Items:	< 1 of1 >
wes.	Most Recent Assessment of All Rosters: 2023-2024	Name		¢	Student II	D \$	Most Recent Assessme	ent 4	 ↓ of 1 > ⇒ Date Taken +
ers.	Most Recent Assessment of All Rosters: 2023-2024 Filtered By Rosters: All Roster Test Reasons: All Test Reasons	Name		¢	Student II 99999802			ent 4	
] **s	Most Recent Assessment of All Rosters: 2023-2024 Filtered By Rosters: All Roster: Test Reasons: All Test Reasons Student I	Name		\$		283	Most Recent Assessme	ent (y (FIAB)	Date Taken
ers.	Most Recent Assessment of All Rosters 2023-2024 Filterd By Roster: All Roster Test Reason: All Test Reasons Student Demo. Student	Name		¢	99999802	283	Most Recent Assessme Grade 3 MATH - Geometry	ent (FIAB) y (FIAB) y (FIAB)	Date Taken 09/21/2023

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

- **2.** Select which report to export for the assessment.
 - Complex-level users:
 - To export the complex 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.

	Choose Type of Report		
1.	 Overall Performance of all 	I my Schools	
	 Overall Test, Reporting Ca 	tegory Performance of all students	
	Select School	~	
	Select Export File Type		
2.	PDF O Excel O CSV		

Figure 90. Complex-Level User View: Export Report Window

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

Figure 91. Teacher View: Export Report Window

Expo	ort Report for Test 547498 Math 1/19	×
1.	 Overall Test, Reporting Category and Item Performance of all students 	
2.	Select Export File Type PDF O Excel O CSV Export Assessment Data	

- 3. Choose from the PDF, Excel, and CSV formats.
- 4. Click Export Assessment Data. A confirmation window appears.

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

Score Items

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

- Some items that require hand scoring arrive in the Centralized Reporting System without any scores. For example, all short answer items, including field-authored ones, require hand scoring. If a test contains unscored items, its performance data are 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. Authorized users can override these scores if necessary. For example, all full write items have machine-suggested scores that can be overridden.

Score Unscored Items

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

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

Figure 92. Reporting Banner: Tests to Score

III - Beporting	Tests To Score	nter 🕜 Help DemoUser, SC	•
-------------------	----------------	--------------------------	---

- 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 93), click the name of the test you wish to score. The Test Scoring page appears (Figure 94), 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	93	Scoring	Dashboard
Iguie	30.	Sconny	Dashbuaru

🛚 🗸 🙆 Reporting				Help H	IDOE, DEMO
coring Mode					
Dashboard					
Assessments to score for All Rosters, 2023-20	24				
Assessment Name	Test Reason	\$ Student Count	Item To Score	Items to Submit \$	Date Last Taken 🝦
G6 Math Generated Test 8.1.2023	Opportunity 4	4	15	1	08/01/2023
Grade 6 MATH - Performance Task - Cell Phone Plan (IAB)	Pre-Test	1	1	0	07/19/2023
Grade 5 MATH - Performance Task - Turtle Habitat (IAB)	Opportunity 1	2	8	0	07/18/2023
		Rows per pag	e: 50	3 Items:	< 1 of 1 >

Figure 9	4 Test	Scoring	Page
i igule 3	H. 1030	ocornig	raye

Submit	Student 🗳	Student ID	🗘 🛛 Date Taken 🔶		Item Te	Score			
				Item N	lumbers	and Max	Points		
				5	б	7	8		
				2 pt	3 pt	1 pt	2 pt		
	PT Only, G6 Demo2	8888880206	8/1/2023 2:06:05 PM	Q	<u>Score</u>	Score	Score		
	PT Only, G5 Demo8	9999990511	8/1/2023 2:11:45 PM	Score	Score	Score	Score		
	PT Only, G5 Demo2	9999990504	8/1/2023 2:10:29 PM	<u>Score</u>	<u>Score</u>	Score	Score		
	PT Only, G4 Demo2	9999990417	8/1/2023 2:07:35 PM	Score	Score	Score	Score		

- **4.** 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.
- **5.** *Optional*: You can open the **Rubric & Resources** tab (Figure 95) to review the item's scoring rubric and any other available resources, such as an exemplar and training guide for scoring the item.

	e 8 ELA					×
K Item 25		St	udent LAST2011, First2011	-		>
Current Item: 28	Score: 4/10				Item & Score	Rubric & Resources
∧ Details						
Торіс	Writing and Language Standards	Content Alignment	Domain: W: Writing Standards Cluster: WJ8.TTP: Text Types and Purposes Standard: WJ8.TTPELA.8.21a: Write informa information through the selection, organizati follow; organize ideas, concepts, and inform charts or tables), and multimedia when usefi	m, and analysis of relevant content tion into broader categories; inclu	nt. Introduce a topic clearly,	previewing what is to
A Rubric						
4 points	Purpose/Focus and Organiza	tion				
4 points Statement of	Purpose/Focus and Organiza		used:			
4 points Statement of The response • control	is fully sustained and consist	ently and purposefully focu		d task		

Figure 95. Item View Window: Rubric & Resources Tab

- 6. On the Item & Score tab (Figure 96), click the edit button *in the Scoring Criteria table at the top of the window.*
- 7. Review the student's entered response and do one of the following:

- 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, refer to Table 10. Condition Codes.

5 Math Generated Test 8.1.2	2023						
Item 7		Student:	PT Only, G6 Demo2		÷		
rrent Item: 8 Score: Score /2	Condition Co	de: None				Item & Score	Rubric & Resou
coring Criteria	Max Points	Points Earned			Condition Code		
Correct Answer	2 pt	Not Scored		1	None		
lser	Date		Note				
lser	Date		Note				
+ Add Note							
							student setting(s)
							ON
						8	5 6 7
						~	

Figure 96. Item View Window: Item & Score Tab

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 $\frac{7}{2}$ 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**. All notes will be deleted when scores are submitted, as described in Submit Scored Test Opportunities for Processing.
- **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 Demo Student at the top of the window.

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- 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 these steps until you have entered scores for all the unscored items for the test.
- **13.** *Optional*: If you need to change the entered score for an item response, you can select the score link for that item on the **Test Scoring** page and repeat these steps.

Once you have entered scores for all the unscored items in a test opportunity, you may <u>submit that</u> <u>opportunity</u> 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 (Figure 97). 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 97. Item View Window: Item & Score Tab: Second Scoring Criteria Table with Transformed Scores

		Transformed Points Earned and Condition Code	es
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.

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.

	ct School select the School you wish to use.	
Teacher :	TA @ School: Demo inst 9999	~
	Continue	

Figure 98. Select School Page

- 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.

Submit Scored Test Opportunities for Processing

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

- 1. To submit scored opportunities for processing, navigate to the *Test Scoring* page (Figure 99) and mark the checkbox in the Submit column for each opportunity you wish to submit.
 - You can mark the checkbox at the top of the Submit column to select all fully scored opportunities at once.

board > Te	est Scoring						
ERIM: HS 2-2023	-ELA-IAB-PTExplanato	ory (School/Distr	ict Conversation) to s	core for D)emo inst	9999,	Changes
Submit	Student	Student ID	Date Taken 🔶	Ite	ems to Sco	re	
				Item Nurr	bers and M	ax Points	
				1	2	3	
				2 pt	2 pt	6 pt	
	LAST, FIRST	WAMIQA36	2/6/2023 3:09:48 PM	Q	٥	2	
	LAST, FIRST	WAMIQA36	6/14/2023 12:14:46 PM	Score	Score	<u>o</u> !	
core is mach	nine scored, and should be	checked.					
ubmit Sco	re(s)			Rows p	er page: 1	6 0 2 lt	ems: 📢 1

Figure 99. Test Scoring Page: Submitting an Opportunity

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

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 (as in Figure 100). When a machine-suggested score has a low confidence level, or when a condition code of Non-Specific or Uninterpretable Language has been assigned by machine, displays next to the score. It is highly recommended that you review items flagged with this icon.

Figure 100. School Performance on Test: Performance by Student Tab with Expanded Reporting Category

Performance by P			nt 7 ELA - Brief Writes (IAB) (Fall) of		stara hu	Ctudent e	nd Dena	ting Oct		Featur	
2024 Filtered By Rosters: All R				All RO:	sters, by	student a	na Repoi	rting Cate	egory: Ku	ааона	
Student	\$ Student ID 💠	0	Total	0			Total	Items			
		Total			Item Numbers, Max Point			ints and P	and Points Earned		
			Performance 💠		12	2 ≰	3 🖌	4 ≰	<u>5</u> 🛃	<u>6</u> 🖊	
					2 pt	2 pt	2 pt	2 pt	2 pt	2 pt	
State			n/a		n/a	n/a	n/a	n/a	n/a	n/a	
Complex Area			Percent 100% Count 1		0	0	2	0	0	0	
Complex			Percent 100% Count 1		0	0	2	0	0	0	
School	1		Percent 100% Count 1		0	0	2	0	0	0	
Demo, Student	9998090937		At/Near Standard		Q	0 🛦	2	0 🛦	0 🛦	0 🔺	

- 1. On a report with modifiable scores, click the **item score** link in the student's row of the report. The *Item View* window opens.
- **2.** *Optional*: You can open the **Rubric & Resources** tab (Figure 95) to review the item's scoring rubric and any other available resources, such as an exemplar and training guide for scoring the item.
- **3.** On the **Item & Score** tab (Figure 96), review the student's entered response and click *i* in the Scoring Criteria table at the top of the window. The Points Earned and Condition Code columns become editable.
- **4.** Do one of the following:
 - To enter a score for the response, select a numerical score from the **Points Earned** dropdown list.
 - To assign a condition code to the response, select one from the **Condition Code** drop-down list.
- **5.** If the item has multiple scoring criteria, repeat step $\underline{4}$ for each criterion.
- 6. Click Save.

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- Optional: If you wish to provide an explanation for why you chose the given score or condition code, click Add Note in the Scoring Note section, then enter your comment and click Save. Any notes will be deleted when scores are processed.
- 8. To continue modifying scores, 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 Demo Student = at the top of the 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 101. When you modify 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 or the report before you can view the transformed scores, and there may be a delay before they appear.

Figure 101. Item View Window: Item & Score Tab: Second Scoring Criteria Table with Transformed Scores

		Transformed Points Earned and Condition Cod	es
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.

С

Class (Roster) Management

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

Teachers, school-level users, and complex-level users can add, edit, and delete user-defined classes (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. Changes to rosters may take a few minutes to appear in reports.

When creating classes, follow the guidelines below:

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

A few restrictions to be aware of when creating rosters:

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

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

Condition Codes

Table 10 provides an overview of the various condition codes that may be entered for an item when a traditional score cannot be entered for the student's response on an Interim or Summative Assessment. For more information on how to apply condition codes for certain items on the Interim and Checkpoint (benchmark) tests, refer to the Score Items section of this guide.

Condition Code	Description
Blank	The student did not enter a response.
Insufficient Text	 The student has not provided a meaningful response. Some examples are: Duplicate Text Too Few Words Copied Text from the Prompt Refused to Answer Other specific examples: Random keystrokes Undecipherable text "I don't know", "IDK" "I don't care" "I like pizza!" (in response to a reading passage about helicopters) Response consisting entirely of profanity For ELA Full Writes, use the "Insufficient Text" code for responses described above and also if 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. The response is too brief to make a determination regarding whether it is on purpose or on topic.
Non-Scorable Language	ELA/literacy: Language other than English.Mathematics: Language other than English or Spanish.
Off Purpose	 For ELA Full Writes only: A writing sample will be judged off purpose when the student has clearly not written to the purpose designated in the task. An off-purpose response addresses the topic of the task but not the purpose of the task.

	 Note that students may use narrative techniques in an explanatory essay or use argumentative/persuasive techniques to explain, for example, and still be on purpose.
	 Off-purpose responses are generally developed responses (essays, poems, etc.) clearly not written to the designated purpose.
Off Topic	 For ELA Full Writes only: A writing sample will be judged off topic when the response is unrelated to the task or the sources or shows no evidence that the student has read the task or the sources (especially for informational/explanatory and opinion/argumentative). Off-topic responses are generally substantial responses.
Non-Specific	• This condition code is assigned to machine-scored responses when TDS identifies that the response requires a condition code but cannot determine which specific condition code it requires.

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Handscoring for Interim Assessments

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

Table 11. Handscoring ELA and Math Items on Interim Assessments

Grade	# of ICA ELA Handscored Items	# of IAB ELA Handscored Items	# of ICA Math Handscored Items	# of IAB Math Handscored Items
3	n/a	1 (Reading Informational Text)	n/a	4 (PT Only)
4	n/a	n/a	n/a	4 (PT Only)
5	n/a	n/a	n/a	4 (PT Only)
6	n/a	n/a	n/a	2 (PT Only)
7	n/a	n/a	n/a	2 (PT Only)
8	n/a	n/a	n/a	2 (PT Only)
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.

Access the Online User Guide

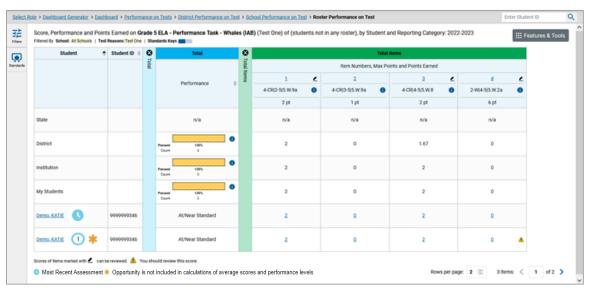
In the banner, click **Help**. The guide opens in a pop-up window, showing the help page specific to the page you're on. For example, if you click **Help** while on the dashboard, the Overview of the Dashboard page appears.

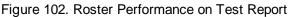
Μ

Multiple 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 102, reports display a row of data for each opportunity. A clock icon \bigcirc appears next to the most recent opportunity. Previous opportunities are marked with numbers \bigcirc , starting from the earliest test taken. An asterisk icon * indicates that an opportunity is not included in calculations of average scores or performance distributions.





Ν

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

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

Ρ

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 notice a number with "±" before it. This is the standard error of measurement (SEM). A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. As an example, if a student receives a test score of 75 with an SEM of 4, that tells us that the student's knowledge and skills fall between 71 and 79. For average scores at aggregate levels, the number following "±" is the standard error of the mean.
 - **Performance level data**, which are used for tests with performance levels (also known as proficiency levels). Performance levels provide qualitative measurements of students' proficiency in relation to a particular standard or set of standards.
- Some aggregate reports include performance distribution bars, as in Figure 103, showing the percentage and number of students who achieved each performance level.
- These bars are color-coded, with three performance levels being coded red-yellow-green, four being coded red-yellow-green-blue, and five being coded red-yellow-green-blue-purple.
- Measures in aggregate reports for adaptive tests may also include Weak or Strong?, Proficient?, and % Correct.
 - **Percent proficient**, also shown in some aggregate reports (Figure 103), represents the total percentage of students who achieved proficiency. It typically includes those who fell into the top one to three performance levels.

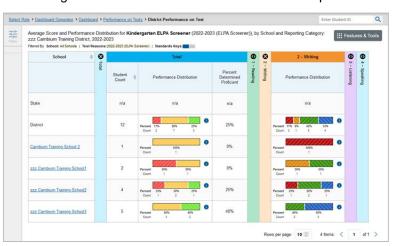


Figure 103. District Performance on Test Report

In a report, click the more information button in the score or Performance Distribution columns. A legend appears (Figure 104), explaining what the scores or performance levels indicate. Figure 104. My Students' Performance on Test Report with Expanded Performance Distribution Legend



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

R

Report Tables

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 \blacklozenge when the column is sorted in ascending order.

Specify the Number of Rows Displayed

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

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

Centralized Reporting System User Guide

View Additional Table Rows

- To move to the next and previous pages in a table, click the arrow buttons at the lower-right corner of the table.
- To jump to a specific table page, enter the page number in the field **1** at the lower-right corner of the table.

View Additional Table Columns

- To scroll the table to the right or left, click the arrow buttons 🕑 🔄 on the right and left sides of the table. Alternatively, click and drag the horizontal scrollbar at the bottom of the table.
- If a table contains expandable and collapsible accordion sections, you can click the section bars to expand and collapse them.

Expand All Accordion Sections in a Table

If you're navigating the page by tabbing through it, 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.

S

Secure File Center

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

Each user's Secure File Center is personal to them and not shared among other users. Users can easily manage the files in their Secure File Centers. 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. Users can archive or delete files as needed. Users can also share files by sending them to other users' Secure File Centers.

Access and Manage Files in the Secure File Center

The files in the Secure File Center are listed in the order in which they were created. The file creation and file expiration dates appear, if applicable. The number of days remaining until a file expires is also displayed next to a file. By default, exported files are available for 30 days while secure documents are available for the period specified by the HIDOE. You can access the Secure File Center from any page in

Centralized Reporting to either download the file or archive the file. You can also delete the files you have exported, but not files added by admin users.

1. In the banner, click Secure File Center. The Secure File Center window appears (Figure 105). By default, the Secure File Center displays the View Documents tab.

Figure 105. Secure File Center Window: View Documents Tab: Recent Sub-Tab

	cure File Center	Send Files	
Recent Archived	Search filenames or labels		Search
▲ System Labels	Name \$	Created 븆 Expires 💠	Expires Int Actions
SHOW Reporting	KulaaoHawaii_StudentISRs_163153261	09/12/2023 10/12/2023 10:31 AM 10:31 AM	29 days
SHOW	KulaaoHawaii_StudentISRs_163005768 PM.zip Reporting	09/12/2023 10/12/2023 10:30 AM 10:30 AM	29 days

- 2. Choose either of the available tabs (Figure 105):
 - Recent: Displays all files except those that have been archived.
 - Archived: Displays files that have been archived.
- **3.** *Optional*: To filter the files displayed, enter a search term in the text box in the upper-right corner.
- 4. Optional: To hide or display system labels, click the System Labels toggle.
- 5. Optional: To hide files with a particular system label, clear the checkbox for that label.
- 6. Optional: To hide or display custom labels, click the Custom Labels toggle.
- 7. *Optional*: To hide files with a particular custom label, clear the checkbox for that label.
- **8.** *Optional*: Do one of the following:
 - To download a file, click the name of the file.
 - To add a new custom label or apply an existing custom label, select

To apply a new custom label, mark the checkbox, enter a new custom label in the text box, and select **Save New Label**.

To apply an existing custom label, mark the checkbox, enter an existing custom label in the text box, and select **Apply Label**.

- To archive a file, select 🚺. To unarchive a file from the Archived tab, select 🛃.
- To delete a file, select . Files exported to the Secure File Center or archived can be deleted. However, secure documents uploaded to the Secure File Center by admin users cannot be deleted.

Send Files to Other Users' Secure File Centers

- 1. From the banner, select Secure File Center. The Secure File Center page appears. By default, the View Documents tab displays.
- 2. Select the Send Files tab. The Send Files page appears (Figure 106).
- 3. In the Select Recipients field, do one of the following:
 - Select **Role** to send a file or files to a group of users by user role.
 - Select Email to send a file or files to a single recipient by email address.
 - If you select **Email**, skip to step <u>7</u>.

Figure 106. Secure File Center Window: Send Files Tab

ure File Center					
Secure Fi	le Center	C View Documents	Send Files		
Select Recipients			_		
○ Role ○ Email					
Select Role(s)					
○ State roles ○ District roles ○ Sch	ool roles				
✓ Select Organization	n(s)				
Add File					
Choose File	Brows	е			
0 of 10 documents					
* By clicking Send, you agree that Cambi	um Assessment cann	not be held liable for data share	d as a result of sending	these files.	
		Send			

- **4.** In the *Select Role(s)* field, select the role group to which you want to send a file or files. A drop-down list appears.
- 5. From the drop-down list, select the role(s) to which you want to send a file or files. You can choose Select all to send a file or files to all roles in the selected role group.
- **6.** From the *Select Organization(s)* drop-down lists, select organizations that will receive the file(s) you send. These drop-down lists adhere to the user role hierarchy. For example, district-level users will be able to filter at their role level and below.
- 7. If you selected **Role** in step <u>3</u>, skip this step. If you selected **Email** in step <u>3</u>, 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.
- 10. Select Send.

Files display in the Secure File Center after you send them.

Т

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.

A window opens (Figure 107), displaying resource links that either download or open in a new browser tab or window.

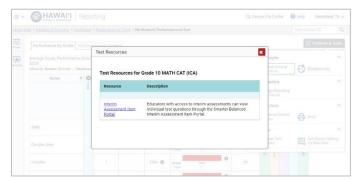


Figure 107. Test Resources Window

U

User Role Change

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

- 1. From the banner menu, select **Change Role**. (Alternatively, click the **Select Role** link in the path at the upper-left corner.) The **Change Role** window appears.
- 2. From the Role drop-down list, select the desired role and institution (entity name) combination.
- 3. Click Continue. The window closes and the Dashboard Generator page appears.

User Support

For additional information and assistance in using the 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

Please provide the Helpdesk with a detailed description of your problem, as well as the following:

- If the issue pertains to a student, provide the student's SSID and associated complex or school. Do not provide the student's name.
- If the issue pertains to a Test Information Distribution Engine (TIDE) user, provide the user's full name and email address.
- Any error messages and codes that appeared, if applicable.
- Operating system and browser information, including version numbers (for example, Windows 11 (23h1) and Firefox 113 or macOS 13.3 and Safari 16).

Change Log

Location	Change	Date
View Data from a Previous Point in Time	Clarification on how the date setting works.	02/26/2024
Score Items	Clarification on scoring notes.	02/26/2024
Table 10. Condition Codes	Clarification on Condition Codes.	04/30/2024