



# Access Assessment Results

Training Manual



## About this Guide

This training guide will equip teachers and administrators to run and interpret assessment reports in Classrooms to facilitate instructional decision-making.

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**AL12-TM04-KNT**

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## CIITS Home Page: My Schoolnet



When you first log in to CIITS you will arrive on the home page, also known as 'My Schoolnet.' This page has many useful links. What you see depends on whether you are a teacher or administrator.

## View the Classrooms Assessment Monitor in My Schoolnet

The Classrooms Assessment Monitor is a report that "lives" in My Schoolnet. It allows teachers to easily identify and segment their students based on recent assessment data.

Choose a section to view in the My Classroom area. Administrators can select a teacher and section.

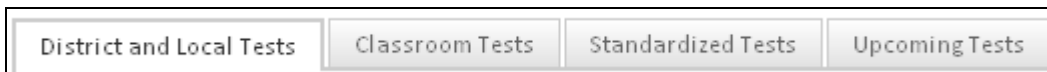
MY CLASSROOM

Show Me Section: C SOC STUD 7 Test (SO2356) - SO2356-AF1-070-MORENO

## Components of the Classrooms Assessment Monitor

The Classrooms Assessment Monitor provides teachers direct access to useful test information:

- **District and Local Tests** – Offers information related to benchmark assessments that are in progress or completed.
- **Classroom Tests** – Provides information related to a teacher's in progress and completed Classroom tests (i.e., tests that the teacher has created for their own students and tests that have been assigned or recommended to the teacher by an administrator).
- **Standardized Tests** – Allows teachers to select from available standardized test results.
- **Upcoming Tests** – Shows teachers all upcoming tests related to their sections, with test name, online passcode and test stage provided in a line-by-line format.



## View Upcoming Tests

Teachers can use the Upcoming Tests tab to quickly see all current tests at a glance (test name, online passcode tests and test stage).

Click a test name to view test detail and links to additional functionality

View all tests related to the selected section regardless of test stage

This is the passcode that students will need to take the test online

Link to Proctor Dashboard

TEST NAME	ONLINE PASSCODE	T
11/15/11, Advanced Math 7 Unit 1 Algebra and Integers Test (11/15/2011)	WEKOQOR3	I
11/14/11, OE Sample Test	WOCUG2	I
10/03/11, English - Grade 07 - Assessment 3	WAKUPY2	Co

View all

## View District/Local, Classroom & Standardized Test Results by Student

The District and Classroom Tests tabs function the same way: the only difference is the source of the tests. The three most recent tests are displayed in each tab. Only current year tests are displayed in the first two tabs. In the Standardized Tests tab you can select a prior year test and, if applicable, view by each test subject.

**Recent Classroom Tests**

Foreign Language ... 06/08/2011 <b>80.0 %</b>	Social Sciences a... 06/15/2011 <b>33.3 %</b>	Social Sciences a... 02/07/2011 <b>62.9 %</b>
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**MORE:**  
Standards Mastery  
Skills Analysis  
Item Analysis

Jump to reports for selected test

Compare class performance to school and district (not applicable to most Classroom tests)

Overall % correct on three most recent test administered to these students

02/07/11, History - Grade 07 - Test 2

35 QUESTIONS    16 TESTS SUBMITTED    62.9 % PERCENT CORRECT

Section: [Bar chart]  
School: [Bar chart]  
District: [Bar chart]

Show fewer tests

Select test to view

Click squares to filter. Mouse over to view cut score for color

**FILTER BY SCORE GROUP:** [Green] [Yellow] [Red]

<b>HOLMES, PENEY</b> Score: 80% 28/35	<b>HARDYMAN, JOSEHUA</b> Score: 80% 28/35	<b>POP, VICKY</b> Score: 80% 28/35	<b>MEDIMPUDI, TISHAY</b> Score: 77% 27/35	<b>BLUHM, STEVEN</b> Score: 74% 26/35
<b>DALIA</b> Score: 71% 25/35	<b>QUINTANILLA, ALBERT</b> Score: 71% 25/35	<b>VALENCIA, DANIEL</b> Score: 71% 25/35	<b>TRAN, BRIDGET</b> Score: 69% 24/35	<b>TORRALBA, JULIETTE</b> Score: 60% 21/35
<b>PAK, HECTOR</b> Score: 57% 20/35	<b>SALINAS, ESTHER</b> Score: 54% 19/35	<b>BOWEN, RONDA</b> Score: 51% 18/35	<b>SPARKS, MARIO</b> Score: 46% 16/35	<b>BRADSHAW, TERESA</b> Score: 29% 10/35
<b>OLD, WANDA</b> Score: 23% 8/35	<b>BARRAZA, MICHAEL</b> Score: N/A	<b>CEDILLO, JALEN</b> Score: N/A	<b>GALVET, LINROY</b> Score: N/A	

**ADEN, MARIANA**  
45%  
9/20

### What if the student boxes have multiple squares?

Once students have results for more than one test, you will be able to compare the currently selected test results with recent performance on other tests. The box with the thin black outline represents the selected test and will therefore match in color to the top band. To view the student's test history, click the name to go to the Classroom (or Benchmark) tab of the Student Profile.

# Classrooms Home Page

The Classrooms home page allows teachers to easily access, understand and use data on a daily basis to inform instruction with one-click access to lesson plans, class rosters and test scores. The Classrooms sub navigation contains the following sections:

- **Student Performance/Analyze Sections** – Default Classrooms home serves as the ‘Teacher Dashboard.’ Reporting in this section is the focus of this document.
- **Student Groups** – Manage group membership of student sets.
- **Lesson Planner** – Schedule lessons.
- **Materials Search** – Locate lessons, resources, standards.



## Analyze Sections

Materials Search:

Section Chooser  
Course/Section:

**Benchmark Test Dashboard**  
This page displays assessments administered in the current school year. Click on the for further analysis.

Filter:    to

Test Start Date	Test Name	Subject	Test Level	Percent Correct
01/07/2011	01/07/11, 10/11_GL4_JanWriting	English Language and Literature	Gr 4	79.5%
01/09/2011	01/09/11, 10/11_GL4_Math_Gr4	Mathematics	Gr 4	54.9%
09/17/2010	09/17/10, 10/11_GL4_Math_Gr4	Mathematics	Gr 4	37.5%
09/07/2010	09/07/10, 10/11_GL4_Writing	English Language and Literature	Gr 4	61.9%

[Show fewer tests](#)

## Analyze Sections Tabs

- **Benchmark Dashboard** – Current year interim assessments administered by the district/school.
- **Classroom Test Dashboard** – Current year tests created and administered by the teacher.
- **Item Analysis** – Question level results.
- **Skills Analysis** – View student performance by standards assessed during the year.
- **Standards Mastery** – Test mastery by standard.
- **Student List** – List of students in the selected section; views for contact info, marks, etc.
- **Student Analysis** – Spreadsheet of student-by-student information on a variety of data points.

# How Do I Access Results for a Recent Assessment?

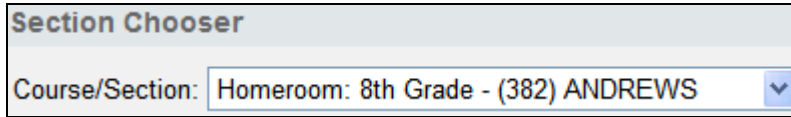
All assessment reports in Classrooms are available in Analyze Sections.

## View the Benchmark (or Classroom Test) Dashboard

Both the Benchmark and Classroom Dashboards operate in the same way and provide shortcuts to many of these reports. Use the Classroom Test tab to analyze results for tests you create and administer.


To access reports from the Classroom or Benchmark Dashboard:

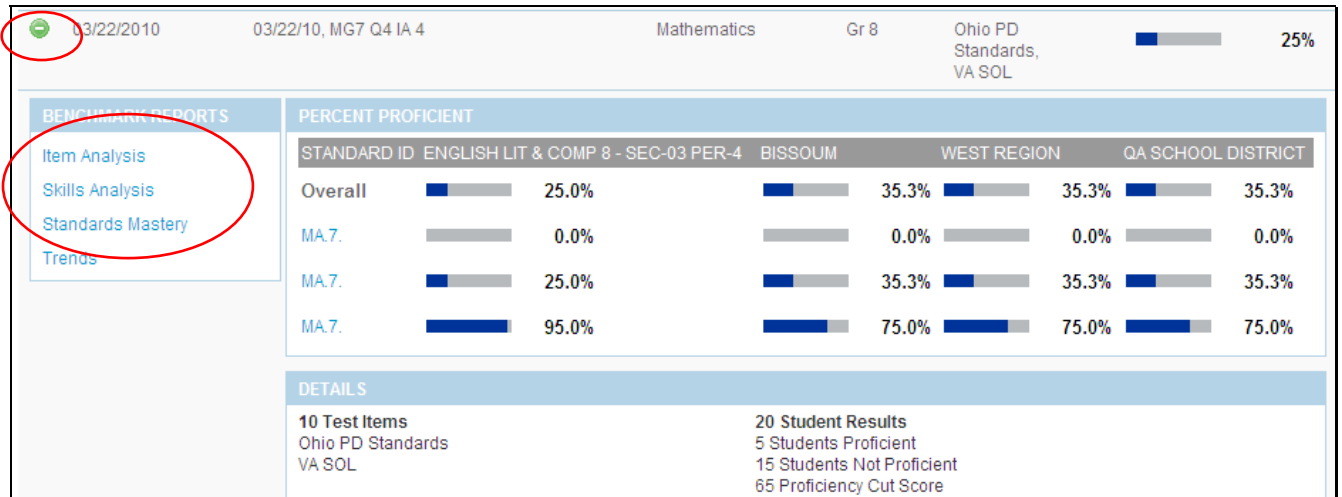
1. In Analyze Sections, make sure the desired section is selected in the Section Chooser. Administrators can filter by teacher.



Section Chooser

Course/Section: Homeroom: 8th Grade - (382) ANDREWS

2. Click  to 'expand' at test in either the **Benchmark** or **Classroom Test Dashboard** tab.
3. Notice the test details available, including a comparison by standard of the class to the school and district. Click the desired report type.



03/22/2010 03/22/10, MG7 Q4 IA 4 Mathematics Gr 8 Ohio PD Standards, VA SOL 25%

**BENCHMARK REPORTS**

- Item Analysis
- Skills Analysis
- Standards Mastery
- Trends

**PERCENT PROFICIENT**

STANDARD ID	ENGLISH LIT & COMP 8 - SEC-03 PER-4	BISSOUM	WEST REGION	QA SCHOOL DISTRICT
Overall	25.0%	35.3%	35.3%	35.3%
MA.7.	0.0%	0.0%	0.0%	0.0%
MA.7.	25.0%	35.3%	35.3%	35.3%
MA.7.	95.0%	75.0%	75.0%	75.0%

**DETAILS**

10 Test Items Ohio PD Standards VA SOL	20 Student Results 5 Students Proficient 15 Students Not Proficient 65 Proficiency Cut Score
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## How Did My Class Do on a Recent Assessment? Standards Mastery Report

The Standards Mastery Test report can be one of the most effective resources to assist teachers in focusing instruction and addressing student weaknesses. The report provides summary data for a group of students that can be useful in evaluating the effectiveness of instruction, and identifying areas for further instruction. It displays the number of students who scored in each proficiency level by standard. Only the skills that were assessed on the test are displayed. This report is used to show performance of the group as a whole on specific standards. The report allows teachers to determine which standards were mastered by a majority of the class and easily identify students who did not master a standard, regardless of how well the class did overall. This report supports grouping for differentiated instruction.

### Parts of the Standards Mastery Report

The default **Score Group** view provides an opportunity to compare performance by standard. The number of test items covered by each standard is indicated. Cut scores are visible in the report key. Depending on the number of questions and the cut scores it may be mathematically impossible to have students in the middle score group(s). For example, in the first standard shown, students either got a 0% or 100%. So even though the report indicates that 31 students were in the 'Excellent' score group, we can tell that this is based on only one question.

Showing: [Currently Enrolled Students](#) | [All Students](#)

TOOLS	STANDARD	# OF TEST ITEMS	EXCELLENT	PROFICIENT	NOT PROFICIENT
M	LA.8.110.24.9.B: draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies	1	31		2
M	LA.8.110.24.10.F: determine a text's main (or major) ideas and how those ideas are supported with details	2	27		6
M	LA.8.110.24.10.G: paraphrase and summarize text to recall, inform, or organize ideas	2	18		15
M	LA.8.110.24.10.H: draw inferences such as conclusions or generalizations and support them with text evidence and experience	3	20	11	2
M	LA.8.110.24.11.C: support responses by referring to relevant aspects of text and his/her own experiences	4	12	12	9
M	LA.8.110.24.12.A: identify the purposes of different types of texts such as to inform, influence, express	1	26		7

Clicking on one of the score group numbers for a standard brings up the **Student Mastery Groupings** section for that standard. If surprised to see a student in a particular group, the teacher could click on the student name to access the profile and see how a student did on other assessments for comparison.

Students by Score Group

Add to Group...  Select a Score Group to add to a Student Group.

Excellent	Proficient	Not Proficient
CLARK, SHANE CUNNINGHAM, STACY DAVIS, PHILIP EDWARD, AMAL JARRELL, NAVIN JOHNSON, ERIC LOWE, JODIANNE NEWTON, MATTHEW OATES, BRANDON PUPO, RYEN RILEY, BRANDON STICKEL, JANET	BANNER, NICK GLEASON, KAYONNA HENDERSON, FREDERICK HINES, ELIUD JOHNSON, DEANNA JORDAN, OLIAS RODRIGUEZ, SHAKYRA VALIDO, MALCOLM WILLIAMS, DEREK WILLIAMS, NICK WU, DELFINA ZOLOT, EZRA	ABDI, ERIC GHALI, THIERRY HARROP, JUSTIN HORTON, HAZEL JOHNSON, SAMANTHA STREET, JOE WHITMORE, LASAUNDR WILLIAMS, SAVION WORMERLY, JEVONTE
Greater than 80% Correct	60-80% Correct	Less than 60% Correct

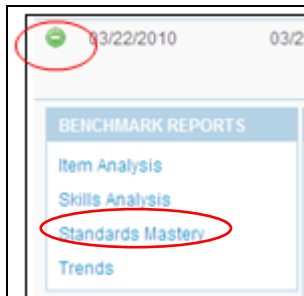
The **Section Average** indicates what percent of questions on this standard the class as a whole answered correctly. While convenient for an overall sense of performance by standard, it does not provide a way to break out results by students.

TOOLS	STANDARD	# OF TEST ITEMS	SECTION AVERAGE
M	LA.8.110.24.9.B: draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies	1	93.9%
M	LA.8.110.24.10.F: determine a text's main (or major) ideas and how those ideas are supported with details	2	87.9%
M	LA.8.110.24.10.G: paraphrase and summarize text to recall, inform, or organize ideas	2	71.2%
M	LA.8.110.24.10.H: draw inferences such as conclusions or generalizations	2	84.0%

## Run the Standards Mastery Report

To run the report:

1. Click the **Standards Mastery** link on the Benchmark or Classroom Test Dashboard.



2. The report displays how many students were in each score group by standard. Identify a standard that students struggled with and click one of the score group numbers in that row.

Showing: Currently Enrolled Students | All Students

TOOLS	STANDARD	# OF TEST ITEMS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC	TIMES SCHEDULED	TIMES ASSESSED
M	3.1.8.E.2: Describe changes to matter caused by heat, cold, light, or chemicals.	5	1	6	12	4	1	1
M	3.2.8.A.2: Use direct and indirect observation to study the world and the universe.	4	1	17	5		1	1
M	3.4.8.A.1: Describe atoms as composed of even smaller sub-atomic structures (e.g.,	1	11		12	2		

View standard detail with material inventory.

Schedule the standard on your lesson planner

Roll cursor over **Key** to view cut scores

If you use the Lesson Planner the report will show how many times the standard has been taught and scheduled. To start, the **Times Taught** and **Times Scheduled** columns are empty.

Times Assessed is the # of benchmarks on which this skill has been covered to

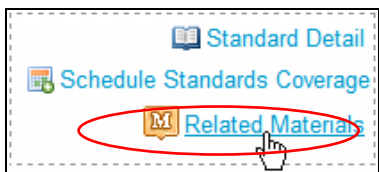
3. The Student Mastery Groupings page lists students by score group. You can click on a name to go to the Student Profile. You can also create a student group of all the students in a selected score group.

Add to Group... Go Select a Score Group to add to a Student Group.

Advanced	Proficient	Basic	Below Basic
	Hislop, Bruce	Blount, Bobby BRASCO, WILLIAM Brayshaw, Bill Chandrasekhar, Vanitha Currie, John Drake, James Eain, Stephen	Hanwell, Mary Heffner, Stan Knight-Batey, Cherie Lambert-Aikens, Diana Melton, David



- Notice in the top right corner the link to view all related educational materials (e.g. lessons, resources) that are aligned to the same standard.



- Scroll down and click [← Back to Previous Page](#) to return to the report.

- Switch the view to 'Section Average.'



- The section average is displayed for each standard.

STANDARD	# OF TEST ITEMS	SECTION AVERAGE
3.1.8.E.2: Describe changes to matter caused by heat, cold, light, or chemicals.	5	56.5%
3.2.8.A.2: Use direct and indirect observation to study the world and the universe.	4	28.3%
3.4.8.A.1: Describe atoms as composed of even smaller sub-atomic structures (e.g., protons, neutrons, electrons).	1	47.8%

### Questions for Understanding

- On which standard did students do the best and worst?
- What are the cut-offs for each score group?
- What standard was covered by the most test questions?

### Practice

Once any open response items are scored, run a Standards Mastery report on your site for a Classroom assessment you created and administered.. Answer the following questions:

- Do you see a particular standard on which students performed the worst? Do you define 'worse' as having the most students in the lowest score group or the fewest in the top score group?
- On what standard did student score the best? Why do you think this is so?
- How many questions are tested for most standards? Do you think this is enough to determine mastery? What other ways do you have to determine student mastery on a particular standard?

## Which Questions Were Most Difficult? Item Analysis Report

The Item Analysis report allows for question level analysis for any benchmark or classroom test. It can be one of the most effective resources to assist teachers in focusing instruction and addressing student weaknesses. The report provides summary data for a group of students that can be useful in evaluating the effectiveness of instruction, and identifying areas for further instruction.

This report is used to show performance of the group as a whole on specific test questions. The item analysis provides specific information about the exact questions with which students struggled. The report allows teachers to distinguish between questions answered incorrectly by a majority of students, versus those answered incorrectly by only a few students. Additionally, teachers can identify which wrong answer was selected most frequently in order to determine why the students may have missed the item. Therefore, the item analysis shows teachers additional detail about standards that that need to be addressed across the class, before narrowing the focus to individual students and their specific needs.


### Parts of the Item Analysis Report

At the top of the report are several viewing options.

Order by: [Item Number](#) | [Standards Performance](#) | [Percent Correct](#)      Highlight:  Low Performing Students      View: [Currently Enrolled Students](#) | [All Students](#)

- Order by Item Number (Default) – Display questions in numerical order.
- Order By Standards Performance – Group questions by standard and display an average percent correct.
- Order by Percent Correct – Display most frequently missed question first.
- Highlight low performing student – Highlight non-proficient students in pink.
- View Currently Enrolled Students (Default) – Display currently enrolled students only.
- View All Students – Display all students who have been enrolled in the selected section at some point this year.

The **Section-Wide Summary** provides an opportunity to compare, by question, section performance to that of the school and district as a whole. The percent of students selecting the correct answer is indicated both for the overall test and each question. In this example there is not a wide difference in performance between this class, the school and district.

	Total Score	Item 1 >	Item 2 >	Item 3 >	Item 4 >	Item 5 >
 Section-Wide Percent Correct	84.7%	95.2%	76.2%	100.0%	81.0%	90.0%
School-Wide Percent Correct	85.2%	89.5%	72.5%	96.3%	82.7%	75.0%
District-Wide Percent Correct	82.4%	86.4%	71.1%	95.4%	79.4%	73.0%
Primary Standard ID	-	LA.8.110.24.12.H	LA.8.110.24.10.H	LA.8.110.24.10.F	LA.8.110.24.10.G	LA.8.110.24.10.I
Point Value	23	1	1	1	1	1
Correct Answer	-	C	B	D	C	B

The **Student-By-Student Data** section indicates what each student answered: green check for correct; f or multiple choice and T/F questions letters indicate wrong responses. 'Griddable' responses, if applicable, indicate the actual incorrect answer. Freeform response questions indicate points achieved. Click any column header to sort. The teacher can click on an Item # at the top of the column to view the content; for example, to determine what was so attractive about wrong answer D. It is worth looking at item discrimination – did each question discriminate between students who knew the content (received high scores) and those who did not (received low scores)? Questions with the high scorers answering incorrectly and the low scorers answering correctly are worth looking into. The teacher could click on the student name to access the profile and see how a student did on other assessments for comparison.

Student Name ▾	Total Score ▾	Sort ▾	Sort ▾	Sort ▾	Sort ▾	Sort ▾
ASAHA, NICHOLAS	65.2%	A	D	✓	D	✓
PICKENS, BRYAN	82.6%	✓	D	✓	✓	✓
SOULVONG, TONYON	87.0%	✓	D	✓	✓	✓
STANLEY, ZAKYRA	87.0%	✓	D	✓	✓	✓
TILLEY, SPENCER	56.5%	✓	D	✓	A	✓
ADAMS, LACHELLE	91.3%	✓	✓	✓	✓	✓

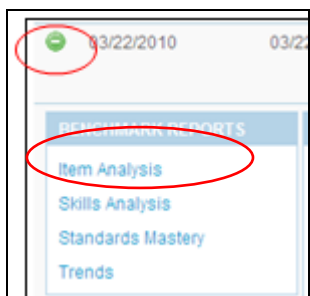
The **Standards Alignment** chart shows the standard that is assessed by each question, essential knowledge to interpreting the item analysis and making instructional adjustments. You can click the question number to display the Item Detail page. If provided and loaded, the text of the actual question is displayed. After you review the question content, scroll down and click [← Back to Item Analysis](#)

QUESTION #	ID	SKILL TEXT
1	MA.6.111.22.6.7.A	The student is expected to locate
2	MA.6.111.22.6.8.D	convert measures within the sam
3	MA.6.111.22.6.1.A	compare and order non-negative
4	MA.6.111.22.6.3.B	represent ratios and percents w
5	MA.6.111.22.6.10.D	solve problems by collecting, org

### Run the Item Analysis Report

To run the report:

1. Click the **Item Analysis** link on the Classroom (or Benchmark) Test Dashboard.



2. View the Student-by-Student section and sort on one of the columns.

Student Name ▾	Total Score ▾	Sort ▾	Sort ▾	Sort ▾	Sort ▾
<input type="checkbox"/> COBB, DEON II	80.0%	✓	B	✓	✓
<input type="checkbox"/> CURTIS, DELECIA	80.0%	✓	B	✓	✓
<input type="checkbox"/> GARATE, JACOB	60.0%	D	B	✓	A
<input type="checkbox"/> GIANGRANTE, JOHN	85.0%	✓	B	✓	✓

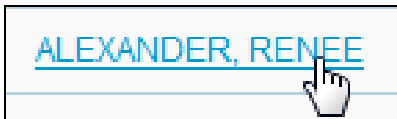
### Practice

Run an item analysis report on your site. Experiment with the different viewing options. Answer the following questions:

- Try to find a standard on which performance on different aligned questions varied widely.
- Which four questions were missed the most? Were any on the same standard?
- Look at the most missed question. Was one wrong answer picked more than others? If so, why do you think this is so?
- Were the most-missed questions good discriminators?

## What Information is Available About Each Student? View the Student Profile

Student Profiles include all data that is available in Schoolnet about each student. Individual student data is highly sensitive and may be regulated by local, state and federal laws. Always exercise extreme caution in viewing, analyzing and acting on this information. Throughout Schoolnet you can access a student profile by clicking any student name that appears in blue (or purple) text, such as from the Standards Mastery score groupings.



### Printing a Profile

Open a Student Profile. Click the **Create PDF** link. Check the sections to print and click **Create PDF**.



## Tabs in the Student Profile

The tabs, their order and specific data points may vary according to grade level and what your district has chosen to load and display. Additionally, your user permissions may restrict access to some fields.

Tab	Displays...														
<div style="border: 1px solid gray; padding: 5px; width: fit-content;">Student Overview</div>	<p>Personal information, current year marks and benchmark results that highlight strong and weak standards.</p> <ul style="list-style-type: none"> <li>• <b>Absences</b> – Currently, attendance is not collected or displayed.</li> <li>• <b>Strong and Weak Standards</b> – An overview of the most recent current year benchmark in each subject is displayed at the bottom of the overview.</li> </ul> <div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <p><b>Life and Physical Sciences Performance</b></p> <p>Last Test: 12/11/09, Gr5_Science_Q2, 12/11/2009  <a href="#">Detailed item analysis of this test for this student</a></p> <p>Overall Performance: 53 %</p> <p>Score Group: <span style="display: inline-block; width: 15px; height: 15px; background-color: #FFC300; border: 1px solid black; margin-right: 5px;"></span> Proficient</p> <hr/> <p><b>Year to Date Life and Physical Sciences strengths &amp; weaknesses:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Strong Standards</th> <th style="text-align: right;">% of questions correct</th> </tr> </thead> <tbody> <tr> <td><a href="#">SCI.5.4: Science and Technology</a></td> <td style="text-align: right;">100 %</td> </tr> <tr> <td><a href="#">SCI.5.5: Scientific Inquiry</a></td> <td style="text-align: right;">67 %</td> </tr> <tr> <td><a href="#">SCI.5.2: Life Sciences</a></td> <td style="text-align: right;">57 %</td> </tr> <tr> <td><a href="#">SCI.5.6: Scientific Way of Knowing</a></td> <td style="text-align: right;">50 %</td> </tr> </tbody> </table>   <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Weak Standards</th> <th style="text-align: right;">% of questions correct</th> </tr> </thead> <tbody> <tr> <td><a href="#">SCI.5.3: Physical Sciences</a></td> <td style="text-align: right;">48 %</td> </tr> </tbody> </table> </div>	Strong Standards	% of questions correct	<a href="#">SCI.5.4: Science and Technology</a>	100 %	<a href="#">SCI.5.5: Scientific Inquiry</a>	67 %	<a href="#">SCI.5.2: Life Sciences</a>	57 %	<a href="#">SCI.5.6: Scientific Way of Knowing</a>	50 %	Weak Standards	% of questions correct	<a href="#">SCI.5.3: Physical Sciences</a>	48 %
Strong Standards	% of questions correct														
<a href="#">SCI.5.4: Science and Technology</a>	100 %														
<a href="#">SCI.5.5: Scientific Inquiry</a>	67 %														
<a href="#">SCI.5.2: Life Sciences</a>	57 %														
<a href="#">SCI.5.6: Scientific Way of Knowing</a>	50 %														
Weak Standards	% of questions correct														
<a href="#">SCI.5.3: Physical Sciences</a>	48 %														
<div style="border: 1px solid gray; padding: 5px; width: fit-content;">Enrollment &amp; Academic Record</div>	<p>Current enrollment. Scroll down to view current year course enrollment.</p>														
<div style="border: 1px solid gray; padding: 5px; width: fit-content;">Benchmark Tests</div>	<p>Coming Soon! Benchmark score by school year and test category (if applicable). View by test administration or standard. In the test view, click <b>Item Analysis</b> to view question level results.</p>														
<div style="border: 1px solid gray; padding: 5px; width: fit-content;">Classroom Tests</div>	<p>Classroom test scores by school year and subject. View by test administration or standard. In the test view, click <b>Analyze</b> to access item analysis results. Spans classroom tests given by all teachers.</p>														
<div style="border: 1px solid gray; padding: 5px; width: fit-content;">Standardized Tests</div>	<p>Performance on all standardized tests that have been loaded into the system.</p> <p>The <b>Detailed Performance Tables</b> links to the full test information, including sub-section results if available.</p> <p>The <b>Score Group Distribution Chart</b> indicates the score group of everyone who took this test at the same time and same school as the student.</p>														