

*STIAssessment v3.5*

*Job Aid:  
Report Enhancements*

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## About this Document

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This document provides a quick overview of the TestSCOPE Reports for STIAssessment version 3.0, along with information on enhancements for version 3.5.

New reports for version 3.0 are:

- ◆ Student Performance (replaces old Student Report)
- ◆ Longitudinal Report
- ◆ Standards-Based Report Card
- ◆ Overview: Class
- ◆ Overview: Grade (Grade Performance)
- ◆ District Performance
- ◆ Sub-Population by District
- ◆ Constructed-Response Item Analysis by Standard

Updates and Enhancements for version 3.5 are:

- ◆ Item Analysis by Standards (Percentage Link in Table used for Details)
- ◆ Multiple Reports (Color-Coded Performance)

## Accessing Reports

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Most STI Assessment (STIA) reports are accessed through a three-step process.

- 1) Select the type of report from the menu on the TestSCOPE Home Page
- 2) Use pull-down menus to set the parameters of the report: grade, school, teacher, class, student, sub-report, and so on.
- 3) Select the test or tests for which you desire a report from the resulting index table.

## TestSCOPE Home Page

To see the reports for tests in STIA, click the TestSCOPE Reports tab. A menu showing the available reports will be displayed.

Most reports are not available until the day after the student takes the test, or the day after the answer sheets are scanned. Clicking the blue **When can I see my reports?** link provides a printable table that summarizes when different reports become available.

**TestSCOPE Reports, version 3.0**

Some reports are available immediately. They appear as soon as the first student completes the test online (or the first batch of answer sheets is scanned). Other tests require intensive analytic processing, which occurs overnight. If a test is being administered or scanned over a period of several days, the latest data for the "overnight" reports will not appear until the following day.

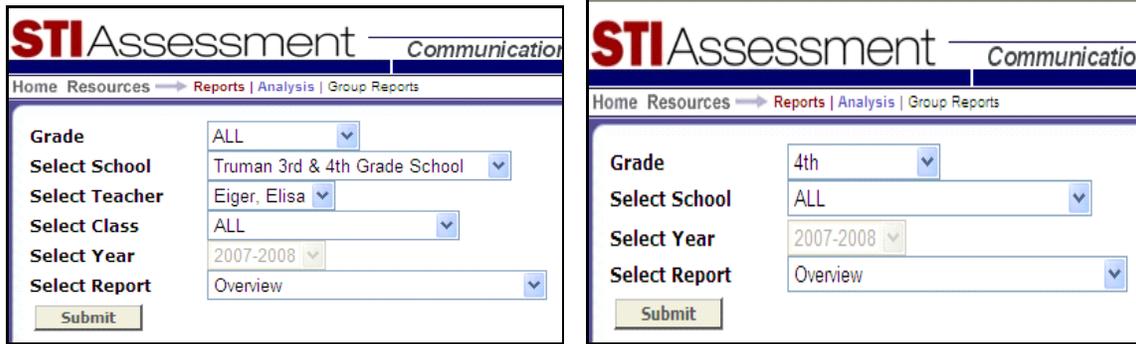
The report servers start processing data at approximately 1 a.m. CST. Depending on the amount of data, processing can take anywhere from 45 minutes to several hours. While analytic processing is taking place, users will not be able to access most of the reports. The only report that can be accessed during overnight processing is the Class Performance multi-report.

Report Group	Report Name	Availability
Student	Student Performance (new)	Immediate
	Student Performance Growth	Overnight
	Student Pre/Post Performance Growth	
	Student Standards Report Card (new)	
Groups	Group Overview (new)	Immediate
	Class Performance: Frequency Distribution	
	Class Performance: Item Analysis	
	Class Performance: Item Analysis by Standard	Overnight
	Class Performance: Ranked/Alphabetical Student Report	
	Class Performance: Standards Mastery	
	Class Performance: Student Responses	
	Class Performance: Student Synopsis	
	Standards by Class	
	Class Performance by Teacher	
	Teacher Performance	
	School Performance	
	Class Performance Growth	
	Class Pre/Post Performance Growth	
Class Performance by Subpopulation		
Grade Level Performance (new)		
District Performance (new)		
District Performance by Subpopulation (new)		
Assessments	Assessment Analysis	Overnight

## Setting Parameters

As shown in the accompanying example, different reports have different pull down menus. Often, selecting one parameter determines what other parameters will be available.

- ◆ Note that some parameters are available only to those users with District-Administrator-level access or higher. Teachers may view only those reports associated with their own students and classes.



## Selecting a Test

Tests matching the parameters are listed in a selection table. Since the lists of tests can be quite lengthy, most reports make it possible to sort the tests in the table so that it is easier to locate the desired test. Clicking the name of the test shows an online view of the test. Clicking the blue **View Report** link produces the report.

Sort Field: Test ID | Ascending | Sort

View All | View Pages

Assessments 1 To 10 Of 15

	Test ID	Description	Date
<a href="#">View Report</a>	169347	Social Studies Grade 5 Pre Test	9/3/2007
<a href="#">View Report</a>	169348	Social Studies Grade 6 Pre Test	9/3/2007
<a href="#">View Report</a>	169354	Social Studies Grade 5 Post Test	6/9/2008
<a href="#">View Report</a>	169355	Social Studies Grade 6 Post Test	6/9/2008
<a href="#">View Report</a>	169375	Science Grade 5 Pre Test	9/3/2007
<a href="#">View Report</a>	169381	Science Grade 6 Pre Test	9/3/2007
<a href="#">View Report</a>	169386	Science Grade 5 Post Test	6/9/2008
<a href="#">View Report</a>	169387	Science Grade 6 Post Test	6/9/2008
<a href="#">View Report</a>	169392	English / Language Arts Grade 5 Pre Test	9/3/2007
<a href="#">View Report</a>	169393	English / Language Arts Grade 6 Pre Test	9/3/2007

<<First <Previous Prev 10      1 2    Of 2    Next 10 >Next >>Last

## Performance Levels

On many of the new reports for version 3.0, you will see performance levels (also known as achievement levels) associated with test scores. These allow teachers to quickly obtain a sense of students' overall mastery of the material on the test. STI provides a generic set of performance levels and associated “cut scores,” along with a target, or “goal” test score. A district can opt to use these default settings, but can also easily customize the settings to match state- or district-specific terms and specifications.

The following screenshots show the STIA default levels and corresponding “cut scores” (left) and an example of user-customized performance levels (right).

The screenshots show the 'Cut Score & Performance' configuration interface. Both screens include a 'Menu' on the left, a 'No changes are final until the SAVE button is clicked.' warning, and a 'Load STI Defaults' button. A vertical arrow on the left of the table indicates the scale from 'Lowest' at the bottom to 'Highest' at the top.

Highest	Mastery	Cut Score Label	Cut Score Percentage
<input type="radio"/>	1	Advanced Proficiency	90
<input checked="" type="radio"/>	2	Proficient	75
<input type="radio"/>	3	Basic Proficiency	60
<input type="radio"/>	4	Below Basic Proficiency	0
<input type="radio"/>	5		

Target or Goal Score %: 70

Highest	Mastery	Cut Score Label	Cut Score Percentage
<input type="radio"/>	1	Exemplary	92
<input type="radio"/>	2	Exceeds Standards	84
<input checked="" type="radio"/>	3	Meets Standards	70
<input type="radio"/>	4	Approaching Standard	65
<input type="radio"/>	5	Academic Warning	0

Target or Goal Score %: 75

Note that once selected, the performance levels should ideally remain unchanged throughout the year. However, the District Administrator has the option of changing the settings—for example, if the state changes its terminology. *Changing the settings will result in the corresponding alteration to all reports for the year.*

**IMPORTANT:** If the number of performance levels changes (for example, from the 4-level default schema to a custom 5-level schema), the “Class/District Performance: Standards Mastery” and “Class/District Performance: Student Synopsis” reports will cease to work for tests that previously had per-standards levels set. It will be necessary to re-set the levels for these tests. (This is another good reason to set Performance Levels at the very beginning of the school year, before testing starts, and then leave them alone for rest of the year.)

## Student Performance Report

The Student Performance report has been updated for version 3.0, and contains many new features. This report provides information about

- ◆ structure of the test
- ◆ test score
- ◆ performance level based on student test score
- ◆ scores for multiple-choice and constructed-response items
- ◆ aligned standards

In order for the complete report to display, teacher must have completed and submitted scores for any constructed-response items. Results for multiple-choice items are available as soon as the first student completes the test. Complete results are available as soon as constructed-response scores are submitted.

The screenshot shows a sample student performance report; the inset shows the Student Performance Report from version 2.5 for comparison.

The main screenshot shows the 'Individual Student Report' for a student named Beagle, Snoopy. It includes fields for School (Truman 3rd & 4th Grade School), Teacher (Eiger, Elisa), Class (Ms. Eiger's 4th-grade class), Student ID (1333098), Test (Odyssey quiz), and Date (Thursday, August 23, 2007). The 'Student Responses' section shows a score of 100% for both Multiple Choice (2/2) and Constructed Response (6/6). The overall score is 100%, and the performance level is 'Advanced Proficiency'. A table at the bottom lists the student's answers for four questions, including two constructed responses.

The inset screenshot shows the version 2.5 report, which includes a 'Test Information' box with the following details: Multiple Choice 20%, 2 items; Constructed Response 80%, 6 points; and a Target Score of 70%. It also features a table of student responses for 25 questions.

Q #	Student Answer	Correct Answer	Correct	CR Score	STI ID	State ID
1	B	B	✓		778007	2.1.1
2	A	A	✓		778007	2.1.1
3	Constructed Response			4	778007	2.1.1
4	Constructed Response			2	777611	1.4.9

The diagram on the following page shows how the blue links on the new Student Performance report allow you to view the class roster; a summary table of all the student's tests to date; an online version of the test as a whole; the individual constructed-response items (along with their associated rubric and online student response); and the standards aligned to the items. Standards are given in terms of both their STI identification number and the ID number used in the state's standards documents; clicking either of these numbers produces a popup that shows the text of the standard.

**Student List**

School: Jefferson 5th  
 Teacher: Eigel, Elisa  
 Class: Eigel grade 5

Teachers 1 to 2 of 2

Teacher ID	Teacher	No. Of Items
148906	Beagle, Snoopy	10
148907	Beal, Woodstock	9

**Odyssey quiz**

Read the passage. Next, read the questions below the passage. Then choose the best answer for each question.

**An Ancient Gesture**

In Greek, as I wiped my eyes on the corner of my apron, Penelope did this too. And more than once. And you can't keep weeping all day. And undoing it all through the night. Your arms get tired, and the back of your neck gets tight. And along towards morning, when you think it will never be light. And your husband has been gone, and you don't know where, for years. Suddenly you find the bear. There's no sleep waiting there to do.

And I thought, as I wiped my eyes on the corner of my apron this is an ancient gesture, ancient, antique. In the vein of a Greek, a classic, Greek. I thought, I think I do. But only as a gesture—a gesture which implied to the assembled thing that he was much too moved to speak. He learned it from Penelope. Penelope, who really cried.

Choose the best answer for each question.

1. How does Penelope put off her suitors?

2. The farmers asked the name of Homer's son. What is the better-known Greek form of this name?

**Individual Student Report**

School: Jefferson 5th & 6th Grade School  
 Teacher: Eigel, Elisa  
 Class: Eigel grade 5  
 Student: Beagle, Snoopy  
 Student ID: 1489906  
 Test: Odyssey quiz  
 Date: Monday, August 20, 2007

**Student Responses**

Multiple Choice 2/2 = 100%  
 Constructed Response 6/6 = 100%  
 Overall Score 100%  
 Performance Advanced Proficiency

**Test Information**

Multiple Choice 20%, 2 items  
 Constructed Response 80%, 6 points  
 Target Score 70%

Q #	Student Answer	Correct Answer	Correct	CR Score	STI ID	State ID
1	B	B	✓		778007	2.1.1
2	A	A	✓		771007	2.1.1
3	Constructed Response			4	771007	2.1.1
4	Constructed Response			2	771611	2.4.9

**Constructed Response Scoring**

Online Student Essay | Rubric

Using what you know about Greek myths and the information in this poem, compare and contrast the characters of Penelope and her husband Odysseus. Provide quotations from the poems to support your ideas.

4 - Both compares the gesture (crying) and what it reveals about the characters (Ulysses is manipulative, Penelope is genuinely distressed), citing examples from the poem.

3 - Discusses both characters, but fails to provide evidence from the poem, discusses only one character, but provides evidence from the poem.

2 - Discusses only one character, providing no quotations from the poem.

1 - Makes a genuine effort to answer the question, but does not accomplish either goal.

0 - Blank, unintelligible, or in a language other than English.

**Test Information Pop-up**

STI ID: 778007.2.1.1  
 Description: The student describes different aspects of characters (e.g., their physical traits, personality traits, feelings, actions, motives) and analyzes how major characters are developed (e.g., through their thoughts, words, speech patterns, actions) and how they change over time.

## Longitudinal Report

The Longitudinal Report provides test scores for all the assessments the student has taken in the current year. It also provides this information for all previous years for which there is available data.

STIAssessment

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**TestSCOPE™**  
Reports

**Student Longitudinal Report**

**Date** Thursday, August 30, 2007  
**School** Jefferson 5th & 6th Grade School  
**Current Teacher** Eiger, Elisa  
**Current Class** Eiger grade 6  
**Current Grade** 6  
**Student** Beagle, Snoopy  
**Student ID** 1489906

**2007 - 2008**

Test ID	Description	Date	Class	Test Score
214725	SS Inquiry 8/20/2007	08/20/2007	Eiger grade 6	100.00%
214727	Odyssey quiz	08/20/2007	Eiger grade 6	100.00%

**2006 - 2007**

Test ID	Description	Date	Class	Test Score
169407	English / Language Arts Grade 5 Post Test	06/14/2007	Grade 5 Class 2	80.00%
169392	English / Language Arts Grade 5 Pre Test	08/24/2006	Grade 5 Class 2	80.00%
169412	Math Grade 5 Post Test	06/10/2007	Grade 5 Class 2	96.00%
169398	Math Grade 5 Pre Test	09/1/2006	Grade 5 Class 2	56.00%
169386	Science Grade 5 Post Test	06/12/2007	Grade 5 Class 2	72.00%
169375	Science Grade 5 Pre Test	08/28/2006	Grade 5 Class 2	64.00%
169354	Social Studies Grade 5 Post Test	05/30/2007	Grade 5 Class 2	80.00%
169347	Social Studies Grade 5 Pre Test	09/07/2007	Grade 5 Class 2	40.00%
171802	ARMT Prep 2	12/05/2006	Grade 5 Class 2	40.00%
170068	ELA Q3	03/07/2007	Grade 5 Class 2	87.50%
169407	English / Language Arts Grade 5 Post Test	06/03/2007	Grade 5 Class 2	82.00%

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## Standard-Based Report Card

The standards-based report card is new for version 3.0. It lists all standards for which the student has been tested across all assessments.

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**Communication Assessment Management TestSCOPE™ Reports**

Home Resources [Reports](#) | [Analysis](#) | [Student Reports](#) | [Standards-Based Report Card](#) User: Tammy Duncan

### Standards-Based Report Card

Date: Thursday, August 30, 2007  
 School: Jefferson 5th & 6th Grade School  
 Teacher: Eiger, Elisa  
 Class: Eiger grade 5  
 Student: Beagle, Snoopy  
 Student ID: 1489906

Standards (State ID)	Standards (STI ID)	Total Number of Items	Number of Items Answered Correctly	% Answered Correctly	Performance Level
All Standards		29	23	79.31%	Meets Standards
<a href="#">1.4.5</a>	<a href="#">777993</a>	1	1	100.00%	Exemplary
<a href="#">2</a>	<a href="#">809421</a>	3	1	33.33%	Academic Warning
<a href="#">2</a>	<a href="#">809758</a>	12	11	91.67%	Exceeds Standards
<a href="#">2.1.1</a>	<a href="#">773303</a>	2	0	0.00%	Academic Warning
<a href="#">2.1.1</a>	<a href="#">778007</a>	1	1	100.00%	Exemplary
<a href="#">3.3.3</a>	<a href="#">771563</a>	2	1	50.00%	Academic Warning
<a href="#">3.4.2</a>	<a href="#">771566</a>	1	1	100.00%	Exemplary
<a href="#">3.4.3</a>	<a href="#">771567</a>	3	3	100.00%	Exemplary
<a href="#">4.2.K1c</a>	<a href="#">775764</a>	1	1	100.00%	Exemplary
<a href="#">5</a>	<a href="#">809783</a>	1	1	100.00%	Exemplary
<a href="#">8</a>	<a href="#">809764</a>	2	2	100.00%	Exemplary

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Clicking the blue standards links shows a popup with the text of the selected standard.

Standard\_PopUp - Windows Internet Explorer  
 http://www.stiassessment.com/reports/ShowStandar

**STIAssessment™**

STI ID	State ID	Description
809421	2	The student identifies factors that change supply or demand for a product (e.g., supply: technology changes; demand: invention of new and substitute goods; supply or demand: climate and weather).

Close

## Overview Report (Grade Performance Report)

The Overview report is new for STIA version 3.0. It allows District Administrators to view student results by grade as well as by class. (Teachers can view only the results for their own classes.)

Selecting **ALL** for the grade allows a District Administrator to search for results for an individual class by selecting first the school, and then the teacher, from the drop-down menus. (Other reports allow District Administrators to view data in other ways—for example, by teacher.)

Specifying a grade level produces a grade-level report for a particular test for the entire district. As you can see in the screenshot, specifying the grade restricts the other choices available.

The Overview report for a test that was administered to multiple fifth-graders is show below. The screenshot on the right shows the Overview for a specific class, the one on the left shows the Overview for a grade.

Student Name	MC Result	MC Score	MC Weighted Score	CR Result	CR Score	CR Weighted Score	Difference (Actual-Target)	Performance / Achievement	
Van Pelt, Lucy	3 of 4	75%	0.3	3 of 4	75%	0.45	75%	0%	Meets Standards
Brown, Charlie	0 of 4	0%	0	2 of 4	50%	0.3	30%	-45%	Academic Warning
Schroeder, Ludwig	4 of 4	100%	0.4	3 of 4	75%	0.45	85%	10%	Exceeds Standards

Student Name	MC Result	MC Score	MC Weighted Score	CR Result	CR Score	CR Weighted Score	Difference (Actual-Target)	Performance / Achievement	
Beagle, Snoopy	4 of 4	100%	0.4	4 of 4	100%	0.6	100%	25%	Exemplary
Byrd, Woodstock	2 of 4	50%	0.2	3 of 4	75%	0.45	85%	-10%	Approaching Standard
Brown, Charlie	0 of 4	0%	0	2 of 4	50%	0.3	30%	-45%	Academic Warning
Schroeder, Ludwig	4 of 4	100%	0.4	3 of 4	75%	0.45	85%	10%	Exceeds Standards
Van Pelt, Lucy	3 of 4	75%	0.3	3 of 4	75%	0.45	75%	0%	Meets Standards

The Overview report for a class shows information about the structure of the test as well as other useful information about the test, such as the class mean (“average”). It breaks down the results for the multiple-choice and constructed-response portions of the test, showing the raw scores as well as the weighted scores and final combined score. It compares each student’s score with the district-wide target score, and gives the performance/achievement level associated with the score.

STIAssessment

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Communication Assessment Management

TestSCOPE™  
Reports

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User: Elisa Eiger

Overview

School Truman 3rd & 4th Grade School

Teacher Eiger, Elisa

Class ALL

Test **Odyssey quiz**

Date August 23, 2007

Test Information

Multiple Choice 20%, 2 items

Constructed Response 80%, 6 points

---

Target Score 70%

Class Mean 80%

Student Name	MC Result	MC Score	MC Weighted Score	CR Result	CR Score	CR Weighted Score	Score	Difference (Actual-Target)	Performance / Achievement
Byrd, Woodstock	2 of 2	100%	0.2	3 of 6	50%	0.4	60%	-10%	Basic Proficiency
Beagle, Snoopy	2 of 2	100%	0.2	6 of 6	100%	0.8	100%	30%	Advanced Proficiency

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## District Performance

This is an extension of the Class Performance report that was found in previous versions of STI Assessment. It is available only to the District-Administrator level of access and above.

Both District Performance and Class Performance are multifunction reports that provide an array of performance metrics for groups of students. The following screenshots compare the parameter-selecting pages for the two reports. Notice that the District Performance report (*main picture*) has expanded the range of options. The Class Performance report (*insets*) requires that the user specify a school and a teacher. (At the Teacher level, the school and teacher are pre-determined; users at that level of access cannot view classes that do not “belong” to them.)

The screenshot displays the STIAssessment web application interface. At the top, there is a navigation bar with the STIAssessment logo, the URL www.sti-k12.com, and links for Help and Logout. Below the navigation bar, there are tabs for Communication, Assessment, Management, and TestSCOPE Reports. The main content area shows the 'District Performance' report selection page. It includes a 'Submit' button and several dropdown menus: 'Select School' (ALL), 'Select Teacher' (ALL), 'Select Class' (ALL), 'Select Student' (ALL), 'Select Year' (2007-2008), and 'Select Report' (District Performance). An inset window shows the 'Class Performance' report selection page, which includes a 'Submit' button and dropdown menus for 'Select School' (Jefferson 5th & 6th Grade School), 'Select Teacher' (Eiger, Elisa), 'Select Class' (ALL), 'Select Year' (2007-2008), and 'Select Report' (Class Performance). A second inset window shows a dropdown menu for the 'Select Teacher' field in the Class Performance report, listing teachers: Eiger, Elisa; Hornak, Derek; Kendley, James; Sanschagrin, Allan; Schultz, Charles; Sullivan, Jasonteacher; and Teacher, Chris. The footer of the page contains the copyright notice: © 2007 Software Technology, Inc.

On the District Performance Report, if all the parameters are set to ALL, then the resulting test index will be very large—it will list all the tests administered to date in the district.

The screenshot shows the STI Assessment web application interface. At the top, there is a navigation bar with the STI logo and the text "Education Data Management Solutions". To the right, there are links for "www.sti-k12.com", "Help", and "Logout". Below this, there are tabs for "Communication", "Assessment", "Management", and "TestSCOPE™ Reports". The main content area has a breadcrumb trail: "Home Resources -> Reports | Analysis | Assessment Analysis". The user is identified as "User: Tammy Duncan".

The interface includes several selection fields:

- Select School: ALL
- Select Teacher: ALL
- Select Class: ALL
- Select Student: ALL
- Select Year: 2007-2008
- Select Report: District Performance

There is a "Submit" button and a "Sort Field" section with "Test ID" selected, "Ascending" order, and a "Sort" button. Below these are "View All" and "View Pages" buttons.

The main data area is titled "Assessments 1 To 10 Of 91" and contains a table with the following columns: "View Report", "Test ID", "Description", and "Date".

View Report	Test ID	Description	Date
<a href="#">View Report</a>	215719	Demo Test	8/31/2007
<a href="#">View Report</a>	215838	08/30/07 Build 1	8/30/2007
<a href="#">View Report</a>	215903	Math Test 2	8/30/2007
<a href="#">View Report</a>	215739	Social Studies Assessment	8/29/2007
<a href="#">View Report</a>	215758	08/29/07 Autogenerate	8/29/2007
<a href="#">View Report</a>	215786	DATestingCFGrading	8/29/2007
<a href="#">View Report</a>	215788	CFDATestingBroken	8/29/2007
<a href="#">View Report</a>	215822	CRDA_GradeAlertTest	8/29/2007
<a href="#">View Report</a>	215828	New Math Test	8/29/2007
<a href="#">View Report</a>	215676	08/28/07 Build	8/28/2007

Below the table is a pagination control: "<<First <Previous Prev 10 1 2 3 4 5 6 7 8 9 10 Of 10 Next 10 >Next >>Last".

At the bottom, there is a copyright notice: "© 2007 Software Technology, Inc."

The sub-reports for District Performance are selected via radio buttons.

The screenshot shows a selection interface for sub-reports. It contains a list of radio buttons next to the following options:

- Frequency Distribution
- Item Analysis
- Item Analysis By Standard
- Ranked/Alphabetical Student Report
- Standards Mastery
- Student Responses
- Student Synopsis

At the bottom of the list is a "Submit" button.

## Sub-Population by District

Like the District Performance report, the Sub-Population by District report extends the capabilities of a previously existing report so that users can examine data at the district level. In previous versions of STIA, sub-population (demographic) data could be viewed only from the class level.

The following screenshot shows an example of a sub-population report.

**STIAssessment** — Communication Assessment Management TestSCOPE<sup>STIA</sup> Reports

Home Resources Reports >> Multiple Choice >> Class Performance By Sub-Population User: Tammy Duncan

School: DemoSTI Jefferson 5th & 6th Grade School  
 Teacher: Ackard, Michael  
 Class: ALL  
 Student: ALL  
 Test: 169347 - Social Studies Grade 5 Pre Test  
 Date: June, 2005

**Available Demographics**

- free\_lunch-Yes
- free\_lunch-No
- race-African American/Black
- Title1-No
- Title1-0
- ELP-No

**Selected Demographics**

- race-Latino
- gender-Male
- ELP-Yes
- gender-Female
- race-White

**Generate Report**

Standard	DistrictAvg	SchoolAvg	TeacherAvg	Gender-Male	Gender-Female	Race-Latino	Race-White	ELP-Yes
All Standard	67.88%	66.20%	64.00%	56.00%	67.43%	74.00%	74.00%	64.00%
1.a	69.09%	65.00%	60.00%	66.67%	57.14%	80.00%	50.00%	60.00%
1.b	69.09%	65.00%	60.00%	66.67%	57.14%	80.00%	50.00%	60.00%
1.1	60.61%	65.00%	60.00%	66.67%	57.14%	75.00%	0.00%	60.00%
1.2	66.67%	60.00%	60.00%	66.67%	57.14%	100.00%	50.00%	60.00%
1.3	75.76%	80.00%	80.00%	66.67%	85.71%	100.00%	100.00%	80.00%
1.4	66.67%	50.00%	40.00%	33.33%	42.86%	50.00%	50.00%	40.00%
1.5	75.76%	70.00%	60.00%	100.00%	42.86%	75.00%	50.00%	60.00%
2.a	67.27%	64.00%	66.00%	46.67%	74.29%	70.00%	80.00%	66.00%
2.b	67.27%	64.00%	66.00%	46.67%	74.29%	70.00%	80.00%	66.00%
2.1	63.64%	65.00%	70.00%	66.67%	71.43%	50.00%	100.00%	70.00%
2.2	66.67%	60.00%	50.00%	33.33%	57.14%	75.00%	50.00%	50.00%
2.3	72.73%	70.00%	70.00%	33.33%	85.71%	75.00%	100.00%	70.00%
2.4	66.67%	62.50%	70.00%	50.00%	78.57%	75.00%	75.00%	70.00%
2.4.1	66.67%	65.00%	80.00%	33.33%	100.00%	75.00%	100.00%	80.00%
3.a	70.71%	65.83%	65.00%	44.44%	73.81%	70.83%	83.33%	65.00%
3.b	70.71%	65.83%	65.00%	44.44%	73.81%	70.83%	83.33%	65.00%

*8/31/07 Update: At the time this document was prepared, Sub-Population by District was undergoing additional development. Future versions of this document will be updated with additional screenshots of this new report.*

## Constructed Response Item Analysis by Standards

The “Item Analysis by Standards” sub-report in the Class Performance and District Performance reports lists multiple-choice items by standard, and provides a graph showing the breakdown of student responses by answer choice (*inset*).

Since answer choices are not applicable to constructed response items, a new approach had to be found for constructed-response items. Instead of showing the answer-choice breakdown, the item-analysis-by-standards report for constructed response items shows the breakdown of scores awarded to the item (*main picture*).

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Communication Assessment Management TestSCOPE™ Reports

Home Resources Reports | Analysis | Student Reports group | Student Performance Report
User: District Administrator

Constructed Response Item Analysis by Standard

**School** Jefferson 5th & 6th Grade School  
**Teacher** Schultz, Charles  
**Class** ALL  
**Test** Social Studies Assessment  
**Date** August 28, 2007

**Item analysis for 10 students**

2 (809758) The student explains how public policy is formed and carried out at local, state, and national levels and what roles individuals and groups can play in the process.

Q #	Item ID	0 points	1 point	2 points	3 points	4 points	5 points	6 points	Mean
7	3001234	(0%)	(0%)	1 (10%)	3(30%)	5 (50%)	1 (10%)	1 (10%)	4.2

Score	Count	Percentage
0	0	0%
1	0	0%
2	1	10%
3	3	30%
4	5	50%
5	1	10%
6	1	10%

Item Analysis By Standard  
 Ranked/Alphabetical Student Report  
 Standards Mastery  
 Student Responses  
 Student Synopsis

---

**School** DemoSTI Jefferson 5th & 6th Grade School  
**Teacher** Ackard, Michael  
**Class** ALL  
**Test** 169354 - Social Studies Grade 5 Post Test  
**Date** June, 2005

**Item Analysis for 10 Students**

3-5 Human Environment Interactions: The student understands the effects of interactions between human and physical systems.

Question Number	A	B	C	D	E	Space	AR	CorrectAnswer
1	(0%)	1 (10%)	9 (90%)	(0%)	(0%)	(0%)	10	C

Choice	Count	Percentage
A	0	0%
B	1	10%
C	9	90%
D	0	0%
E	0	0%
Space	0	0%

## Item Analysis by Standards (Percentage Link for Detail)

In the Item Analysis by Standards report, you now can click the percentages in the tables to see details, as previously was possible only with the Item Analysis report

**Class Performance Multi-Report**

Select Sub-Report: Item Analysis By Standard

School: Truman 3rd & 4th Grade School  
 Teacher: Eiger, Elisa  
 Class: ALL  
 Test: 205098 - Odyssey quiz  
 Date: August 23, 2007

Note: The results for constructed-response items, if any, are not reflected in this report.  
 Note: In the table(s), correct answers are starred (\*) and displayed in green.

**Item Analysis for 2 Students**

2.1.1 \*\*The student describes different aspects of characters (e.g., their physical traits, personality traits, feelings, actions, motives) and analyzes how major characters are developed (e.g., through their thoughts, words, speech patterns, actions) and how they change over time.

Question Number	A	B	C	D	Skipped	Correct Answer
1	( 0 % )	*2 ( 100 % )	( 0 % )	( 0 % )	( 0 % )	B
2	*2 ( 100 % )	( 0 % )	( 0 % )	( 0 % )	( 0 % )	A

Bar chart showing % Scored vs Question Number. Question 1: A=0%, B=100%. Question 2: A=100%, B=0%.

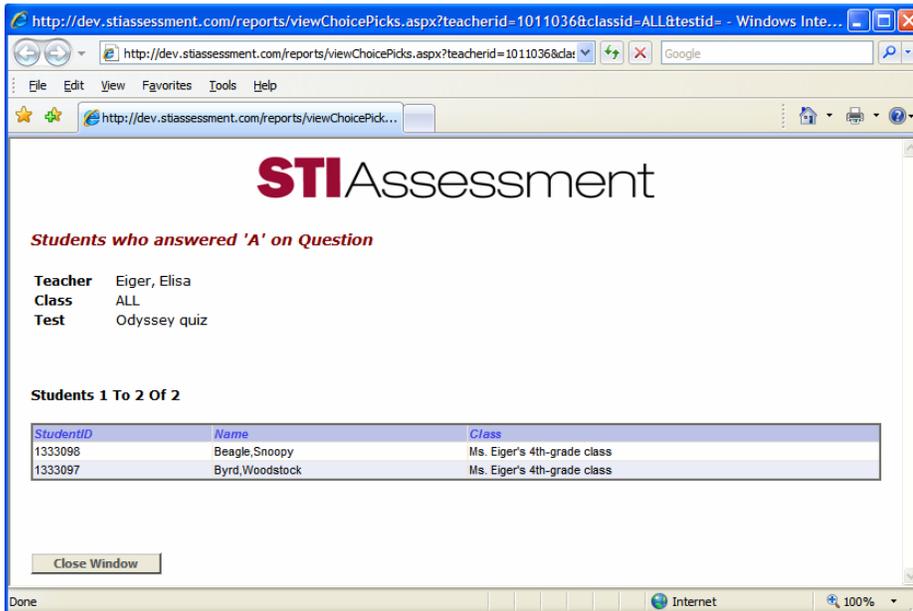
For example, clicking the (0%) under choice A for item 1 results in a blank popup because no students fell into that category ; this is, selected answer choice A.:

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**Students who answered 'A' on Question**

Teacher: Eiger, Elisa  
 Class: ALL  
 Test: Odyssey quiz

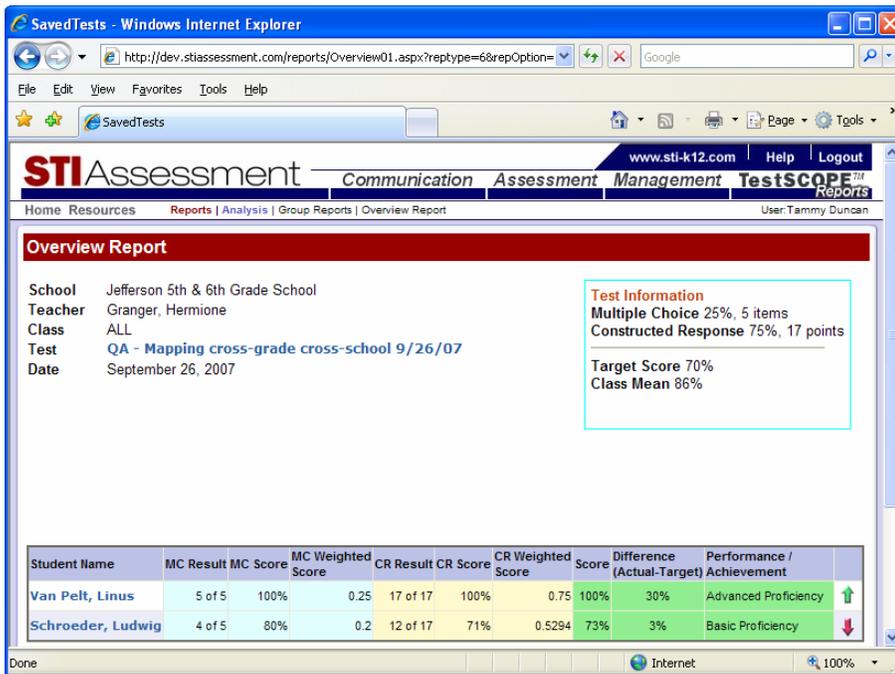
Clicking the \*2 (100%) under choice A for item 2 results in:



## Multiple Reports (Color Coded Performance)

With version 3.5, the user may now readily identify when standards fail to be met.

In the screenshot, you will see that you now have arrows to indicate performance levels in TestSCOPE reports. (see green up-arrow and red down-arrow examples)



Colored arrow icons have been added to key reports to indicate whether the Performance Level is considered Mastery or not. A green up arrow is placed next to the performance levels that are at or above mastery. A red down arrow is placed next to the performance levels that are below mastery.

Below are screenshots of all the reports that this appears on.

**Class Performance Multi-Report**

Select Sub-Report: Standards Mastery

School Truman 3rd & 4th Grade School  
 Teacher Fitzsimmons, Chris  
 Class ALL  
 Test 205390 - CF AG History CS  
 Date May 20, 2008

Note: The results for constructed-response items, if any, are not reflected in this report.

**4.1 - The student understands the importance of the experiences of groups of people.**

Performance Level	Number of Students	Percentage of Group
 Advanced Proficiency	1	100 %
 Proficient		0%
 Basic Proficiency		0%
 Below Basic Proficiency		0%

**(100 % ) 1 of 1 Students have mastered this Learning Standard.**  
 The test has 1 items aligned to this Learning Standard.

**Mapping Performance Multi-Report**

Select Sub-report Standards Mastery

Mapping ALL  
 Test 205390 - CF AG History CS  
 Date 5/20/2008

Note: The results for constructed-response items, if any, are not reflected in this report.

**4.1 - The student understands the importance of the experiences of groups of people.**

Performance Level	Number of Students	Percentage of Group
 Advanced Proficiency	1	100 %
 Proficient		0%
 Basic Proficiency		0%
 Below Basic Proficiency		0%

**(100 % ) 1 of 1 Students have mastered this Learning Standard.**  
 The test has 1 items aligned to this Learning Standard.

### District Performance Multi-Report

Select Sub-Report: Standards Mastery

Submit

School ALL  
 Teacher ALL  
 Class ALL  
 Test 205390 - CF AG History CS  
 Date 5/20/2008

Note: The results for constructed-response items, if any, are not reflected in this report.

4.1 - The student understands the importance of the experiences of groups of people.

Performance Level	Number of Students	Percentage of Group
Advanced Proficiency	1	100 %
Proficient		0%
Basic Proficiency		0%
Below Basic Proficiency		0%

(100 % ) 1 of 1 Students have mastered this Learning Standard.  
 The test has 1 items aligned to this Learning Standard.

### Overview Report

School Truman 3rd & 4th Grade School  
 Teacher Eiger, Elisa  
 Class ALL  
 Test Odyssey quiz  
 Date August 23, 2007

**Test Information**  
 Multiple Choice 20%, 2 items  
 Constructed Response 80%, 6 points

Target Score 70%  
 Class Mean 80%

Student Name	MC Result	MC Score	MC Weighted Score	CR Result	CR Score	CR Weighted Score	Score	Difference (Actual-Target)	Performance / Achievement
Byrd, Woodstock	2 of 2	100%	0.2	3 of 6	50%	0.4	60%	-10%	Basic Proficiency
Beagle, Snoopy	2 of 2	100%	0.2	6 of 6	100%	0.8	100%	30%	Advanced Proficiency

### Student Standards-Based Report Card

Date Wednesday, June 04, 2008  
 School Truman 3rd & 4th Grade School  
 Teacher Eiger, Elisa  
 Class Ms. Eiger's 4th-grade class  
 Student Beagle, Snoopy  
 Student ID 1333098

Standards (State ID)	Standards (STI ID)	Total Number of Items	Number of Items Answered Correctly	% Answered Correctly	Performance Level
All Standards		27	24	88.89%	Proficient
3.4	834654	9	8	88.89%	Proficient
6.2	834688	2	2	100.00%	Advanced Proficiency
1.4.15	777811	2	2	100.00%	Advanced Proficiency
2	809758	6	4	66.67%	Basic Proficiency
2.1.1	778007	2	2	100.00%	Advanced Proficiency
3.4.1	771684	2	2	100.00%	Advanced Proficiency
3.4.3	771567	2	2	100.00%	Advanced Proficiency
5	809783	1	1	100.00%	Advanced Proficiency
8	809764	1	1	100.00%	Advanced Proficiency

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