Reporting System User Guide

2023–2024

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Prepared by Cambium Assessment, Inc.

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Introduction to the User Guide

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

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

It includes the following sections:

- Navigate Reports for Summatives and Interims
- Set Up Reports for Summatives and Interims
- Export and Print Data on Summatives and Interims

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

- Access Item-Level Data on Interims
- Score Items on Interims
- Set Up Interim Reports

Key Changes

The list below describes key changes to the document for the 2023–2024 school year.

- Added a section for the new Cross-Sectional Report.
- Edited the hand scoring sections to reflect slight changes in the interface.
- Updated all mentions of Secure Inbox to Secure File Center.
- Updated the Class (Roster) Management section to reflect the redesign of the Roster Manager tool.

Navigate Reports for Summatives and Interims

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

Understand Which Students Appear in Your Reports

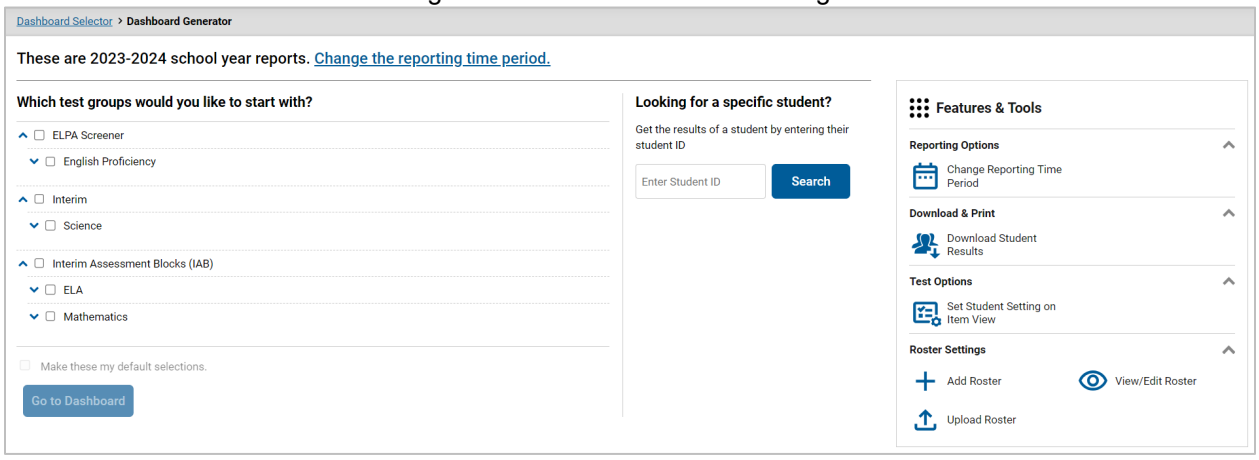
- Teachers and School-level users can view data for all students in their schools who have completed assessments.
- District-level users can view data for all students in their districts who have completed assessments.

Start Viewing Reports

Use the Dashboard Generator Page

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

Figure 1. Dashboard Generator Page



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

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

1. *Optional*: To change the test groups listed in the Dashboard Generator, change the reporting time period.

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

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

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

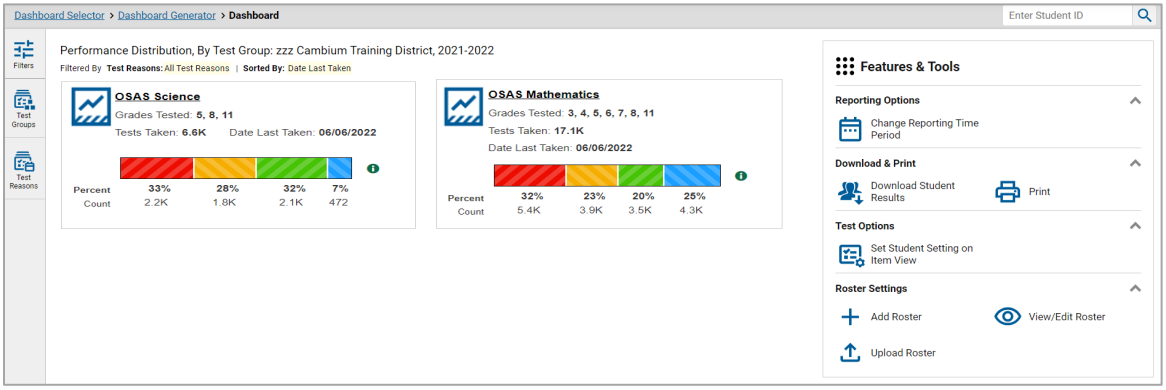
Use the Dashboard to View Aggregate Test Results

All users except state-level users can view the standard dashboard (Figure 2). It displays aggregation cards 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 Figure 2 is for OSAS Science).

Each aggregation card displays the test group name, a list of grades, the number of tests taken 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.

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

Figure 2. Dashboard



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 change the reporting time period.

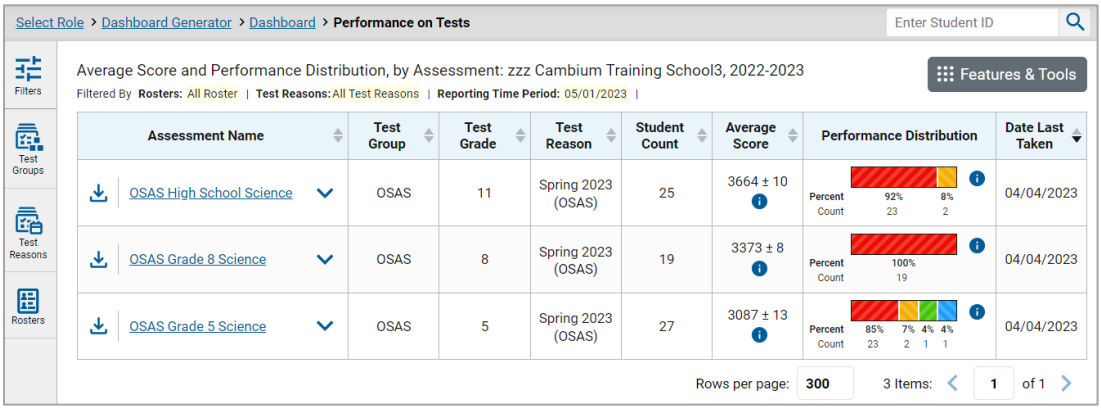
To change the test groups and test reasons that appear, use the **Filters** panel on the left. For more information on filtering, refer to Set Up Reports for Summatives and Interims and Set Up Interim Reports to Suit Your Needs. You can also backtrack to the Dashboard Generator using the link in the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

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, users see one table, as in Figure 3. This table lists all the assessments in the test group.

Figure 3. Teacher and School-Level User View: Performance on Tests Report



For each test, the assessments table shows the test group, test 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 Set Up Reports for Summatives and Interims and Set Up Interim Reports to Suit Your Needs.

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.

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

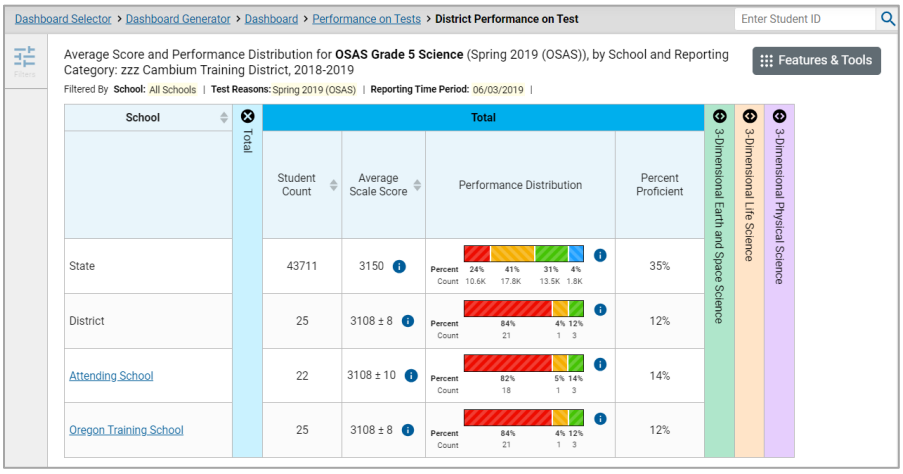
You can view test results for a district on a particular test. This gives you a high-level view of how the district is performing.

Access Test Results for a District

1. Generate a dashboard and click a test group name.

2. Click a test name in the table of assessments. The District Performance on Test report appears, listing schools in the district (Figure 4).

Figure 4. District Performance on Test Report



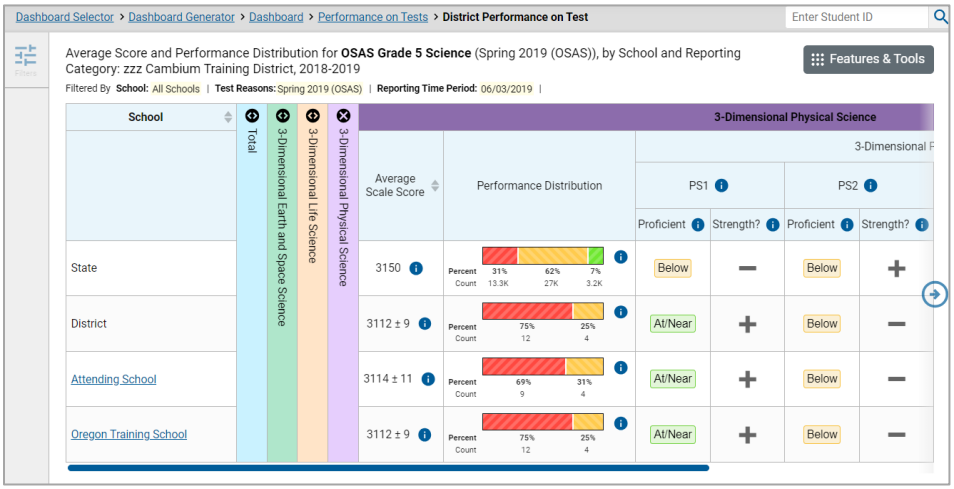
Determine Which Schools in the District Performed Well on This Assessment

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

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

Click the vertical section bars to expand the reporting category sections (as in Figure 5).

Figure 5. District Performance on Test Report with Expanded Reporting Category Section



Teachers, School- and District-Level Users: View Test Results for a School on a Particular Test

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

Access Test Results for a School

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. The School Performance on Test report appears.

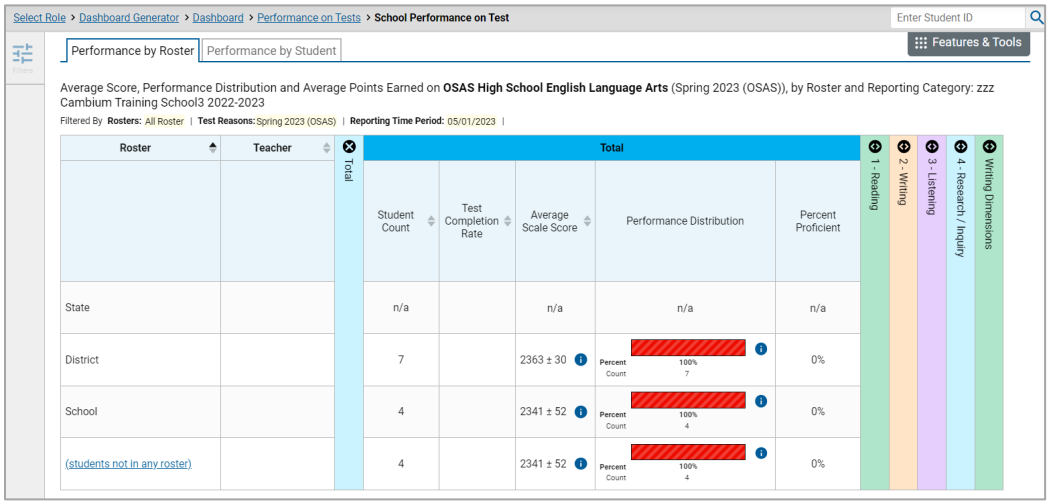
District-level users:

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 school appears.
3. Click the name of the school for which you would like to see results. The test results for the school appear.

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

The **Performance by Roster** tab is open by default, as in Figure 6.

Figure 6. School Performance on Test Report: Performance by Roster Tab



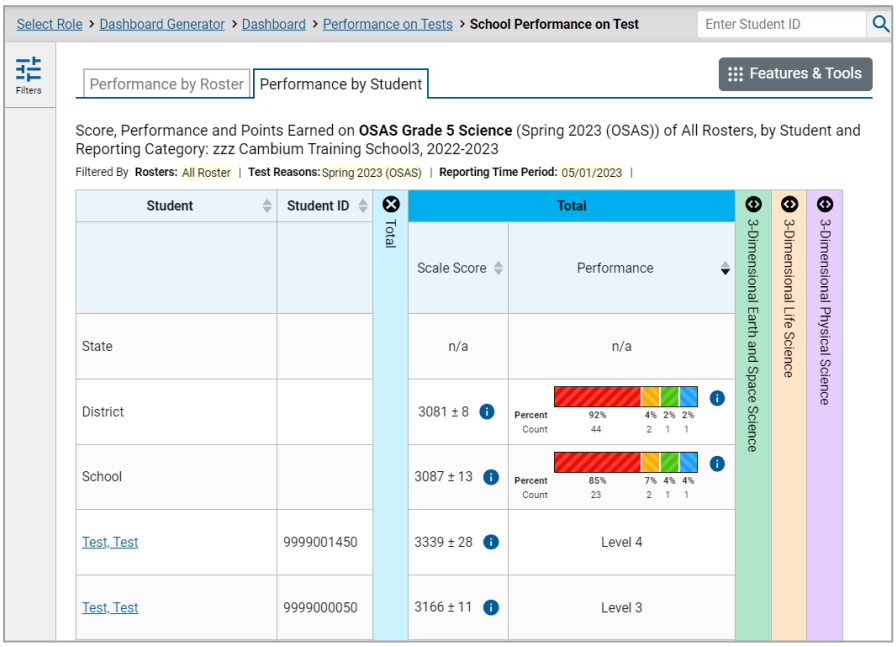
Teachers and School-Level Users: View Student-Level Data for All Your Students

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

1. Generate a dashboard and click a test group name.
2. Click a test name in the assessments table at the top of the page.

3. In the report that appears, select the **Performance by Student** tab, as in Figure 7. The results that appear list all your students. The first few rows also show aggregate performance data for your state, district, and school.

Figure 7. School Performance on Test Report: Performance by Student Tab



To find out which students performed best, click the Performance Distribution column 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.

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.

2. Click a test name in the table of assessments. The School Performance on Test report appears. It is open to the **Performance by Roster** tab.

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

1. Generate a dashboard and click a test group name.

2. Click a test name in the table of assessments. A page of district test results appears, listing schools within the district.

3. Click a school name. The School Performance on Test report appears, open to the **Performance by Roster** tab.

Determine Which Classes (Rosters) Performed Well on This Assessment

To find out which classes performed best on the test, look at the bars in the Performance Distribution column to see 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.

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.

Summative and interim tests cover multiple reporting categories, while a benchmark test 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.

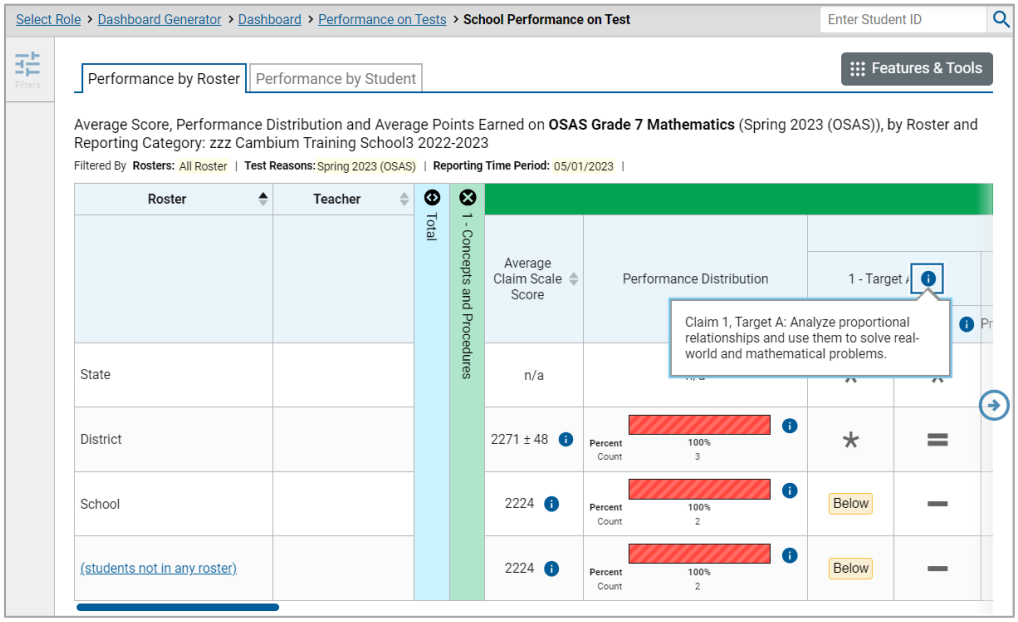
An educational standard, sometimes called an assessment target, describes the skill the item measures. Standards are nested within clusters or claims (groups of standards).

The Targets sub-section (shown in Figure 8) contains the following:

- **Claims** within the reporting category.
    - **Targets** within each cluster.
        - **Measures** within each standard.

To learn more about each standard, click the more info button to the right of the standard name.

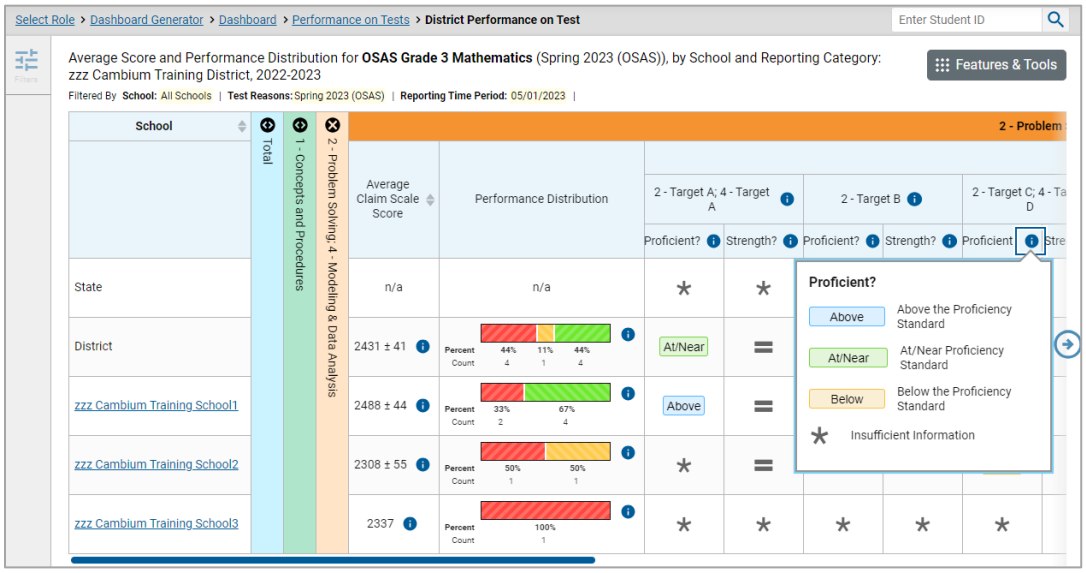
Figure 8. School Performance on Test Report: Performance by Roster Tab with Expanded Reporting Category Section



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

- **Strength?:** You may want to identify strengths and growth areas in different targets 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 target compares with their average performance on the overall test. Note that these icons indicate only relative performance and not proficiency.
- **Proficient?:** This column displays icons indicating whether students have on average attained proficiency in the assessment target.

Figure 9. District Performance on Test Report: Reporting Category Section



To learn more about these measures and the symbols they use, click the more info button to the right of each measure.

View and Interpret Writing Dimension Measures

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.

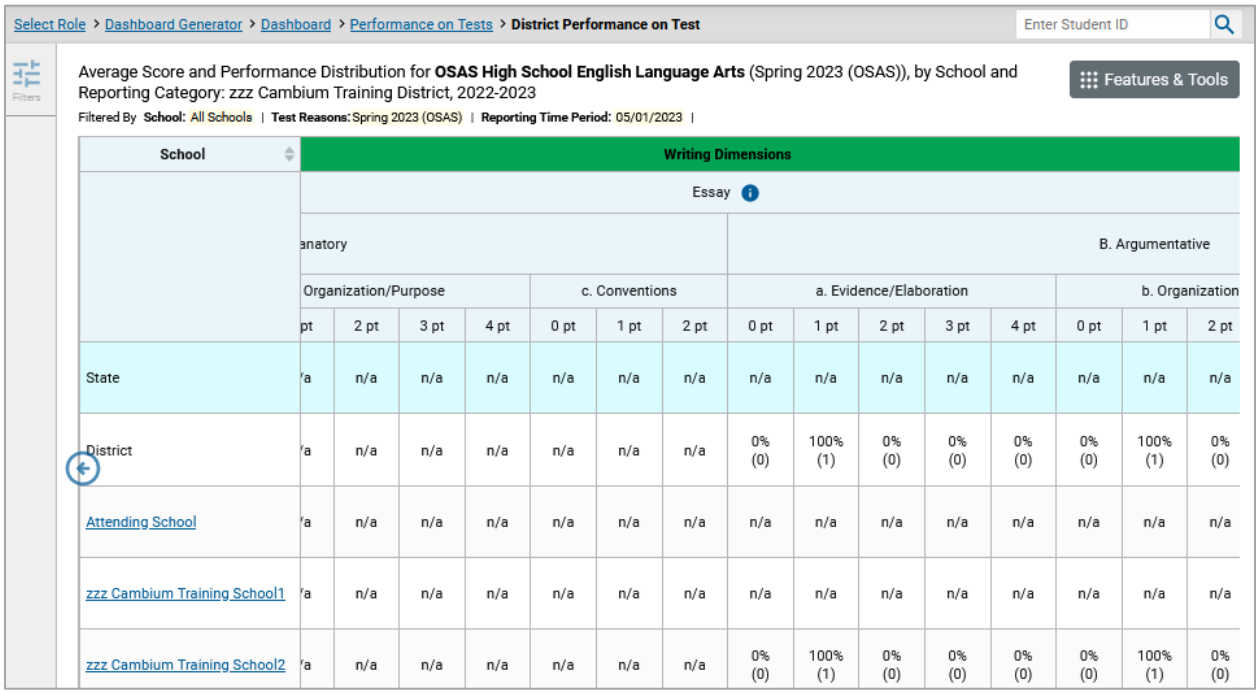
The **Writing Dimensions** section (Figure 10) contains the following under the Essay header:

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

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

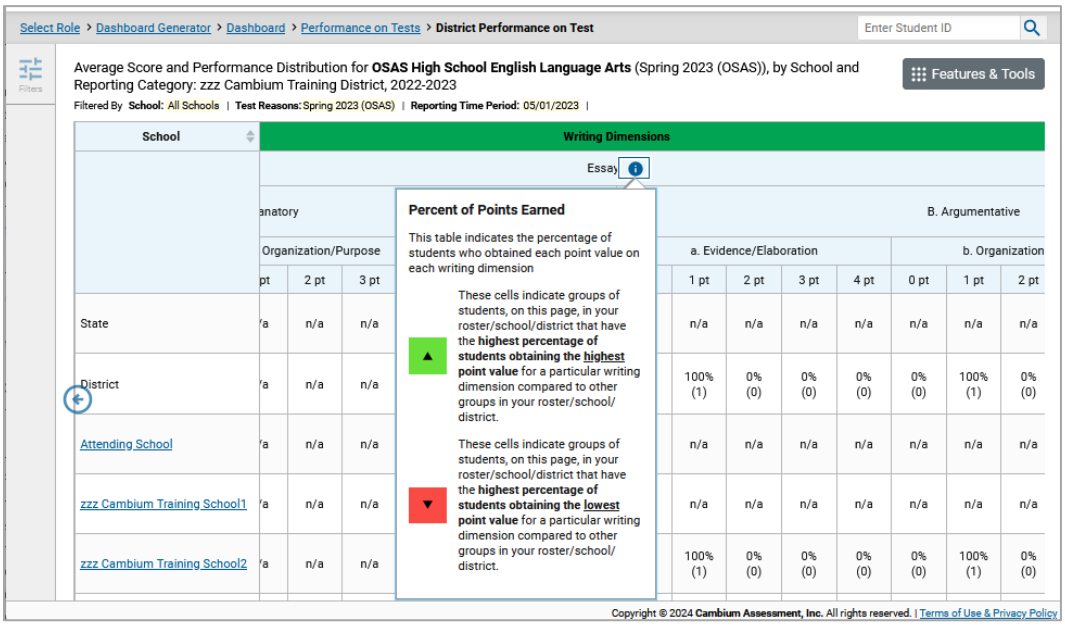
Note that highlighting and arrow icons do not appear where they are not useful. A report containing only one row of data does not have them, and neither does a row in which the percentages are “n/a” or are all the same.

Figure 10. District Performance on Test Report with Expanded Writing Dimensions Section



To learn about the highlighting and arrow icons, click the more info button in the Essay header. A legend expands, as in Figure 11.

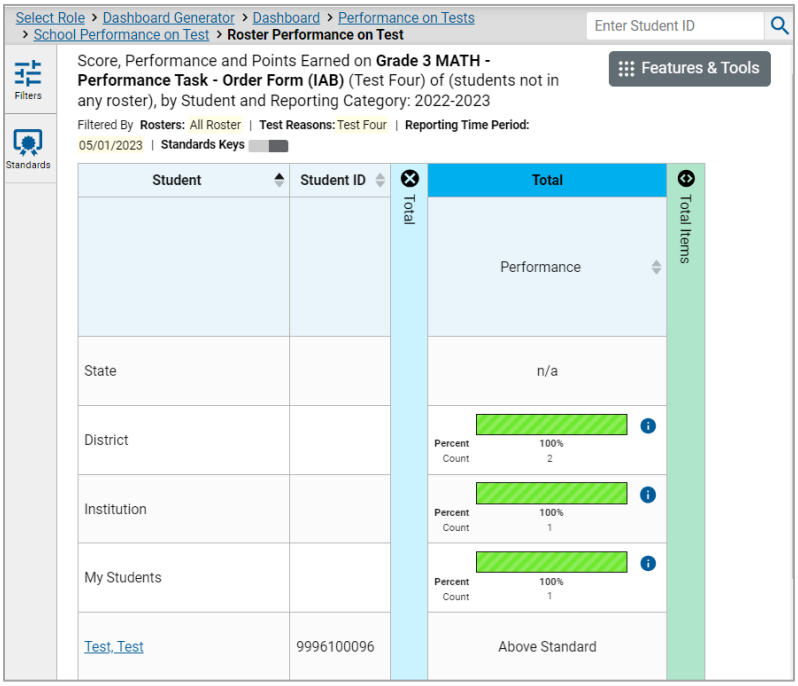
Figure 11. District Performance on Test Report with Expanded Legend



Access Test Results for an Individual Class (Roster)

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

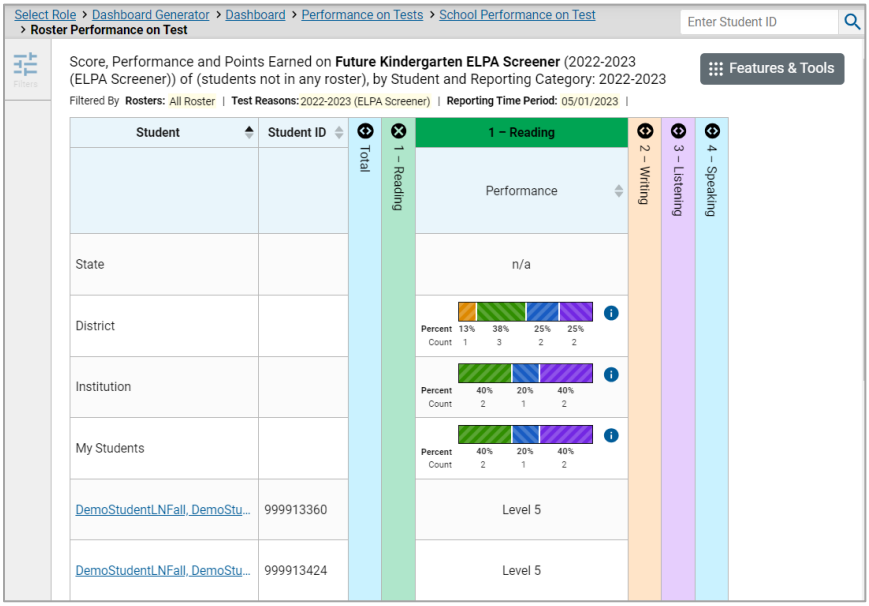
Figure 12. School-Level User View: Roster Performance on Test Report



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 13. Click the vertical section bar to expand each section.

Figure 13. School-Level User View: Roster Performance on Test Report with Expanded Reporting Category Section



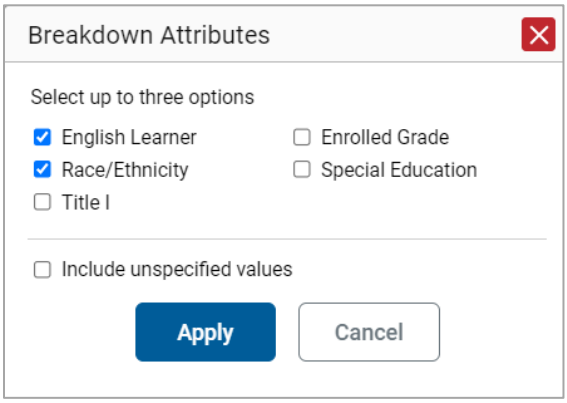
View Test Results Broken Down by Student Groups

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

View Test Results Broken Down by Student Groups

1. Click **Breakdown By** in the **Features & Tools** menu. The ***Breakdown Attributes*** window opens (Figure 14).

Figure 14. Breakdown Attributes Window



2. Select up to three student demographic categories.

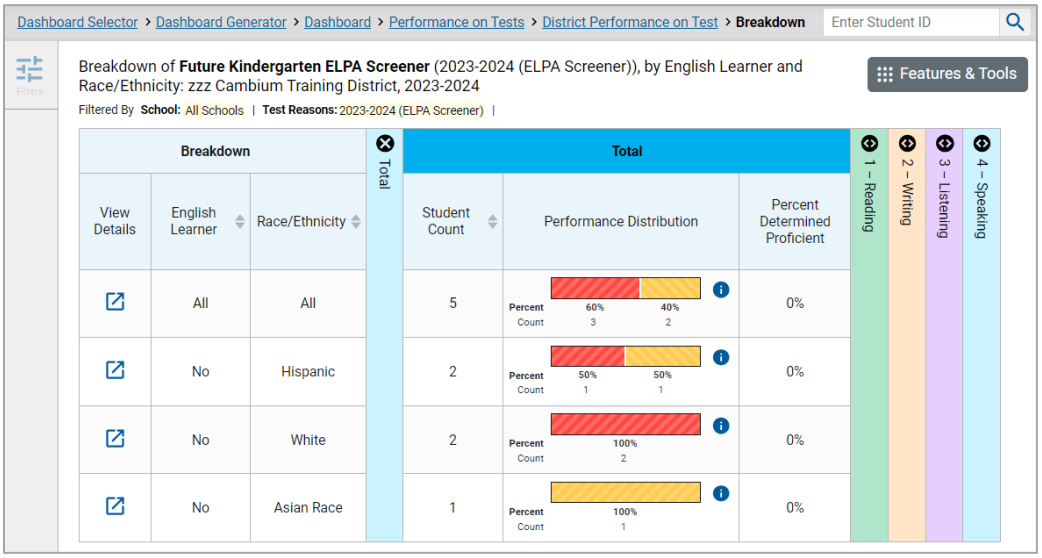
   There is also an **Include unspecified values** checkbox, explained below:

   - 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 group selected are displayed in the report (Figure 15).

Figure 15. Demographic Breakdown of a Performance on Test Report

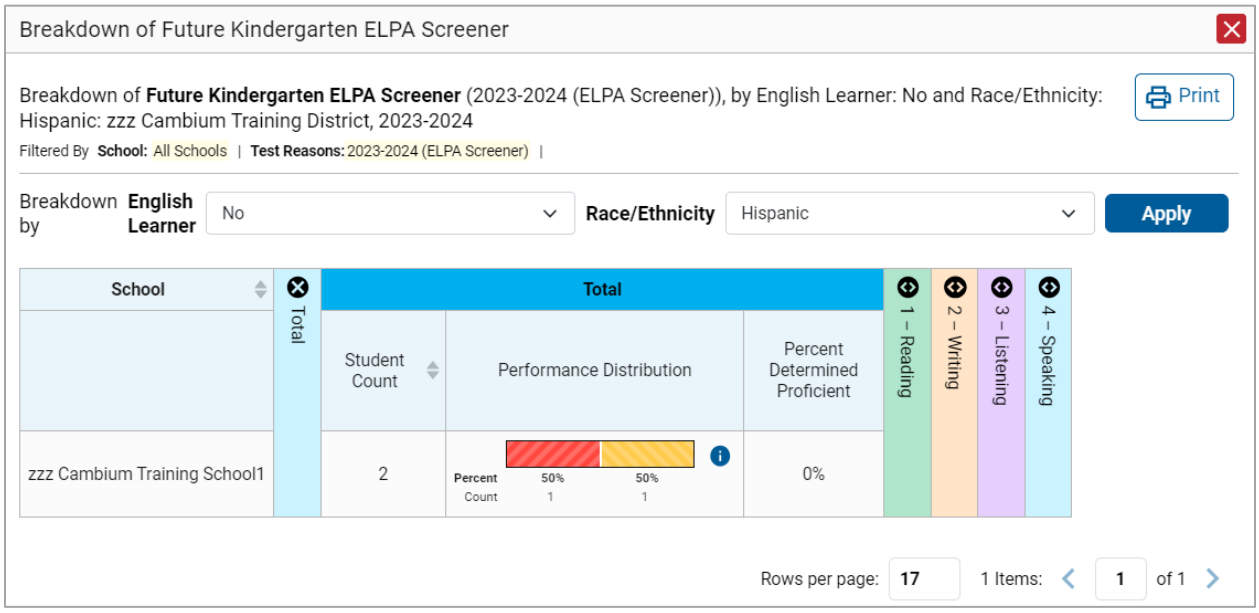


View Test Results for a Particular Student Group or Combination

When viewing test results broken down by groups, go to the row for the demographic combination you want to view and click the view button in the View Details column on the left (Figure 15).

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 groups (Figure 16).

Figure 16. Demographic Combination Breakdown Window



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 student groups you want to see and click **Apply**. The new combination is displayed.

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

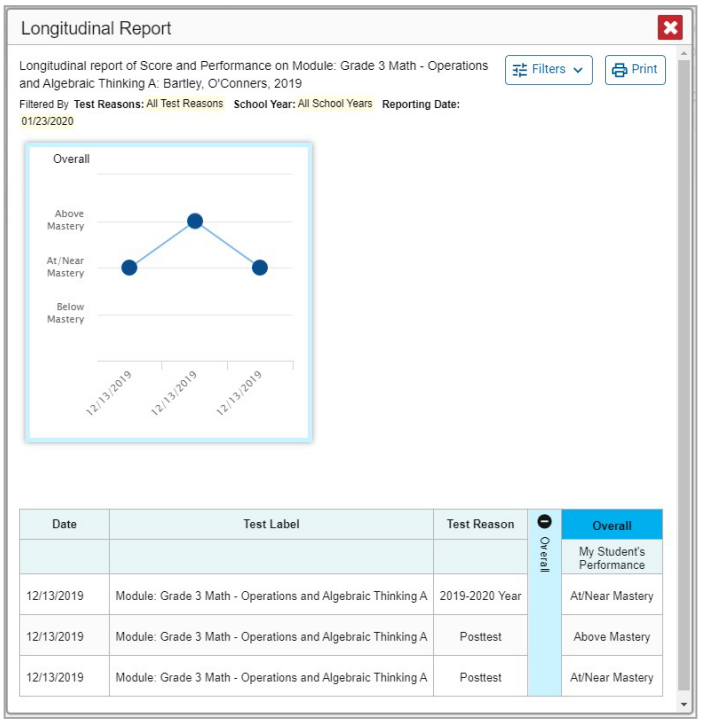
Track Student Performance Over Time

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

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

- A group of students who have completed every assessment available in the report. Note that a certain percentage of students must have taken *all* the related assessments in order for you to generate a Longitudinal Report.
- An individual student (Figure 17).

Figure 17. Longitudinal Report Window: Report for a Single Student with a Single Reporting Category



Access a Longitudinal Report Comparing Related Assessments

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

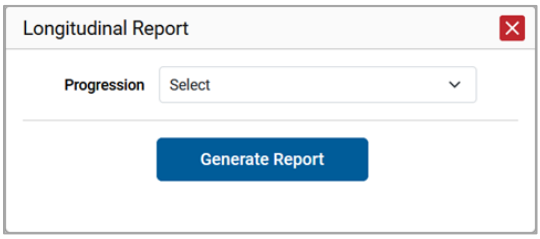
Click the **Build Longitudinal Report** button in the **Features & Tools** menu.

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

- If you are viewing a Longitudinal Report for which both interims and summatives are available, the **Progression** drop-down list (Figure 18) appears. Use it to select which test types to view in the

Longitudinal Report: summative, interim, or a combination. This drop-down list does not appear when only one test type is available.

Figure 18. District-Level User View: Longitudinal Report Window: Report Options Page with Progression Drop-Down List Only



- 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 17). 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.

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

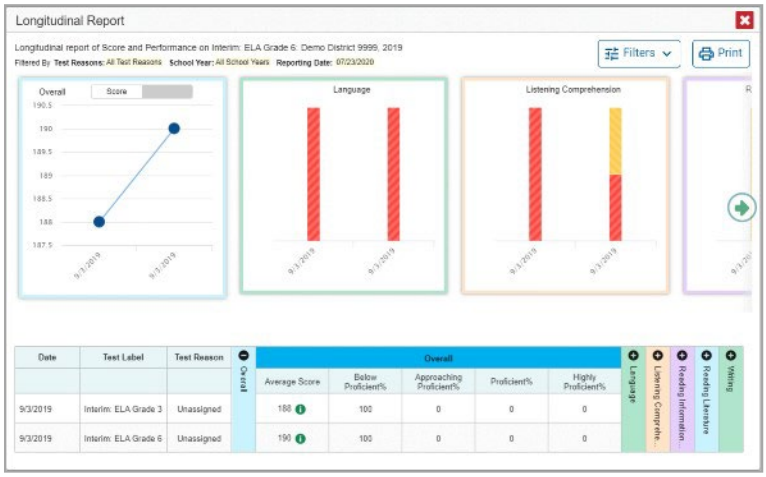
Mouse over the data points in a line graph or the sections in a bar to get more information.

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, as in Figure 19. 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 19. Longitudinal Report Window: Report for Multiple Students with Multiple Reporting Categories



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 (Figure 19). 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.

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 (Figure 20) to find out which symbols correspond to which types.

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. Click **Generate Report** again.

Alternatively, if your report contains multiple test types, click the test type toggles in the legend immediately below the graphs (Figure 20) to hide and show data for each one. Note that these toggles do not affect report printouts or exports.

Figure 20. Longitudinal Report Window: Summative & Interim Report for Multiple Students with Multiple Reporting Categories

Filter Test Opportunities to Show Some and Not Others

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

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

1. Open the **Filters** menu at the upper-right corner and select the filter options you prefer from the drop-down lists.

   - You may want to filter by a particular school year or years. Note that years are not calendar years. "2022" refers to the 2022–2023 school year. By default, Longitudinal Reports show data for all years.

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

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

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

View a Cross-Sectional Report

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

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

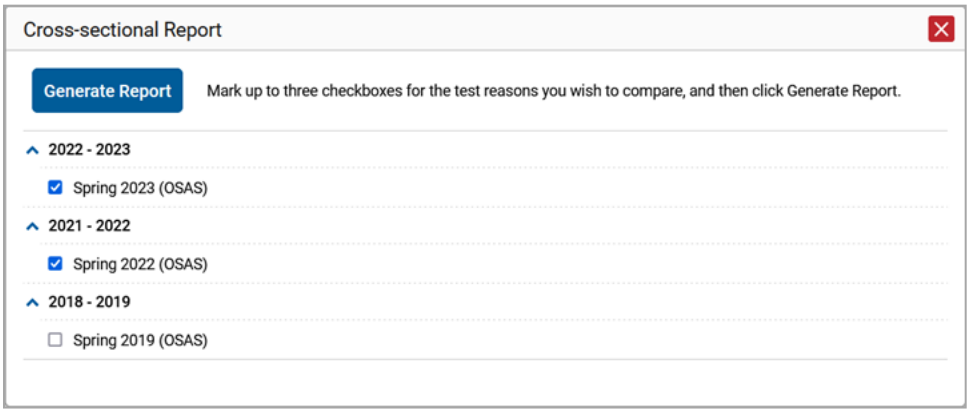
- A teacher or school-level user can view a report for their school.
- A district-level user can view a report for their district or any school within it.

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

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

2. Click **Build Cross-Sectional Report** in the **Features & Tools** menu. The ***Cross-Sectional Report*** window opens, displaying report options (Figure 21).

Figure 21. Cross-Sectional Report Window: Report Options Page



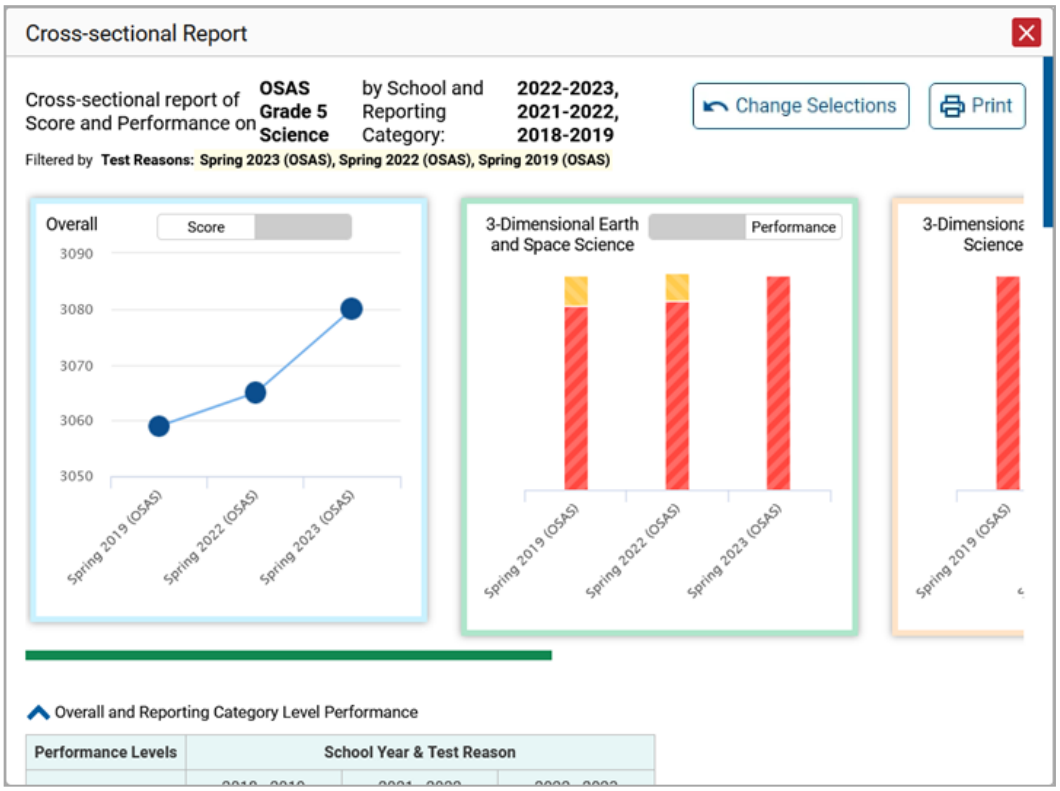
3. From the list of school years and test reasons, select up to three test reasons you wish to compare.

4. Click **Generate Report**. The report appears (Figure 22), 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 22). It shows the scores or performance levels of the institution for each test reason.

Figure 22. Cross-Sectional Report Window (Scrolled to Top)

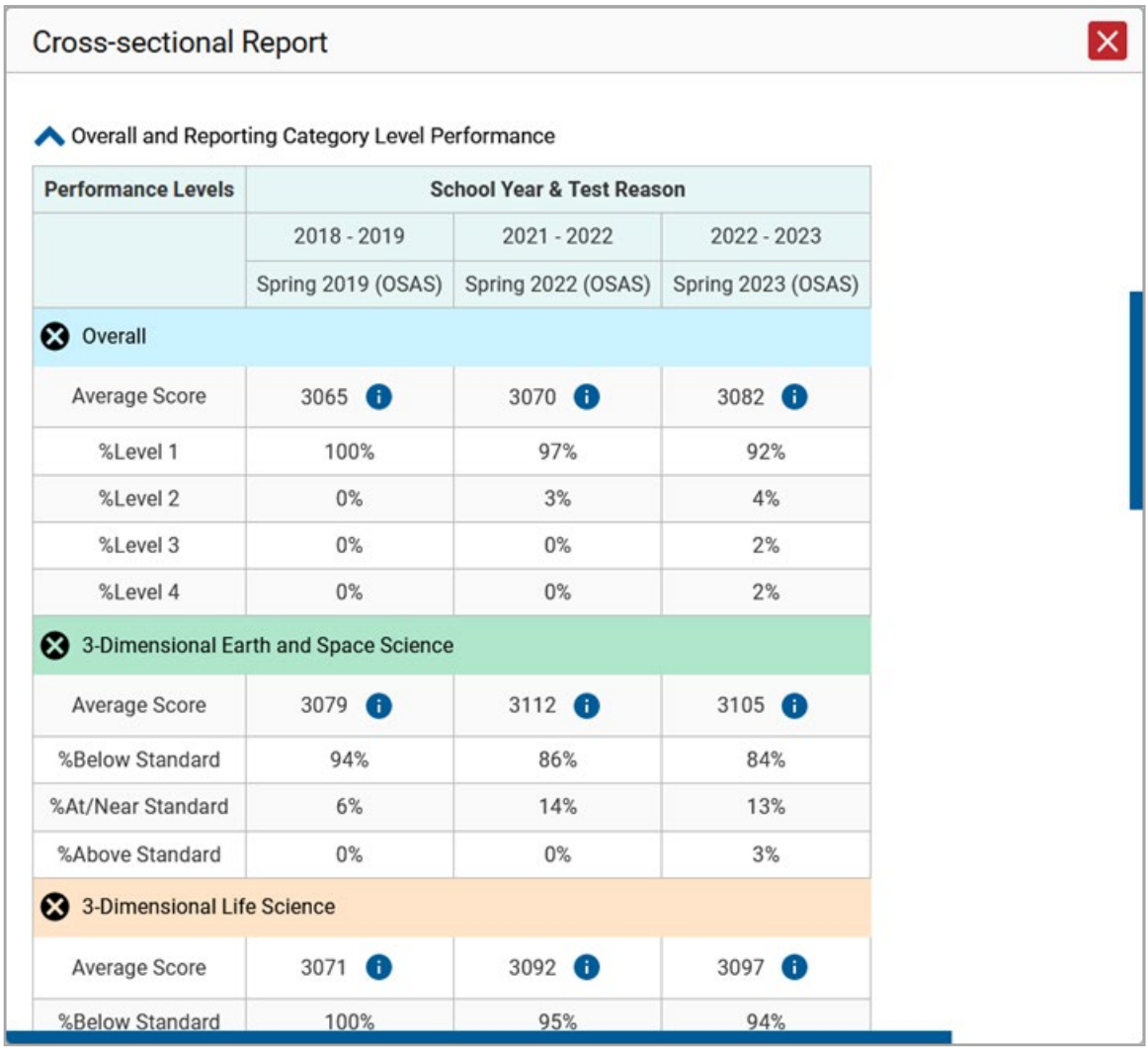


Score data are plotted along a line. Performance level data are shown in performance distribution bars.

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 (Figure 23), look at the **Overall** section.

Figure 23. Cross-Sectional Report Window (Scrolled Down)



Cross-sectional Report

Overall and Reporting Category Level Performance

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 Earth 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 Life Science			
Average Score	3071	3092	3097
%Below Standard	100%	95%	94%

Switch Between Score Data and Performance Level Data

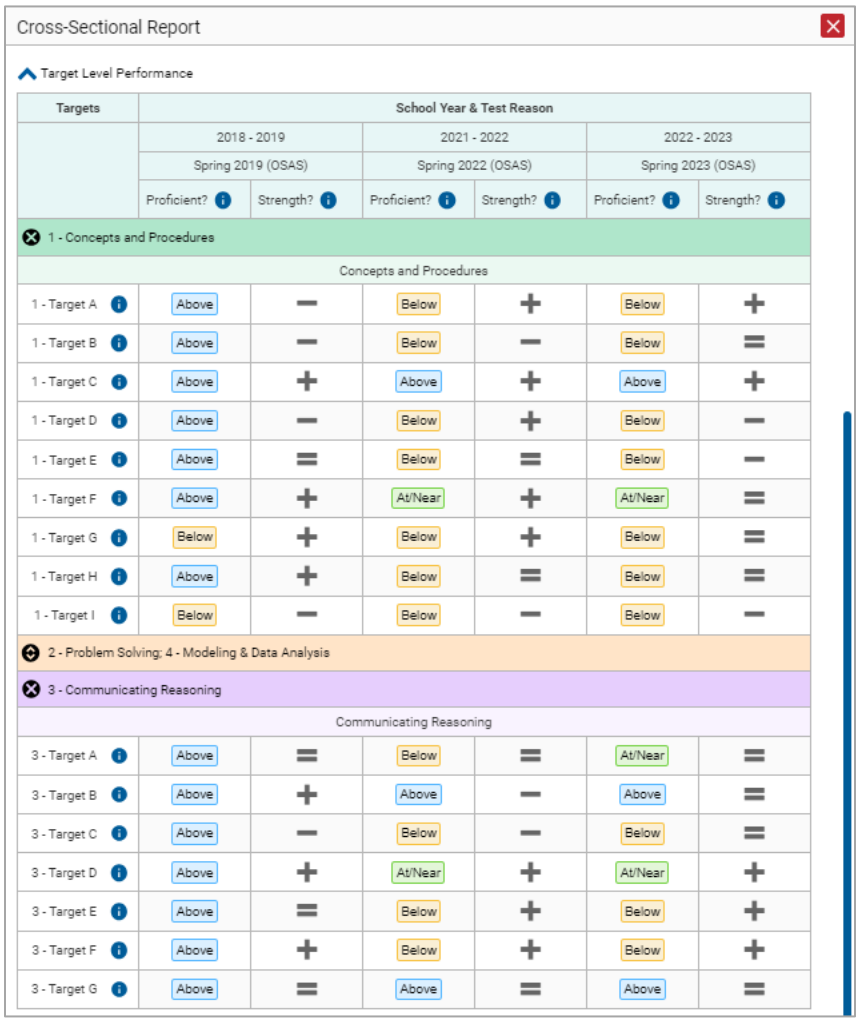
When a graph offers both score data and performance level data, a toggle bar appears at the top of it. Click the toggle to switch between data. You may want to do this if you find performance level data easier to read, or if you prefer the precision of score data. Sometimes tests include only one type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

View the Institution's Performance in Different Areas Over Time

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

- View the reporting category graphs to the right of the overall performance graph (Figure 22), or view the expandable reporting category sections in the first table below the graphs (Figure 23). Here, you can understand at a glance how the district or school is improving or declining in each area, and you can compare its trajectory in different areas.
- Look at the second table below the graphs (Figure 24), which breaks down performance by target. Again, this helps you understand at a glance how the district or school is improving or declining in each area.

Figure 24. Cross-Sectional Report Window (Scrolled Down)



Cross-Sectional Report

Target Level Performance

Targets	School Year & Test Reason					
	2018 - 2019		2021 - 2022		2022 - 2023	
	Spring 2019 (OSAS)		Spring 2022 (OSAS)		Spring 2023 (OSAS)	
	Proficient?	Strength?	Proficient?	Strength?	Proficient?	Strength?
1 - Concepts and Procedures						
Concepts and Procedures						
1 - Target A	Above	−	Below	+	Below	+
1 - Target B	Above	−	Below	−	Below	=
1 - Target C	Above	+	Above	+	Above	+
1 - Target D	Above	−	Below	+	Below	−
1 - Target E	Above	=	Below	=	Below	−
1 - Target F	Above	+	At/Near	+	At/Near	=
1 - Target G	Below	+	Below	+	Below	=
1 - Target H	Above	+	Below	=	Below	=
1 - Target I	Below	−	Below	−	Below	−
2 - Problem Solving; 4 - Modeling & Data Analysis						
3 - Communicating Reasoning						
Communicating Reasoning						
3 - Target A	Above	=	Below	=	At/Near	=
3 - Target B	Above	+	Above	−	Above	=
3 - Target C	Above	−	Below	−	Below	=
3 - Target D	Above	+	At/Near	+	At/Near	+
3 - Target E	Above	=	Below	+	Below	+
3 - Target F	Above	+	Below	+	Below	+
3 - Target G	Above	=	Above	=	Above	=

Modify the Test Reasons You've Selected

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

View Test Results for Individual Students

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

Access Test Results for an Individual Student on a Particular Test

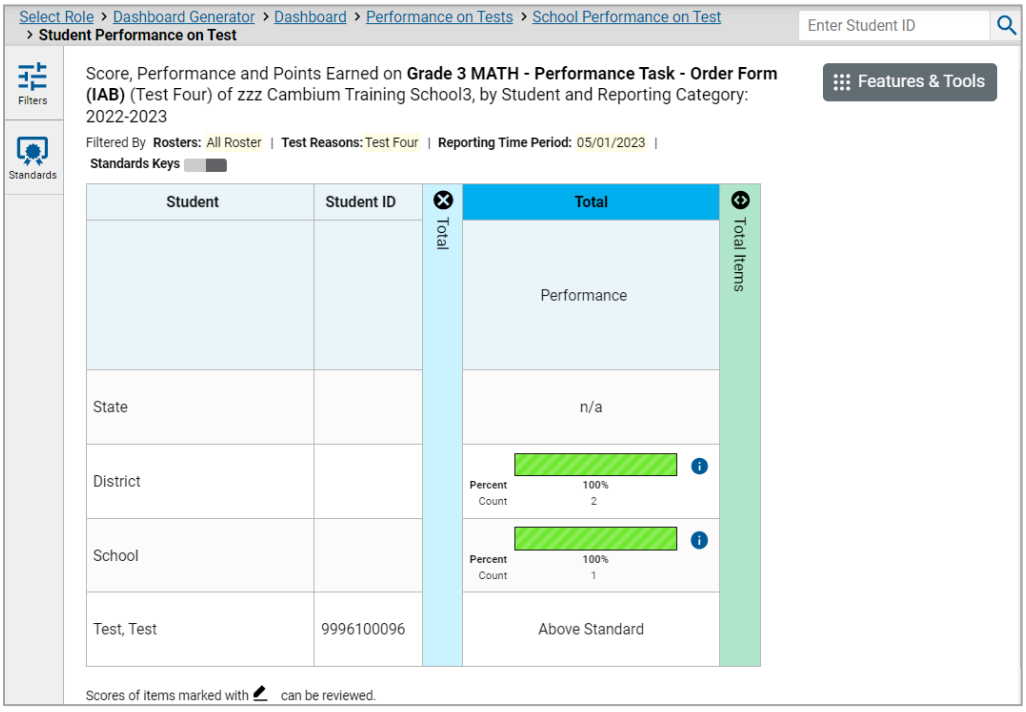
Teachers and school-level users:

1. Generate a dashboard and click a test group name.
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 25).

District-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 3.

Figure 25. Teacher and School-Level User View: Student Performance on Test Report



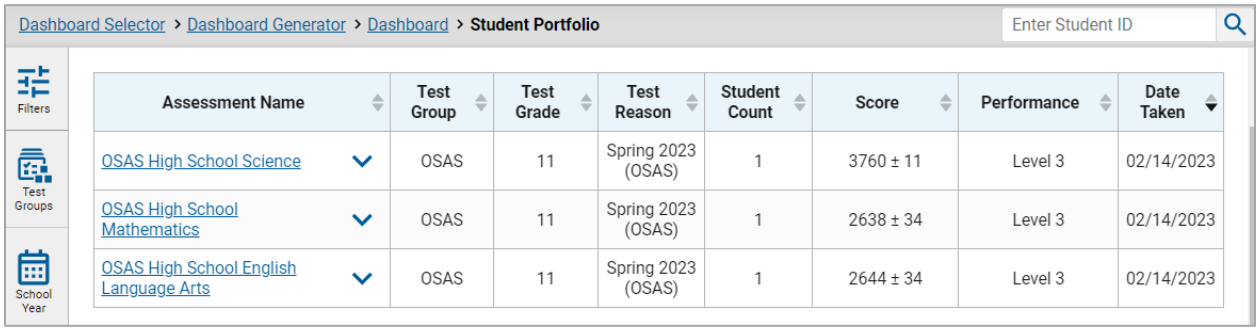
Depending on the test, you can view the student's performance in each area of the test using the reporting category sections, (or Total Items section) and the Writing Dimensions section, which you can click to expand.

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

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

To access this report, enter the student's SSID in the search field in the upper-right corner and click the search button. (When you are viewing the Dashboard Generator and data are available, the same field appears to the right of the dashboard generation controls.) The Student Portfolio Report appears (Figure 26).

Figure 26. Student Portfolio Report



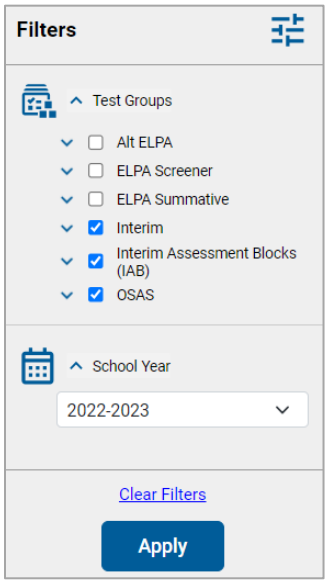
To view individual test results for this student, click a test name.

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

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

1. In the **Filters** panel on the left side of the Student Portfolio Report (Figure 26), click the **Test Groups** button. The **Filters** panel expands (Figure 27).

Figure 27. Expanded Filters Panel



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

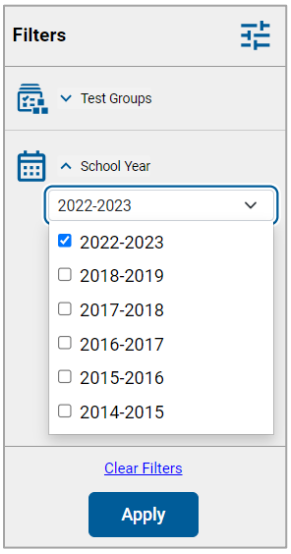
If there are multiple years of data for a student, the Student Portfolio Report can look back at previous years. This gives you a high-level look at the student's progress. Student Portfolio Reports can show student performance from a time when the students were not yet associated with you. For example, 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, click the **School Year** button. The **Filters** panel expands.

2. Under **School Year**, select a year or years (Figure 28Figure 28).

3. Click **Apply**.

Figure 28. Expanded Filters Panel with School Year Drop-Down Expanded



To switch back to the current year:

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

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 and may be generated in Spanish for some assessments.

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

An ISR is a PDF that shows results for a test opportunity. It may consist of a single page or multiple pages. ISR layouts vary according to the type of test. Details of sample ISRs are shown below in Figure 29, Figure 30, Figure 31, Figure 32, and Figure 33.

- At the top of each ISR are the student name and SSID, the name of the test, district, and school, and any other relevant information.
- Below that is a summary of the student's performance. An ISR for a scale-scored test displays the student's performance on a vertical scale that includes all the cut scores and performance levels.
- Each ISR includes a comparison table showing the average performance of the district and/or school.
- Some ISRs include a table detailing the student's performance in each reporting category (as in Figure 30 and Figure 33).
- Some ISRs include item-level data (as in Figure 31), scoring assertions, and/or scoring assertion outcomes (as in Figure 32).
- Some ISRs include longitudinal graphs (as in Figure 33).

Figure 29. Detail of Individual Student Report (ISR): Math Summative

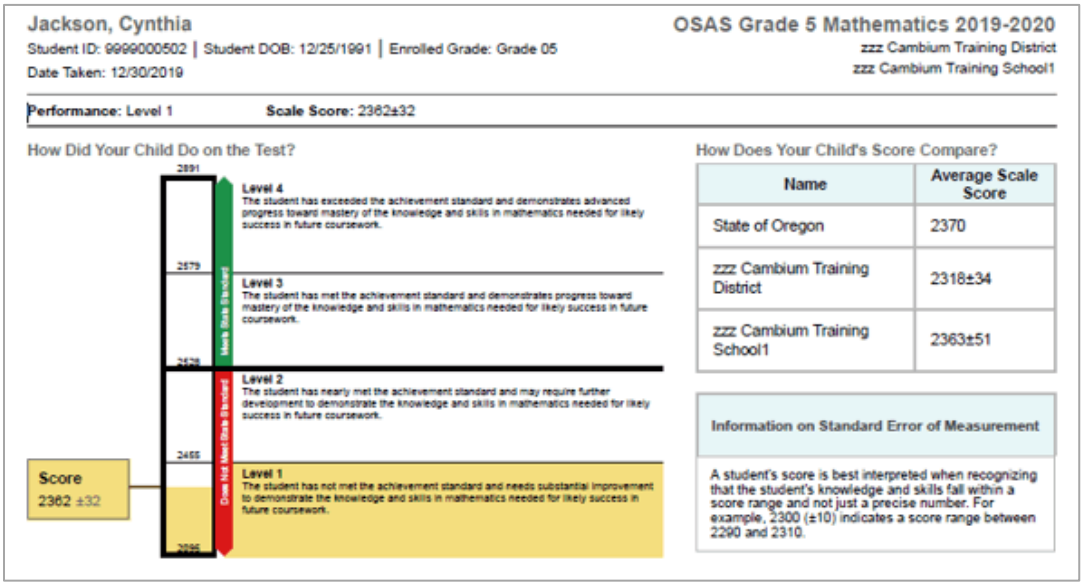


Figure 30. Detail of Individual Student Report (ISR) with Reporting Categories

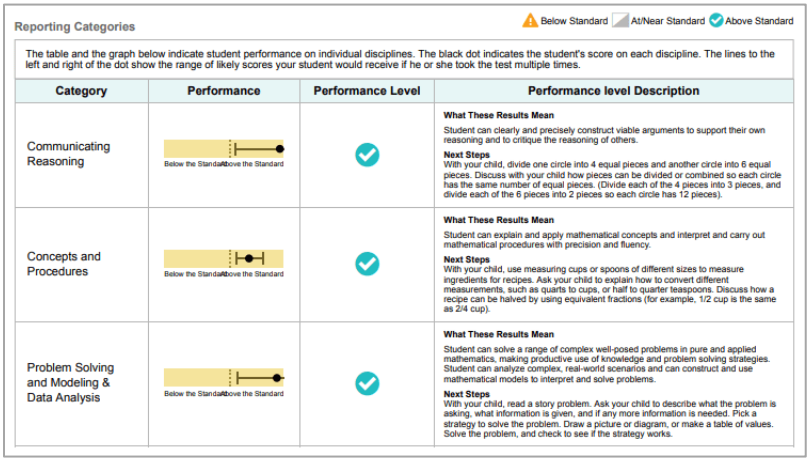


Figure 31. Detail of Individual Student Report (ISR): Math Interim (FIAB) with Standard-Level Data

Grade 6 MATH - Statistics and Probability (FIAB)		
Question #	**Standard**	**Points Earned/Points Possible**
1	Summarize and describe distributions.	1/1
2	Summarize and describe distributions.	1/1
3	Summarize and describe distributions.	1/1
4	Develop understanding of statistical variability.	1/1
5	Develop understanding of statistical variability.	1/1
6	Summarize and describe distributions.	1/1
7	Develop understanding of statistical variability.	1/1
8	Summarize and describe distributions.	1/1
9	Summarize and describe distributions.	1/1
10	Summarize and describe distributions.	1/1
11	Summarize and describe distributions.	1/1
12	Summarize and describe distributions.	1/1
13	Summarize and describe distributions.	1/1

Figure 32. Detail of Individual Student Report (ISR): Science Interim with Scoring Assertions

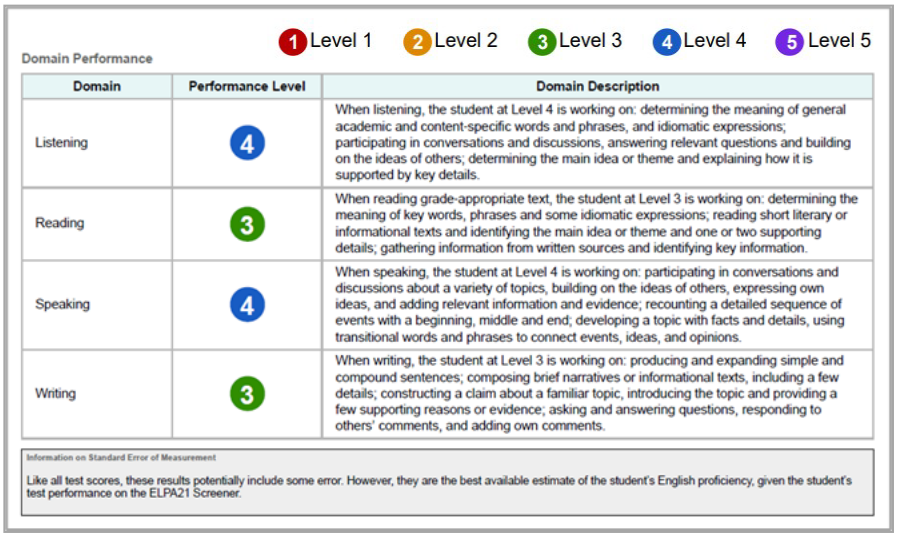
Marquez, Santos
Student ID: 991007093 | Student DOB: 2/3/2002 | Enrolled Grade: 8
Date Taken: 10/18/2018

SCI Interim Grade 8 - Waves 2018-2019
Demo District 9998
Demo School 999801

Score: 1/22

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

Figure 33. Detail of Individual Student Report (ISR): ELPA (Screener)



Domain Performance

1 Level 1 2 Level 2 3 Level 3 4 Level 4 5 Level 5

Domain	Performance Level	Domain Description
Listening	4	When listening, the student at Level 4 is working on: determining the meaning of general academic and content-specific words and phrases, and idiomatic expressions; participating in conversations and discussions, answering relevant questions and building on the ideas of others; determining the main idea or theme and explaining how it is supported by key details.
Reading	3	When reading grade-appropriate text, the student at Level 3 is working on: determining the meaning of key words, phrases and some idiomatic expressions; reading short literary or informational texts and identifying the main idea or theme and one or two supporting details; gathering information from written sources and identifying key information.
Speaking	4	When speaking, the student at Level 4 is working on: participating in conversations and discussions about a variety of topics, building on the ideas of others, expressing own ideas, and adding relevant information and evidence; recounting a detailed sequence of events with a beginning, middle and end; developing a topic with facts and details, using transitional words and phrases to connect events, ideas, and opinions.
Writing	3	When writing, the student at Level 3 is working on: producing and expanding simple and compound sentences; composing brief narratives or informational texts, including a few details; constructing a claim about a familiar topic, introducing the topic and providing a few supporting reasons or evidence; asking and answering questions, responding to others' comments, and adding own comments.

Information on Standard Error of Measurement

Like all test scores, these results potentially include some error. However, they are the best available estimate of the student's English proficiency, given the student's test performance on the ELPA21 Screener.

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.

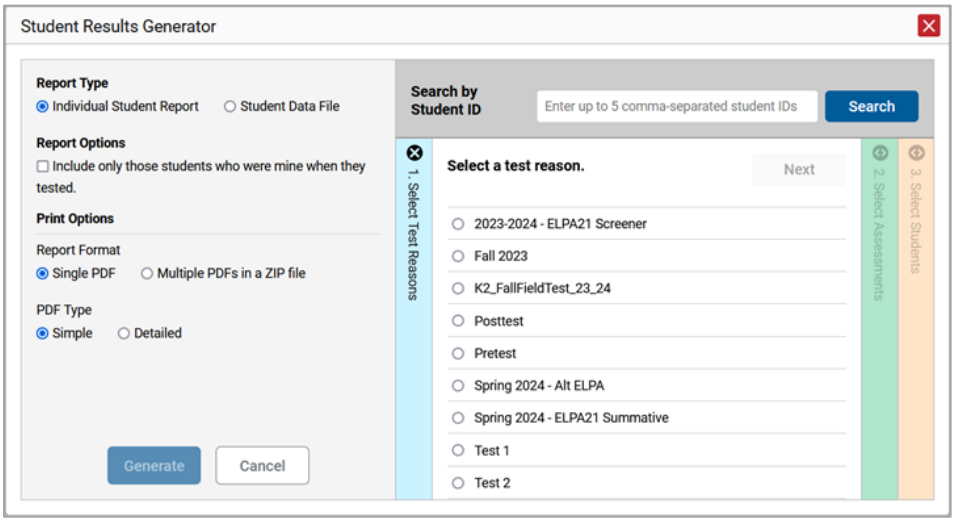
You may want to use the Student Results Generator to simultaneously print large numbers of ISRs.

ISRs can be generated from almost any Reporting 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.

Figure 34. Student Results Generator Window with Default Selection



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. *Optional*: Select **Include only those students who were mine when they tested.** This setting allows you to include students who were associated with you at the time of testing (regardless of their current associations). If you mark this checkbox, students who were not associated with you at the time of testing are excluded. Note: This option appears only if the reporting school year and time are set to the present in ***Change Reporting Time Period***.

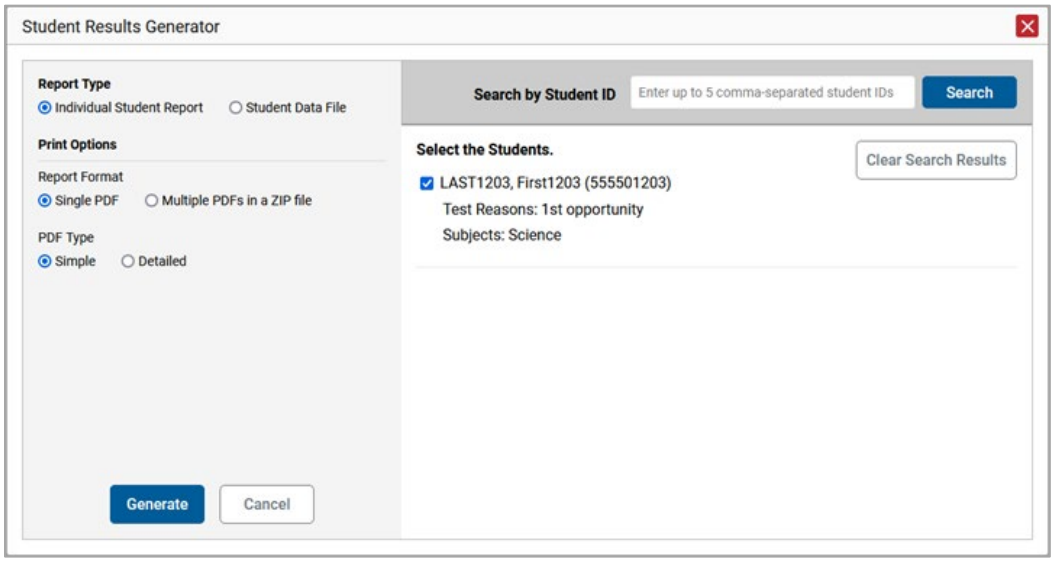
4. If you're generating multiple ISRs, then under Report Format, choose either a single PDF for all the ISRs, or a ZIP file containing a separate PDF for each one. If you select **Single PDF**, the Student Results Generator may nonetheless create a ZIP file of multiple PDFs depending on the number of schools, grades, and opportunities included. **Note: ISR files can be generated for a maximum of three schools at one time (in one zip file).**

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

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

    a. Search for students. In the search field at the upper-right corner, enter up to 5 comma-separated student IDs and click **Search**. The resulting list of students and all the tests they've taken will replace any previous selections, as in Figure 35. To deselect and clear results, click **Clear Search Results**.

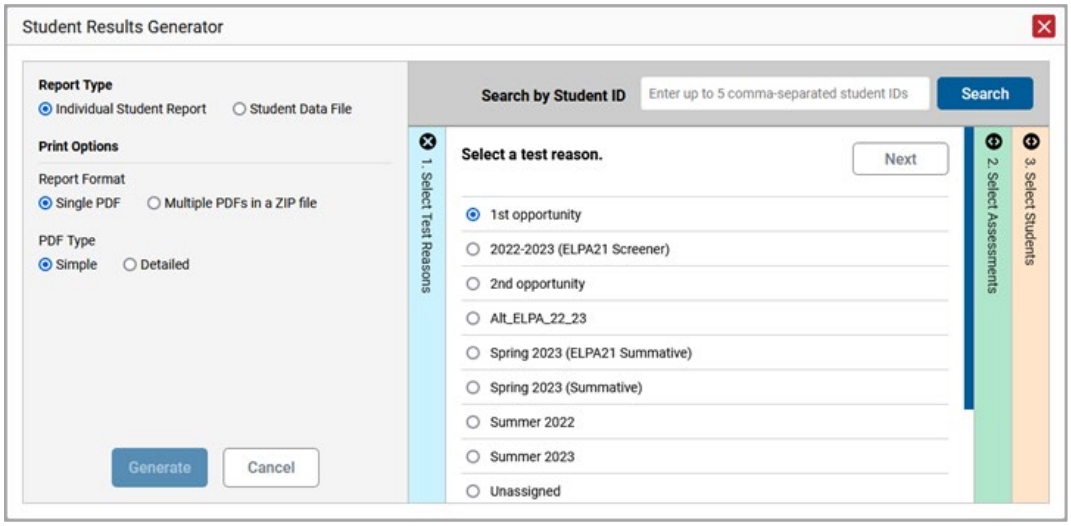
Figure 35. District-Level User View: Student Results Generator Window: Student Search Results



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

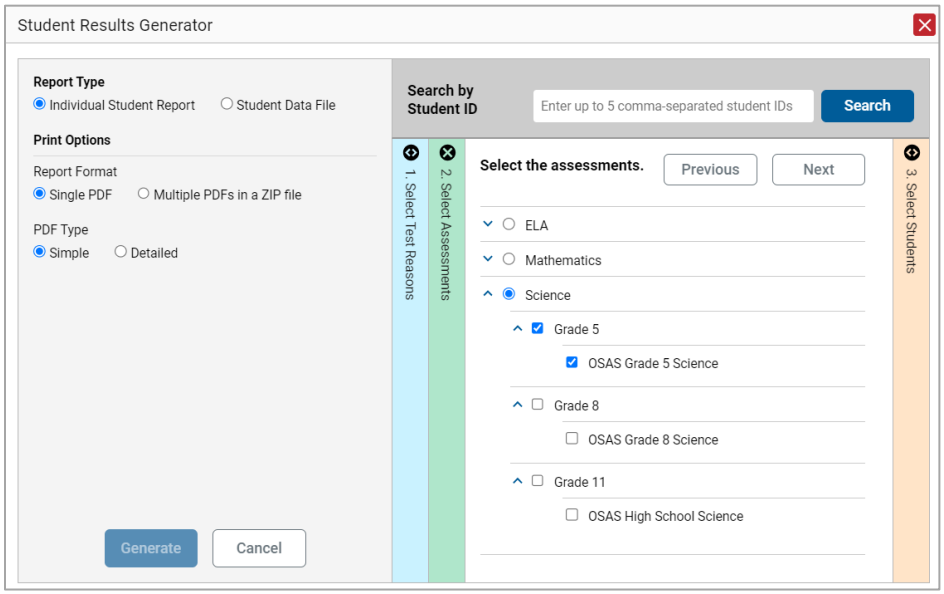
   i. In the **Select Test Reason** accordion section (Figure 36), choose a test reason. Test reasons are either test windows or categories for tests.

Figure 36. Student Results Generator Window: Select Test Reason Selection



   ii. In the **Select Assessments** section (Figure 37), choose any number of tests or grade levels within a single subject.

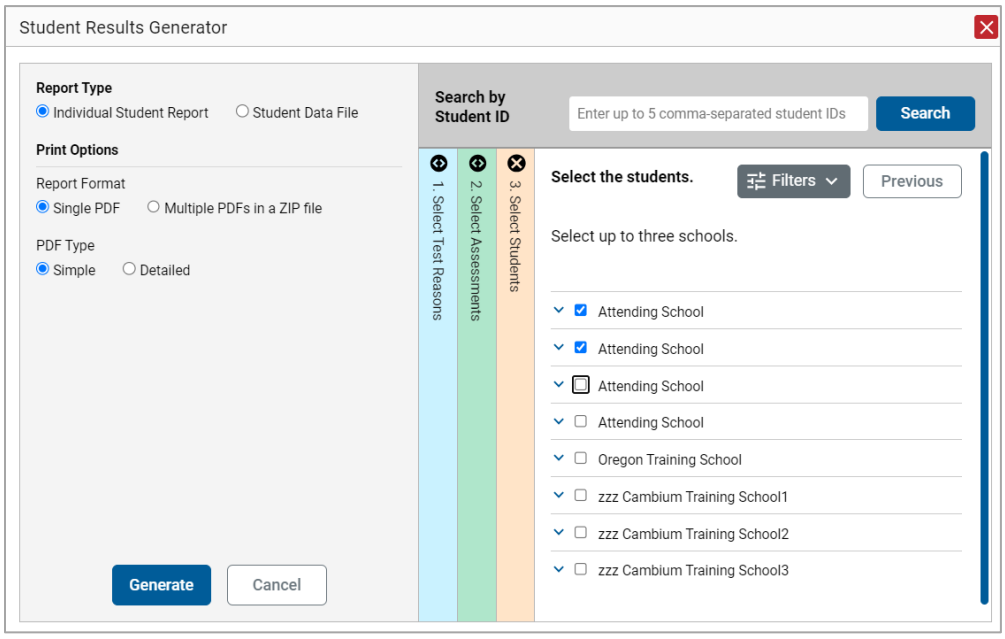
Figure 37. Student Results Generator Window: Select Assessments Section



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

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

Figure 38. District-Level User View: Student Results Generator Window: Select Student Selection



4. *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.

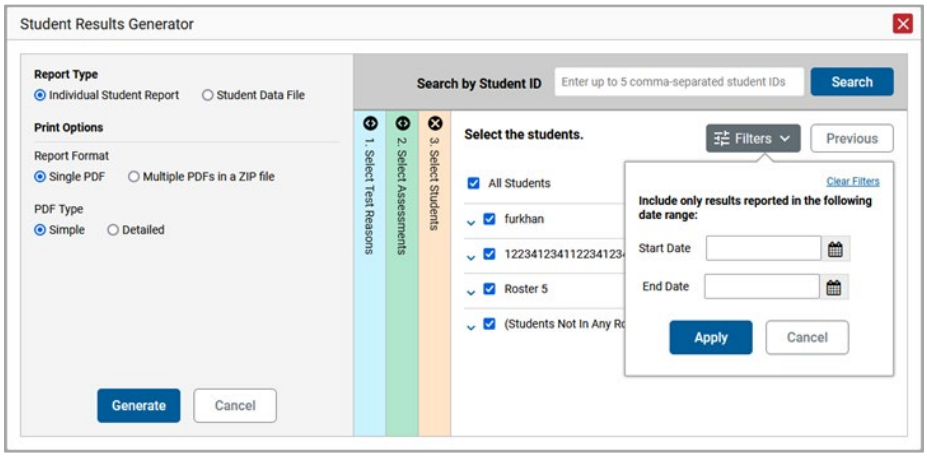
    b. Use the calendar tools to select dates, or enter them in the format `mm/dd/yyyy`.

    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 due to handscoring on some tests, the processing date is not always the same date the test was submitted.

Figure 39. Teacher and School-Level User View: Student Results Generator Window: Select Students Selection with Filter Menu Open



5. From the **Language** drop-down list, select a language for the ISR.

6. Click **Generate**. Once ISR generation is finished, the Secure File Center contains the new ISR(s) available for download.

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

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.

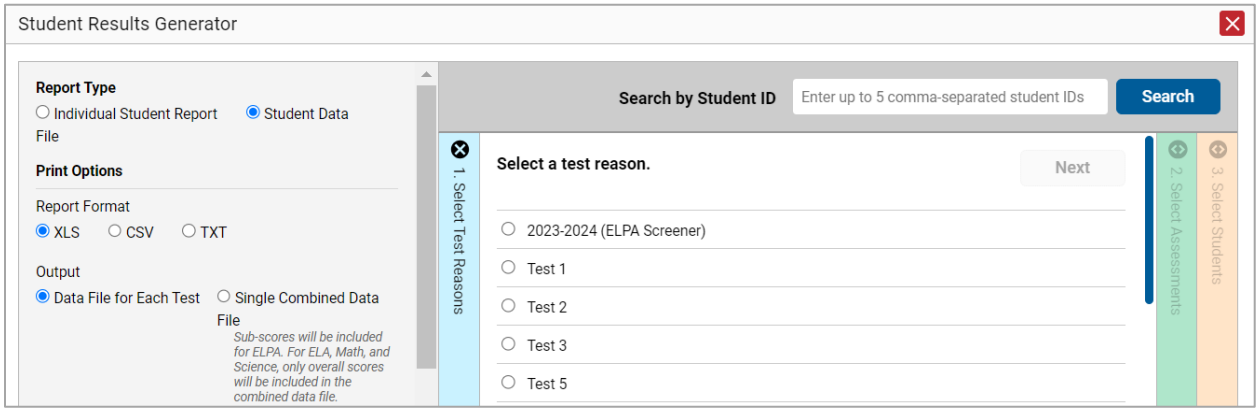
You can generate student data files from almost any report page.

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 Figure 40. Always do this before you make other selections. Switching between the **Individual Student Report** and **Student Data File** options may revert some selections.

Figure 40. Student Results Generator Window



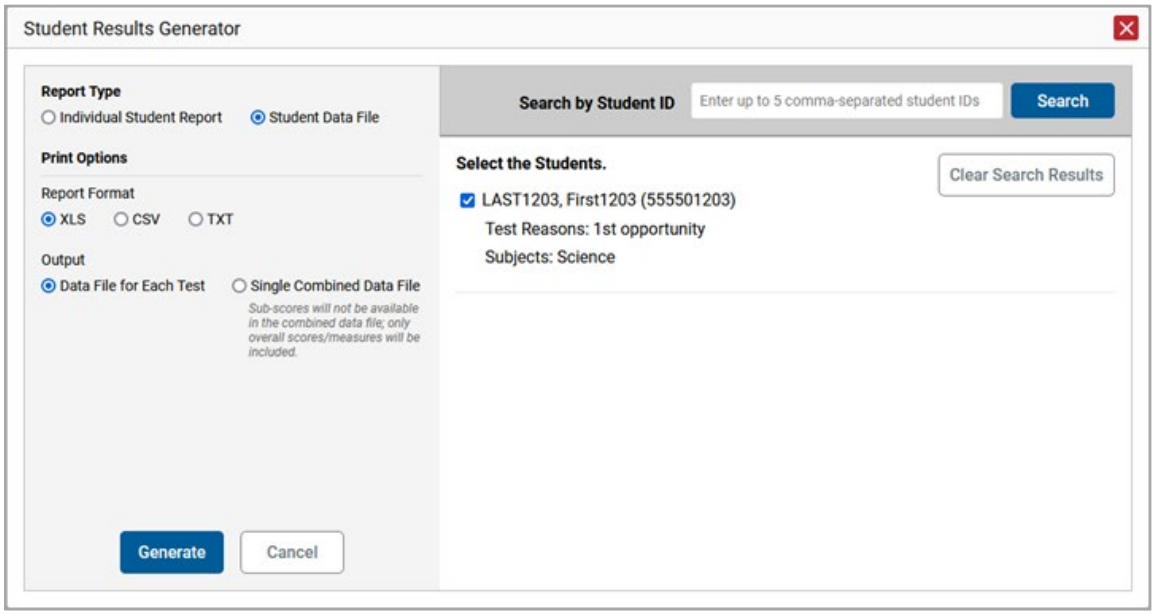
3. Under Report Format, select **XLS** (Excel .xlsx), **CSV** (comma-separated values), or **TXT** (tab-delimited text).

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

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

   - Search for students. In the search field at the upper-right corner, enter up to 5 comma-separated student IDs and click **Search**. The resulting list of students and all the tests they've taken will replace any previous selections, as in Figure 41. To deselect and clear results, click **Clear Search Results**.

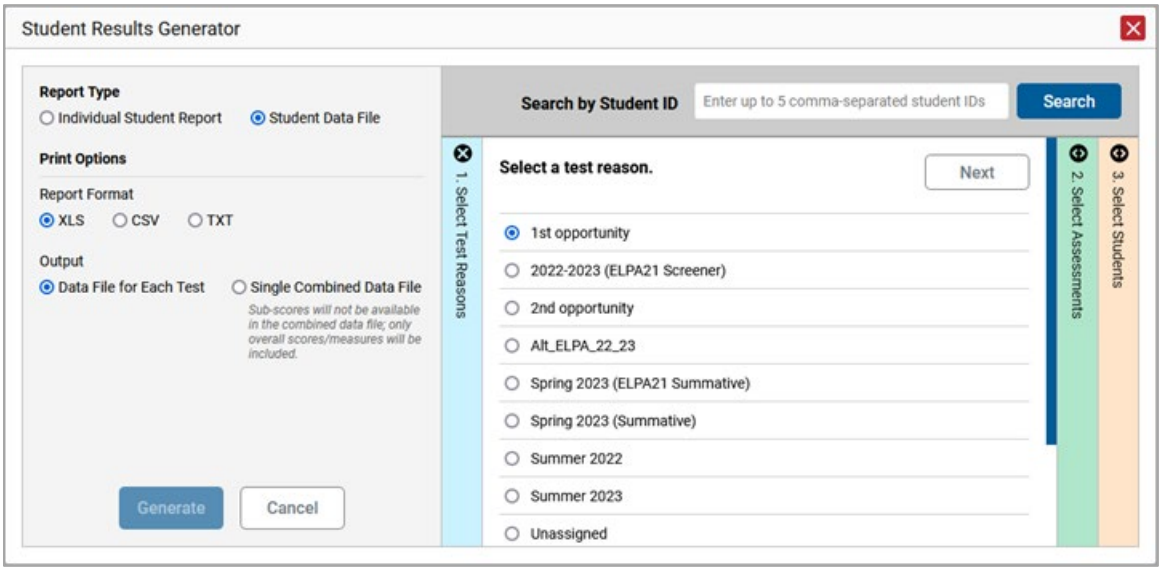
Figure 41. District-Level User View: Student Results Generator Window: Student Search Results



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

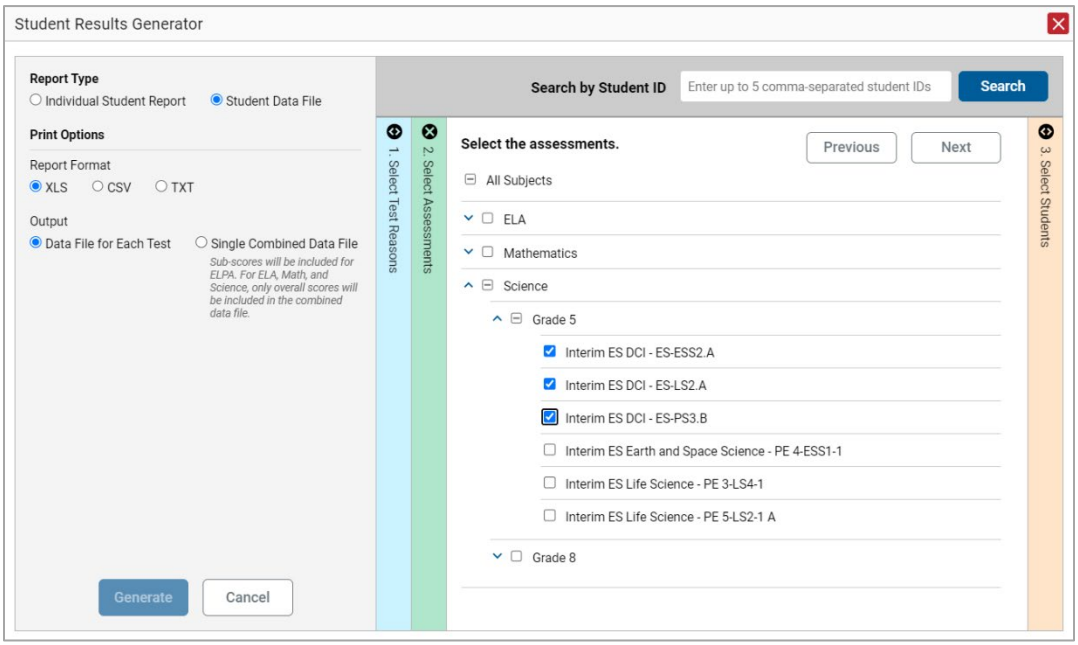
    i. In the **Select Test Reason** section (Figure 42), choose a test reason. Test reasons are either test windows or categories for tests.

Figure 42. Select Results Generator: Select Test Reason Section



ii. The **Select Assessments** section (Figure 43) groups tests by subject and grade. Mark the checkboxes beside the tests or groups of tests you want to include in the report or mark **All Subjects**.

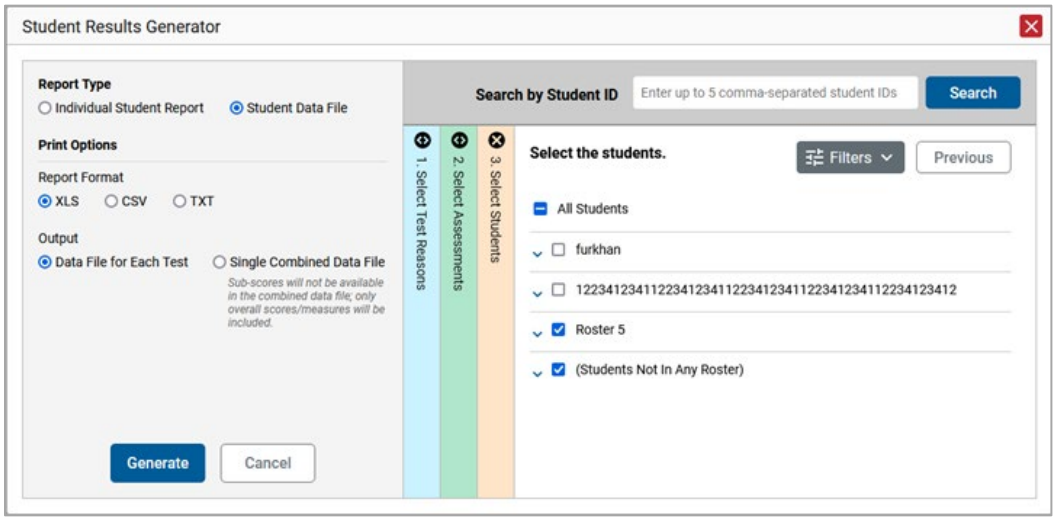
Figure 43. Student Results Generator Window: Select Assessments Section



iii. In the **Select Students** section (Figure 44), 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 44. District-Level View: Student Results Generator Window: Select Students Section



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

    a. Open the **Filters** menu (Figure 45). The menu displays two date fields.

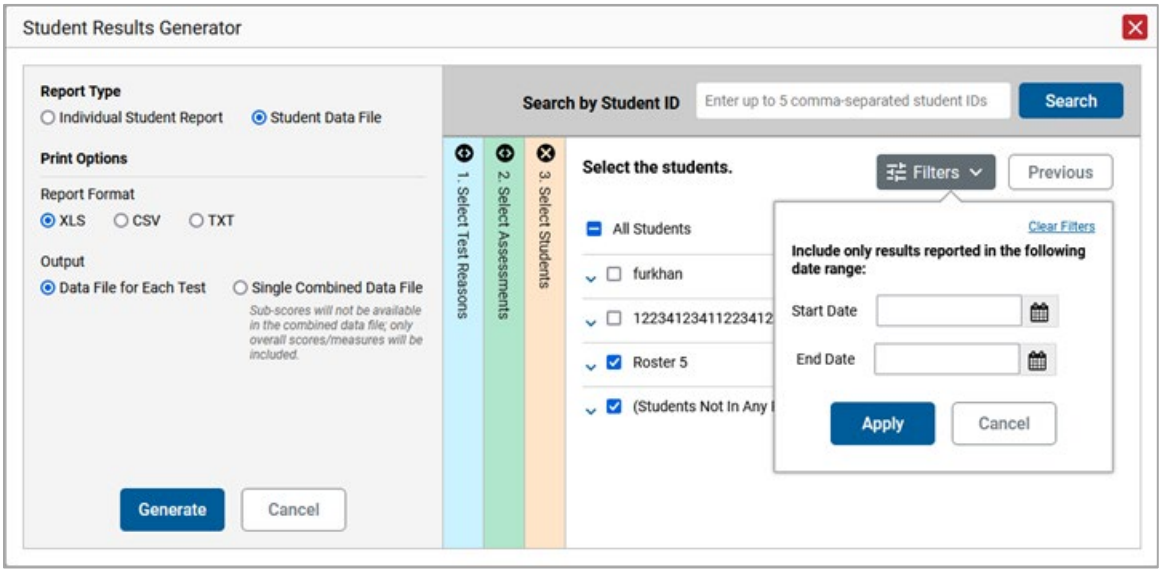
    b. Use the calendar tools to select dates, or enter them in the format `mm/dd/yyyy`.

    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 due to handscoring on some tests, the processing date is not always the same date the test was submitted.

Figure 45. District-Level User View: Student Results Generator Window: Select Students Section with Filter Menu Options



7. 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.

The data file values are formatted as text, and you may want to convert them to number format as you work with these data.

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

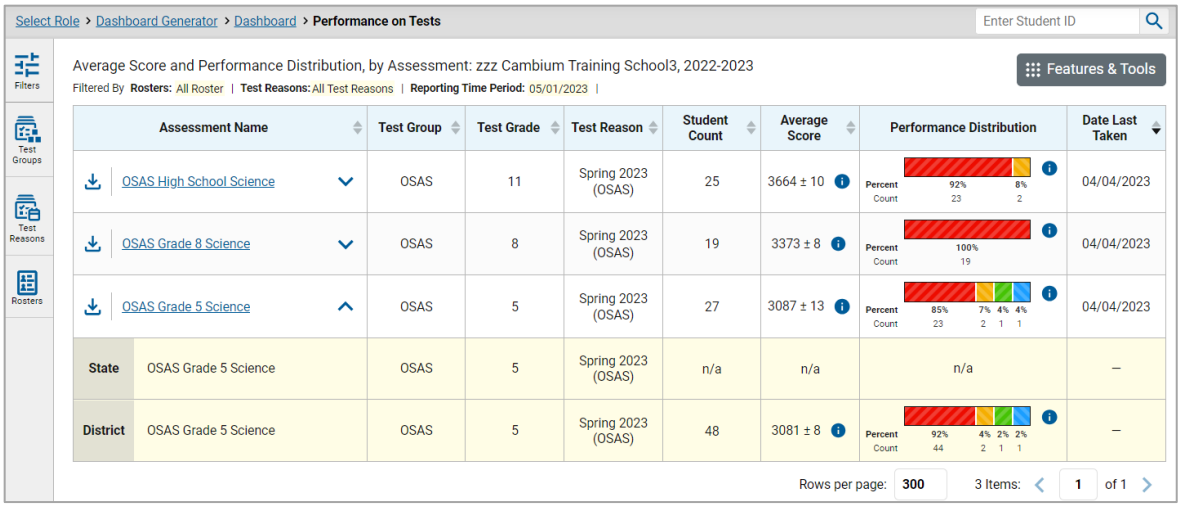
In the Performance on Tests report and the Student Portfolio Report, you can access performance data for your state, district, school, and/or total students.

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

In the Performance on Tests report, click ⌄ to the right of a test name.

Rows containing data for the state, district, and/or school appear below, as in Figure 46.

Figure 46. Performance on Tests Report with Expanded Comparison Rows



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

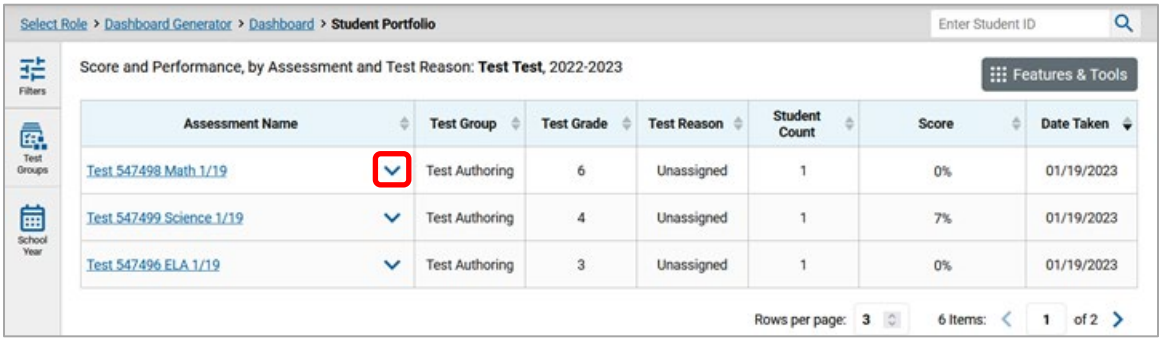
Compare a Student's Performance on Any of Their Tests with Larger Groups'

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

1. Enter the student's SSID in the search field in the upper-right corner 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.

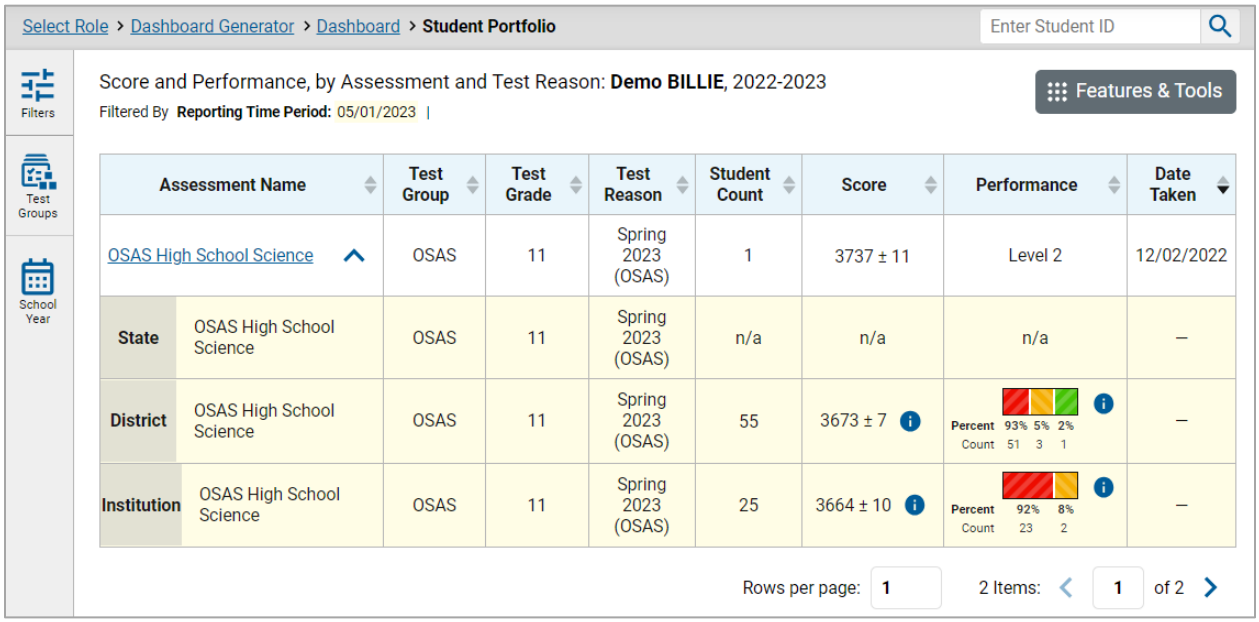
2. Click v to the right of a test name (Figure 47).

Figure 47. Student Portfolio Report



Rows containing data for your state, district, school, and/or total students appear below, as in Figure 48.

Figure 48. Student Portfolio Report with Expanded Comparison Rows



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

Set Up Reports for Summatives and Interims to Suit Your Needs

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

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

Filter Tests to Display

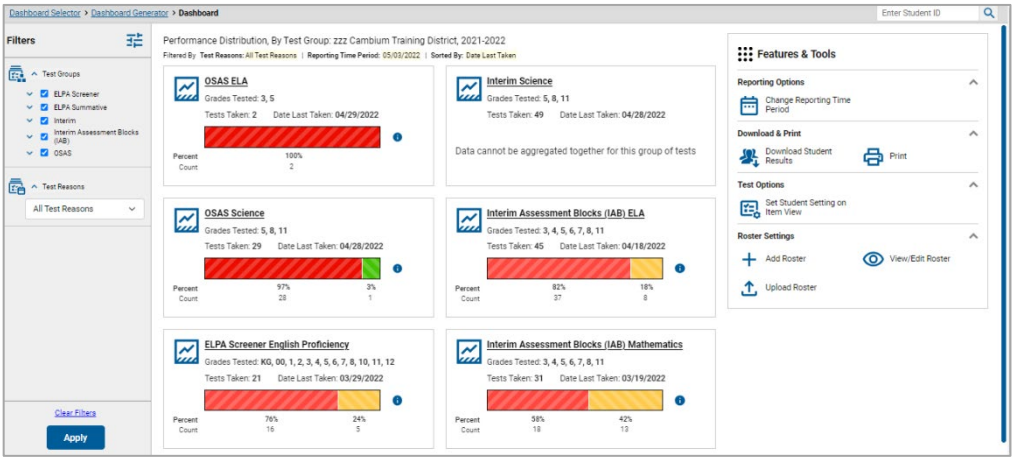
You can filter the tests you want to view in reports. You may want to do this, for example, if you are an ELA teacher and you do not want to see your students' math scores. By default, the data for those math assessments appear in your reports.

Filtering tests to display begins on the Dashboard Generator page. This is where you can select the test groups you want to view on the dashboard and, as an option, set those selections as defaults. You can also temporarily filter the tests that appear in the reports you are currently viewing, as described below.

1. On the left side of the dashboard or the Performance on Tests report, click the **Test Groups** button. The **Filters** panel expands (Figure 49).

2. Mark as many selections as you like in the **Test Groups** section of the filters panel (Figure 49). Tests are organized by test type, subject, and grade.

Figure 49. 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 Reporting System, see Class (Roster) Management.

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

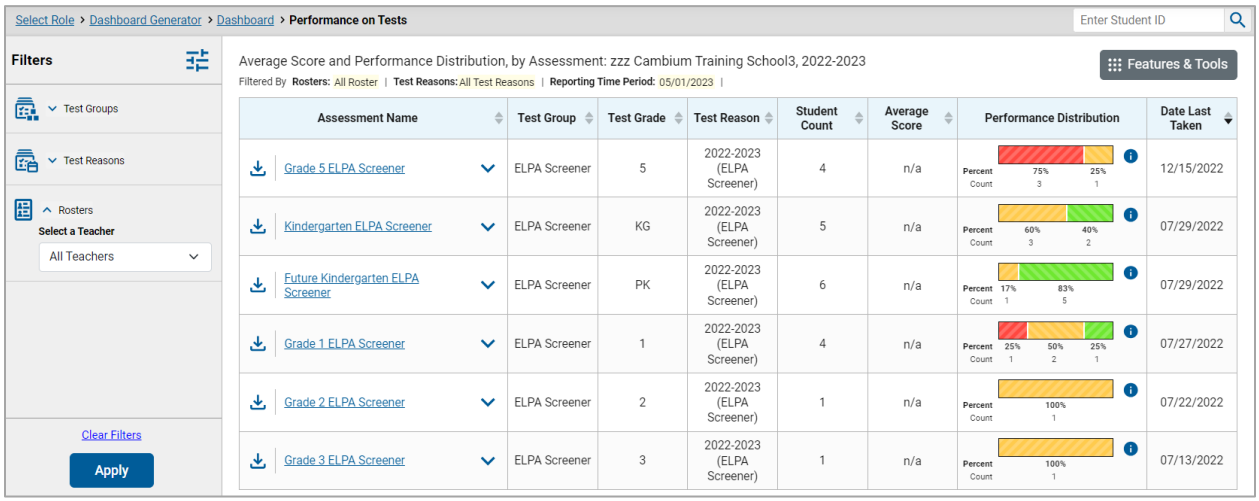
Filtering by roster makes it easy to focus on a particular class's performance. And by switching filters, you can easily compare one class with another. If you don't filter by roster, the reports default to showing data for all classes. You may find data for a single class easier to understand.

1. On the left side of the Performance on Tests report, click the **Rosters** button. The **Filters** panel expands (Figure 50).

2. Make a selection from the drop-down list in the **Rosters** section (Figure 50).

    - 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 50. Performance on Tests Report with Expanded Filters Panel



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

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

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

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

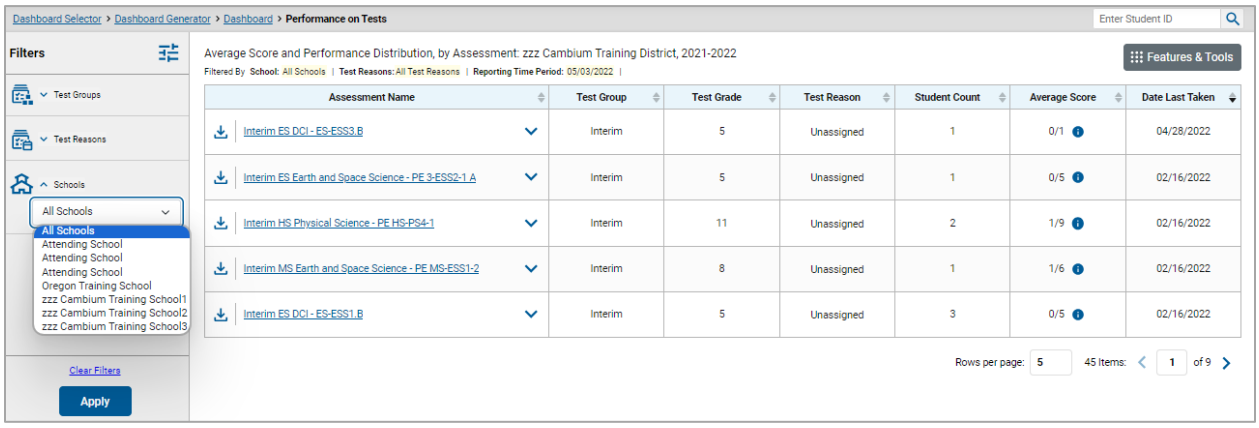
District-Level Users: Filter Schools to Display

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

1. On the left side of the Performance on Tests report, click the **Schools** button. The **Filters** panel expands (Figure 51).

2. Make a selection from the drop-down list in the **Schools** section (Figure 51).

Figure 51. District-Level User View: Performance on Tests Report with Expanded Filters Panel



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 District Performance on Test report.

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

Set Up Interim Reports to Suit Your Needs

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

Assign Test Reasons (Categories) to Interim Test Opportunities

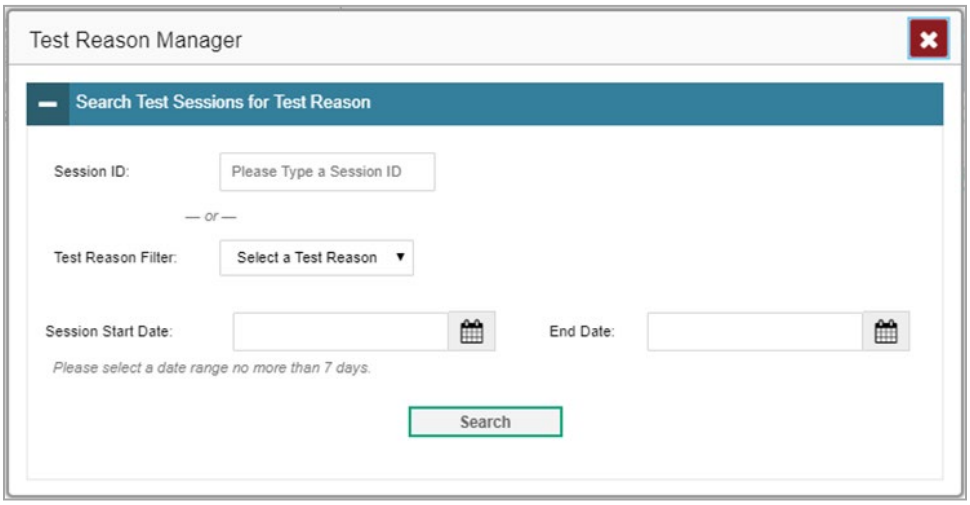
Test reasons are categories used to classify test opportunities for reporting purposes. They typically indicate the timeframe in which tests were taken, and they're a good way to organize tests into groups.

Test reasons should ideally be assigned in the Test Administration Interface at the time of testing. However, you can use the Test Reason Manager in the Reporting System to assign a different test

reason to an interim or benchmark test opportunity completed in the present school year. Summative test reasons cannot be reassigned.

1. From the **Features & Tools** menu**,** select **Manage Test Reasons**. The ***Test Reason Manager*** window opens (Figure 52).

Figure 52. Test Reason Manager Window



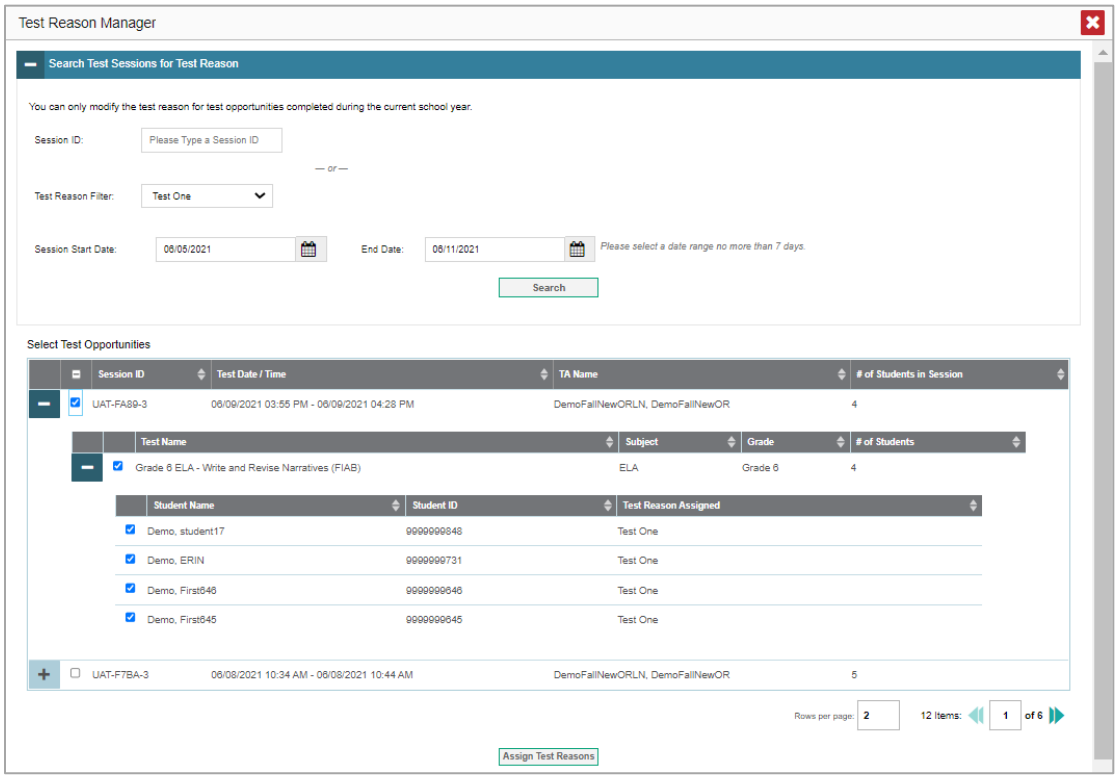
2. To search for the test opportunities you wish to categorize, do either of the following (Figure 52):

   - In the *Session ID* field, enter the session ID in which the opportunities were completed in TDS.
   - Select the test reason associated with the opportunities you want to edit. Then select a range of dates during which the test session was administered. The date range cannot exceed seven days.

3. Click **Search**.

4. A list of retrieved test sessions appears in the section *Select Test Opportunities* (Figure 53). You can click the + buttons to expand the list of tests in each session and the list of students who took each test (that is, individual test opportunities). To navigate through a long list, use the controls in the upper-right and lower-right corners.

Figure 53. Test Reason Manager Window: Select Test Opportunities

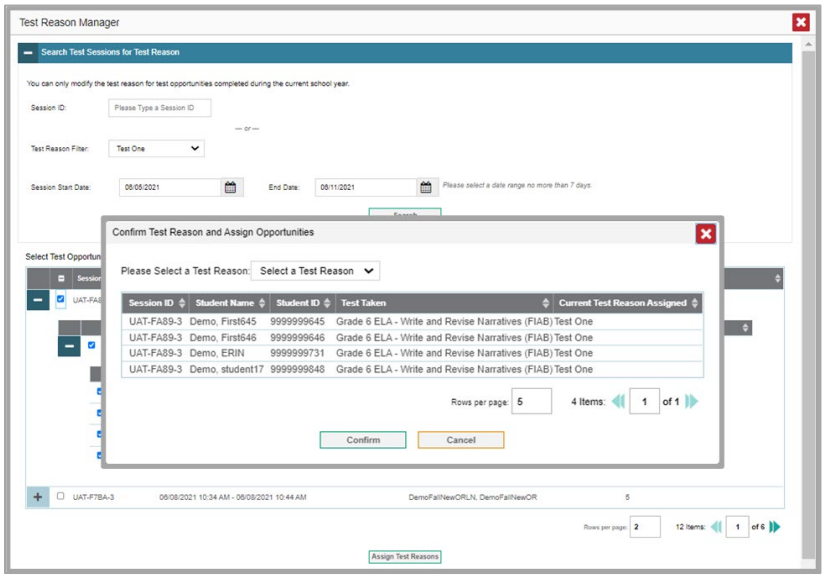


5. Mark the checkboxes for each session, test, or opportunity that you wish to assign to a test reason.

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

7. In the window that appears (Figure 54), select a new test reason to assign to the selected opportunities and click **Confirm**.

Figure 54. Confirm Test Reason and Assign Opportunities Window



Filter Tests to Display

You can temporarily filter which tests you want to see in your reports. Teachers and school-level users can filter by test group, test reasons, and rosters. District-level users can filter by test group, test reasons, and schools.

You may want to filter by test group, for example, if you are an ELA teacher and you don't want to see your students' math scores. By default, the data for those math assessments appear in your reports.

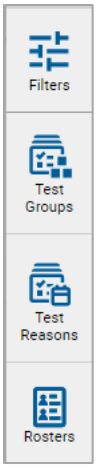
You may want to filter by test reason, for example, to compare fall and spring performance and see if students have improved. If you don't filter, you'll see data for all different test reasons. This will allow you to compare multiple test reasons side by side rather than a single test reason. You may find reports easier to understand when you're viewing only a single test reason.

You may want to filter by roster 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.

You may want to filter by school 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.

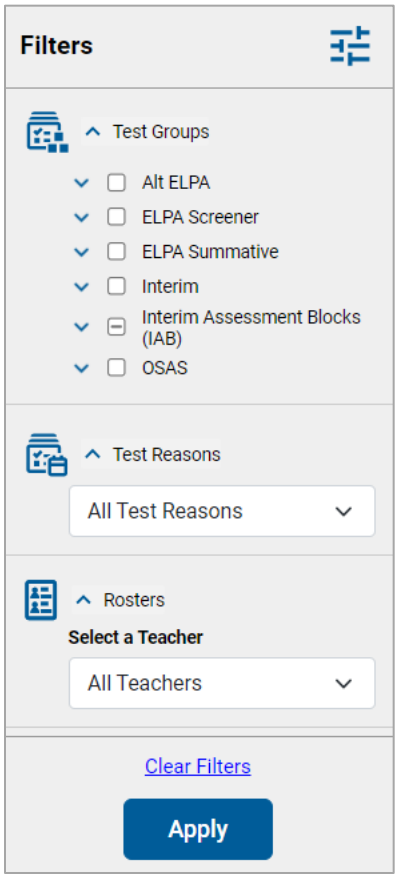
1. On the left side of the dashboard or the Performance on Tests report, click any button in the **Filters** panel (Figure 55). The **Filters** panel expands (Figure 56).

Figure 55. Filters Panel



2. Mark as many selections as you like in each section of the **Filters** panel (Figure 56). Test groups are organized by test type, subject, and grade.

Figure 56. 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.

Filter Item-Level Data by Standards and Clusters of Standards

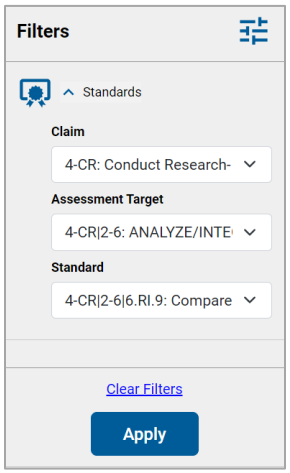
An educational standard, sometimes called an assessment target, describes the skill the item measures. An example of a math standard is "At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane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

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

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

1. On the left side of the page, click the **Standards** button. The **Filters** panel expands.
2. Use the drop-down list in the **Standards** section (as in Figure 57) to select a cluster. An additional drop-down list appears.
3. *Optional*: Keep making selections from the drop-down lists as they appear.

Figure 57. Expanded Filter from School Performance on Test Report



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:

- 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, or district. You can even view students who have left your state.

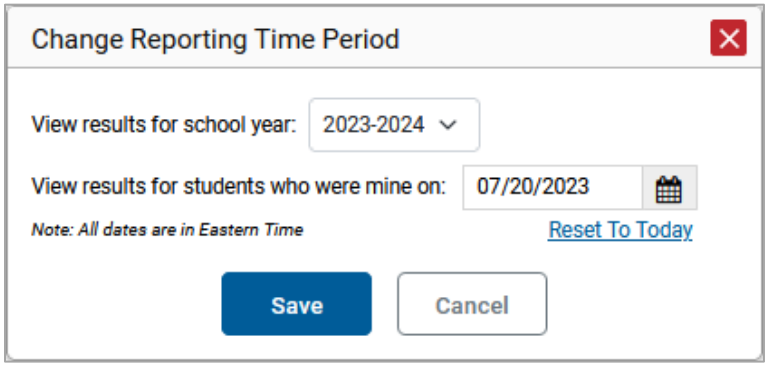
If you don't change the reporting time period, or if you reset it to the default, all the reports show test opportunities only for the current school year (except Longitudinal Reports, Cross-Sectional Reports, and Student Portfolio Reports, which always retain the ability to look back to previous years),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

1. From the **Features & Tools** menu, select **Change Reporting Time Period**. (If you're viewing the Dashboard Generator page, click **Change the reporting time period.** The dashboard also offers this link when no assessments are available to display.) The ***Change Reporting Time Period*** window appears (Figure 58).

Figure 58. Change Reporting Time Period Window



2. From the school year drop-down list, select a school year (Figure 58). 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 your school on and had completed testing by 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 on Summatives and Interims

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

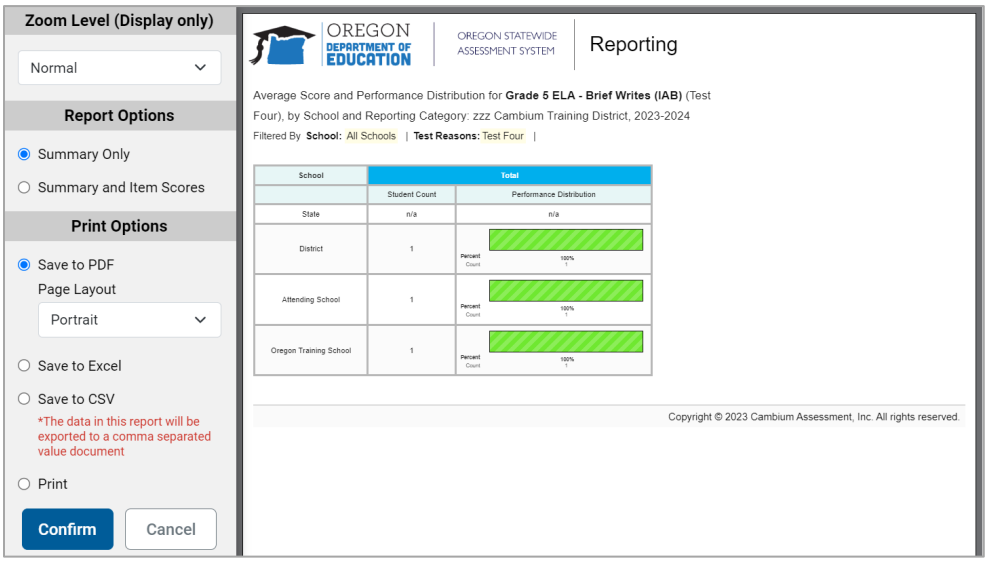
Export or Print a Report You're Viewing

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

   A print preview page opens (Figure 59).

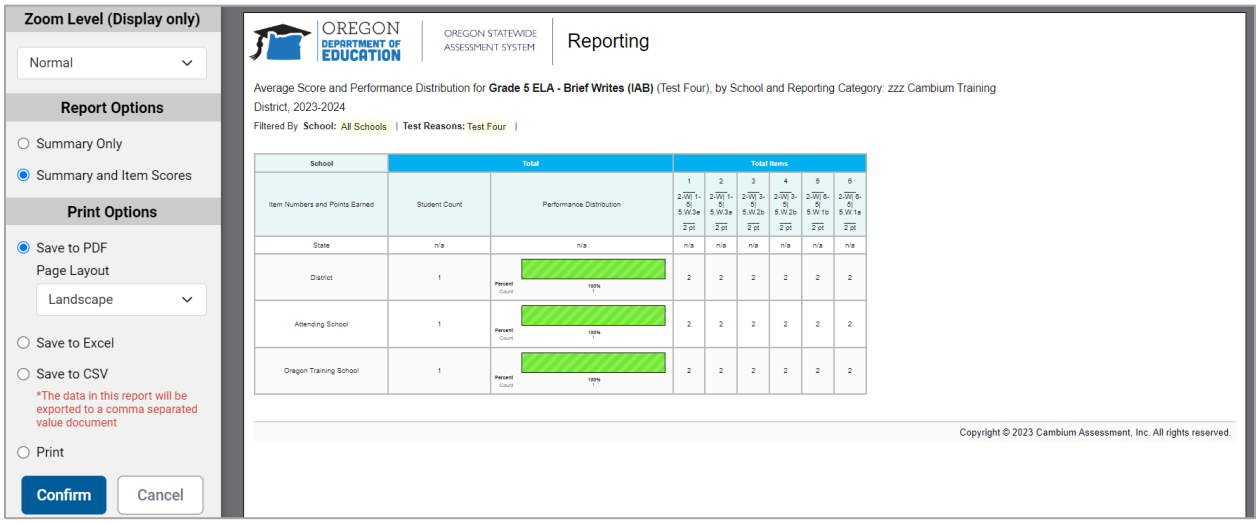
   - To zoom in on the print preview, use the drop-down list under the *Zoom Level (Display only)* section. This setting affects the preview only.

Figure 59. Print Preview Page



2. For interim assessments, if an aggregate report provides data for individual items, the *Report Options* section appears. Select either **Summary Only** or **Summary and Item Scores**. If you select the latter option, as in Figure 60, 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 60. Print Preview Page with Summary and Item Scores Option Selected



Do one of the following under the *Print Options* section:

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

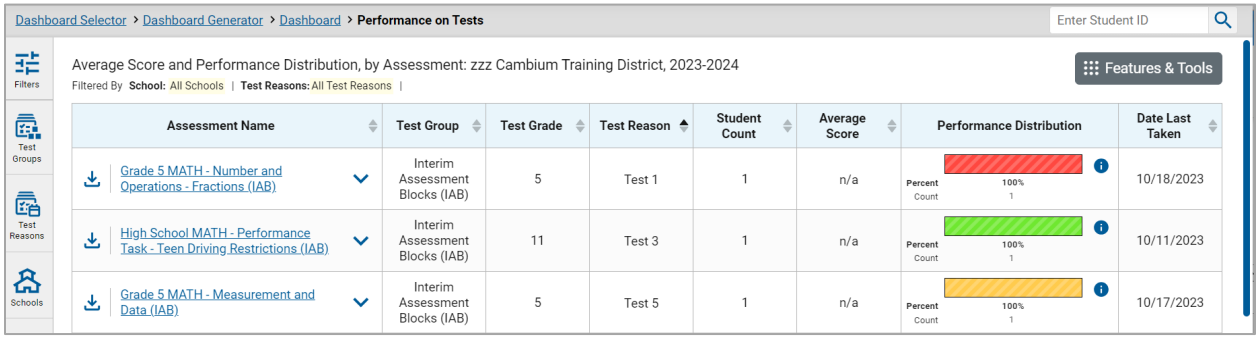
3. Click **Confirm**.

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. (Figure 61)

Figure 61. Performance on Tests Report



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

2. If necessary, select which report to export for the assessment (Figure 62).

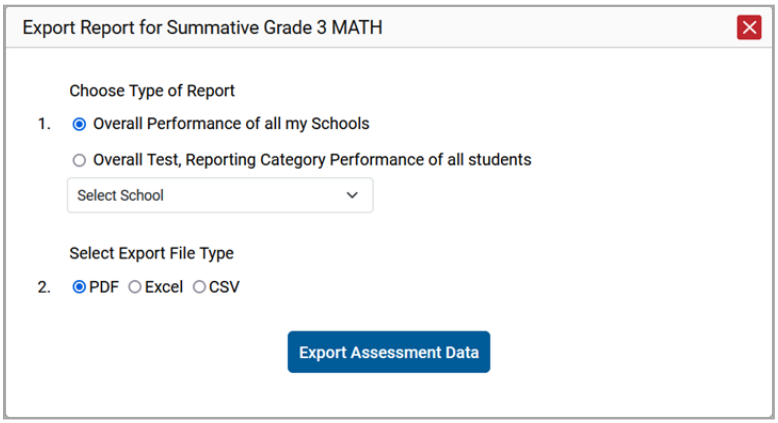
   - **District-level users:**

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

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

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

Figure 62. District-Level User View: Export Report Window



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

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.

More About How to Work with Interims

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

Access Item-Level Data on Interims

Unlike summatives, interim and benchmark assessments contain non-secure, non-public items. Users can see item-level data for Interim IABs for ELA/Math and Science Interims. Reports for individual interim and benchmark 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.

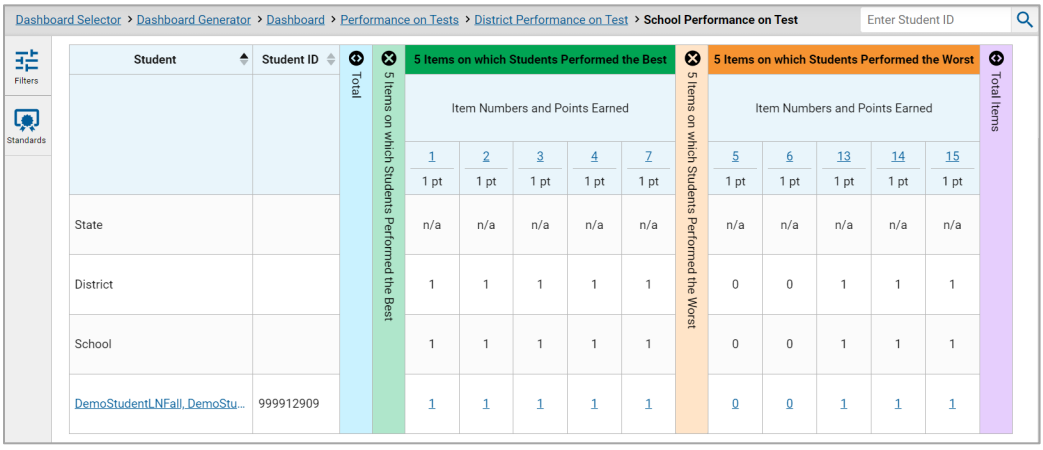
View Item Scores

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

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 63). You can click the vertical section bars to expand them, just like other sections.

Figure 63. School Performance on Test Report with Expanded 5 Items on Which Students Performed the Best and Worst Sections

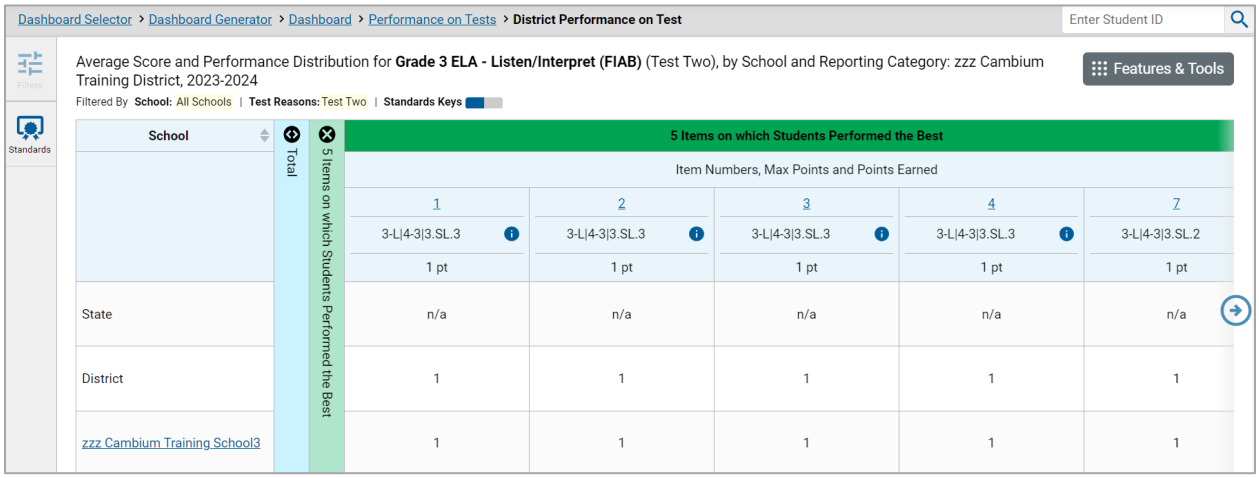


View Standards for Each Item

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

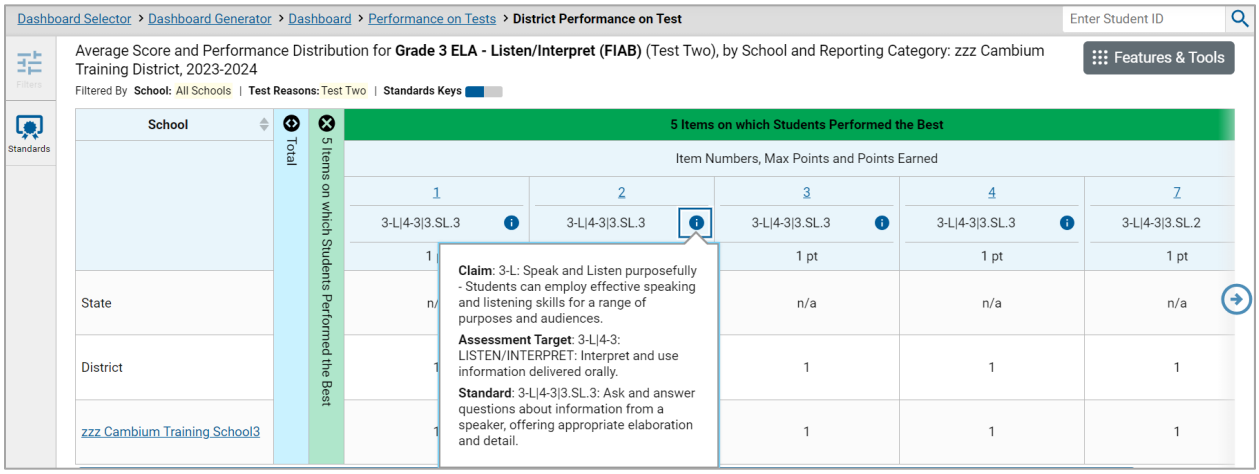
To show and hide item standards, click the **Standards Keys** toggle in the row of filter details below the report table heading. Under each item number appears a standard key or list of standard keys (Figure 64). Note that this toggle does not affect printouts or exports, which always include the standard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

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



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

Figure 65. District Performance on Test Report with Expanded Legend



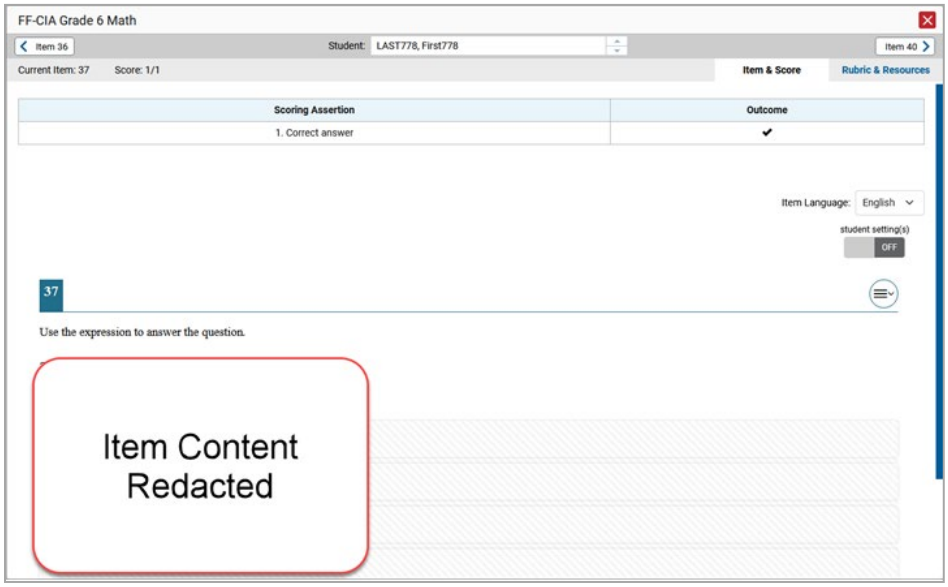
View an Item

You can view the actual items themselves, along with student responses to those items. Do either of the following:

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

The ***Item View*** window appears (Figure 66). It contains an **Item & Score** tab and a **Rubric & Resources** tab. A banner at the top of the window displays the item's number, score (when the item includes the student's response), and confidence level (when a machine-suggested score has a low confidence level). The **Item & Score** tab shows the item and may include a particular student's response.

Figure 66. Item View Window: Item & Score Tab with Student Response (Item Redacted)

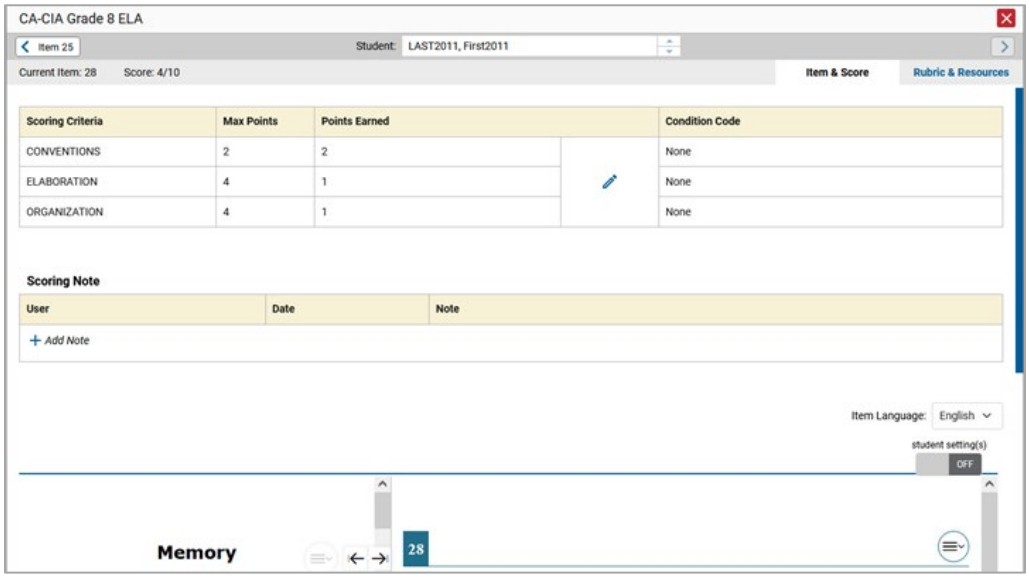


The **Item & Score** tab may include the following sections.

- **Scoring Criteria:** When you're viewing a student's response and the item has scoring criteria, the Scoring Criteria table (Figure 67) 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 ELA Full Write items, a second Scoring Criteria table appears, displaying transformed scores.

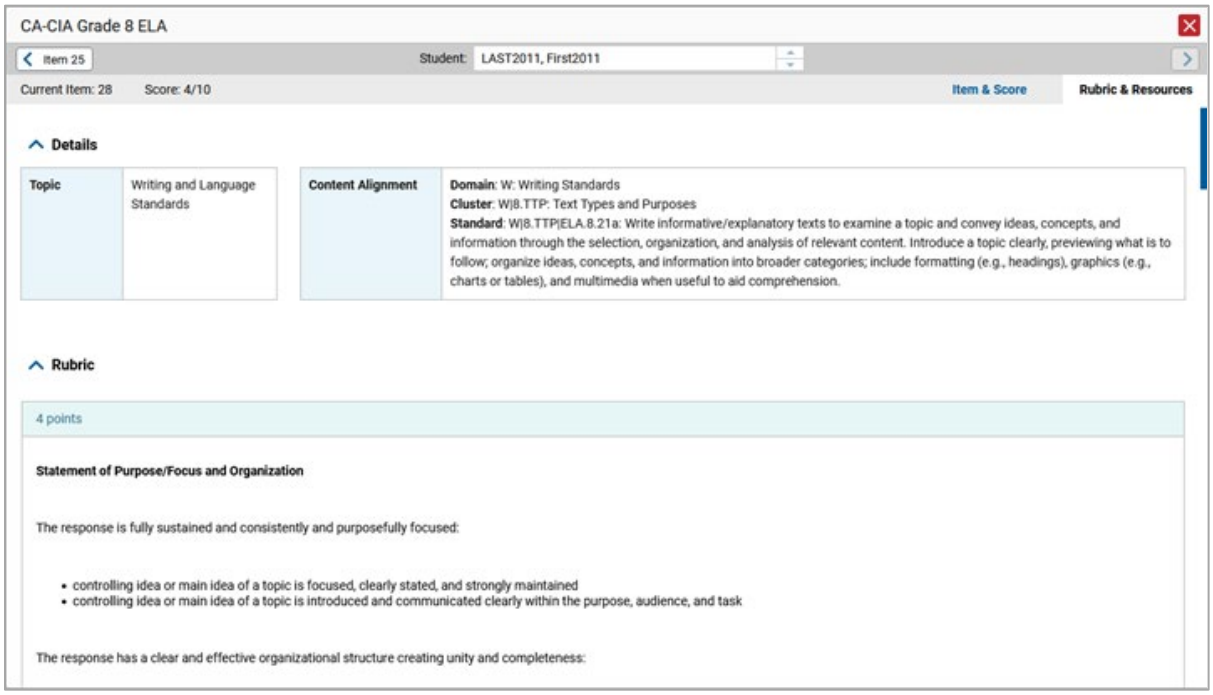
Figure 67. Item View Window: Item & Score Tab with Student Response and Scoring Criteria Table



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

The **Rubric & Resources** tab (Figure 68) may include the following sections, which you can expand and collapse by clicking ⌄ and ⌃, respectively.

Figure 68. Item View Window: Rubric & Resources Tab



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

View Items with and without the Students' Visual Settings

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

1. From the **Features & Tools** menu, select **Set Student Setting on Item View**. The ***Set Student Setting on Item View*** window appears.
2. Select **Yes** to show students' visual settings on all items or **No** to hide them.
3. Click **Save**.

You can also show or hide visual settings on a per-item basis. To do so, click the toggle at the upper right of the item you're viewing. 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.

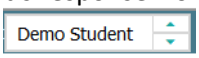
What It Means When a Student Response Contains Highlighted Text

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 

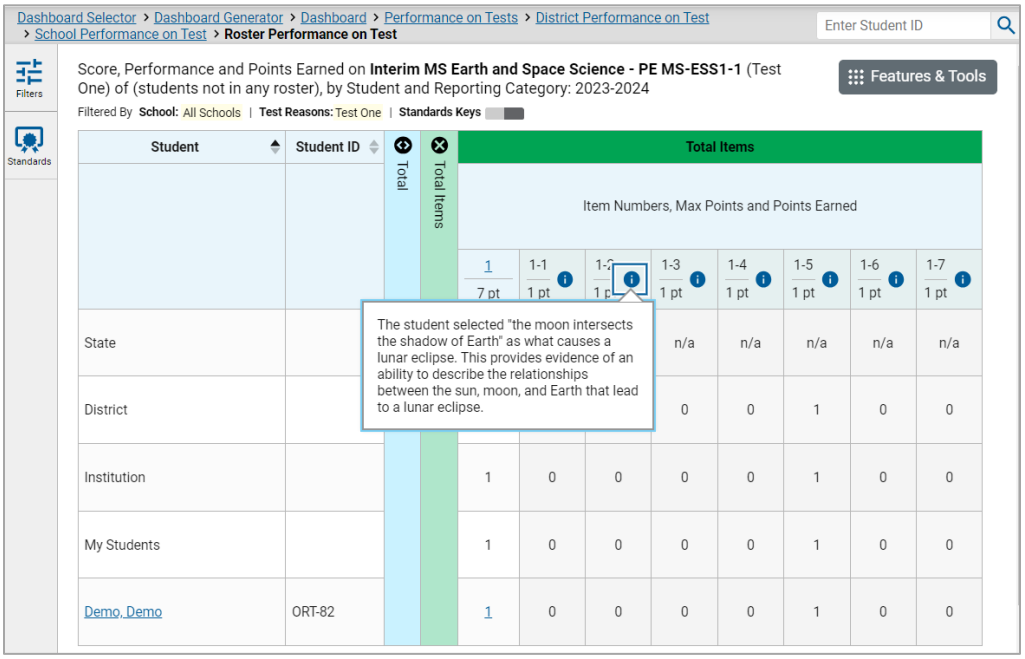
at the top of the window. The students are listed in the same order in which they are sorted in the report.

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

On the Science interims, sub-items are listed separately because they belong 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."

To view a scoring assertion, click the more info button ⓘ to the right of the sub-item number, as in Figure 69.

Figure 69. Roster Performance on Test Report with Expanded Total Items Section and Sub-Item Assertion



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

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

Score Items on Interims

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

- Some items that require hand scoring arrive in the Reporting System without any scores. For example, all short answer items on ELA/Math Interims require hand scoring. If a test contains unscored items, its performance data is excluded from your reports until an authorized user scores all the unscored items in at least one opportunity of that test.
- Other items arrive in the Reporting System with automated scores suggested by the machine scoring system, which authorized users can override if necessary. For example, all full write items have machine-suggested scores that can be overridden. ELA Interim scores 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.

1. In the banner, click **Tests To Score** (Figure 70).

Figure 70. Tests To Score Notification

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

3. On the scoring ***Dashboard*** (Figure 71), click the name of the test you wish to score. The ***Test Scoring*** page appears (Figure 72), 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 71. Scoring Dashboard

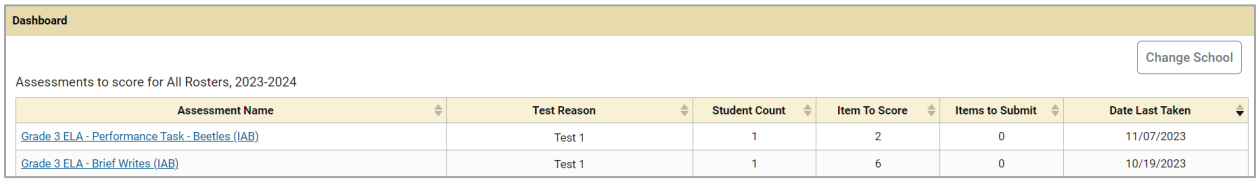
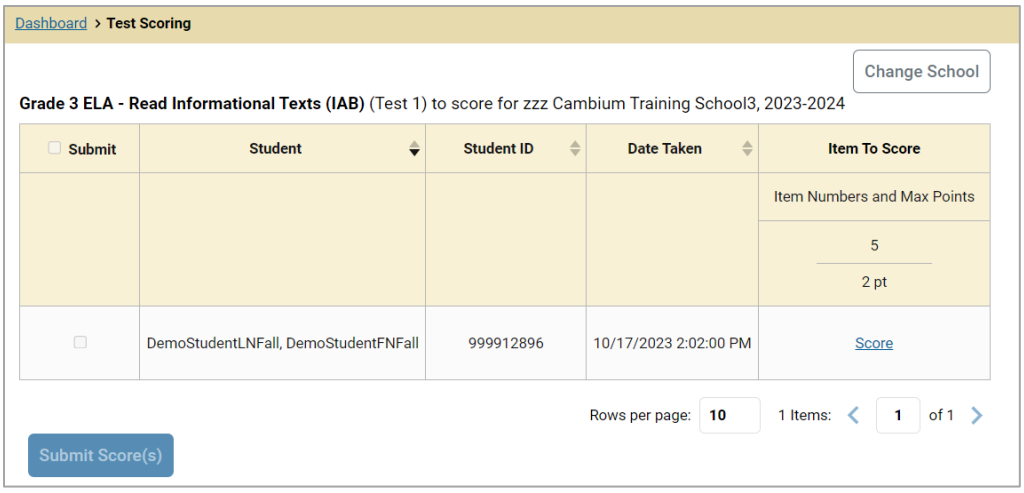


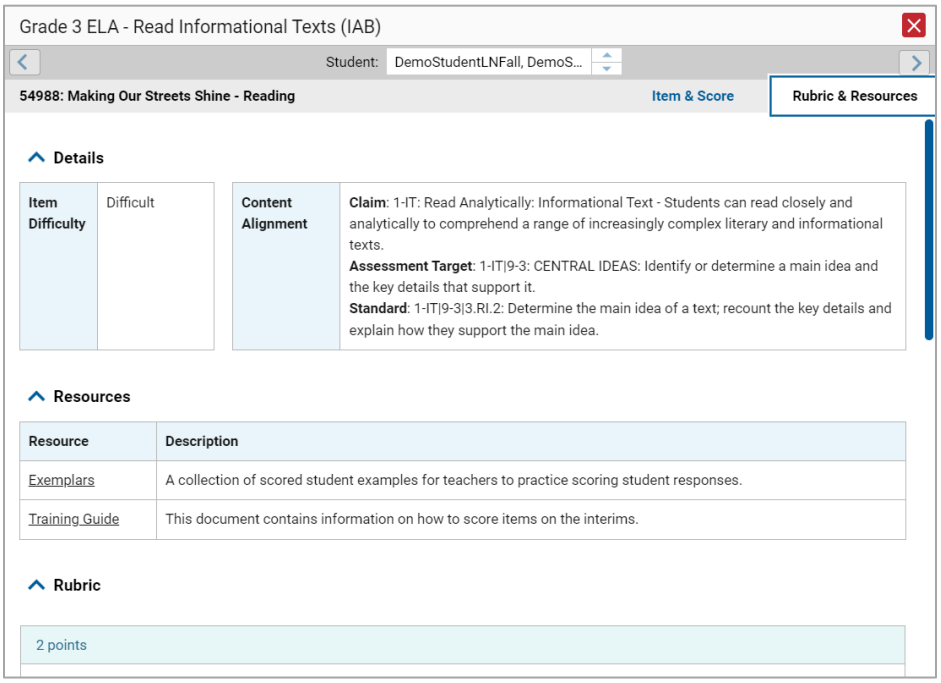
Figure 72. Test Scoring Page



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. You can open the **Rubric & Resources** tab (Figure 73) to review the item's scoring rubric and any other available resources, such as an exemplar and training guide for scoring the item.

Figure 73. Item View: Rubric & Resources Tab



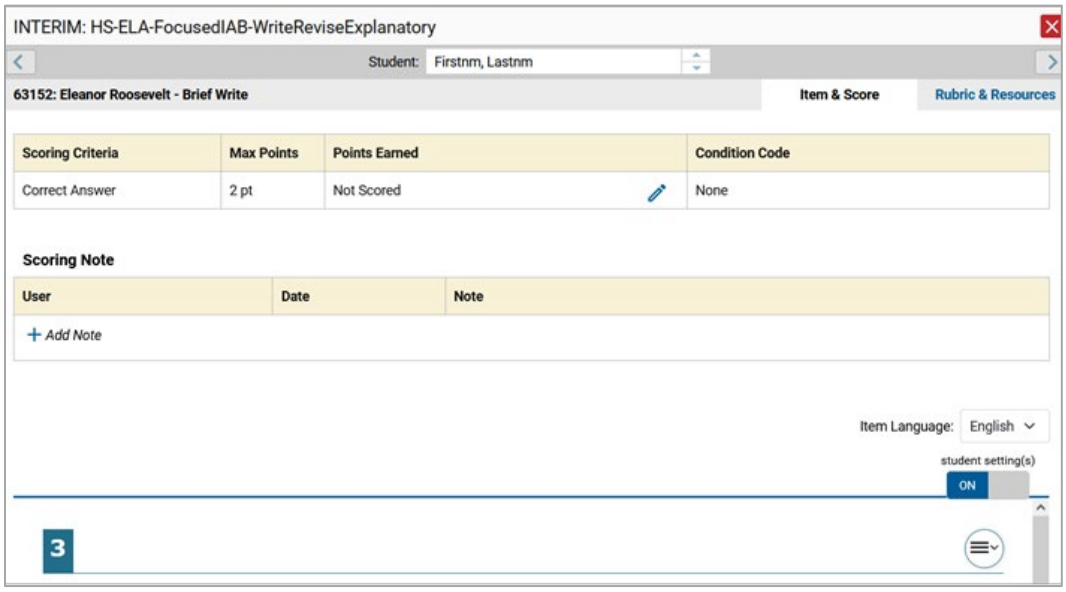
6. On the **Item & Score** tab (Figure 74), click the edit button in the Scoring Criteria table at the top of the window.

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, see Condition Codes.

Figure 74. Item View Window: Item & Score Tab



8. If the item has multiple scoring criteria, repeat step 7 for each criterion.

   - When assigning condition codes to multiple scoring criteria, note that some related criteria may require the codes to be the same.

9. Click **Save**.

10. *Optional*: If you wish to provide an explanation for the given score(s) or condition code(s), click **Add Note** in the *Scoring Note* section, then enter your comment and click **Save**.

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

    - To view another unscored item for the same student, use the buttons labeled with the previous and next item numbers at the upper corners of the scoring window.

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

    - To return to the ***Scoring Mode*** window and select another item manually, close the ***Item View*** window using the close button at the upper-right corner.

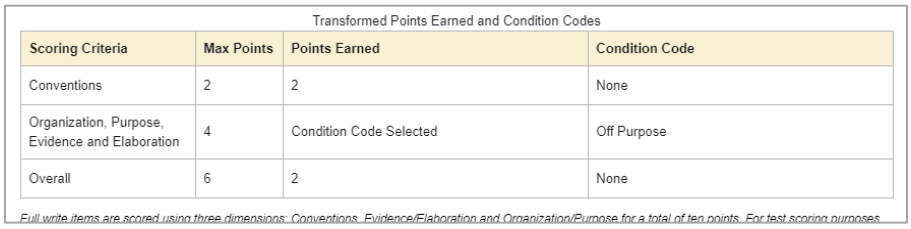
12. Repeat these steps until you have entered scores for all the unscored items for the test.

13. *Optional*: If you need to change the entered score for an item response, you can select the score link for that item on the ***Test Scoring*** page and repeat these steps.

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

Note that for some ELA Full Write items, two Scoring Criteria tables appear, with the top one allowing you to set scores and the bottom one displaying transformed scores (Figure 75). 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 75. Item View Window: Item & Score Tab: Second Scoring Criteria Table with Transformed Scores



Transformed Points Earned and Condition Codes

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

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

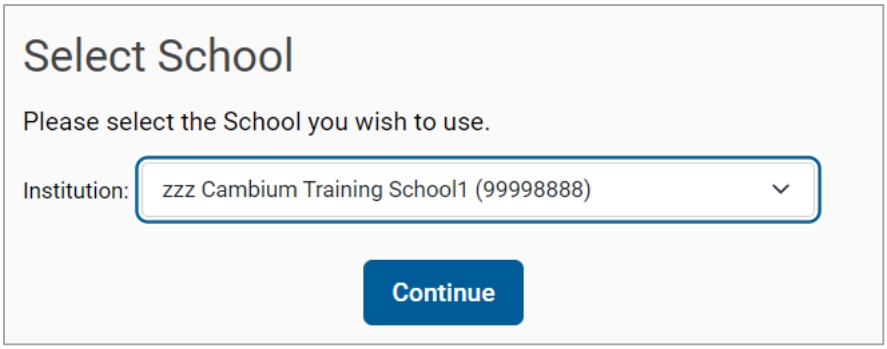
To return to reports, click the close button in the upper-right corner.

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.

Figure 76. Select School Page



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

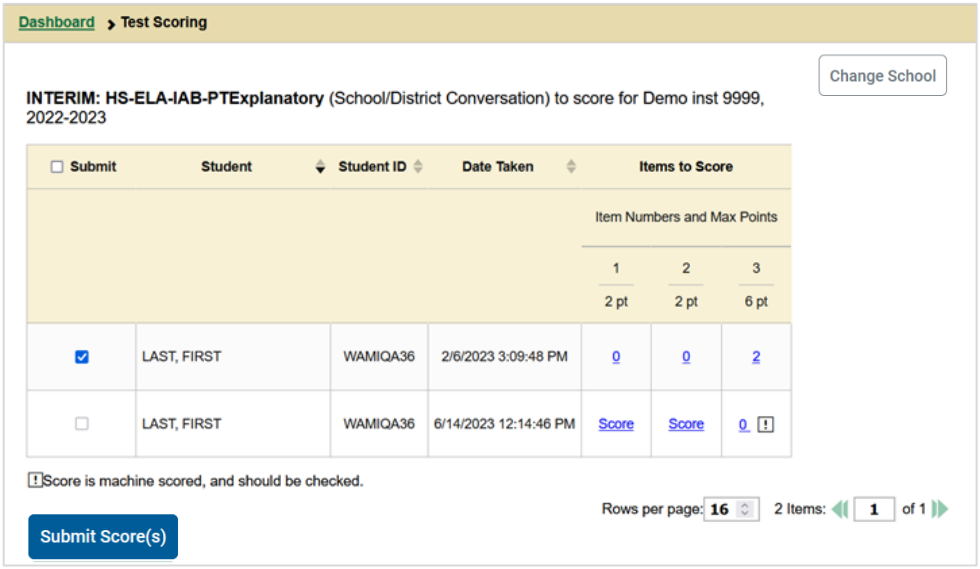
Submit Scored Test Opportunities for Processing

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

1. To submit scored opportunities for processing, navigate to the ***Test Scoring*** page (Figure 77) 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.

Figure 77. 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.

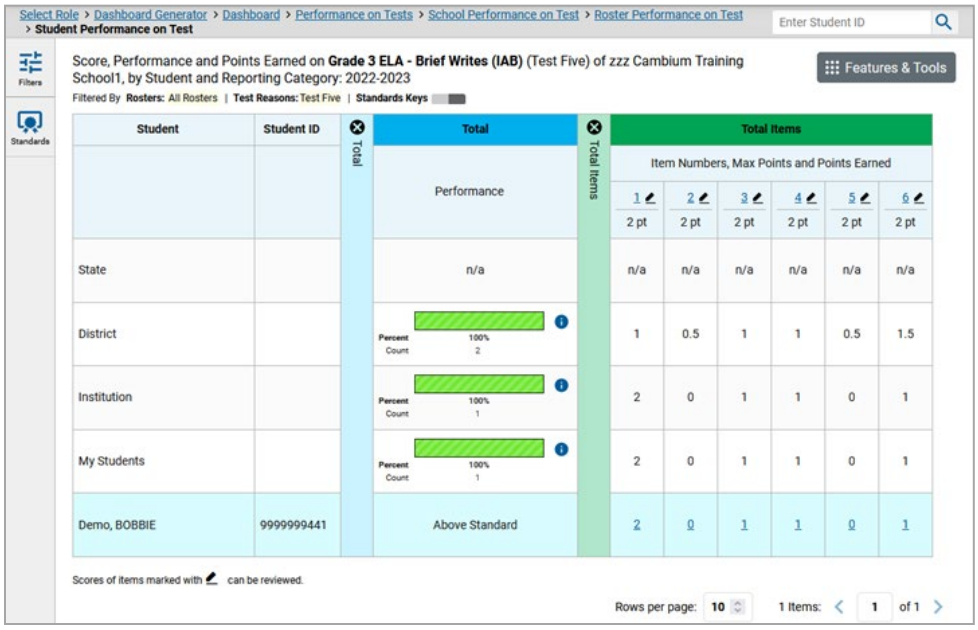
To return to reports, click the close button at the upper-right corner. You can still modify the item scores on that test directly from the reports by following the procedure in the next section (Modify Scores for Items in Reports).

Modify Scores for Items in Reports

You can modify scores for some items directly from the ***Item View*** window that opens from a report.

Reports display a pencil icon in the column header for each item with a modifiable score (Figure 78). 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.

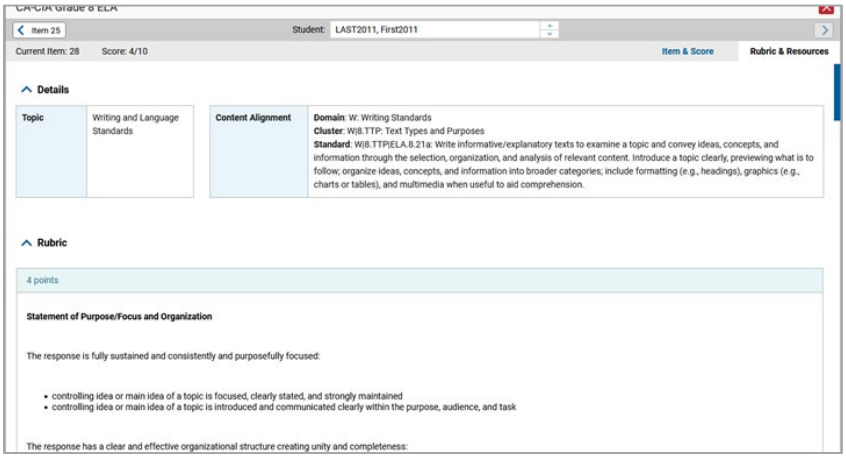
Figure 78. Item with a Modifiable Score



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.

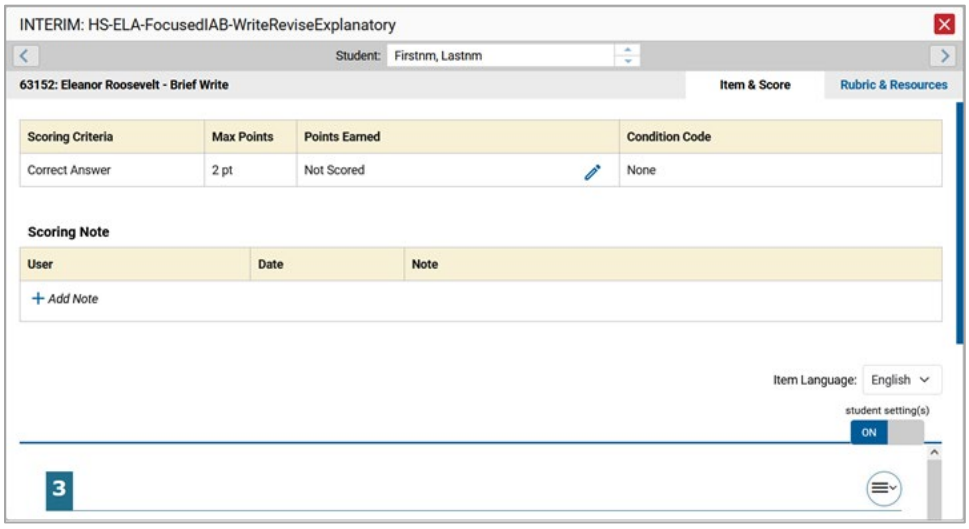
2. You can open the **Rubric & Resources** tab (Figure 79) to review the item's scoring rubric and any other available resources, such as an exemplar and training guide for scoring the item.

Figure 79. Item View Window: Rubric & Resources Tab



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

Figure 80. Item View Window: Item & Score Tab



4. Do one of the following:

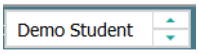
   - To enter a score for the response, select a numerical score from the **Points Earned** drop-down list.
   - To assign a condition code to the response, select one from the **Condition Code** drop-down list.

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

6. Click **Save**.

7. *Optional*: If you wish to provide an explanation for why you chose the given score or condition code, click **Add Note** in the *Scoring Note* section, then enter your comment and click **Save**.

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

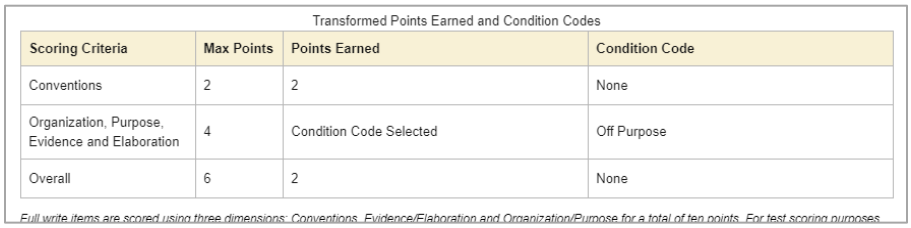
   - To view another item for the same student, use the buttons labeled with the previous and next item numbers at the upper corners of the ***Item View*** window.
   - To view the same item for another student, use the up or down arrow buttons on the right side of the *Student* field 

 at the top of the ***Item View*** window.

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

Note that for some ELA Full Write items, two Scoring Criteria tables appear, with the top one having modifiable scores and the bottom one displaying transformed scores, as in Figure 81. When you modify a score, the new scores are automatically transformed, and the transformed scores 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 81. Item View Window: Item & Score Tab: Second Scoring Criteria Table with Transformed Scores



Transformed Points Earned and Condition Codes

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

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

Appendix

Appendix sections are alphabetized for your convenience.

C

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 district-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:

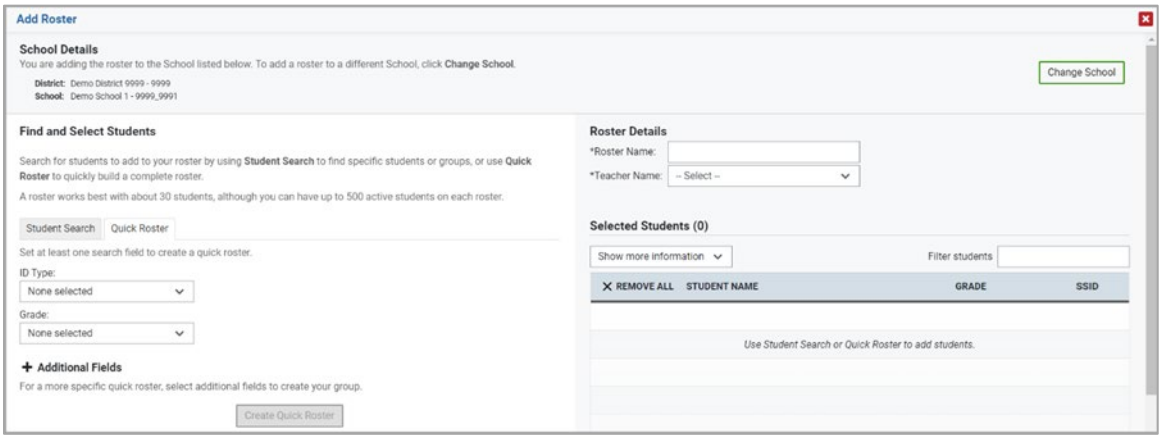
- Each user-defined class can only be associated with one school.
- You can only add students who are enrolled in the school or district associated with your user account.
- Only 500 active students can be included in one class.

Add a Class (Roster)

You can create new classes (rosters) from students associated with a school.

1. From the **Features & Tools menu**, select **Add Roster**. The ***Roster Manager*** window appears, showing the Add Roster form (Figure 82).

Figure 82. Roster Manager Window: Add Roster Form



2. If necessary, select the district and school for the roster from the drop-down lists.
3. Add a roster name and select a teacher.
4. Decide how you want to add students:

   - **Quick Roster** tab (search adds students automatically, manually remove students to edit)

     – Use the **Quick Roster** tab to create a roster from a group of students. Once you select the search criteria, all students who meet those criteria are automatically added to the roster after you select **Create Quick Roster**. You can remove students manually by selecting ✕ next to individual students or select **Remove All** from the top of the grid. Selecting **Save** creates your roster.

   - **Student Search** tab (search finds students that you add and remove manually)

     – Use the **Student Search** tab for a more traditional search function, including the option to find specific students by ID or name. After you return results, select + to add individuals or select **Add All** from the top of the grid.

   Tip: To return fewer students, limit your search by adding more criteria. Expand the *Additional Fields* section to add student information criteria as available.

5. *Optional*: After results appear under *Selected Students*, change the information that displays about students.

   - **Show more information** drop-down: Select or clear additional columns under Available/Selected Students grids.
   - Use the *Filter* field to limit students to those who match the text you enter.

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

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

Modify a Class (Roster)

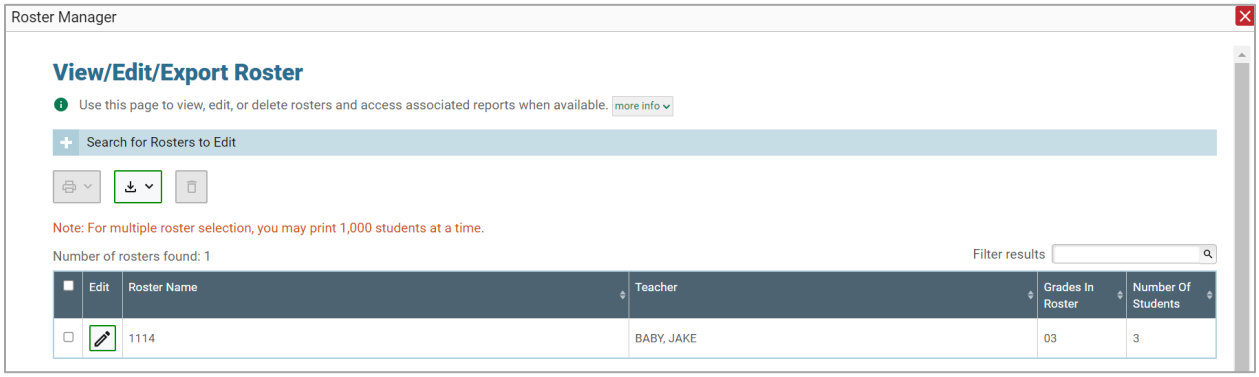
You can modify a user-defined class (roster) by changing its name, changing its associated teacher, adding students, or removing students.

1. From the **Features & Tools menu**, select **View/Edit Roster**. The ***Roster Manager*** window appears, showing the View/Edit form (Figure 83).

2. Select the school year, district, school, and roster type as needed for the roster you wish to edit. Optionally, select a teacher.

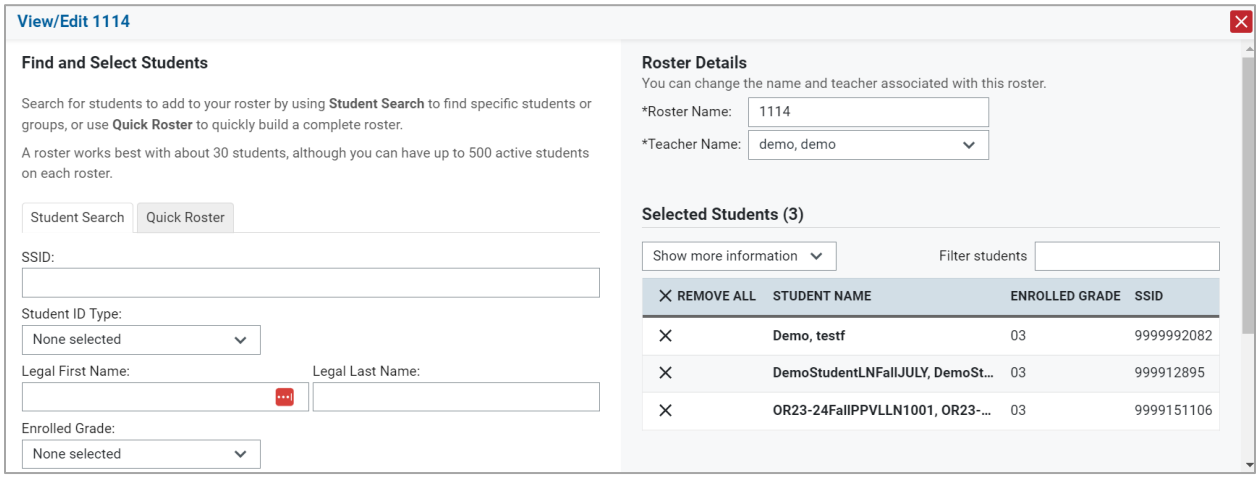
3. Click **Search**. Click **View Results** to view the results in your browser.

Figure 83. Roster Manager Window: View/Edit/Export Roster Form Showing Retrieved Rosters



4. In the list of retrieved rosters, click for the roster whose details you want to view. The ***View/Edit*** window for the roster opens.

Figure 84. Roster Manager Window: View/Edit Roster Form



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

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

6. To remove students, click × next to an individual student or select **Remove All** from the top of the grid.

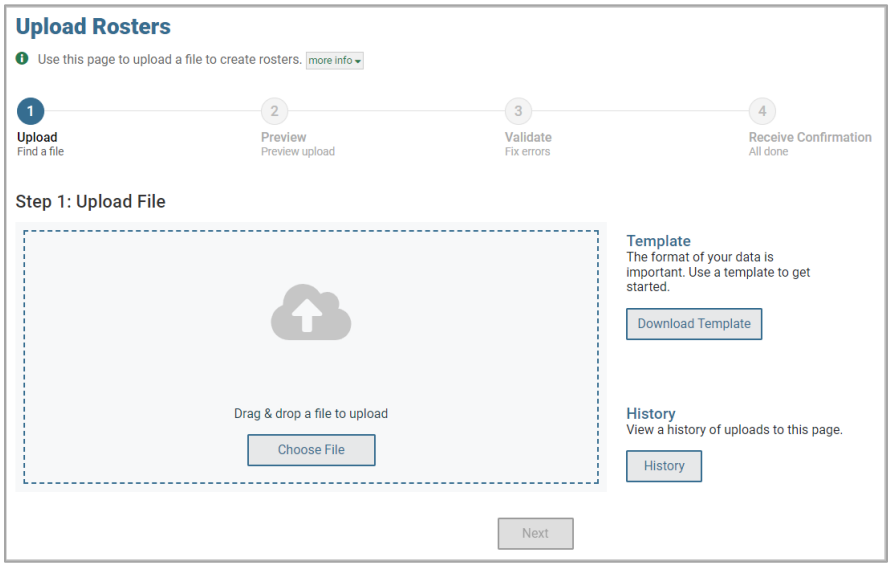
7. Select **Save**, and in the affirmation dialog box select **Continue**.

Upload Classes (Rosters)

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

1. From the **Features & Tools menu**, select **Upload Rosters**. The ***Roster Manager*** window appears, showing the Upload Rosters: Upload page (Figure 85).

Figure 85. Roster Manager Window: Upload Rosters: Upload Page



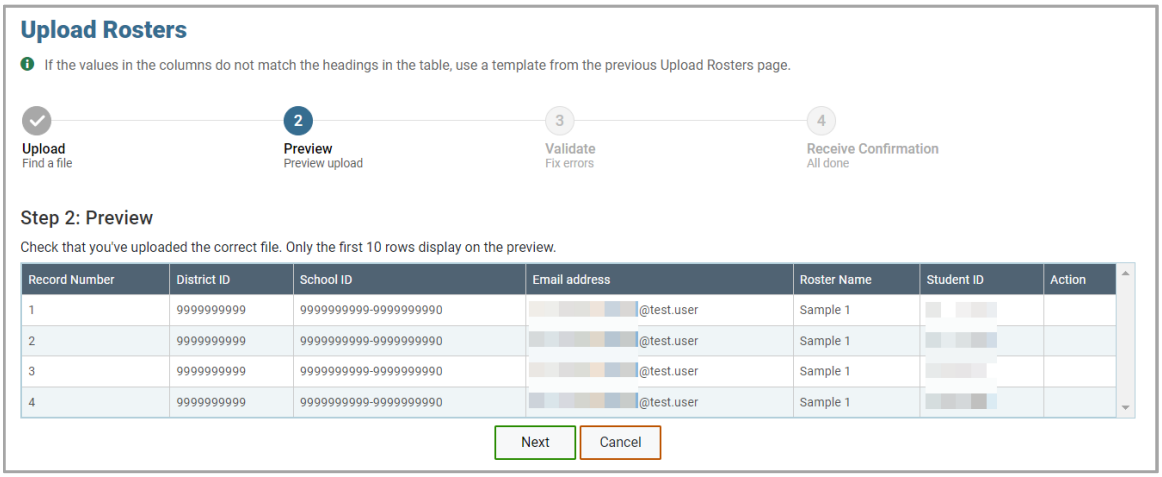
2. Click **Download Templates** on the right and select the appropriate file type.

3. Open the template file in a spreadsheet application, fill it out, and save it.

4. On the Upload Rosters: Upload page, click **Choose File** and select the file you created in the previous step.

5. Click **Next**. The Upload Rosters: Preview page appears (Figure 86). Use the file preview on this page to verify you uploaded the correct file.

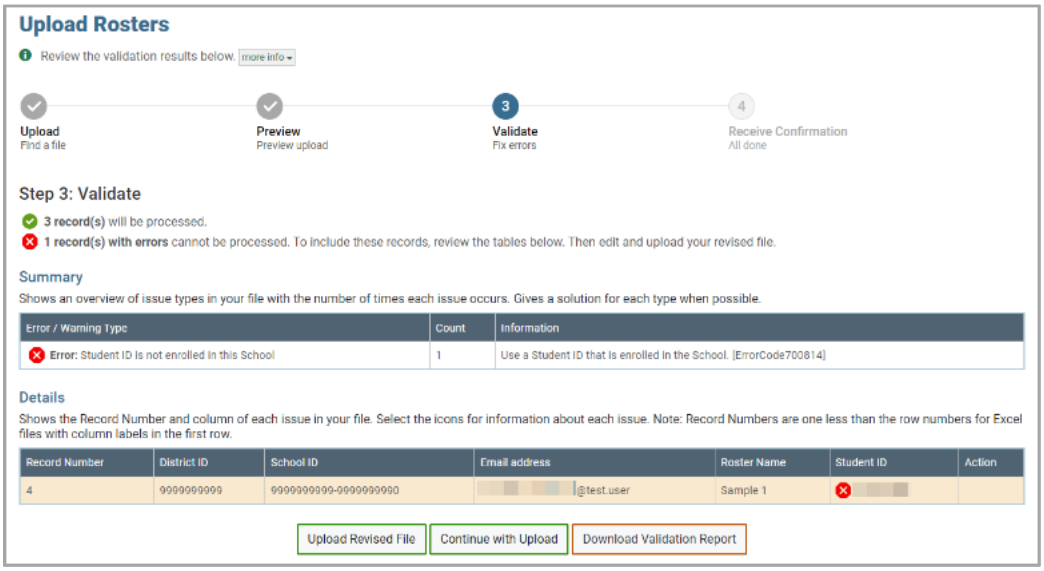
Figure 86. Roster Manager Window: Upload Rosters: Preview Page



6. Click **Next** to validate the file.

Any errors or warnings are displayed on the Upload Rosters: Validate page (Figure 87). If a record contains an error, that record will not be included in the upload. If a record contains a warning, that record will be uploaded, but the field with the warning will be invalid.

Figure 87. Roster Manager Window: Upload Rosters: Validate Page



- To revise the file before uploading, select **Upload Revised File**.
- To view a list of issues with the file, select **Download Validation Report**.
- To continue with the upload regardless of errors or warnings, select **Continue with Upload**. The confirmation screen appears (Figure 88).

Figure 88. Upload Rosters: Confirmation Page

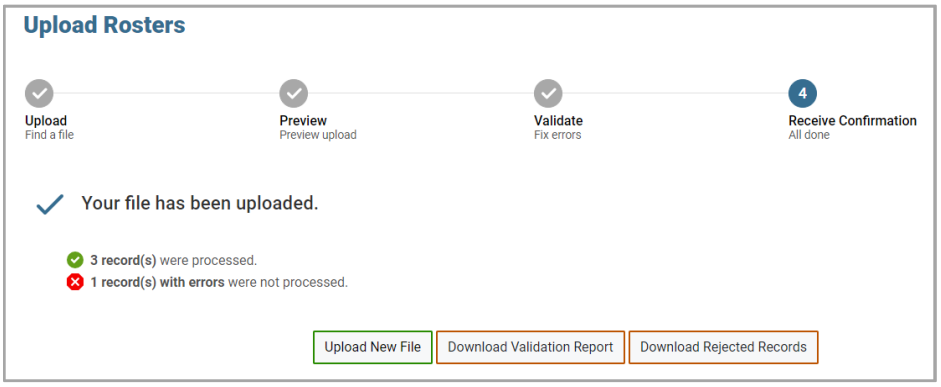


Table 1 provides the guidelines for filling out the Roster template that you can download from the Upload Roster page.

Table 1. Columns in the Rosters Upload File

Element	Description	Valid Values
8 Digit District School ID*	School associated with the roster.	School ID that exists in TIDE. Four-digit numerical district ID followed by the four-digit numerical school ID.
User Email ID*	Email address of the teacher or school personnel associated with the roster.	Email address of a teacher or school personnel existing in TIDE.
Roster Name*	Name of the roster.	Up to 20 characters.
SSID*	Secure Statewide Student Identifier number.	Up to 10 numeric characters.
Action	Action to be taken on the student, either adding them to or deleting them from the roster. If blank, the student will be added.	Add or Delete.

*Required field.

Condition Codes

Table 2 provides an overview of the various condition codes that may be entered for a machine- or hand-scored item when a traditional score cannot be entered for the student's response.

Table 2. Condition Codes

Source of Code	Condition Code	Description
Human	Blank	• The student did not enter a response.

Source of Code	Condition Code	Description
Human	Insufficient Text	• The student has not provided a meaningful response. Some examples: ▪ Random keystrokes ▪ Undecipherable text ▪ "I hate this test" ▪ "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.
Human	Non-Scorable Language	• ELA/literacy: Language other than English. • Mathematics: Language other than English or Spanish.
Human	Off Purpose	• For ELA Full Writes only: ▪ A writing sample will be judged off purpose when the student has clearly not written to the purpose designated in the task. ▪ An off-purpose response addresses the topic of the task but not the purpose of the task. ▪ Note that students may use narrative techniques in an explanatory essay or use argumentative/persuasive techniques to explain, for example, and still be on purpose. ▪ Off-purpose responses are generally developed responses (essays, poems, etc.) clearly not written to the designated purpose.
Human	Off Topic	• For ELA Full Writes only: ▪ A writing sample will be judged off topic when the response is unrelated to the task or the sources or shows no evidence that the student has read the task or the sources (especially for informational/explanatory and opinion/argumentative). ▪ Off-topic responses are generally substantial responses.
Machine	Blank	• The student did not enter a response.

Source of Code	Condition Code	Description
Machine	Insufficient Text (Duplicated Text)	• The response contains a significant amount of text repeated over and over.
Machine	Insufficient Text (Too Few Words)	• The response contains too few words to be considered a valid attempt.
Machine	Insufficient Text (Copied Text from the Prompt)	• The response is largely composed of text copied from the prompt.
Machine	Insufficient Text (Refused to Answer)	• The response is a refusal to respond, in a form such as “idk” or “I don’t know.”
Machine	Non-Specific	• This condition code is assigned to machine-scored responses when TDS identifies that the response requires a condition code but cannot determine which specific condition code it requires.
Machine	Non-Scorable Language (Spanish Response)	• The response is in Spanish.
Machine	Non-Scorable Language (Uninterpretable Language)	• The response is in a language other than English or Spanish.

H

Help

The Reporting System includes an online user guide.

Access the Online User Guide

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

L

Login Process

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

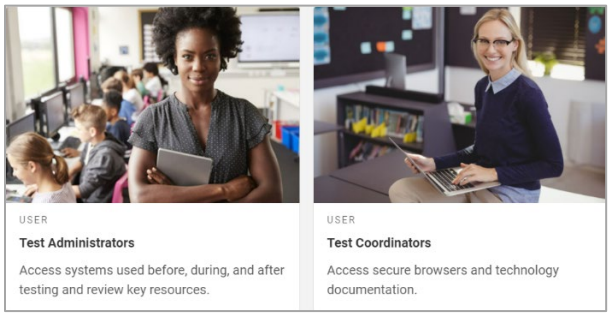
Do not share your login information with anyone. All OSAS systems provide access to student information, which must be protected in accordance with federal privacy laws.

Log In to the Reporting System

1. Navigate to the portal.

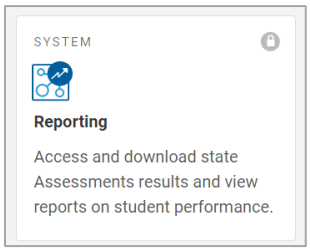
2. Select your user role from the cards displayed (Figure 89).

Figure 89. User Role Cards



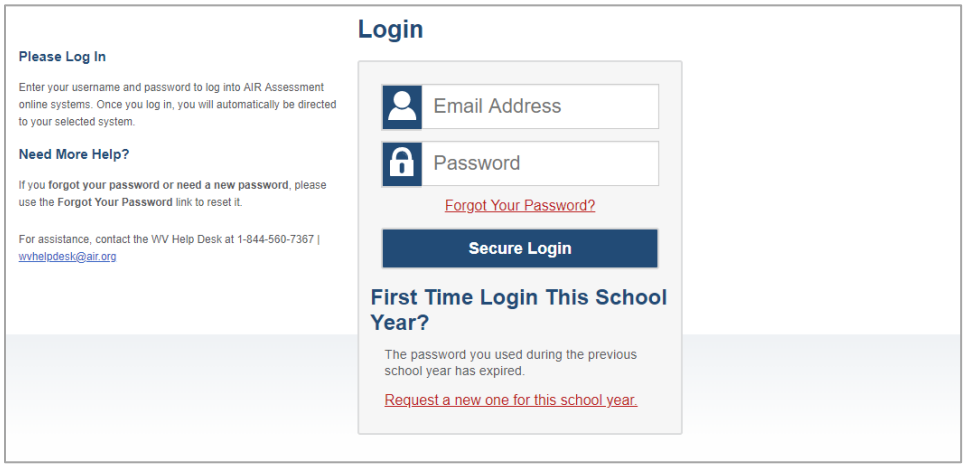
3. Click the **Reporting System** card (Figure 90). The login page appears.

Figure 90. Reporting System Card



4. On the login page (Figure 91), enter the email address and password you use to access all CAI systems.

Figure 91. Login Page

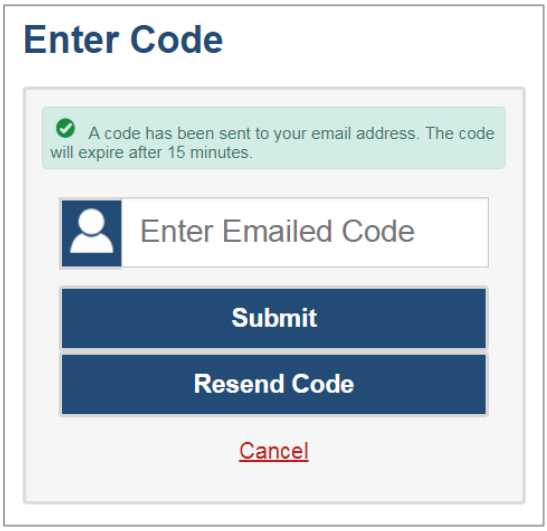


5. Click **Secure Login**.

a. If the Enter Code page appears (Figure 92), an authentication code is automatically sent to your email address. You must enter this code in the *Enter Emailed Code* field and click Submit within 15 minutes.

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

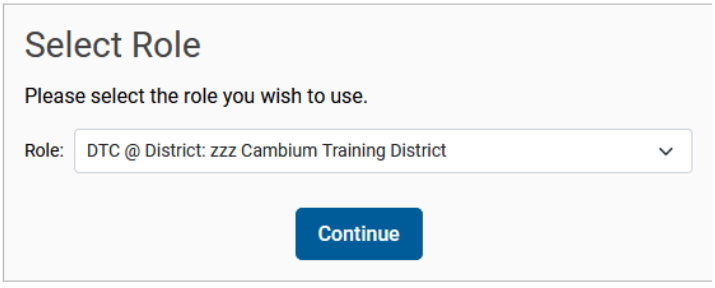
Figure 92. Enter Code Page



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

c. If your account is associated with multiple institutions, you are prompted to select a role, as in Figure 93. 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 93. Select Role Window



The Dashboard Generator for your user role appears.

Set or Reset Your Password

Your username is the email address associated with your account in TIDE. When you are added to TIDE, you receive an activation email containing a temporary link to the ***Reset Your Password*** page (Figure 94). 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.

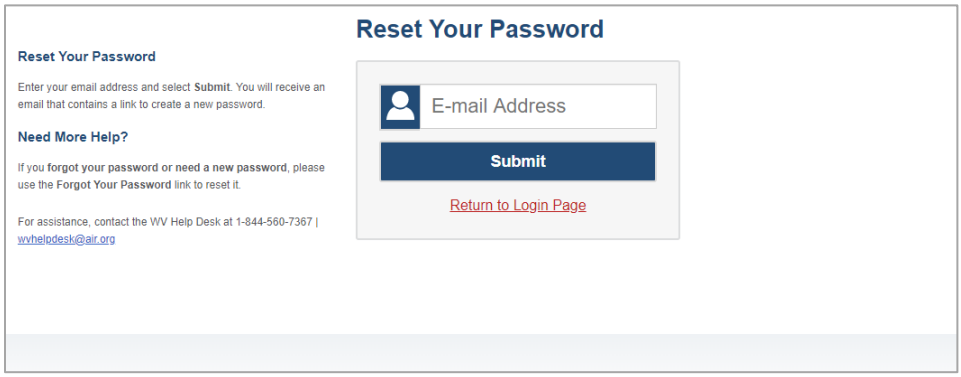
- If your first temporary link expired:

  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 94. Reset Your Password Page



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

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

- Additional help:

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

M

Multiple Interim Test Opportunities

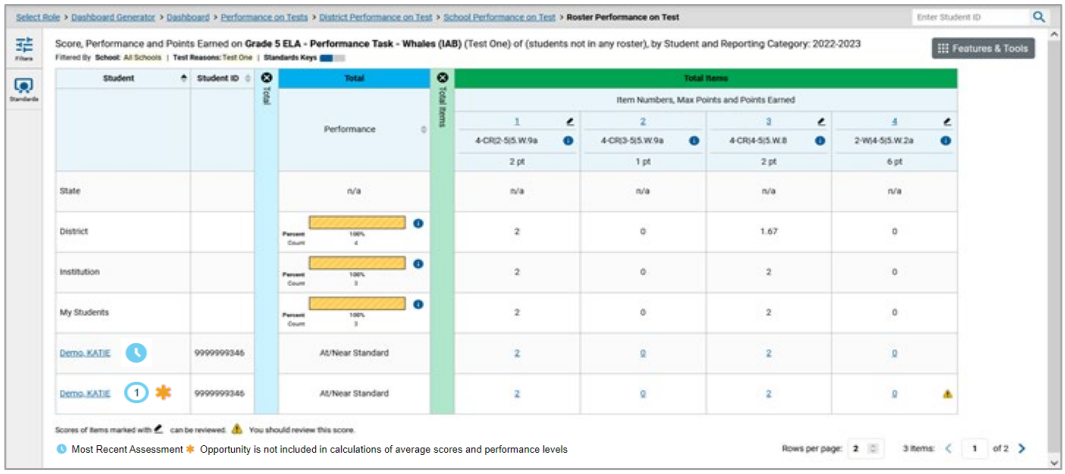
Sometimes interim test results will include multiple rows for the same student.

When a student completes multiple test opportunities for a single assessment, as in Figure 95, reports display a row of data for each opportunity. A clock icon appears next to the most recent

opportunity. Previous opportunities are marked with numbers (1), starting from the earliest test taken. For example, if the sequence of testing opportunities begins with clock icon and proceeds through opportunities 1, 2, 3, 4, and 5, that means the opportunity with the clock icon is the most recent and opportunity 5 is the least recent.

An asterisk icon ✱ indicates that an opportunity is not included in calculations of average scores or performance distributions.

Figure 95. Roster Performance on Test Report



N

Non-Scorable Test Opportunities

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

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

P

Performance Data

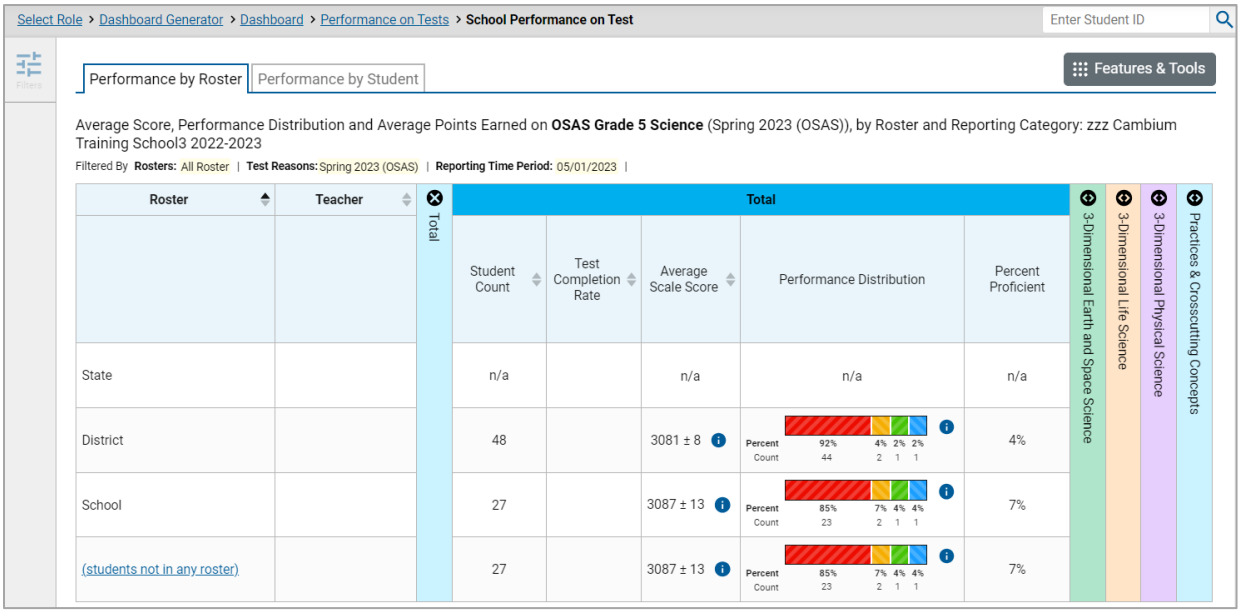
Depending on the test, a report may display different kinds of performance data:

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

- Standard error: After an individual student's score, you may see a number with "±" before it. This is the standard error of measurement (SEM). A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. As an example, if a student receives a test score of 75 with an SEM of 4, that tells us that the student's knowledge and skills fall between 71 and 79. For average scores at aggregate levels, the number following "±" is the standard error of the mean.
- Performance level data, which are used for tests with performance levels (also known as proficiency levels). Performance levels provide qualitative measurements of students' proficiency in relation to a particular standard or set of standards. Some aggregate reports include performance distribution bars, as in Figure 96, showing the percentage and number of students who achieved each performance level. These bars are color-coded, with three performance levels being coded red-yellow-green, four being coded red-yellow-green-blue, and five being coded red-yellow-green-blue-purple.
- Percent proficient, also shown in some aggregate reports (Figure 96), represents the total percentage of students who achieved proficiency. It typically includes those who fell into the top one to three performance levels.
- Measures in aggregate reports for adaptive tests may also include **Strength?**, **Proficient?**, and **% Correct**.

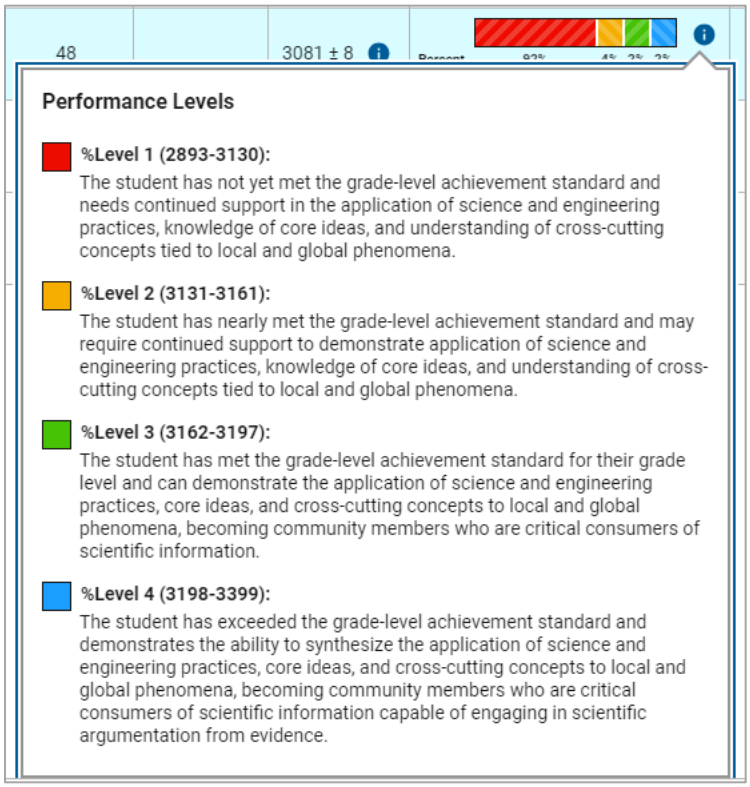
In a report, click the more info button in the score or Performance Distribution columns.

Figure 96. School-Level User View: School Performance on Test Report



A legend appears (Figure 97), explaining what the scores or performance levels indicate.

Figure 97. Expanded Performance Distribution Legend



You will find similar buttons ⓘ in reports throughout the 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 ▲ 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.

View Additional Table Rows

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

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 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 Center. 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. You can access the Secure File Center from any page in Reporting to either

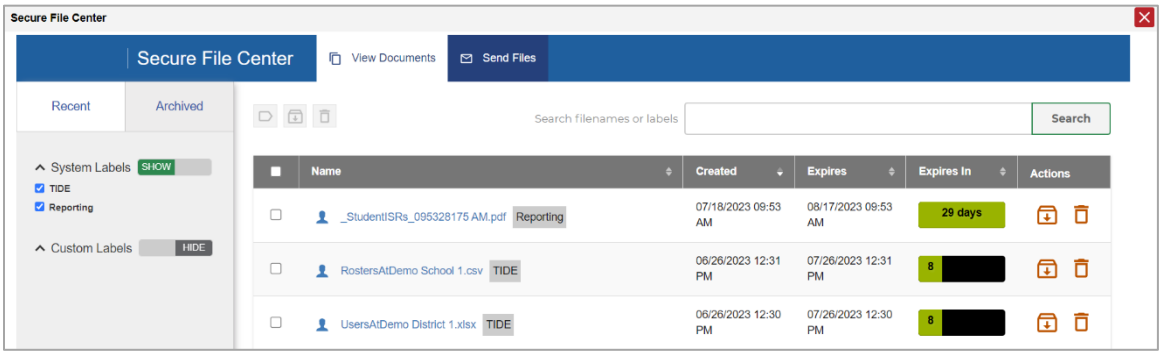
download the file or archive the file. You can also delete the files you have exported, but not files added by admin users.

1. In the banner, click **Secure File Center**. The ***Secure File Center*** window appears (Figure 98). By default, the Secure File Center displays the **View Documents** tab.
2. Choose either of the available tabs (Figure 98):
   - **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**.

Send Files to Other Users' Secure File Centers

1. From the banner, select **Secure File Center**. The ***Secure File Center*** page appears (Figure 98). By default, the ***View Documents*** tab displays.

Figure 98. Secure File Center Window: View Documents Tab

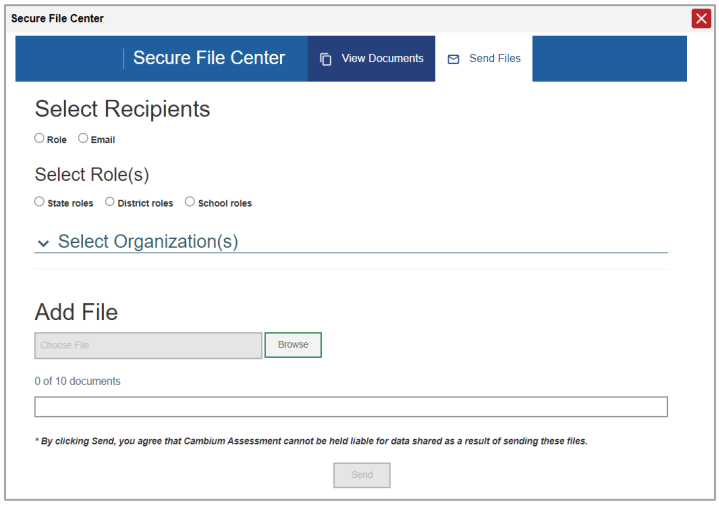


2. Select the **Send Files** tab. The ***Send Files*** page appears (Figure 99).

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. Note that when you send files by role, they are sent to all users who match your filters.
- Select **Email** to send a file or files to a single recipient by email address.
- If you select **Email**, skip to step 7.

Figure 99. Secure File Center Window: Send Files Tab



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

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

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

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

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

9. Select the file(s) you wish to send.

10. Select **Send**.

State-Level Features

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

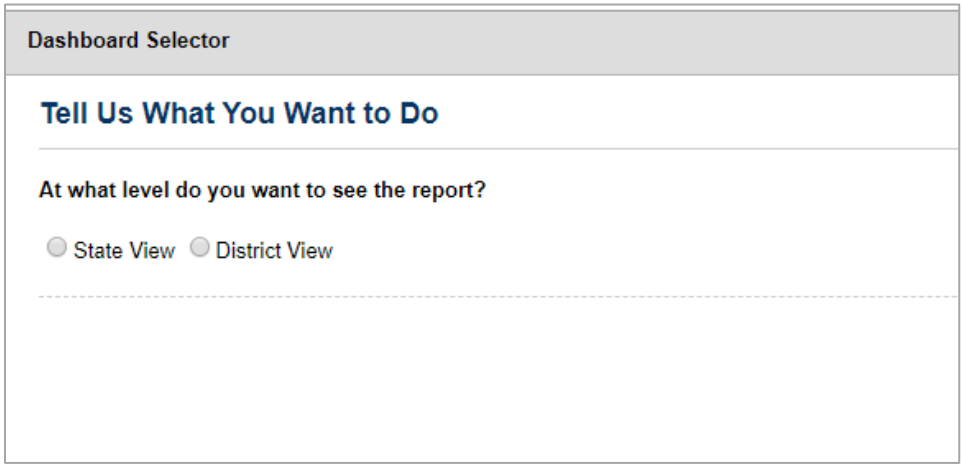
Access Overall Test Results for Your State

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

1. Log in to Reporting. The Dashboard Selector page appears (Figure 100).

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

Figure 100. State-Level User View: Dashboard Selector Page

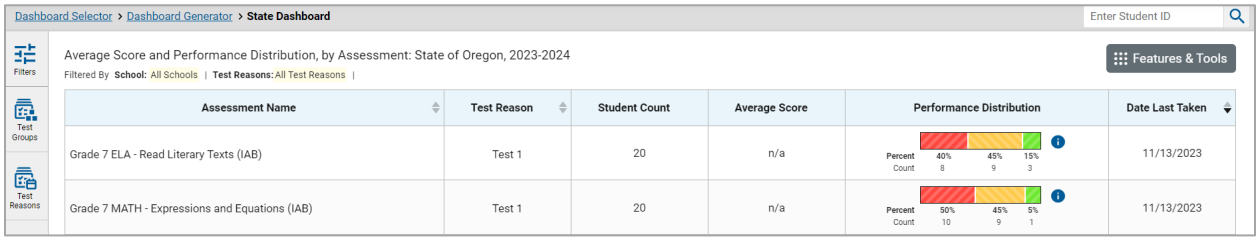


3. Select **View**.

   The Dashboard Generator page appears, allowing you to select test groups just as any other user would. When you have made your selections and clicked **Go to Dashboard**, the state dashboard appears, looking similar to a Performance on Tests report (Figure 101). It displays an assessments

table with up to 10 of the tests you selected, sorted by Date Last Taken with the most recent tests first.

Figure 101. State Dashboard



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

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

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

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

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

To return to the Dashboard Selector or the Dashboard Generator, use the path links in the upper-left corner.

Access Reporting at the District Level

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

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

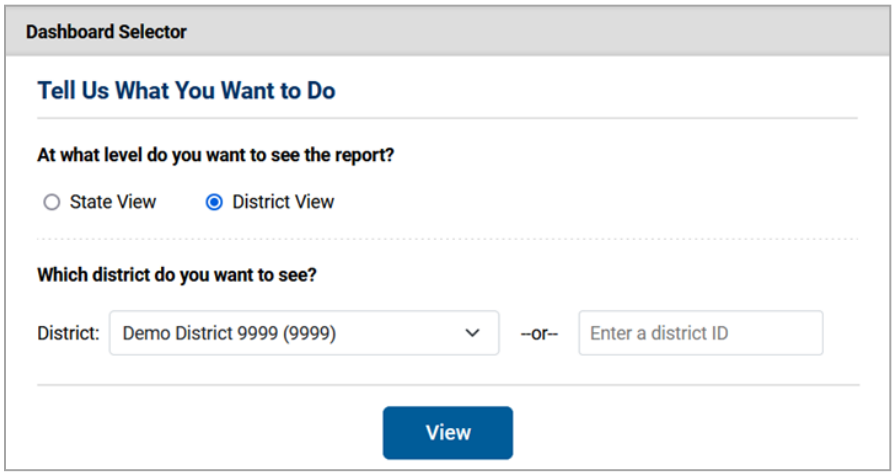
2. From the state and district options, select **District View** (Figure 102).

3. Do either of the following:

   - From the drop-down list that appears, select a district.
   - In the search field that appears, enter a district ID.

4. Select **View**.

Figure 102. State-Level User View: Dashboard Selector Page



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

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

T

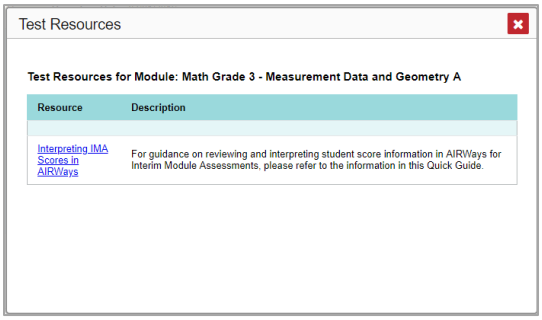
Test Resources

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

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

A window opens (Figure 103), displaying resource links that either download or open in a new browser tab or window.

Figure 103. Test Resources Window



U

User Role Change

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

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 institution (entity name).

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

User Support

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

The Helpdesk is open 7:00 a.m. to 5:00 p.m. PT (except holidays or as otherwise indicated on the OSAS portal).

- OSAS Helpdesk
- **Toll-Free Phone Support**: 1-866-509-6257
- **Email Support**: osashelpdesk@cambiumassessment.com

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

- If the issue pertains to a student, provide the student's SSID and associated district or school. Do not provide the student's name.
- If the issue pertains to a Test Information Distribution Engine (TIDE) user, provide the user's full name and email address.
- Any error messages and codes that appeared, if applicable.
- Operating system and browser information, including version numbers (for example, Windows 11 (23H1) and Firefox 113 or macOS 13.3 and Safari 16).

Change Log

Change	Date
Access Test Results for an Individual Class (Roster) Removed reference to an obsolete button. These changes are called out with “February 2024”.	02/27/24
View and Interpret Writing Dimension Measures Edits to reflect updated writing dimension score reporting. These changes are called out with “February 2024”.	02/27/24
Access Test Results for an Individual Student on a Particular Test Edits to mention more sections, including Writing Dimensions, that may appear in some reports. These changes are called out with “February 2024”.	02/27/24
View Data from a Previous Point in Time Multiple edits, mainly to clarify how the date setting works. It filters for students who belonged to you on that date as well as tests that were taken by that date. These changes are called out with “Feb. 2024 part 2”.	02/27/24
Generate and Export Individual Student Reports (ISR) Generate and Export Student Data Files Additional text and new screenshots for the new checkbox in the Student Results Generator that allows the user to include students who were associated with them at the time of testing.	04/01/24