



Classrooms: Using Data & Instructional Planning

Training Manual



About Classrooms

Classrooms offers teachers a quick, easy-to-use instructional tool that conveniently delivers informative views of student assessment data, class rosters, standards-aligned curriculum, and comprehensive student profiles to the teacher's desktop. Teachers use Classrooms to track class and student instructional progress with formative and summative assessment data, and to create learning plans for individuals and groups of students to support differentiated instruction based on particular areas of need.

About this Guide

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

Because the IMS is highly configurable, screenshots in this document may differ from your own view depending on the configuration and the specific roles and operations assigned to you. The data shown here is for demonstration purposes only.

AL12-TM01-GEN

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About My Schoolnet – your CIITS Homepage



My Schoolnet is the main landing page, or portal, for logged-in users. It is designed to provide quick, one-click access to Schoolnet applications via customizable 'web parts'. For additional information, refer to the *My Schoolnet User Guide*.

About Web Parts

Web parts are miniaturized, easy-to-read windows that provide users with timely, focused information. In many cases, that data is derived directly from Schoolnet applications, and all of these web parts are located in one centralized interface called My Schoolnet (Home). Two factors determine which web parts can display on your My Schoolnet page:

- The Schoolnet modules (i.e., Assessment Admin, School & District Data, Classrooms) to which you subscribe, since most web parts derive their data from other Schoolnet applications.
- Your user permissions and roles. Teachers, for example, will see different web parts when they sign in than will principals.

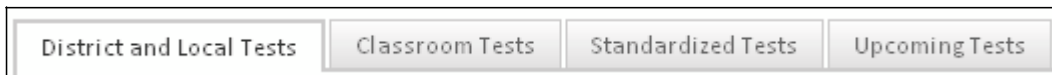
View the Classrooms Assessment Monitor on the CIITS Homepage

The Classrooms Assessment Monitor is a 'web part' that allows teachers to easily identify and segment their students based on recent assessment data. Principals can view this information by teacher.

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 short cycle assessments that are in progress or completed.
- Classroom Tests – Provides information related to a teacher's in progress and completed My 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 (including prior year).
- 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

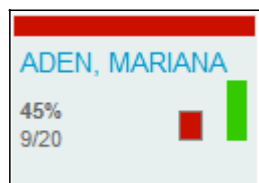
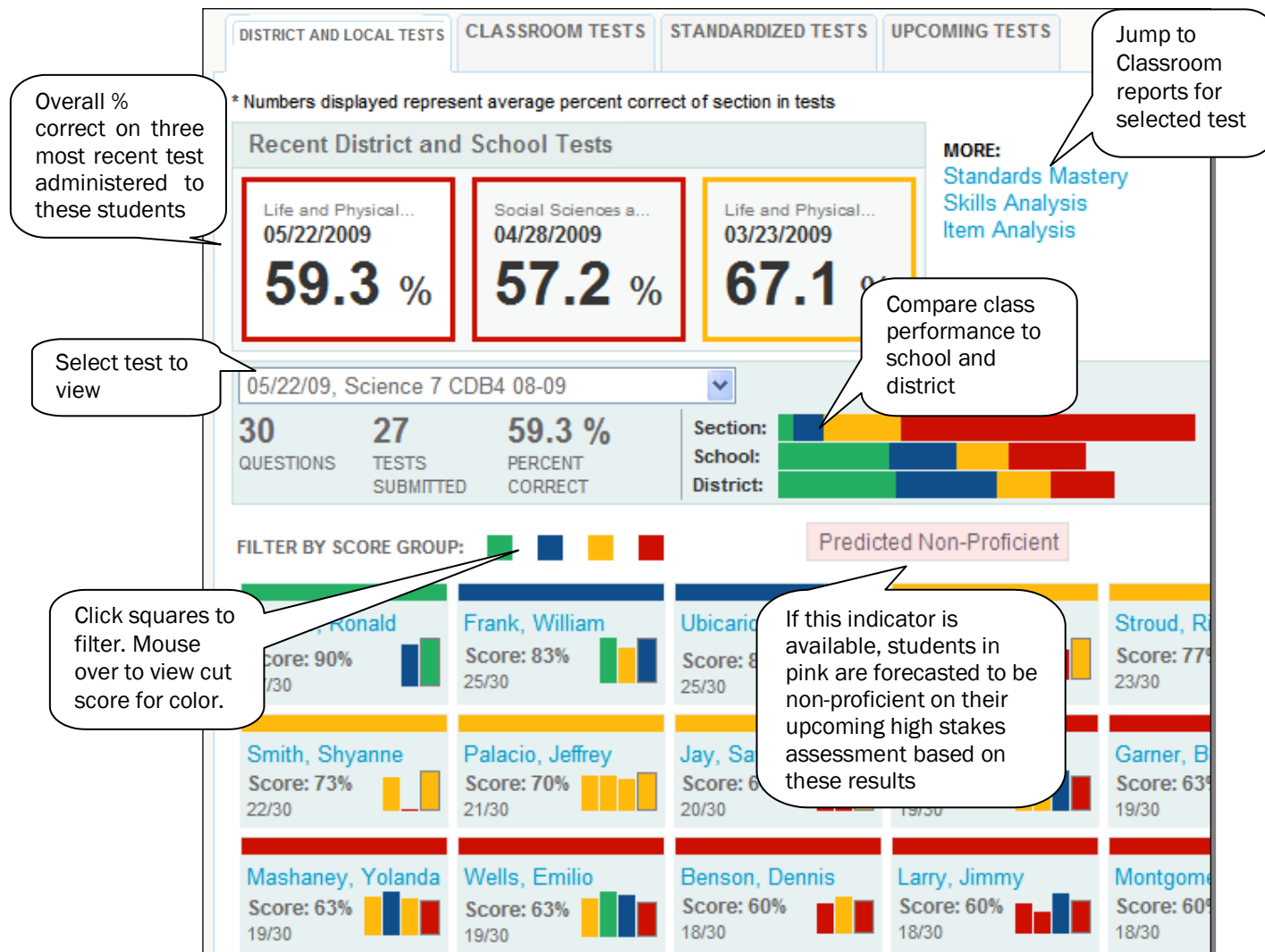
Teachers can use the Upcoming Tests tab to quickly see all current tests at a glance (test name, online passcode for electronically administered tests, and test stage).

The screenshot shows the 'UPCOMING TESTS' tab selected and circled in red. A callout points to the tab with the text: 'View all tests related to the selected section regardless of test stage'. Another callout points to the 'View all' button in the top right corner. A third callout points to the first row of the table, stating: 'Click a test name to view test detail and links to additional functionality'. A fourth callout points to the '08/16/10, September Pre-Test' link, stating: 'Link to Proctor Dashboard'. A fifth callout points to the 'JIHAVI2' passcode, stating: 'This is the passcode that students will need if taking the test online'.

TEST NAME	ONLINE PASSCODE	TEST STAGE
08/16/10, September Pre-Test	JIHAVI2	Completed
07/27/10, Quiz 3	QULAC5	Completed
11/01/09, Unit 5 Test	KAPEFUQ4	Completed

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. (Note: Not all districts have implemented Classroom 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.



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 Benchmark tab of the Student Profile.

Classrooms Home Page

The Classrooms home page (Analyze Sections) 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.’
- Student Groups – Manage group membership of student sets.
- Lesson Planner – Schedule lessons and view district-scheduled curriculum.
- Materials Search – Locate lessons, resources, standards and curricula.



Analyze Sections

The screenshot shows the Analyze Sections page. At the top, there's a 'Section Chooser' with a dropdown menu set to 'READING 4 - All Sections'. A callout points to this dropdown: 'Choose the desired section. Administrators can select by teacher and section.' To the right, there's a 'Materials Search' bar with a 'Go' button and a printer icon. Another callout points to the search bar: 'Lesson quick search'. On the far right, there's an 'Online help' link with a question mark icon. Below the section chooser, there are several tabs: Benchmark Dashboard, Classroom Test Dashboard, Item Analysis, Skills Analysis, Standards Mastery, Student List, and Student Analysis. A callout points to the 'Benchmark Dashboard' tab: 'Links to historical sections and curriculum for the selected section'. The 'Benchmark Dashboard' is selected, showing a message: 'This page displays assessments administered in the current school year. Click on the + for further analysis.' Below this, there are filters for 'All Test Categories' and 'All Subjects', followed by a 'Filter' button. A table displays test results with columns: Test Start Date, Test Name, Subject, Test Level, and Percent Correct. A callout points to the '+' icon in the first row: 'Open detailed test results'. Another callout points to the 'Filter' button: 'Filter benchmarks if list is long'. A third callout points to the 'Percent Correct' header: 'Click header to sort by column'. The table shows four rows of data for English Language and Literature, Mathematics, and Writing tests for Grade 4 students.

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%
01/03/2011	01/03/11, 10/11_Math_Gr4	Mathematics	Gr 4	54.9%
09/17/2010	09/17/10, 10/11_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%

Analyze Sections Tabs

- Benchmark Dashboard – Current year interim assessments administered by the district/school.
- Classroom Test Dashboard – Current year tests 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.

What Students Do I Have? View Students in a Section Using the Student List Tab

With a section selected in the Classrooms Section Chooser, click the Student List tab to access a list of students in the class.

Benchmark DashboardItem AnalysisSkills AnalysisStandards MasteryStudent ListStudent AnalysisIntervention Plans

There are 39 currently enrolled students in the selected Sections. Select one or more students to add to a Student Group.

View By: ☒ Roster ☐ Marks ☐ Benchmark Results ☐ Student Groups

Add to Group... GoAssign Interventions

<input type="checkbox"/>	Student Name	Student Phone	Birthdate	Parent/Guardian
<input type="checkbox"/>	Ballouz, Faybell	646-496-9000	2/12/20	el; Ballouz, Dwand
<input type="checkbox"/>	Bennett, Brenaia'	9000	9/6/19	Miller, Onitta
<input type="checkbox"/>	Chi, BRIAN M	000	11/11/1999	Li, Senequia; Li, Ray III
<input type="checkbox"/>	Darlington, Wentosh	9000	10/7/1999	Darlington, ChanaueIt; Darlington, Wileen
<input type="checkbox"/>	Flemming, Dacoby	646-496-9000	1/8/2000	Flemming, ESTHER F; Flemming, Nyeshiea

Choose column set to view

Click header to sort column

Click name to access Student Profile

Questions for Understanding

- Which student in your class has a birthday next?
- What views are available?

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.



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...
Student Overview	<p>Personal information, current year marks and benchmark results that highlight strong and weak standards.</p> <ul style="list-style-type: none"> Ethnicity, Race and Reporting Category - The U.S. Office of Management and Budget (OMB) issued revised standards for collecting and reporting race and ethnicity data. The revisions involve new categories that separate race and ethnicity and include two categories for data on ethnicity. Schoolnet now supports these new data points. With the additional categories, a wider range of reporting options is available. Absences – Click on the number of absences or tardies to see the event dates in a pop-up window. Strong and Weak Standards – An overview of the most recent current year benchmark in each subject is displayed at the bottom of the overview.
Enrollment & Academic Record	<p>Current and historical enrollment. Scroll down to view current year and historical marks. Click on a course (one that has marks) to view the Section Mark Distribution Report. This shows how many students in the same class got each grade by marking period.</p>
Benchmark Tests	<p>Coming soon: Benchmark score by school year and test category (if applicable). View by test administration or standard. In the test view, click Item Analysis to view question level results. Click Predictive Details (if available) to view predictive data – Expected Performance indicates the forecasted likelihood of the student falling into each</p>
Classroom Tests	<p>Classroom test scores by school year and subject. View by test administration or standard. In the test view, click Analyze to access item analysis results. Spans classroom tests given by all teachers.</p>
Standardized Tests	<p>Performance on all standardized tests that have been loaded into the system. Arranged by school year.</p> <p>The Detailed Performance Tables links to the full test information, including sub-section results if available.</p> <p>The Score Group Distribution Chart indicates the score group of everyone who took this test at the same time and same school as the student.</p>
Programs	<p>Not available to all users: Lists any programs loaded into Schoolnet that the student is enrolled in.</p>
Learning Plan & Teacher's Notes	<p>Not available to all users: Allows teachers and administrators to enter comments about student performance/learning style that are viewable by anyone else who has permission to view the Student Profile. Additional documents may be included as file attachments. Know your district's policy on using this feature before entering comments (which may be available as checkboxes, freeform text or both). If you have added this student to any Student Groups, that will also be displayed, but only</p>

Question for Understanding

- What data is available for the students you teach?

Practice

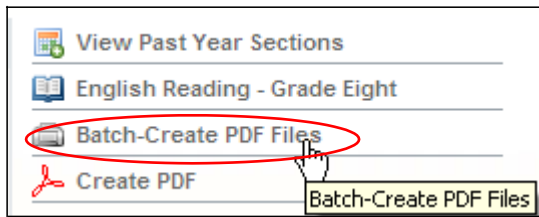
- Browse through the profiles of a few students in your class. How did they do grade-wise last year?

Print Multiple Student Profiles at Once

It may occasionally be useful to print all or part of the Student Profile for all the students in your class, such as for parent-teacher night.

To print multiple profiles at once:

1. While in the Student List tab, click Batch-Create PDF Files.



2. The instructions on the screen ask you to confirm that you have selected the desired section. Then click Next Step: Select Data to Print.



3. On the next screen, choose which sections of the Student Profiles you want to include.

A screenshot of a configuration screen for selecting data to print. It has a section titled 'Benchmark Test Data' with a checked checkbox. Below it are two radio buttons: 'Overview data only' and 'Detailed data' (which is selected). To the right of 'Detailed data' is a text box that says 'If you want to see detailed data, select for what tests'. Further right are two radio buttons: 'Last test taken by each student' and 'Single test' (which is selected). Below 'Single test' is a dropdown menu showing '09/23/09, Reading 7 CDB 1 08-09C'. Below that are two radio buttons: 'All tests taken between' and a date range selector showing '2005-2006' and 'Current School Year'. At the bottom, there are two sections: 'View this data by:' with radio buttons for 'Test' (selected) and 'Standards', and 'View:' with radio buttons for 'All Subjects' (selected), 'Math', 'ELA', 'Reading', 'Writing', 'Social Studies', and 'Science'.

4. Scroll down and click Next Step: Configure Output and Print.



- o Leave the order as is and click Preview Batch Print Order. This will open just the first student profile in Adobe PDF format so you can see what it will look like.

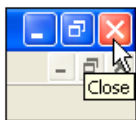
A screenshot of a screen titled 'STEP 3. Configure Output and Print'. It says 'Based on your selections your estimated print job is 24 pages.' Below this is a section titled 'Print Order' with three dropdown menus labeled 'Order first by:', 'Order secondly by:', and 'Order thirdly by:'. To the right of these menus is a button labeled 'Specify based'. At the bottom is a large orange button labeled 'Preview Batch Print Order'. A mouse cursor is pointing at this button. To the right of the button is the text 'Clicking this button'.

Note: Depending on your platform and browser configurations, you may see a system screen that asks you to open or save the file. Follow the instructions until the PDF file is open. If you have problems trying to open the file, first save the file locally and then try to open it.

5. Close the file (on a Macintosh you do this by clicking the red button on the top left; on a PC it is the X on the top right of the window).



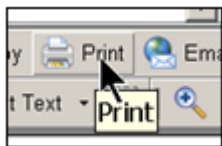
or



6. Now click Print Batch to PDF. This is opening the file, not actually sending it to the printer.



7. If the file is very large, you may see a confirmation message that lets you know the system is generating your file. When the file opens as a PDF, click Print in the browser toolbar to print out the file (your icon may vary). If you are on a public computer, be sure to delete the PDF file from the desktop if you saved it there.



Questions for Understanding

- When might you want to batch print Student Profiles?
- Can you print just the standardized test information for students?

Practice

- Create a PDF of all students in a section that includes only their results on a recent math benchmark. Cancel out rather than print it. Do you have access to the test questions so that students could review their wrong answers?

How Can I Group Students for Differentiated Instruction?

The Student Groups feature of Classrooms allows you to place students into definable groups for differentiated planning, remediation, special events organization, seating arrangements, or whatever your unique activity or need may be. You can include notes, section data from the current section, and identify a category for the group. Only you can see the Student Groups you create. With appropriate access, you can create a group that includes students from multiple sections.

Where You Can Create Student Groups

There are several locations in Classrooms where you can create Student Groups:

- Student Mastery Groupings in Standards Mastery reports
- Skills Analysis
- Analysis Spreadsheet in Classrooms (link to add to group is at the bottom of the screen)
- Student List
- From within the Student Groups section you can only add students from existing groups to new groups

Pick and Choose Students to Add to a Group

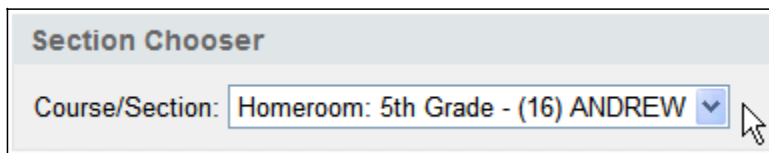
Using the Student List tab you can create a group of students from one or multiple sections. Use this method if you already know exactly who should be in the group and don't need assessment scores for reference.

To create a student group:

1. Click the Classrooms tab.



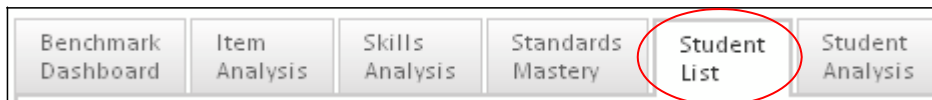
2. Make sure the desired section is selected in the Section Chooser.



Section Chooser

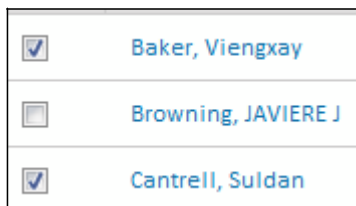
Course/Section: Homeroom: 5th Grade - (16) ANDREW

3. Click the Student List tab.




Benchmark Dashboard Item Analysis Skills Analysis Standards Mastery **Student List** Student Analysis

4. Check the names of the students to include.



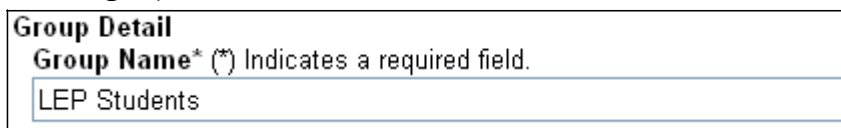
<input checked="" type="checkbox"/>	Baker, Viengxay
<input type="checkbox"/>	Browning, JAVIERE J
<input checked="" type="checkbox"/>	Cantrell, Suldan

5. In the 'Add to Group' drop-down, select 'New Group' and click Go.



Add to Group... >>>> New Group Go


6. Give the group a name.



Group Detail

Group Name* (*) Indicates a required field.

LEP Students

7. You can add details about the group if desired. Click .

To add additional students to the group:

8. Using the same or a different section, check off additional students.
9. Switch the drop-down to the group you created and click Go.



Add to Group... >>>> LEP Students Go

10. Click .

Accessing, Editing and Deleting Student Groups

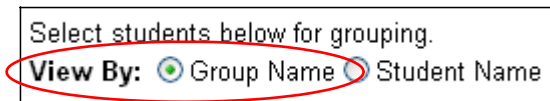
After you've created a Student Group, you can edit the group details or membership.

To access a group:

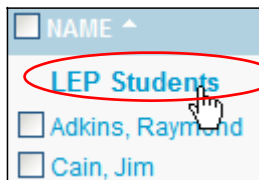
1. Go to Classrooms > Student Groups.



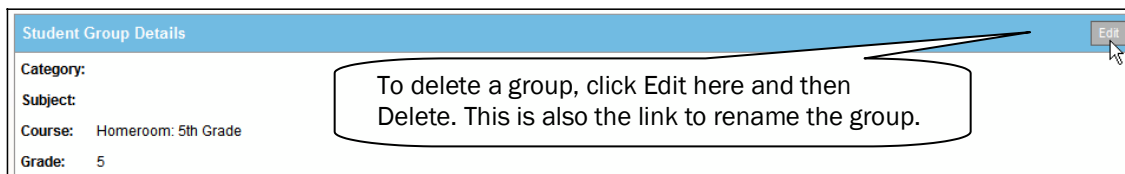
2. Select View By: 'Group Name.'



3. Click a group title to access details.



4. In the Student Group Detail Page, note that there are links to change details, remove students and add/edit comments. Scroll down and click [Back to Previous Page](#) when you are finished making changes.



Questions for Understanding

- How do you change the name of a group?
- How do you add additional members to a group?

Practice

- Add new members to an existing group.
- Add students to a group from the Student List tab in Analyze Sections.
- If applicable, create a list of students from multiple sections.
- Create a group of students that are struggling with the same standard. Make sure the group is aligned to the standard.
- In a small group, brainstorm some uses for Student Groups.

How Can I View and Compare Students Across Multiple Data Points?

The Analysis Spreadsheet allows you to view the a list of students in a section with up to 20 columns of data, either pre-made column sets made available to you by district report managers or those you select yourself. Data options vary by district, but may include grades, gender, date of birth, ethnicity, absences, tardies, assessment scores, etc. You can also export data to Excel for further analysis.

Access the Analysis Spreadsheet

Teachers can quickly access the analysis spreadsheet the Classrooms home page.

To access the Analysis Spreadsheet:

1. On the Classrooms home page, make sure the desired section is selected in the Section Chooser.

Section Chooser

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

All Courses

Homeroom: 8th Grade - (382) ANDREWS

Instructional leaders may also need to select a teacher in order to choose a section.

2. Click the Student Analysis tab. You are ready to view a spreadsheet.

Benchmark Dashboard | Item Analysis | Skills Analysis | Standards Mastery | Student List | **Student Analysis**

View Students with Pre-Defined Columns

Your district has created a number of pre-defined column sets that you can view with your students.

To generate an Analysis Spreadsheet:

1. Click the title of a report (column set).

REPORT NAME

Attendance Columns
Absences and tardies.

From WISE MIDDLE SCHOOL Report Bank

Student Details Column Set

Tip: Student Set

By default you are viewing currently enrolled students. You can switch to all students enrolled this year by using a toggle at the bottom of the screen.

2. Your selected columns are displayed (your columns will vary).

Attendance Columns

<< Back to Report List

Tools: Export to Excel

Note that only students you have permission to view, if any, are displayed.

STUDENT NAME ^	2008-2009: DAYS ABSENT	2008-2009: ATTENDANCE RATE
<input type="checkbox"/> Adkins, Raymond	0	100.00 %
<input type="checkbox"/> Alfaro, Robert	1	99.32 %
<input type="checkbox"/> Cain, Jim	0	100.00 %
<input type="checkbox"/> Coker, Ben	10	92.10 %

Use this link to pick a different column set

3. You can sort on any column by clicking its header. Click again to sort in the opposite direction.

2008-2009: DAYS ABSENT ▾
10
8
5

4. If you want to print, use one of the following methods:
- Best Method: Export to Excel and print from within Excel
 - Print from the browser (Hint: landscape the page and use legal paper)
 - Highlight, copy and paste the spreadsheet into Word and print

Questions for Understanding

- What do the student names link to?
- Which pre-defined student sets look most useful to you?
- How would you view a spreadsheet for students in a different section?

Practice

- Try out several of the pre-defined column sets.

Set Up Your Own Columns of Data

You can also set up your own list of columns. These can't be saved in Classrooms.

To create an Analysis Spreadsheet:

1. Make sure you are in the Student Analysis tab.

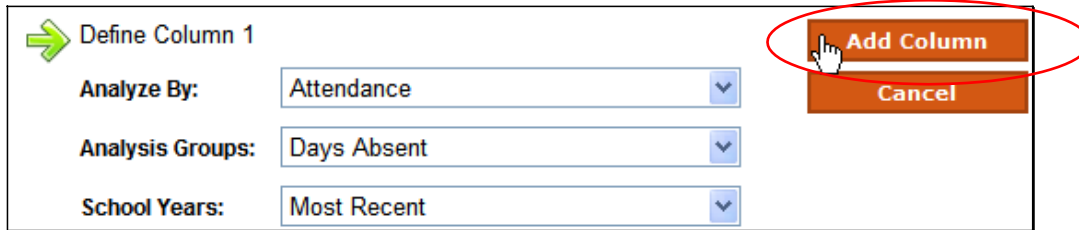


2. Click  Advanced: create your own report.

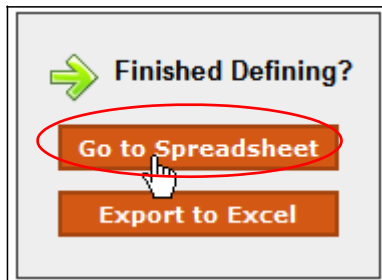
3. The Student Analysis Spreadsheet lets you to define up to 20 columns. You can choose from data points in a variety of categories.

A dialog box titled 'Define Column 1' with a green arrow icon. It contains a label 'Analyze By:' followed by a dropdown menu. The dropdown menu is open, showing a list of categories: '-- Select One --', '-- Select One --', 'Attendance', 'Benchmark', 'Sch and Pgm Enrollment', 'Standardized Tests', and 'Personal'. A mouse cursor is pointing at the 'Attendance' option.

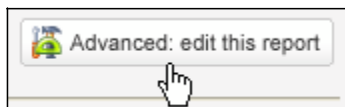
4. First, create an Analysis Spreadsheet that contains attendance information. Define the first column as shown and click Add this Column (both sets of buttons do the same thing.) The left column displays the columns you have set up so far.



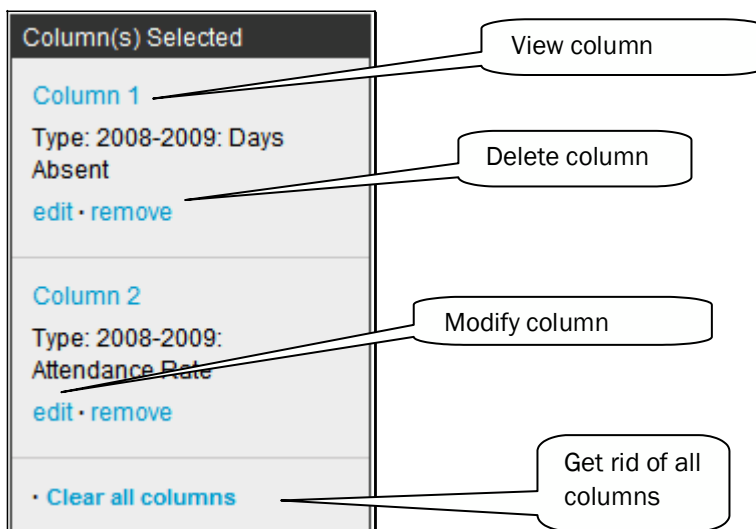
5. Add a few more columns. Once you have defined all desired columns, click Go to Spreadsheet.



6. To revise the columns, click Advanced: edit this report.



7. You can add, edit or remove columns.



Questions for Understanding

- When you add a column, do you have to make a selection in every drop-down?
- Can you reorder the columns?

Practice

- Create a report that shows test scores over time.
- Generate a spreadsheet of pre-defined columns and then edit it to replace or add a few columns
- Create a spreadsheet that compares your student's performance in Math and Reading on their most recent standardized or benchmark test. Identify students who did well in math, but not reading, and vice versa.
- Find out which students have perfect attendance so far this year (as of the last data upload).

Filter the Analysis Spreadsheet with a Student Group

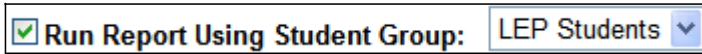
After you've created a Student Group, you can use the group in the Analysis Spreadsheet. This way you can view data just for a specific set of students, such as LEP students or students who struggled on a particular standard.

To access a group:

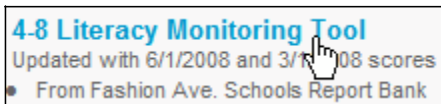
1. Click the Student Analysis tab.



2. Check the box and select a student group.



3. Select a set of columns to apply.



Export Spreadsheet to Excel

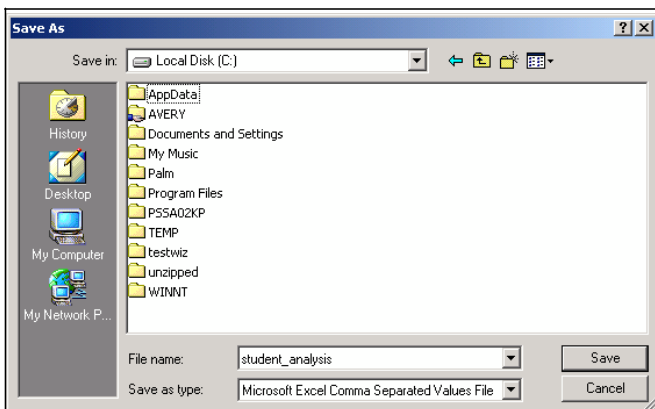
If desired, you can export your spreadsheet to Microsoft Excel. This allows you to save the file locally, format for printing, manually add additional data, etc. Note that once you export you have left the Schoolnet system – names are not linked to the profile, the data is not automatically refreshed, etc. For more information about Excel, refer to the application's help file.

To export to Excel:

1. Create an Analysis Spreadsheet using the steps outlined above. Click Export to Excel.



2. In the dialog box that opens, click Open or Save. Depending on how your browser is set up, you may only be able to open the file within the browser. Macintosh procedures will also vary.
3. Navigate to the location where you wish to save the Excel file. Edit the File Name field if desired and click Save. You may need to change the extension to .xls.



- When the Download Complete dialog box opens, click Open. The Student Name column and additional data columns will appear in the Excel spreadsheet. You can add borders, make column headers wrap, resize columns, etc. If you are in a public lab, be sure to delete the file from the desktop!!!!

	A	B	C	D
1	Student Name	Personal: Student ID	T: Ohio Prof 4 Reading	T: SAT 9 Reading Comprehension
2	A, IAN	206453		Proficient, 673, 3/1/2002
3	G, MEGAN	206509		Basic, 669, 3/1/2002
4	K, STEPHEN R.	300089		Proficient, 685, 3/1/2002
5	K, TERRI	206514		Basic, 655, 3/1/2002
6	M, KHRISTAL	206488		Advanced, 741, 3/1/2002
7	P, BRANDON	206547		Proficient, 673, 3/1/2002

Questions for Understanding

- Can you PDF an Analysis Spreadsheet?
- What are the advantages and disadvantages of exporting a spreadsheet?

Practice

- Export a spreadsheet and format it for printing.

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. In some districts, the Classroom Test feature may be disabled.

To access reports from the Benchmark Dashboard:

- 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**

- Click  to 'expand' at test in either the Benchmark Dashboard (or Classroom Test Dashboard tab).
- 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	<div><div></div></div> 25.0%	<div><div></div></div> 35.3%	<div><div></div></div> 35.3%	<div><div></div></div> 35.3%
MA.7.	<div><div></div></div> 0.0%	<div><div></div></div> 0.0%	<div><div></div></div> 0.0%	<div><div></div></div> 0.0%
MA.7.	<div><div></div></div> 25.0%	<div><div></div></div> 35.3%	<div><div></div></div> 35.3%	<div><div></div></div> 35.3%
MA.7.	<div><div></div></div> 95.0%	<div><div></div></div> 75.0%	<div><div></div></div> 75.0%	<div><div></div></div> 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

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
	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
	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
	LA.8.110.24.10.G: paraphrase and summarize text to recall, inform, or organize ideas	2	18		15
	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
	LA.8.110.24.11.C: support responses by referring to relevant aspects of text and his/her own experiences	4	12	12	9
	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. The teacher can visually scan the students by score group and use any to create a student group (either for remediation or enrichment). 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.

<input checked="" type="radio"/> Excellent	<input type="radio"/> Proficient	<input type="radio"/> 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, SHA'KYRA 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
<input checked="" type="radio"/> Greater than 80% Correct	<input type="radio"/> 60-80% Correct	<input type="radio"/> 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
	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%
	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%
	LA.8.110.24.10.G: paraphrase and summarize text to recall, inform, or organize ideas	2	71.2%
	LA.8.110.24.10.H: draw inferences such as conclusions, 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.

- Note that if you are using prior year sections, you will have to locate the test in the Standards Mastery tab by navigating as shown:

BENCHMARK DASHBOARD

CLASSROOM TEST DASHBOARD

ITEM ANALYSIS

SKILLS ANALYSIS

STANDARDS MASTERY

STUDENT LIST

STUDENT ANALYSIS




INTERVENTION PLANS

Test Type:
☒ Benchmark Test
☐ Classroom Test
☐ Trends
☐ Standardized Test

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

View Table Key

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

View standard detail with material inventory.

Roll cursor over Key to view cut scores

Schedule the standard on your lesson planner

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.

<input checked="" type="radio"/> Advanced	<input type="radio"/> Proficient	<input type="radio"/> Basic	<input type="radio"/> Below Basic
	Hislop, Bruce	Blount, Bobby BRASCO, WILLIAM Brayshaw, Bill Chandrasekhar, Vanitha Currie, John Drake, James Eain, Stephen	Harwell, 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.'



- If assessment questions are aligned to multiple standard sets, use the 'View by' field to view by alternate standards.



- 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%

Note option to view by average

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

Run a benchmark standards mastery report on your site. If necessary, view a past year section. 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 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 and will display a "Blue Page" if the Student used the online feature for the assessment. Users will be able to click this page to see the students' response to the open response question. Inline Response and Matching will identify which gaps or matches the students responded to correctly with a green checkmark, or incorrectly with the student's answer in red.

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 ▾
ASAHA, NICHOLAS	65.2%	A	D	✓	D
PICKENS, BRYAN	82.6%	✓	D	✓	✓
SOULIVONG, 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](#)

Standards Alignment		
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:

- Click the Item Analysis link on the Benchmark or Classroom Test Dashboard. (In some districts a standardized test report may also be available.)
 - Note that if you are using prior year sections, you will have to locate the test in the Item Analysis tab by navigating as shown:

BENCHMARK DASHBOARD	CLASSROOM TEST DASHBOARD	ITEM ANALYSIS	SKILLS ANALYSIS	STANDARDS MASTERY	STUDENT LIST	STUDENT ANALYSIS
---------------------	--------------------------	---------------	-----------------	-------------------	--------------	------------------

Test Type: ☒ Benchmark Test ☐ Classroom Test ☐ Standardized Test

Subject:

Test Level:

Test Standard Set:

Test Category:

Test Name: [Show fewer tests](#)

- Review the Section-Wide Summary grid to compare your students to those in 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.H
Point Value	23	1	1	1	1	1
Correct Answer	-	C	B	D	C	B

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

Student Name ▾	Total Score ▾	Sort ▾	Sort ▴	Sort ▾	Sort ▾
COBB, DEON II	80.0%	✓	B	✓	✓
CURTIS, DELECIA	80.0%	✓	B	✓	✓
GARATE, JACOB	60.0%	D	B	✓	A
GIANGRANTE, JOHN	85.0%	✓	B	✓	✓

	Total Score	Item 1 ▾	Item 2 ▾	Item 3 ▾	Item 4 ▾	Item 5 ▾	Item 6 ▾
Section-Wide Percent Correct	86.9%	0.0%	100.0%	50.0/50	0.0%	100.0%	33.3%
Primary Standard ID	-	SS-EP-5	SS-EP-3	SS-EP-4	SS-EP-5	SS-EP-1	SS-EP-1
Point Value	61	1	1	50	5	1	3
Correct Answer	-	A	T	OE	1803	Gap 1 - B	1 - B 2 - C 3 - A
Student Name	Total Score	Sort ▴	Sort	Sort	Sort	Sort	Sort
DAMAA, ABREN	86.9%	B	✓	50	1802	✓	1 - ✓ 2 - A 3 - C

Questions for Understanding

- What question formats are used on your district's benchmark tests (e.g., multiple choice, etc.)?
- What is the best way to print this report?

Practice

Run an item analysis report on your site. If necessary, view a past year section. Experiment with the different viewing options. Answer the following questions:

- Try to find a standard on which performance on different aligned questions varied widely.
- Are there any questions on which this class did significantly better or worse than the school? If so, why might that be the case?
- 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?

How is Each Student Doing By Skill so Far? Skill Analysis Report

The Skill Analysis report provides a comprehensive overview of student standards and skill mastery organized by student name and by the chosen benchmark test. The report groups test questions by standards.

To run the report:

1. Click the Skills Analysis link on the Benchmark or Classroom Test Dashboard.
2. For the most comprehensive results, select 'Year-to-Date'.

Test Level:	07
Test Standard Set:	TEKS
Test Name:	Year-To-Date

3. The report indicates the average percent correct and the points achieved on each standard tested. You can select which students to add to a differentiated instructional group.

VIEW ALL AT SKILL LEVEL VIEW ALL AT SUBSKILL LEVEL	MA.5.	MA.5.	MA.5.	OVERALL TEST AVERAGE
District Average	84.0% (61254/72954)	83.5% (13538/16212)	51.1% (6218/12159)	80.0% (81010/101325)
School Average	86.0% (960/1116)	85.1% (211/248)	50.0% (93/186)	81.5% (1264/1550)
Section Average	88.9% (336/378)	89.3% (75/84)	58.7% (37/63)	85.3% (448/525)
<input type="checkbox"/> ANENE, LISA	77.8% (14/18)	100.0% (4/4)	100.0% (3/3)	84.0% (21/25)
<input type="checkbox"/> CHAVES, KENYON	83.3% (15/18)	50.0% (2/4)	0.0% (0/3)	68.0% (17/25)
<input type="checkbox"/> COLEMAN, DEAN	94.4% (17/18)	100.0% (4/4)	66.7% (2/3)	92.0% (23/25)
<input type="checkbox"/> COSTLOW, CHRISTOULA	94.4% (17/18)	75.0% (3/4)	33.3% (1/3)	84.0% (21/25)
<input type="checkbox"/> CRUZ, BARBARA	100.0% (18/18)	100.0% (4/4)	33.3% (1/3)	92.0% (23/25)
<input type="checkbox"/> FAIR, WILLIAM	72.2% (13/18)	50.0% (2/4)	66.7% (2/3)	68.0% (17/25)
<input type="checkbox"/> GILKINSON, DONNELLY	88.9% (16/18)	75.0% (3/4)	33.3% (1/3)	80.0% (20/25)

4. View results by a different level of the standards hierarchy by clicking the View All at [SKILL] Level link located above the student list. Your link names may vary.



5. Scroll down to the bottom to view the Standards Alignment.

Standards Alignment

LA.6.: Reading/comprehension.

LA.6.110.22.10: The student comprehends selections using a variety of

LA.6.110.22.10.E: use the text's structure or progression of ideas

LA.6.110.22.10.F: determine a text's main (or major) ideas and h

LA.6.110.22.10.G: paraphrase and summarize text to recall, infor

LA.6.110.22.10.H: draw inferences such as conclusions or gener

LA.6.110.22.10.I: find similarities and differences across texts su

LA.6.110.22.10.L: represent text information in different ways suc

LA.6.: Reading/literary response.

LA.6.110.22.11: The student expresses and supports responses to vario

LA.6.110.22.11.D: connect, compare, and contrast ideas, themes

Questions for Understanding

- How might you use this report?
- Are you surprised by anything you see in this report?

Are More Students Becoming Proficient by Standard? Benchmark Trends Report

The Trends report allows for up to six benchmark or classroom test results to be compared for students in a teacher's course or section. It displays the percentage of students who are classified as *at least proficient* in each course standard. Even if you have results for only one test, this report provides a useful graphical picture of how your students as a whole are doing by standard. In some districts this report has been disabled.

To access the Trends report:

1. Make sure the desired section is selected in the Section Chooser.

Section Chooser

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

2. This report is available from the Benchmark/Classroom Dashboards and the Standards Mastery tabs.

BENCHMARK DASHBOARD **CLASSROOM TEST DASHBOARD** **ITEM ANALYSIS** **SKILLS ANALYSIS** **STANDARDS MASTERY** **STUDENT LIST** **STUDENT ANALYSIS**

Test Type: ☐ Benchmark Test ☐ Classroom Test ☒ Trends ☐ Standardized Test

3. Select from one to six tests and click Go.

Test Level: **9** ▼

Test Standard Set: **PA Standards in Core Curriculum** ▼

Test Category: **All Test Categories** ▼

Test Name 1: **03/16/08, Algebra 1 Benchmark Test 3** ▼ [Show fewer tests](#)

Test Name 2: **choose test here** ▼

Test Name 3: **choose test here** ▼

Test Name 4: **choose test here** ▼

Test Name 5: **choose test here** ▼

Test Name 6: **choose test here** ▼

View Mastery By: **PA Standards in Core Curriculum** ▼ | ☒ Display Score Groups

Go

There is a toggle to show more/fewer tests as needed

Uncheck if you don't want to see color in the report cells

4. Each 'stoplight' identifies the percentage of students who were at least proficient (as defined by your district). Just as in the Benchmark Test report, the 'stoplight' cells link to the names of students by proficiency on the standard. Click on a cell.

TOOLS	STANDARD	TEST 1 10/04/10, GRADE 6 PREDICTIVE 1 MATH	TEST 2 10/28/10, GRADE 6 BENCHMARK 1 MATH	TEST 3 01/06/11, GRADE 6 BENCHMARK 2 MATH
		Item Analysis Test Detail	Item Analysis Test Detail	Item Analysis Test Detail
	MA.5.M5.B: Measurement	33%		88%
	MA.6.M6.D: Algebraic Concepts	33%		88%
	MA.6.M6.A: Numbers and Operations	16%	50%	84%
	MA.7.M7.B: Measurement			64%

Click to view by sub-standard

Sort by column

Click to view names

- The Student Mastery Grouping screen displays the score group in which each student performed. These are different groupings than the stoplight cells on the previous screen. Those colors indicated whether the class as a whole was mostly proficient or not; the color groupings on this screen indicate the score group of each student.

Advanced Proficient	Proficient	Attention Required	Intervention Required
CONNORSCALDWELL, JASON EBERLINE, MEGAN FOREMAN, RYAN GODINEZ, ALEX HEIBERGER, BILLY WILDER-FREEMAN, TRAVIS	DANIELS, AUSEAN FAULKNER, JOSHUA MCDOWELL, BRIANNA TEETS, KATIE UNDERWOOD, CHRISTOPHER WHITE, GREYSON	CREWSAW, WILLIS GELLE, DANIEL LEE, GERARDO MCCLISH, FRANKIE MONROE, VERONICA	BROWN, MARSHALL PEOPLES, JARED SUBER, FRANCISCO
Greater than 85% Correct	70-85% Correct	60-70% Correct	Less than 60% Correct

- Unlike the Benchmark Test report, this report aggregates results to the highest level of the standard. You can click on a standard to drill down to sub-standard level performance. Once you have reviewed the more “granular” results, click the up arrow next to the column header to return.



..then..



Questions for Understanding

- What would this stoplight cell tell us: 68% ?
- Why is it useful to click on a standard to view results at a more “granular” level?

Practice

- Locate the standard on which the highest majority of students in a class have attained proficiency.

How Did My Students Perform on a Standardized Test?

Teachers can use the Standards Mastery section of Classrooms to view standardized test results for their class sections. The Standardized Test report displays the number of students who scored in each score group by test section.

To run the report:

- Make sure the desired section is selected in the Section Chooser. Administrators can filter by teacher.

Section Chooser

Course/Section: Homeroom: 5th Grade - (16) ANDREW ▼

- In the Standards Mastery tab, click Standardized Test.

BENCHMARK DASHBOARD
CLASSROOM TEST DASHBOARD
ITEM ANALYSIS
SKILLS ANALYSIS
STANDARDS MASTERY
STUDENT LIST
STUDENT ANALYSIS

Test Type:

☐ Benchmark Test
☐ Classroom Test
☐ Trends
☒ Standardized Test

3. Select a Test Name and Test Date. Do not change View by field.

Test Name:

Test Level:

Test Date:

View by:

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

4. The report lists the number of students in each score group by each subject. It may list subjects that the selected students did not take or display score groups that do not apply to the subject level. The 'Times Taught' and 'Times Scheduled' columns do not apply to this report view. Click on a number in a score group column to view the names of students by score group.

TEST SECTION	MET STANDARD	DID NOT MEET
Reading	13	5
Math	16	1
Writing	13	3
Social Studies		

5. Students are displayed by score group. You can "drill down" to a Student Profile by clicking on a student's name. If desired, add students in a particular score group to a differentiated instruction group. You may see score groups that do not apply to the overall level.

Select a Score Group to add to a Student

☒ **Met Standard** ☐ **Did Not Meet** ☐

[ALLENDE, MATTHEW](#)
[BAKER, RAFIQUAH](#)
[BLESEDELL, BRIAN](#)
[BROWN, JEVILLE](#)
[ESSEX, HUNTER](#)

[CANTU, BRENDA](#)
[RODRIGUEZ, KIANA](#)
[TUCKER, EZRA](#)

Names link to Student Profiles

6. Return to the report by clicking [Back to Previous Page](#) at the bottom of the screen.
7. If there are sub-sections with score groups reported, click on a test section link to access.

TEST SECTION	MET STANDARD	DID NOT MEET
Reading	13	5
Math	16	1
Writing	13	3

8. Note that sub-section scores, if available, are displayed under the appropriate score groups. To return, click the up arrow.

MATH	MET STANDARD	DID NOT MEET	NO SCORE	HIGH PERFORMANCE	MODERATE PERFORMANCE	LOW PERFORMANCE
1: Numbers, Operations and Quant.				14	2	1
2: Relationships and Algebraic Reasoning				14	2	1
3: Geometry and Spatial Reasoning				5	9	3
4: Concepts and Uses of Measurement				5	10	2
5: Probability and Statistics				6	8	2

Return to overall

Click a number to drill down to Student Mastery Groupings

Practice

- In which test subject did the most students struggle? Is there a particular sub-section in which students performed the worst? In which section did they do the best?
- View results for an earlier test. Do you see indications of growth?

Do I Understand How to Use Classrooms for Real Life Questions? Practice Scenarios

See if you can figure out how to use Classrooms to answer the following questions. Feel free to adapt the scenarios to be more realistic for you. Words like 'significantly' and 'well' are subjective: you must determine what criteria to use. Work in a small group if desired.

- Which students have perfect attendance so far this year?
- On what standard/skill is your class doing the best? The worst?
- Do you see improvement from one benchmark test to the next? What about from one standardized test to the next?
- What instructional materials are available to help students with the skills they are having difficulty mastering?
- Identify a benchmark question on which your students did collectively better than the district as a whole.
- Identify a benchmark question on which your students did collectively worse than the district as a whole.
- Which students are significantly older than the average age of students in your class?
- Which students are in a LEP (or ELL/ESL) program?
- Which students perform well in Math, but not Reading? What about Math, but not Science?
- Looking at the data, do you think that benchmark scores are a good predictor for standardized test results?
- Identify a skill in which students struggled on a recent benchmark. Which students, if any, did master the skill? For those students, is there another skill that they struggled with?
- On the last benchmark, which question was missed by the most students? What incorrect answer was selected most often?
- For a student who did well on the most recent test, drill down to his or her student profile and examine results for prior tests.