

STI Education Data Management Solutions

STIAssessment

User Guide

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About this Document

The *STIAssessment User Guide* is designed to introduce all users to the basic functionalities of STIAssessment.

The following resources will be referenced. These may be downloaded from the *STIAssessment* Web site:

- *What Every User Should Know about STIAssessment*: An overview of how to build and maintain a successful formative assessment plan with STIAssessment.
- *Job_Aid Transferring Items v1.2x*: An overview of transferring content from electronic documents to STIAssessment user items.
- *STIAssessment District Administrator Guide*: Provides the District Administrator with an overall understanding of how to manage district-level options; how to manage district assessments; and how to locate reports only available to the District Administrator.

You must be logged in to STIAssessment to access the functions in the *STIAssessment User Guide*.

Login Procedure

1. Access the Internet.
2. In the address window type: www.stiassessment.com.
3. Select your school district from the pull-down --Select District-- menu.
4. Once the program is opened, enter your STI login and password in the upper right corner. (The login and password will be assigned to you on the day of the training).
5. For certain school districts, you will also need to select your school from a pull-down list after you click the **Login** button. After selecting your school, click the **Login** button again.

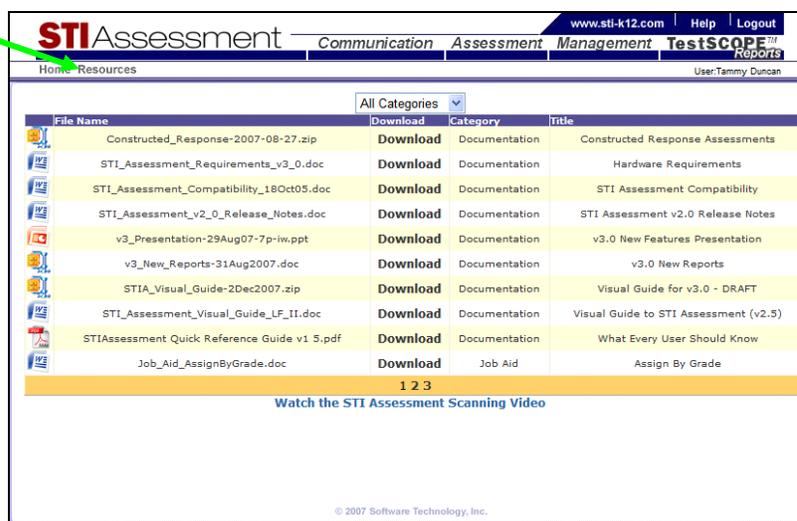
When entering your password and login, remember that it is not case-sensitive, but you may have to press the shift key for special keyboard characters. **You must type your login and password EXACTLY**; otherwise it will not work.

Once you enter your password and log in, your personalized Home page will appear. You may view/print assessments directly from this window or continue to the main functions of STIAssessment.

Resource Center

There is a wealth of helpful information available in the STIAssessment Resource Center—and it's never more than a click or two away.

Click the gray **Resources** link on the navigation bar to access the Resource Center.



The screenshot shows the STIAssessment Resource Center interface. The navigation bar includes links for Communication, Assessment, Management, TestSCOPE, and Reports. The main content area displays a table of downloadable resources. A green arrow points to the 'Resources' link in the navigation bar.

| File Name | Download | Category | Title |
|--|----------|---------------|---------------------------------------|
| Constructed_Response-2007-08-27.zip | Download | Documentation | Constructed Response Assessments |
| STI_Assessment_Requirements_v3_0.doc | Download | Documentation | Hardware Requirements |
| STI_Assessment_Compatibility_18Oct05.doc | Download | Documentation | STI Assessment Compatibility |
| STI_Assessment_v2_0_Release_Notes.doc | Download | Documentation | STI Assessment v2.0 Release Notes |
| v3_Presentation-29Aug07-7p-iv.ppt | Download | Documentation | v3.0 New Features Presentation |
| v3_New_Reports-31Aug2007.doc | Download | Documentation | v3.0 New Reports |
| STIA_Visual_Guide-2Dec2007.zip | Download | Documentation | Visual Guide for v3.0 - DRAFT |
| STI_Assessment_Visual_Guide_LF_II.doc | Download | Documentation | Visual Guide to STI Assessment (v2.5) |
| STIAssessment Quick Reference Guide v1 5.pdf | Download | Documentation | What Every User Should Know |
| Job_Aid_AssignByGrade.doc | Download | Job Aid | Assign By Grade |

1 2 3

Watch the STI Assessment Scanning Video

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Communication Module

The communication module of STIAssessment allows for secure e-mail communication among the users of a district. Messages are transmitted *within STIAssessment only*; they are not part of any school e-mail system or Internet e-mail system.

Click the **Communication** tab to access the communication module.



A navigation bar will appear that lists three options: **Inbox**, **Compose**, and **Sent Mail**.



Inbox: Reading and Replying to Messages

Click the envelope icon in the **Read** column to read a message.

Compose: Creating a Message

From the main **Communication** tab, click the red **Compose** link on the navigation bar. From the *Inbox* or *Sent Mail* page, click the blue **Compose** link.

Select the recipient type from the pull-down menu: **Teacher**, **Student** or **Class**. (Administrators are listed with the teachers.) You will then see a list of all individuals of that recipient type. Check the **Expand List** box to see the list in a large textbox.

Note that a student cannot compose a message to anyone except his or her teachers.

Highlight the names of the individuals to whom you wish to send your message. Press *Ctrl-A* on your keyboard to select all the names in the list. Hold *Ctrl* and mouse-click on names to pick multiple recipients; use *Shift*-click and then click and drag to select a range of names. When you have finished selecting the names of recipients, click the **Add User to E-mail** button. Note that you can repeat the process of adding names as often as necessary.

If you accidentally add a name to your list of recipients, highlight it and then click the **Remove User from E-mail** button to delete it.

Enter the subject and text of your e-mail message. When you are finished composing your message, click the **Send** button to transmit it. As is true of almost all e-mail systems, you cannot “take back” a message once it is sent. Look over your message to make sure it is complete and correct before you send it.

Sent Mail: Reviewing and Deleting Old Messages

From the main **Communication** tab, click the red **Sent Mail** link on the navigation bar. From the inbox page, click the blue **Sent Mail** link.

Click the envelope icon to read a message.

Check the **Delete** box next to each message you want to remove permanently, then click the **Delete Checked** button. Deleting a message you have sent simply removes it from your **Sent Messages**; it does not remove the message from a recipient's Inbox.

Assessment Module

The **Assessment** module is the heart of STIAssessment. In the **Assessment** module, you can

- ◆ Create items of your own and manage them using folders.
- ◆ Create and manage item components, including pictures, instructions, stimuli (such as passages), and constructed-response rubrics (scoring guidelines).
- ◆ Search for and select items in the STIAssessment Item Library.
- ◆ Copy items from the Item Library into your item folders so you can tailor them to suit your needs.
- ◆ Create, modify and manage assessments.
- ◆ Create “Offline Assessments,” scoring keys that allow the results of paper-and-pencil assessments to be scanned into STIAssessment to obtain TestSCOPE results.
- ◆ Assign assessments for students to take online.

To access the assessment module, click the **Assessment** tab.



A navigation bar with three choices will appear: **Create**, **Manage** and **Items**.



Note: The recommended method of building an assessment is to:

- **Create folders;**
- **Add elements such as items, passages and pictures into the folders; and finally,**
- **Create the assessment from the items in the folders.**

Items

The first time that you click on **Items** during a session, the **Item Library Conditions of Use** pop-up appears. Please read this information the first time you use the system. To continue, click the radio button next to **YES**, then click the **Submit** button.

The **Items** page will appear.

Folders

Before creating items, you will need to create folders in which to store and organize the items. Take some time to think about what kind of organization system will work best for you. There are several approaches:

- ◆ A researcher who needs assessments that are “carved in stone” might give the folders the same name as assessments.
- ◆ A curriculum specialist might organize items into folders that correspond to the chapters or sections in an adopted textbook.
- ◆ An assessment specialist might create folders for each tested standard and/or objective (or “benchmark,” or “indicator”—different terms are used in different states).
- ◆ A teacher might create folders based on the different topics being taught in a course.

Clicking the yellow folder icon will take you to the folder management page (to return to the items page from the folders page, click the gray **Back to Item Management** button).

Add New Folder

Click the gray **Add New Folder** button.

Type the name for the new folder in the text-entry box. Choose the core subject area and the grade level using the pull-down menus. Click the **Save** button.

Edit Folder

To change the name of a folder or its associated grade or subject, click the blue **Edit** link next to the folder’s name. Click the blue **Update** link when you have finished editing the folder.

| | Folder Name | Grade | Subject | # Multiple Choice | # Constructed Responses | # Rubric | # Pictures | # Simuli | # Instructions | Created | Modified | Subfolders |
|---------------|-----------------------------|-------|----------------|-------------------|-------------------------|----------|------------|----------|----------------|-------------------|------------|------------|
| | Default Folder | N/A | Other | 2 | | | | | | N/A | N/A | N/A |
| Edit | Alabama Capital | 4 | Social Studies | | | | | | | Delete 10-15-2008 | 10-15-2008 | No |
| Edit | Alabama History | 4 | Social Studies | 4 | 1 | 1 | 4 | 1 | 2 | Delete 12-18-2007 | 12-18-2007 | Yes |
| Edit | Alg II Statistics | 10 | Math | 9 | | | | | | Delete 07-23-2008 | 07-23-2008 | No |
| Edit | Biology | 9 | Science | 28 | | | | | | Delete 04-12-2007 | 04-12-2007 | Yes |
| Update Cancel | Cell Organelles test review | 9 | Science | | | | | | | Delete 03-02-2009 | 03-02-2009 | No |
| Edit | Computer Literacy Test Gr 9 | 9 | English | 5 | 1 | 1 | | | | Delete 07-09-2007 | 07-09-2007 | No |

Sub Folder

Users may create folders within folders. This makes it easier to organize and find items and item components.

Selecting --Select Folder-- from the first or second drop-downs will bring you to the root of that level.

1. From the first drop-down select the folder that contains the items you wish to view.
2. If there are sub-folders within it, a second drop-down will appear underneath it with a list of those sub-folders.
3. If you select a folder from the second drop-down and it contains sub-folders, a third drop-down will appear underneath the second.
4. Select the folder you wish to place sub-folders in by clicking on the folder name (in the example here, the *Mythology* folder).

| Folder Name | Grade | Subject | # Multiple Choice | # Constructed Responses | # Rubric | # Pictures | # Stimuli | # Instructions | Created | Modified | Subfolders |
|----------------------------------|-------|----------------|-------------------|-------------------------|----------|------------|-----------|----------------|-------------------|------------|------------|
| Edit Mythology | 10 | Other | 20 | | | | | | Delete 05-14-2009 | 05-14-2009 | No |
| Edit Government | 12 | Social Studies | | 1 | 1 | | | 1 | Delete 04-23-2009 | 04-23-2009 | No |
| Edit English 7 Reading | 7 | English | 5 | | | | | | Delete 04-06-2009 | 08-05-2009 | Yes |
| Edit Cell Organelles test review | 9 | Science | | | | | | | Delete 03-02-2009 | 03-02-2009 | No |
| Edit Time | 1 | Math | 4 | | | 3 | 1 | | Delete 02-23-2009 | 02-23-2009 | No |
| Edit Alabama Capital | 4 | Social Studies | | | | | | | Delete 10-15-2008 | 10-15-2008 | No |
| Edit Test Folder | 8 | English | 20 | | | | | | Delete 08-21-2008 | 08-21-2008 | No |
| Edit Alg II Statistics | 10 | Math | 9 | | | | | | Delete 07-23-2008 | 07-23-2008 | No |

5. Click the **Add New Subfolder** button.

| Subfolder Name | Grade | Subject | # Multiple Choice | # Constructed Responses | # Rubric | # Pics | # Stimuli | # Instructions | Created | Modified | Subfolders |
|----------------|-------|---------|-------------------|-------------------------|----------|--------|-----------|----------------|---------|----------|------------|
|----------------|-------|---------|-------------------|-------------------------|----------|--------|-----------|----------------|---------|----------|------------|

6. Enter the new sub-folder name, subject, and grade in the textbox and drop-downs that appear.
7. Click **Save**.
8. A new sub-folder will now be added inside of the folder you first selected.
9. You can create another level of sub-folders inside the existing one you just created by repeating steps 1-5 at this time.

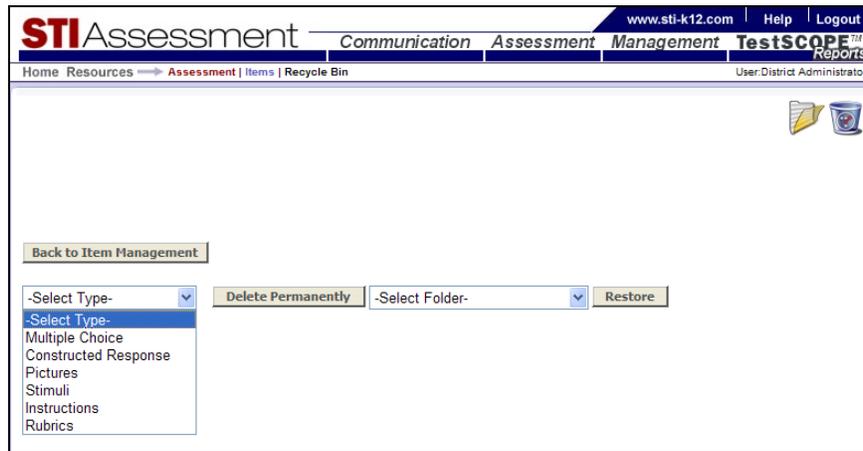
To navigate up a level: Click on the 'up a level' graphic  at the top of the table.

Delete Folder

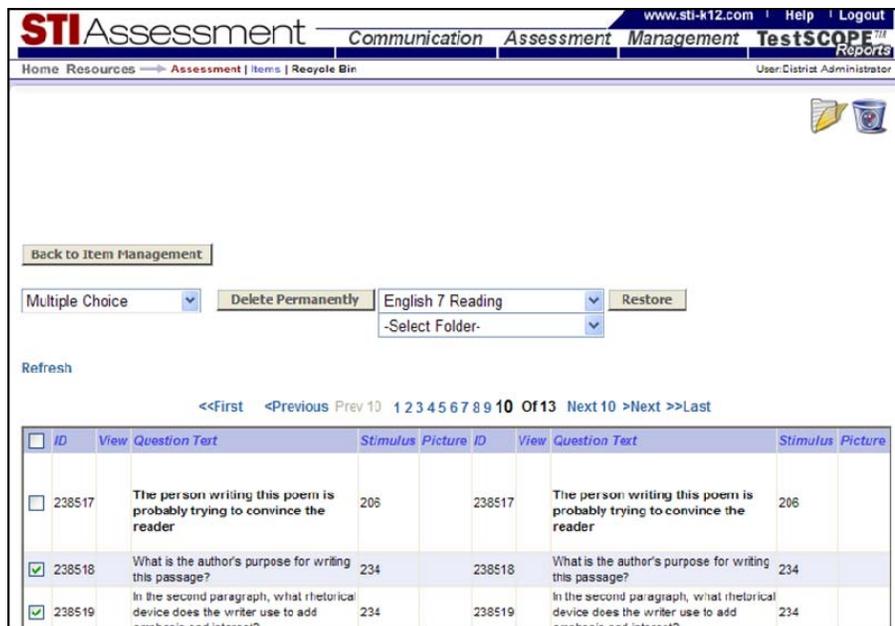
Click the blue **Delete** link that corresponds to the folder you want to delete. A confirmation screen will appear before deletion is complete. STI strongly recommends that you move any items or item components you want to keep to other folders before deleting the folder.

Recycle Bin

Click the gray wastepaper basket icon to access the **Recycle Bin**. Use the **-Select Type-** pull-down menu to select a category of assessment item or item element.



Click the checkboxes next to items to select them. You may then use the gray buttons to either delete these permanently, or restore them to a folder.

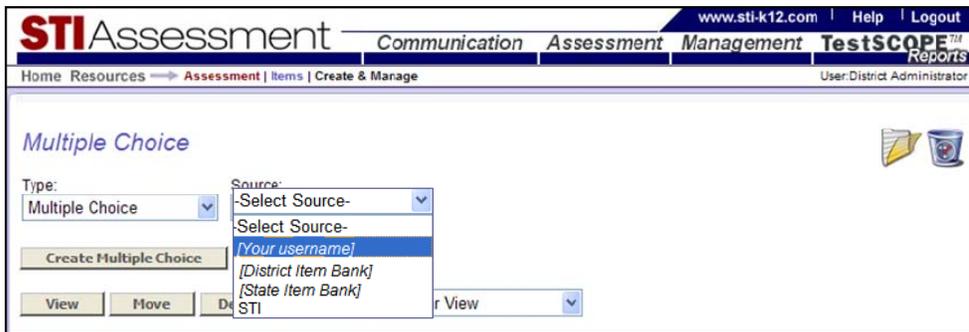
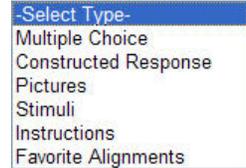


Multiple-Choice Items

This section focuses on the creation and management of multiple-choice (selected-response) items. For detailed instructions on creating constructed-response items, along with item-ancillary elements such as stimuli, pictures, rubrics, and instructions, see the document entitled *STIAssessment – Constructed Response Assessments*, available from the Resource Center.

Click the down arrow on the first pull-down menu to select *Multiple Choice*.

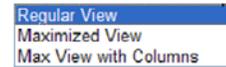
This will cause a second pull-down menu to appear from which you will select your user name (the other choice is *STI*, which is the Item Library you encountered in **Assessment | Create | Build**). Users may also have access to additional, district-created databases. The following screenshot has been edited to give you an idea of the page’s layout.



Selecting your username as the item source will in turn call up a third pull-down menu that lists your folders. Choose the desired folder. Note: You must create folders in order to have them available as choices (*see the section on [Folders](#)*).

Item View

Select the view option you prefer you prefer to use while working with your items.



The *Maximized* view expands the details that are available for viewing. This view is also available in a columnar format.

Note: *Parent* and *Ancestor* columns indicate the STI Item Library item number from which these were taken. User-made items will not have these.

Creating Multiple Choice Items

Click the **Create Multiple Choice** button. The multiple-choice item-entry form will appear.

Enter Item Content Tab

Type stem and answer choices in the appropriate text-entry boxes. Please see *Job_Aid Transferring Items v1.2x*, for an overview of transferring content from electronic documents to STIAssessment user items.

- ◆ Remember to add punctuation to your stem and answer choices.
- ◆ You can adjust font size, color and size (most Microsoft Word functions) in each box and select symbols from the drop-down box.
- ◆ You can switch between *Design* and *HTML* panes for each content entry field.
- ◆ Check number of answer choices. STIAssessment supports 2-, 3-, 4-, and 5-choice multiple-choice items. The default is four choices; changing the number of choices causes the item-entry form to re-load with the desired number of choices.
- ◆ Make sure you double-check a correct answer before you submit the item.
- ◆ Click the **Save** button to save your work temporarily.



DO NOT type the letters (A, B, C, D, E) before the answer choice in the box.

Click the **Enter Item Information (Tags)** tab.

Item Entry - Windows Internet Explorer
 http://demo.stiassessment.com/items/AddEditMC.aspx?CloseCond=5

Item Creation: Multiple Choice

Enter Item | Enter Item Information ("Tags")

Use the options in the pull-down menus to "tag" your item. Point your mouse at the name of each field for more information. Click the blue "Instruction" link to create new instructions or select from existing instructions. Click the blue "Stimulus" link to create or select a picture, passage, or combination of the two to appear before a set of items. If you know the ID numbers for your desired "Instruction" or "Stimulus", you can simply enter the number in the text box. Click the "View" buttons to see the "Instructions", and "Stimulus" that are associated with this item.

Click the "Enter Item" tab to work on your item. Click the "Save & Close" button when you've finished working on your item and its tags.

Item ID:

Status: --Select Status--

Subject: --Select Subject--

Folder: --Select Folder--

Grade: --Select Grade--

Bloom's: --Select--

Knowledge: --Select--

Difficulty Level: --Select Difficulty--

Instructions: View

Stimulus: View

Save Save & Close

Tags (Item Attributes)

- ◆ **Status:** This choice is restricted to District Administrators (DA's) and district-level assessment-item writers (*DACurs*). Items with a *Public* status appear in the district item bank and may be seen and used by everyone in the district. *Reserved* items, on the other hand, are restricted to use by the author.
- ◆ **Subject:** Select from the four core courses, *Cross-curricular* and *Other*.
- ◆ **Folder:** This is usually already filled in based on your initial choices from the pull-down menus.
- ◆ **Grade:** The grade level applicable to the item.
- ◆ **Bloom's:** Cognitive level of the item, based on Bloom's Taxonomy of the Cognitive Domain. The choices reflect the gerunds used in "New Bloom's." (Anderson, L. W., & Krathwohl, D. R. (eds.) (2001)).
- ◆ **Knowledge:** Knowledge levels, based on depth of knowledge (Webb, 1997) and matrix-based "New Bloom's"
- ◆ **Difficulty Level:** Select *Easy*, *Average* or *Hard* as the Difficulty Level.
- ◆ **Instructions:** This textbox contains the *identification number* for the instructions. To create new instructions or browse existing instructions, click the blue [Instructions](#) link.
- ◆ **Stimulus:** This textbox contains the *identification number* for the stimulus. To create a new stimulus or browse existing stimuli, click the blue [Stimulus](#) link.

When your multiple-choice item is complete, click the **Save and Close** button. Press the blue [Refresh](#) link to view the item you have added.-

STI Item Library

Users may copy STI Library items to their folders; this is the recommended usage of STI Library items (see the document *What Every Users Should Know about STIAssessment*, available from the STIAssessment Resource Center). To find appropriate items for modification to fit your assessment needs, you can search the Item Library based on aligned state standards sets, along with Bloom's, Knowledge, both or neither.

The screenshot shows the STIAssessment interface for searching items. The search criteria are set to 'Multiple Choice' type and 'STI' source. The filters are: Document Type: Kansas Standards, Year: 2003, Subject: English Language Arts, Grade: 6, Strand: Literature, Blooms: -Select-, Knowledge: -Select-. Below the filters are search buttons for 'Search By Item ID' and 'Search By Stimulus ID'. A table displays the search results:

| STI ID | State ID | Description | Count | |
|--------|----------|--|-------|----------------------------|
| 777812 | 2 | Literature | | |
| 777813 | 2 | The student responds to a variety of text. | | |
| 777814 | 2.1 | Literary Concepts: The student uses literary concepts to interpret and respond to text. | | |
| 777815 | 2.1.1 | *The student describes aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict. | 37 | View Items |
| 777816 | 2.1.2 | *The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text. | 21 | View Items |
| 777817 | 2.1.3 | *The student identifies major and minor events related to the conflict in a story (e.g., problem or conflict, climax, resolution) and explains how one event gives rise to another. | 32 | View Items |
| 777818 | 2.1.4 | The student identifies aspects of theme (e.g. moral, lesson, meaning, message, author's ideas about the subject) and supports with implied and/or explicit information from the text. | 11 | View Items |

Clicking on the blue [View Items](#) link will open a grid of items you can select for copying into the user folder of your choice. These items will automatically be aligned to the standards under which you found them. You may also search for items by STI Item ID's and by Stimulus ID's. Items selected in this manner will NOT be aligned to state standards in their respective user folders; they must be aligned as described in the following section.

Item Alignment in User Folders

Items may be aligned to multiple standards in user folders. However, in accordance with standard assessment protocols, an item on an assessment may be aligned to only one standard.

Items in user folders may be aligned to standards in several different ways.

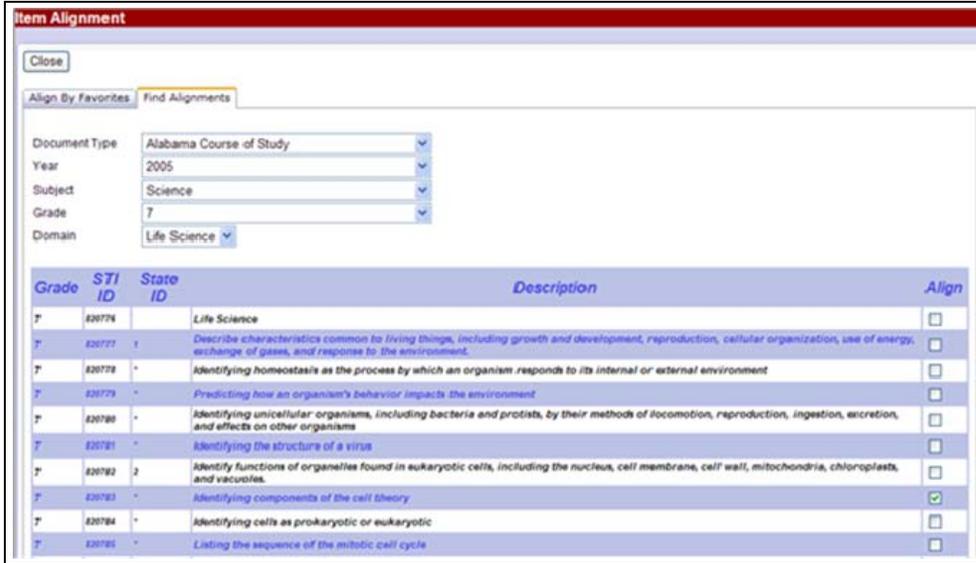
To align a single item:

- Click its red minus or green plus icon in the *Alignment* column of the item index. (A red minus means the item has no alignments).
- OR-
- Click the checkbox next to the item in the item index, then click the gray **Align** button

To align several items at the same time:

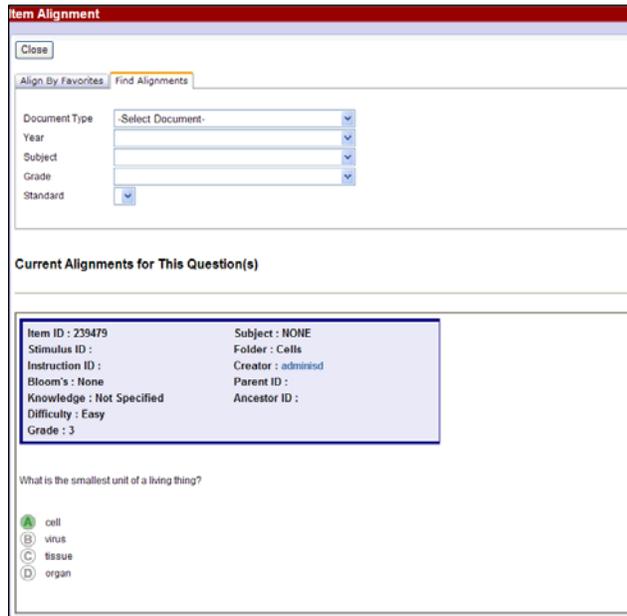
Check off each item, then click the gray **Align** button.

The item-alignment window will load after an align button or icon is clicked. Two tabs appear, offering a choice of **Align by Favorites** or **Find Alignments**.



Find Alignments Tab

Starting from the topmost pull-down menu, specify the standards document that you want to use. Your initial choices affect subsequent choices, so one or more of the fields may load automatically. A table of your state educational standards will appear. Click the box next to the element to which the item is to be aligned. Then click the **Align Question(s)** button.



You can remove alignments by clicking their corresponding **Remove This Alignment** buttons.

Favorite Alignments Tab

Users may create a list of favorite standards alignments in order to quicken both the search for frequently used alignments and to speed up the alignment process.

- Click the **Assessment** tab, then click **Items** in the navigation bar. In the “select type” drop-down box, choose Favorite Alignments.
- A control with two tabs, My Favorite Alignments and Add Favorite Alignments appears. The first tab will show your favorite alignments. The second tab is where you will choose your alignments to add to the favorites list in the first tab.
- To add favorite alignments, click the Add Alignment Favorites tab.
- Select *Document Type, Year, Subject, Grade* and *Domain*.
- Click the Add button by each standard you want in the favorites list. The most recent standard you select will appear in red.
- Click the My Alignment Favorites tab to view your favorites. To filter the view by core subject, click the drop-down box.
- Alignment favorites may be deleted or added at any time.

Using the Alignment Favorites List You Have Created

The feature may be applied wherever aligning is needed, including the aligning of offline assessments.

For example, to realign item 252230 in the example below, select the item by checking the box and either click the symbol under *Alignment* or click the **Align** button.

The screenshot shows a web interface for managing multiple choice questions. At the top, there are filters for Type (Multiple Choice), Source (Duncan, Tammy), and Folder (ELA Gr 5 Vocabulary). Below these are buttons for 'Create Multiple Choice', 'Refresh', and a pagination control showing '1 of 1'. A toolbar contains buttons for 'View', 'Move', 'Delete', 'Align', and a 'Regular View' dropdown. The main content is a table with columns for ID, Text, Alignment, Stimulus, Status, Parent, and Ancestor. Item 252230 is selected, and its alignment is shown as a green plus sign.

| ID | Text | Alignment | Stimulus | Status | Parent | Ancestor |
|---|---|-----------|----------|----------|--------|----------|
| <input checked="" type="checkbox"/> 252230 Edit | The word verify in this passage means | + | 301 | Reserved | 201 | 201 |
| <input type="checkbox"/> 252231 Edit | In this passage, the word scene means | + | 19 | Reserved | 207 | 207 |
| <input type="checkbox"/> 252232 Edit | In this passage, the word illuminate means to | + | 19 | Reserved | 210 | 210 |

The alignment page will have two tabs, allowing you to align by Favorites or to align by standards search.

Close

Align By Favorites
Find Alignments

Subject(s): All

| Grade | STI ID | State ID | Description | Align |
|-------|--------|----------|--|--------------------------|
| K | 774398 | 1.1.A1 | The student solves real-world problems using equivalent representations and concrete objects to compare and order whole numbers from 0 through 10 (2.4.A1a) (\$). | <input type="checkbox"/> |
| K | 774399 | 1.1.K1 | The student establishes a one-to-one correspondence with whole numbers from 0 through 20 using concrete objects and identifies, states, and writes the appropriate cardinal number (2.4.K1a) (\$). | <input type="checkbox"/> |
| K | 777300 | 1 | Reading | <input type="checkbox"/> |
| 5 | 777684 | 1.1 | Alphabets: The student uses skills in alphabets to construct meaning from text. | <input type="checkbox"/> |
| 5 | 777685 | 1.2 | Fluency: The student reads fluently. | <input type="checkbox"/> |
| 5 | 777689 | 1.2.4 | The student uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text, orthographic patterns) to read fluently. | <input type="checkbox"/> |
| 5 | 777691 | 1.3 | Vocabulary: The student expands vocabulary. | <input type="checkbox"/> |
| 8 | 778060 | 4.1 | Effective Practices: The student uses effective research practices. | <input type="checkbox"/> |

Item Table Sorting

Almost all tables in STIAssessment may be sorted or reverse-sorted by clicking the column heads.

Example: Reverse Sorting by Item Number:

STIAssessment

[www.sti-k12.com](#)
[Help](#)
[Logout](#)

Communication Assessment Management TestSCOPE™ Reports

Home Resources → Assessment | Items | Create & Manage
User: Tammy Duncan

Multiple Choice

Type: Multiple Choice

Source: Duncan, Tammy

Folder: ELA Gr 5 Vocabulary

Create Multiple Choice

Refresh

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

View
Move
Delete
Align

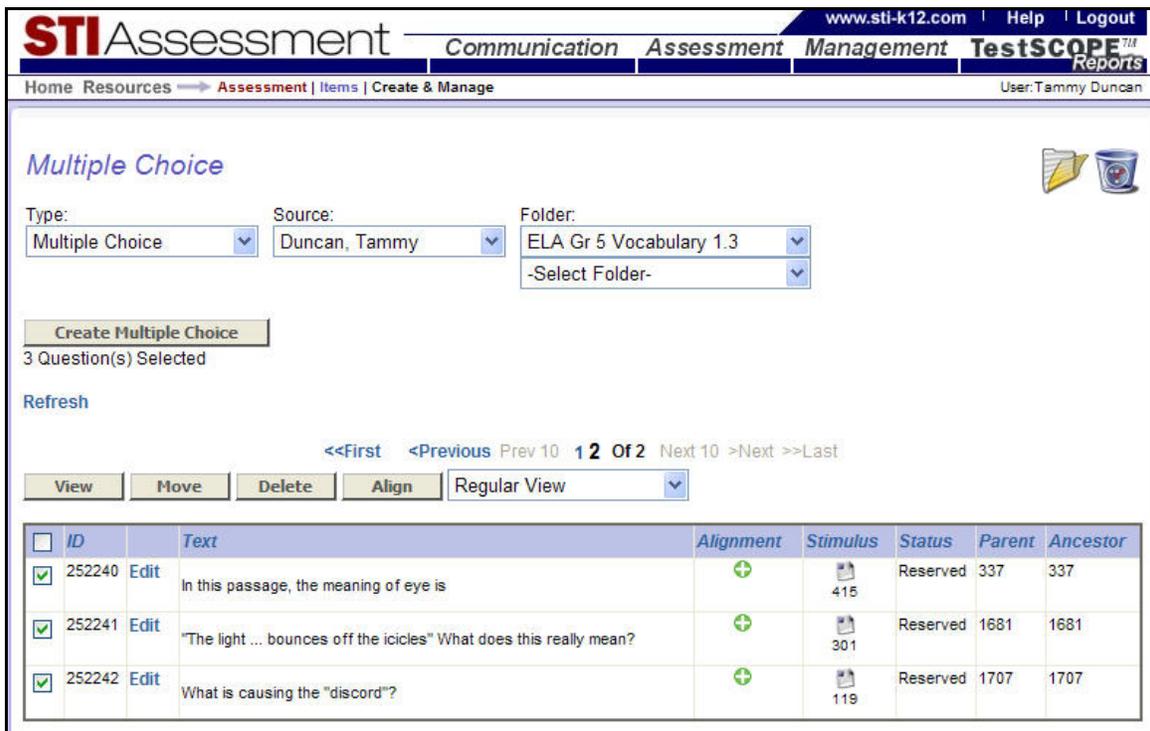
Regular View

| ID | Text | Alignment | Stimulus | Status | Parent | Ancestor |
|---------------------------------|--|-----------|----------|----------|--------|----------|
| <input type="checkbox"/> 252239 | Edit In this passage, the word injuries means | + | 322 | Reserved | 256 | 256 |
| <input type="checkbox"/> 252238 | Edit In this passage, the word hive means | + | 114 | Reserved | 250 | 250 |
| <input type="checkbox"/> 252237 | Edit In this passage, the word cream means | + | 29 | Reserved | 248 | 248 |
| <input type="checkbox"/> 252236 | Edit In this passage, the word anniversary means | + | 27 | Reserved | 239 | 239 |
| <input type="checkbox"/> 252235 | Edit The word drought means | + | 317 | Reserved | 231 | 231 |
| <input type="checkbox"/> 252234 | Edit The word orbit in this story means | + | 24 | Reserved | 229 | 229 |
| <input type="checkbox"/> 252233 | Edit In this story, the word pollutants means | + | 20 | Reserved | 214 | 214 |
| <input type="checkbox"/> 252232 | Edit In this passage, the word illuminate means to | + | 19 | Reserved | 210 | 210 |
| <input type="checkbox"/> 252231 | Edit In this passage, the word scene means | + | 19 | Reserved | 207 | 207 |
| <input type="checkbox"/> 252230 | Edit The word verify in this passage means | + | 301 | Reserved | 201 | 201 |

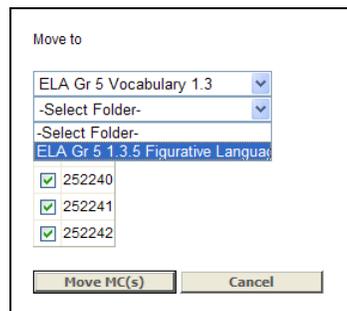
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Move Items

Items may be moved from folder to folder to assist you in organizing content. Select the items you want to move by clicking the boxes, then click the gray **Move** button.



Select the destination folder, which may be a parent folder, subfolder as depicted, or another folder. Click the button **Move MC(s)** to complete the move.



A confirmation notice will appear.



Create: Assembling Assessments

You can choose whether to **Build** an assessment using your custom items and/or the STI Item Library; to **Auto Generate** an assessment from the STI Item Library; or to use **Offline Scoring**.

When is it appropriate to generate tests using STI Library items?

As noted previously, the recommended method of building an assessment is to:

- o **Create folders;**
- o **Add elements such as items, passages and pictures into the folders; and finally,**
- o **Create the assessment from the items in the folders.**

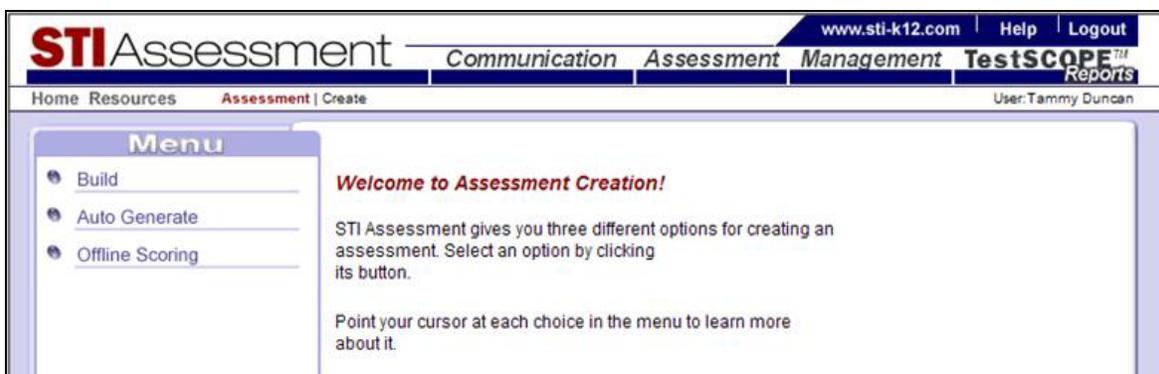
However, it is possible to develop assessments directly from the STI Item Library *if* certain criteria are met.

Build and **Auto Generate** may be used to create assessments directly from the STI Item Library where the intent is to create tests that

- a) are designed to be taken by students solely online;
- b) are one-time tests; and
- c) may change as the STI Item Library changes.

Assessments to remain unchanged must be created from items in user folders.

Clicking the red **Create** link on the assessment navigation bar brings up the assessment-creation page. On the left-hand side of the screen is a menu with three choices: **Build**, **Auto Generate** and **Offline Scoring**.

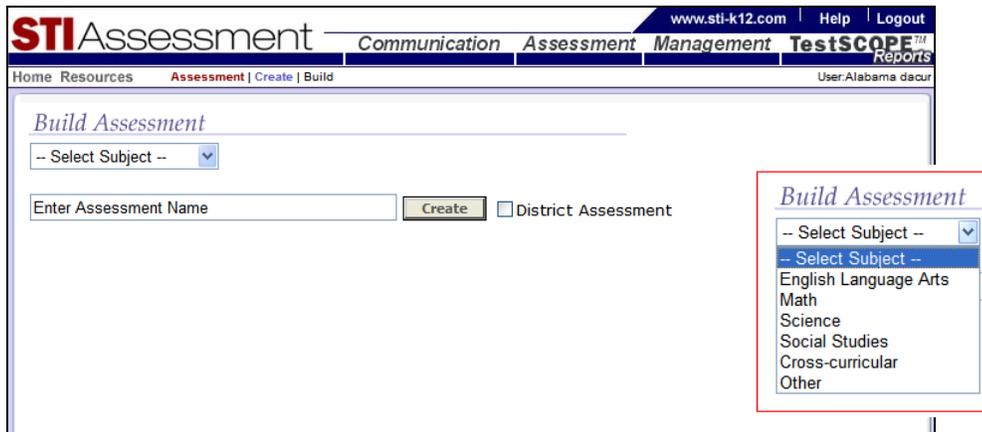


Build

Build allows you to create an assessment with items from the STIAssessment Item Library, your personal folders, or both.

1. Click **Build** on the assessment-creation menu. Type the name of the assessment in the box. Check the box if the assessment is intended as a district assessment (this option is available to District Administrators and their assistants (*DACur*) only). Then click the **Create** button.

2. Select your Subject area and enter your assessment name.



3. Next, choose the type of item you want to add to your assessment, then indicate the source of that item.



4. *For one-time quizzes*, multiple-choice items from STI Library can be selected by item ID number, stimulus ID number or state standard.



- Use the pull-down menus in turn to select a standard.

STIAssessment

www.sti-k12.com
[Help](#)
[Logout](#)

Communication Assessment Management TestSCOPE™ Reports

Home Resources → Assessment | Create | Build

User: Tammy Duncan

NOTE: You can search for items by standard, item ID number, or stimulus ID number.

Item Type:

Source:

Document Type:

Year:

Subject:

Grade:

Strand:

Bloom's:

Knowledge:

or

or

| STI ID | State ID | Description | Count | |
|--------|----------|---|-------|----------------------------|
| 777682 | 1 | Reading | | |
| 777683 | 1 | The student reads and comprehends text across the curriculum. | | |
| 777684 | 1.1 | Alphabets: The student uses skills in alphabets to construct meaning from text. | 24 | View Items |
| 777685 | 1.2 | Fluency: The student reads fluently. | | |
| 777686 | 1.2.1 | The student uses knowledge of conventions (e.g. question marks, exclamation points, commas, apostrophes, asterisks, ampersands) and text features to read fluently at instructional and independent reading levels. | | |
| 777687 | 1.2.2 | the student reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech. | | |
| 777688 | 1.2.3 | The student uses knowledge of sentence structure to read fluently at instructional or independent reading levels. | | |
| 777689 | 1.2.4 | The student uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text, orthographic patterns) to read fluently. | 1 | View Items |
| 777690 | 1.2.5 | The student adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts. | | |
| 777691 | 1.3 | Vocabulary: The student expands vocabulary. | | |
| 777692 | 1.3.1 | *The student determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs. | 63 | View Items |
| 777693 | 1.3.2 | The student uses synonyms, antonyms, homophones, and homographs to determine the meaning of words. | 66 | View Items |
| 777694 | 1.3.3 | **The student chooses reference materials (e.g., dictionaries, encyclopedias, glossaries, thesauri, on-line reference materials) appropriate to the task. | 7 | View Items |

- You can further narrow the item search by selecting a level from Bloom's taxonomy of the cognitive domain and/or Knowledge levels.

Notice that each element (i.e., standard, objective, indicator, benchmark, bullet—different states use different terms) in the standards has an STI ID number as well as the number that appears in the state's official standards document. Every entry in every standards document for every state in STIAssessment has its own unique number.

7. Click the blue **View Items** link to see the items.

The screenshot shows the STI Assessment interface. At the top, there are search filters for 'Search By Item ID' and 'Search By Stimulus ID'. Below these are navigation links: '<<First <Previous Prev 10 1 2 3 4 5 6 7 Of 7 Next 10 >Next >>Last'. A 'Show All Standards' button is visible. A table lists standards with columns for 'STI ID', 'State ID', 'Description', 'Count', and 'View Items'. The first row shows STI ID 777692, State ID 1.3.1, and a description about determining word meanings. Below the table, there is a 'Select All' checkbox and a detailed view of an item. The item details include: Item ID: 2151, Stimulus ID: 180, Instruction ID, Bloom's: Comprehension, Knowledge: Conceptual/DOK2, Difficulty: Easy, Grade: 7, Subject: English, Creator: STI, Parent ID, and Ancestor ID. A 'What is a chariot?' question is shown with four multiple-choice options: (A) a car with an oversized engine, (B) a ship that sails in the sky, (C) a small carriage pulled by horses, and (D) another name for a bicycle. At the bottom, there is another item preview for Item ID 2789.

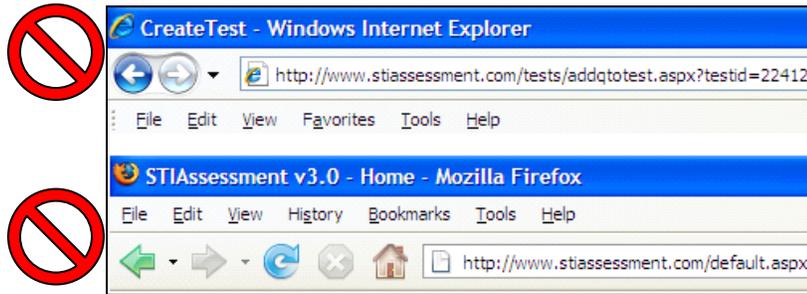
- View the items by scrolling down the page. Use the blue page numbers and other navigational links to move from page to page. Check the **Select Item** box for each item you want to add to the assessment. (If you add too many, you can delete them later.) Check the **Select All** box at the upper left-hand corner of the item table to select all the items on a page.
- If items in the Item Library are being used on a district assessment, the District Administrator can choose to block these items from being used or viewed. When an item has been blocked, an explanatory message will appear, as shown in the following screenshot.

The screenshot shows a detailed view of an item that has been blocked. At the top, there is a 'Select All' checkbox. The item details include: Question ID: 203540, Blooms: Comprehension, PictureID, Passage ID, Instruction ID, and Currently Used: Yes. The question is 'What is the product of 9 and 8?' with four multiple-choice options: (A) 1, (B) 17, (C) 71, and (D) 72. At the bottom, a message reads 'Cannot Select item - Item in use on District Assessment'.

When you have finished with a group of items and are ready to move to another objective in the same standard, you can return to the top of the page, click the **Show All Standards** button, and select **View Items** for another objective.. You can also use the pull-down menus to switch to another standard.



Do not use the back button on your web browser's navigation bar while creating or building an assessment. You will lose data.



10. To add the items you've selected to an assessment (in the screenshot below, four items have been selected) click the **Add Item(s) to Test** button.

11. A confirmation screen will appear.



12. To help prevent the loss of your painstakingly selected items, a warning popup will appear periodically.

The screenshot shows the STIAssessment interface with a table of items. A Windows Internet Explorer dialog box is overlaid on the table, asking "AutoSave wants to save your selected items to the test. Continue?". The dialog has "OK" and "Cancel" buttons. The table below has the following data:

| STIID | State ID | Description | Count | View Items |
|--------|----------|--|-------|------------|
| 751526 | 1 | Apply strategies, including identifying similarities and differences, and contrasting, to compare and contrast objects and predictions—order of operations | 38 | View Items |
| 751527 | * | Identifying supporting details | 230 | View Items |
| 751528 | * | Using context clues | 89 | View Items |
| 751529 | * | Identifying sequence | 26 | View Items |
| 751530 | * | Making generalizations | 7 | View Items |

13. Clicking the **OK** button adds the items to the assessment, but does not go to the confirmation screen. Don't worry—you can't add the same item to an assessment more than once, as the following screenshot shows.

The screenshot shows the STIAssessment interface with a confirmation message. The message reads: "Item(s) Added ID: 224129 Name: Test for Visual Guide Added Item(s): 0 The following items were not added because they already exist in the test: 214,229,231,239,250,256,268,295,297,316". Below the message are several blue links: "View Assessment", "Cut Scores", "Assign Assessment", "Return to Manage Assessments", and "Go to Constructed-Response Settings".

The blue links provide access to functions that are commonly accessed at this point. The blue **Return to Manage Assessments** link takes you to the Manage Assessment page, which has a menu for all Assessment functions.



Remember not to click the back button on the browser navigation bar if you forget to add an item or want to change something.

Auto Generate

Auto Generate is a quick way of creating an assessment based on a single standard. First choose the standards you want to assesses, then specify the number of items you want for each standard, objective, or sub-objective. Then give the assessment a name and let the system generate an assessment for you. This is a good way to generate a pop quiz or a focused diagnostic on a specific standard or benchmark.

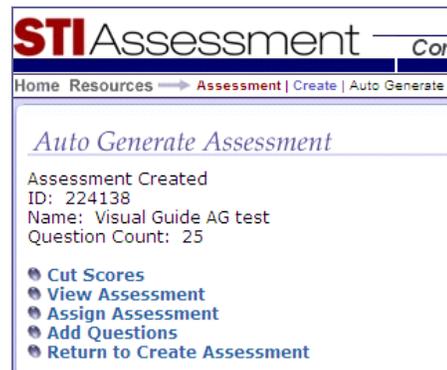
1. Using the pull-down menu, select the standards document you wish to use, the year associated with the document, the subject, grade level and standard.
 - a. Based on your initial choices, some of the later attributes will fill in automatically.
 - b. Depending on the state and standards document, the year on the document may be the year the document was released, the year it was adopted, or the first school year it was to become active.
2. If you wish, you may narrow the selection of items by specifying a level in Bloom’s Taxonomy. Select **(Not Specified)** if you want to be able to select from all available items.

3. In the boxes, type the number of items you want from each category. Type a name for your assessment in the textbox below the table. If the assessment is a district assessment, check the box (this option is available at the *DACur* level and above).

| STI ID | State ID | Description | Count | |
|--------|----------|--|-------|----------------------|
| 751526 | 1 | Apply strategies, including making complex predictions, interpreting characters' behaviors, and comparing and contrasting, to comprehend sixth-grade literary/recreational materials. (Examples: complex predictions—order of events, potential conflicts) | 38 | <input type="text"/> |
| 751527 | * | Identifying supporting details | 230 | <input type="text"/> |
| 751528 | * | Using context clues | 89 | <input type="text"/> |
| 751529 | * | Identifying sequence of events | 26 | <input type="text"/> |
| 751530 | * | Making generalizations | 7 | <input type="text"/> |

Enter Assessment Name District Assessment

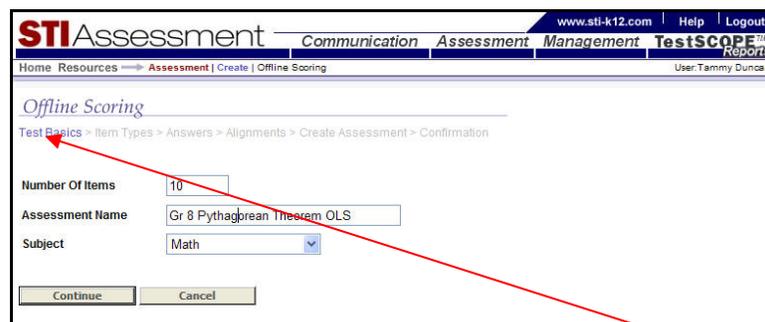
- When you have finished providing the specifications for your assessment, click the **Create** button. A confirmation screen will appear.



Offline Scoring

Offline Scoring enables you to scan scoring sheets and view reports on the assessment without actually entering its items into STIAssessment. However, this handy shortcut will not allow you to modify assessment items in any way or change the number or sequence of items on the assessment.

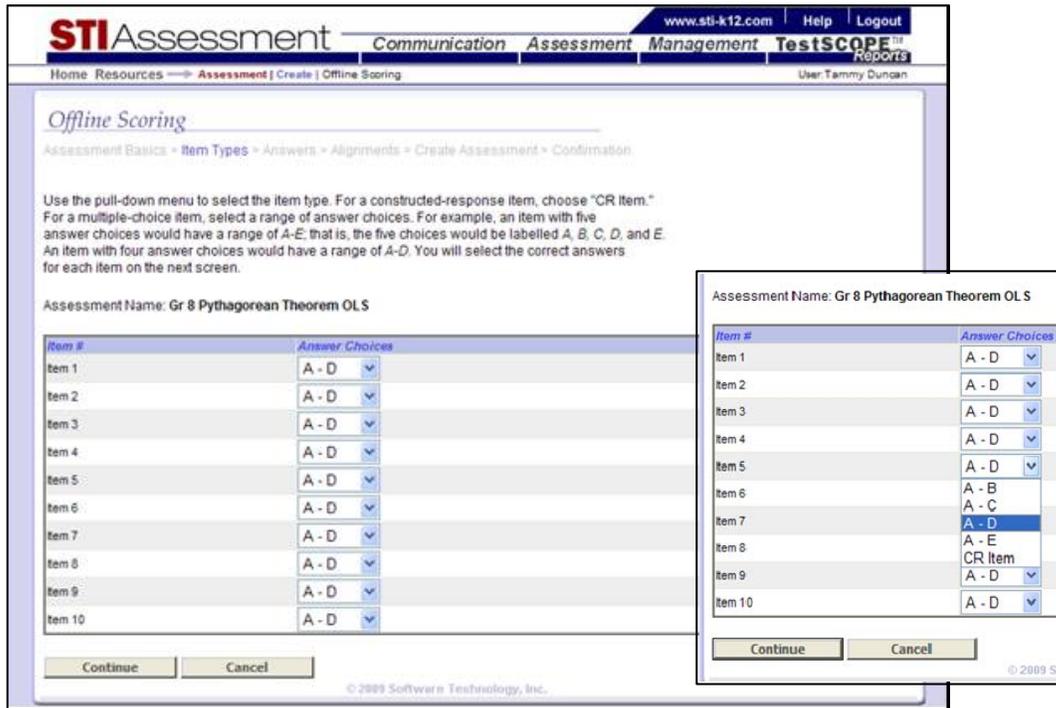
- In the text-entry boxes, enter the number of items on the assessment (1-80) and the name of the assessment.

A screenshot of the STIAssessment web application showing the "Offline Scoring" form. The page title is "Offline Scoring". The navigation bar includes "Home", "Resources", "Assessment", "Create", and "Offline Scoring". The form contains the following fields: "Number Of Items" with a text box containing "10", "Assessment Name" with a text box containing "Gr 8 Pythagorean Theorem OLS", and "Subject" with a dropdown menu set to "Math". There are two buttons at the bottom: "Continue" and "Cancel". A red arrow points from the "Continue" button to the "Offline Scoring" page title.

As you proceed with creating an offline assessment, your progress will be noted in bold font.

- Click the gray **Continue** button to proceed to the next screen.

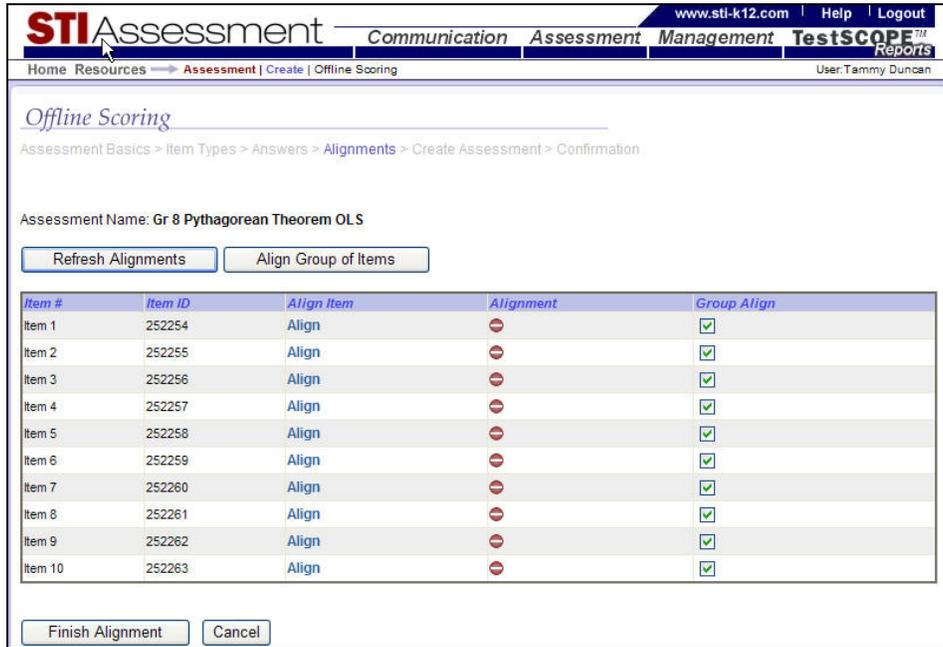
- For each item, choose the range of answer choices. For example, a four-choice multiple-choice item would have the answer choices A-D. (see inset)



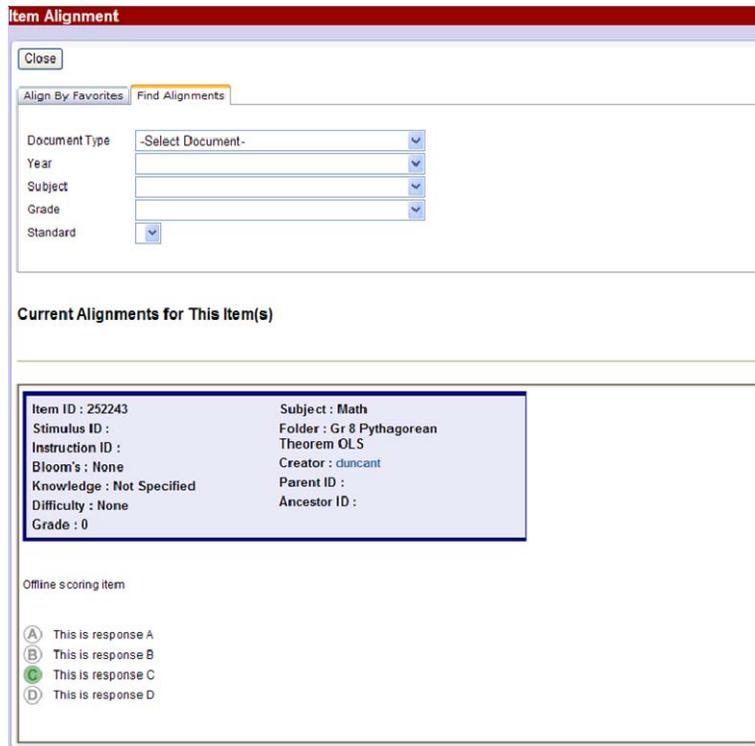
- Click the gray **Continue** button to proceed. On the next screen, the user will select the correct answer for each item.
- Use the radio buttons to indicate the correct answer for each item. Click **Continue** to proceed.



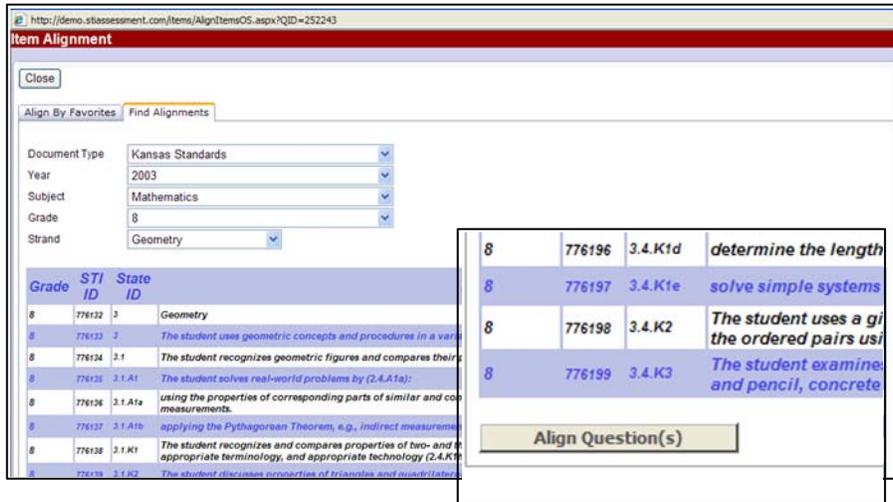
- Optional: Align items with state standards. If an alignment icon is clicked or group align boxes are checked, the next screen will display the alignments page as described earlier in this document.



- Align by favorites or by searching for alignments. Note that an offline item is displayed as <blank>, with the words *Offline Scoring Item* in lieu of item content.



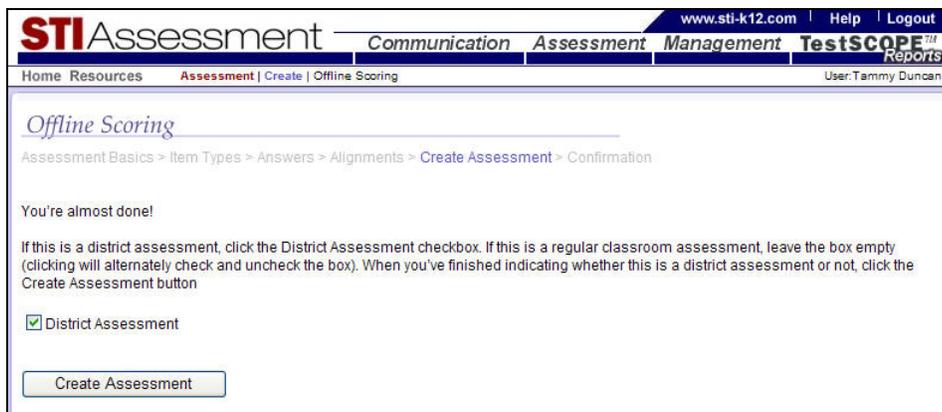
8. Click the checkbox next to the desired standard, then click the gray **Align Question(s)** button.



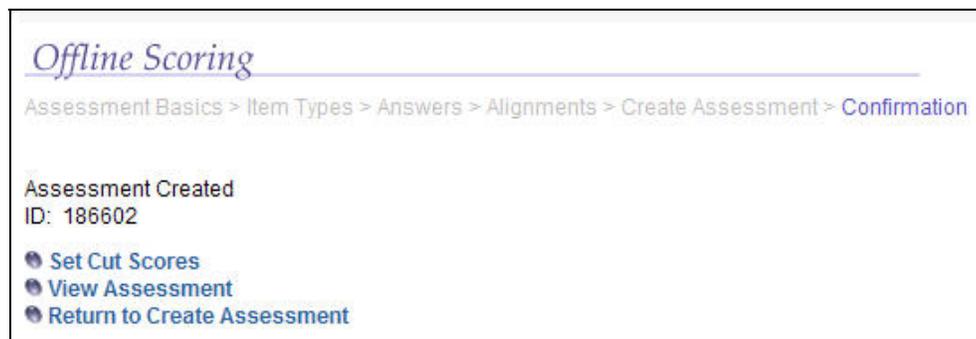
9. Confirmation text will appear onscreen.



10. After items are aligned, or if the user chooses to skip the alignment step, click the **Finish Alignment** button. The next step is to specify whether the assessment is a district assessment. If it is, click the checkbox. Click the gray **Create Assessment** button to finish creating the offline assessment.

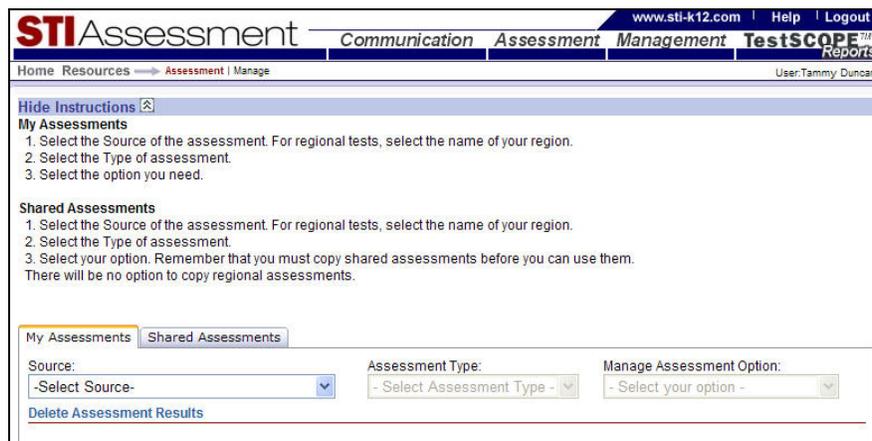


11. A confirmation screen will appear.



Manage

This is where you can view, edit, assign and perform other functions with the assessments you have created. Instructions for using this section may be toggled to show or hide.



Kinds of Assessments

Tabs allow you to specify the kind of assessment you want to manage.

- ◆ **My Assessments:** assessments the user, the user's district, or a state or regional identity has created.
- ◆ **Shared Assessments:** assessments that have been shared with the user.

Managing My Assessments

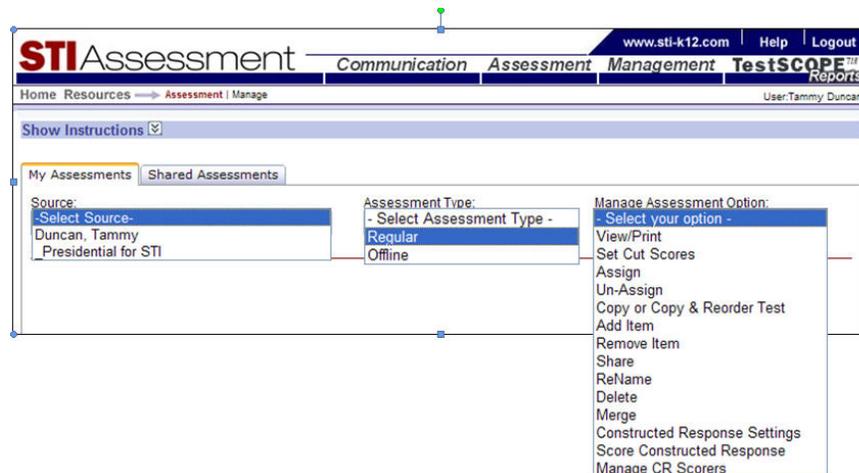
Select the tab labeled **My Assessments**.



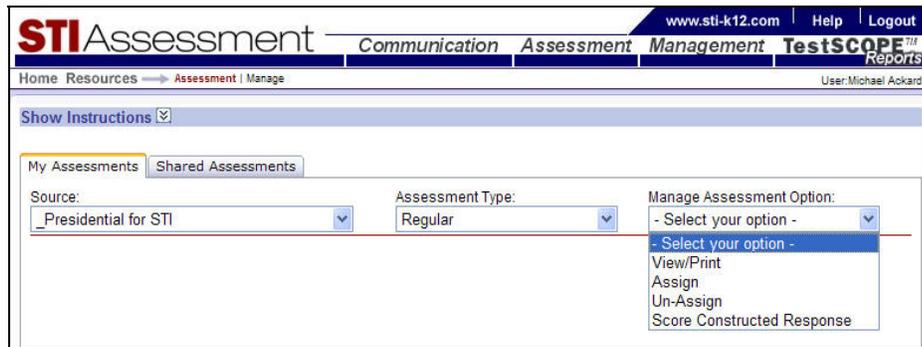
Three drop boxes allow you to select various combinations of assessments to manage:

- **Source** (The first two always appear, the third may appear.): You must select the source for the assessment type selection box to activate.
 - **Your name (or position, if District Administrator):** Assessments that you have created
 - **Your district:** Assessments created by your district that are available to you. Teachers are not able to access district assessments until the District Administrator publishes them.
 - **Regional or state entity such as Achievement Services**
 - **Assessment Type** You must select the assessment type for the manage assessment option selection box to activate.
 - Regular Assessments
 - Offline Assessments
- ◆ **Manage Assessment Option**

Options that appear will be determined by the combination of source and assessment type which you select. The following depicts the full range of combinations available from the selection boxes.



Teachers have limited options when managing district assessments: view/print, assign, un-assign, and score constructed response:

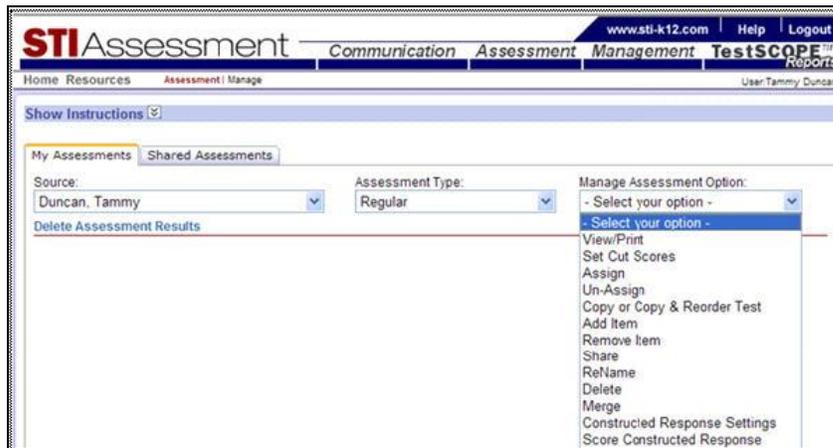


Managing My Assessments: Regular Type Assessments

This section summarizes the **My Assessment** management functions of the regular type.

To perform a manage assessment function:

- ◆ Select yourself as the *Source* and *Regular* as the *Assessment Type*.
- ◆ Select the desired *Manage Assessment Option* from the pull-down menu. This will cause an index table of assessments to appear.



- ◆ Click the **blue** function link next to the name of the desired assessment.

View/Print (view or print existing assessment)

View/Print allows you to view your assessment items and details, and to prepare a .PDF version of it for archiving or printing the assessment.

Select **View/Print** from the pull-down menu. Then select the assessment you wish to view by clicking its blue **View/Print** link. (Note that clicking the column headings in the table will allow you to sort the assessments in different ways.)

The screenshot displays the STIAssessment web application interface. At the top, there is a navigation bar with the STI logo and the text 'Education Data Management Solutions'. The main header includes 'STIAssessment' and a menu with 'Communication', 'Assessment', 'Management', and 'TestSCOPE Reports'. The URL 'www.sti-k12.com' and links for 'Help' and 'Logout' are also visible. Below the header, there is a breadcrumb trail 'Home Resources -> Assessment | Manage' and the user name 'User: Tammy Duncan'. A 'Show Instructions' dropdown menu is present. The main content area has two tabs: 'My Assessments' (selected) and 'Shared Assessments'. Below the tabs, there are three dropdown menus: 'Source' (set to 'Duncan, Tammy'), 'Assessment Type' (set to 'Regular'), and 'Manage Assessment Option' (set to 'View/Print'). A 'Delete Assessment Results' link is located below these menus. A 'View/Print' link is positioned above a table. The table has four columns: 'Assessment ID', 'Assessment Description', and 'Date'. The first column contains 'View/Print' links for each row. The table data is as follows:

| | Assessment ID | Assessment Description | Date |
|------------|---------------|-----------------------------|-----------------------|
| View/Print | 185983 | Social Studies Inquiry Test | 7/21/2009 10:08:27 AM |
| View/Print | 185977 | Simple circuitry | 7/10/2009 12:00:00 AM |
| View/Print | 185759 | Test Math GB | 2/24/2009 12:00:00 AM |

The screen shot on the following page shows an actual quiz in its entirety.

When viewing an actual assessment, the amount you can see on any given screen depends on the settings on your computer monitor. This particular assessment consists of a stimulus (in this case, an illustrated reading passage), two multiple-choice items, and two constructed-response items. All the items in this example are associated with a single stimulus, forming a “cluster.” However, it is possible to have an assessment consisting of multiple clusters, of multiple clusters and independent items, or entirely of independent items.

STIAssessment
Communication Assessment Management TestSCOPE

Home Resources
Back to Assessment Management

Odyssey quiz

Check this Option to View Assessment with Correct Answers
 Add This Assessment To Custom List On Login Screen
 Display Question Details

Instructions:

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



An Ancient Gesture
by Edna St. Vincent Millay (1892-1950)

I thought, as I wiped my eyes on the corner of my apron:
 Penelope did this too.
 And more than once: you can't keep weaving 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 burst into tears;
 There is simply nothing else to do.

And I thought, as I wiped my eyes on the corner of my apron:
 This is an ancient gesture, authentic, antique,
 In the very best tradition, classic, Greek;
 Ulysses did this too.
 But only as a gesture—a gesture which implied
 To the assembled throng 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?

(A) She says she is already married.
 (B) She says she cannot remarry until she finishes her weaving.
 (C) She sends rude text messages with her cell phone.
 (D) She points out she is queen of Ithaca, and proclaims that people who harass her will be executed.

2 In the poem, Ulysses's tears are best described as

(A) for show.
 (B) sincere.
 (C) sorrowful.
 (D) emotional.

Type your answer in the space provided.

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

Response:

4 The Romans called the hero of Homer's epic Ulysses. What is the better-known Greek form of this name?

Response:

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At the top of an assessment, there are three checkbox options, a button, and a printer icon.



- ◆ **Correct Answers:** Checking this box causes the correct answer choices to appear in green, as shown in the screenshot that follows.
- ◆ **Custom List:** Checking this box adds the assessment to the custom list in the [My STI Assessments](#) column on the left-hand side of your homepage. You may switch among **10 Most Recent**, **All** and **Custom** views by using the radio buttons.
- ◆ **Display Details:** Checking this box causes each item’s attributes to appear above the item, as shown in the screenshot that follows.
- ◆ **Back to Assessment Management:** This button takes you back to the *Manage Assessment* page.
- ◆ **Printer Icon:** Clicking this button takes you to the *Test-to-PDF* page, which allows you to fine-tune and print your assessment.

The following screenshot shows the effects of checking the **Correct Answers** and **Display Details** boxes. Notice how clicking the blue state-standard number results in a popup with the text of the standard.

| | |
|--|----------------------------|
| Item ID: 10001036 | Subject: Social Studies |
| Standard ID: 7 | Stimulus ID: 1000519 |
| Points: 4 | Instruction ID: 1000000374 |
| Weight: 55% | Parent: 0 |
| Blooms: Comprehension | Ancestor: 0 |
| Knowledge: Conceptual (DOK 2: Skill/Concept) | Creator: duncant |
| Rubric ID: 10000243 | TextBox Size: L |

1 You will now take a stand on the following public policy issue: Should our community adopt the gasoline tax? You may either support or oppose the tax. Write a letter to the editor of a local newspaper.

You will be graded on the following criteria. Your letter must include the following:

- a clear and supported statement of your position;
- supporting information using a core democratic value of American constitutional democracy;
- supporting knowledge from history, geography, civics (other than the core democratic values), or economics. (It is NOT enough to only state your opinion.)
- supporting information from the data section; and
- a credible argument someone with the opposite point of view could use and an explanation that reveals the flaw in his or her argument.

Remember to:

Use specific evidence from the data section.

Use a core democratic value you use connects to your position.

| STI ID | State ID | Description |
|---------|----------|--|
| 8097837 | 7 | The student explores issues regarding civic responsibilities of American citizens (e.g., obeying the law, paying taxes, voting, jury duty, serving our country, providing leadership, involvement in the political process). |

Close

Tip: Take the time to check each item’s answer, points, weighting (assessments with constructed-response items only), Bloom’s level, associated stimulus, associated instructions, and alignment. Once an assessment has been assigned (online) or pre-slugged (paper-and-pencil), item attributes cannot be changed.

The *Test-to-PDF* page allows you to generate an assessment for printing. There are recommended settings (which are the default settings), but you may also adjust the settings and generate as many PDF's as you like until you obtain one that you want to use. Remember to give the final PDF a descriptive name and save it to your computer.

Test-to-PDF Options
?

Step 1: Double-check your display options.

Cover Page Options:
Test Detail Text:

Justification: Left Center Right

Assessment Font and Layout Options

| | | |
|-------------------------------|----------|---------------------|
| Assessment Font | Arial | |
| Stimulus Text Size | 12 | pt |
| Item Border Style | Width: 1 | Color (% Black): 20 |
| | pt | |
| Instructions Text Size | 12 | pt |
| Item Stem Text Size | 12 | pt |
| Item Answer Choices Text Size | 12 | pt |
| Line Spacing Between Choices | 1 | |
| Line Spacing Between Items | 1 | |

NOTE: Text size of graphics cannot be changed. This mainly affects Math and Science content, but some Reading passages also contain graphic elements.

STEP 2: Generate your PDF file.

STEP 3: Download your PDF.

Generate PDF!

View PDF

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SS Inquiry 8/20/2007

SS Inquiry 8/20/2007

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

GASOLINE TAX

Read the following hypothetical information.
Suppose your community is debating whether to add an extra 5% tax on all gasoline sales. The money from the tax would go to the police to pay for extra anti-drunk-driving efforts.

DATA SECTION

Part A The graph shows the average number of arrests made for drunk driving each month over the last seven years.

Part B The table shows the average price of gasoline in five different communities.

| Community | Price |
|-----------|--------|
| City A | \$1.43 |
| Town B | \$1.56 |
| County C | \$1.28 |
| State D | \$1.67 |
| Region E | \$1.58 |

Part C A newspaper asked people in the community whether they support or oppose the tax.

Write your answer in your own "blue book" or on a separate sheet of paper.

1 You will now take a stand on the following public policy: our community adopt the gasoline tax? You may or may not oppose the tax. Write a letter to the editor of a local newspaper. You will be graded on the following criteria. Your letter must include:

- a clear and supported statement of your position
- supporting information using a core democratic value (American constitutional democracy);
- supporting knowledge from history, geography (beyond the core democratic values), or economics (beyond the core democratic values);
- supporting information from the data section;
- a credible argument someone with the opposite position could use and an explanation that reveals the argument's weakness.

Remember to:

- Use complete sentences.
- Explain your reasons in detail.
- Explain how the core democratic value you use connects to your position.

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SS Inquiry 8/20/2007

Study the information in the data section, then choose the best answer.

2 Which of the following statements BEST describes the trend in the number of arrests over time?

(A) The number of arrests has increased steadily.
(B) The number of arrests has decreased every year since the second year.
(C) The number of arrests has generally decreased over time.
(D) The number of arrests grew at first but has declined constantly since.

3 What conclusion can you draw from the results of the poll?

(A) There are more people who have cars than who do not have cars.
(B) The percentage of people with cars who are opposed to gas tax is about twice that of the total population.
(C) More people are opposed to the gas tax than in favor of it.
(D) A slight majority of the people with cars said "no" to the gas tax.

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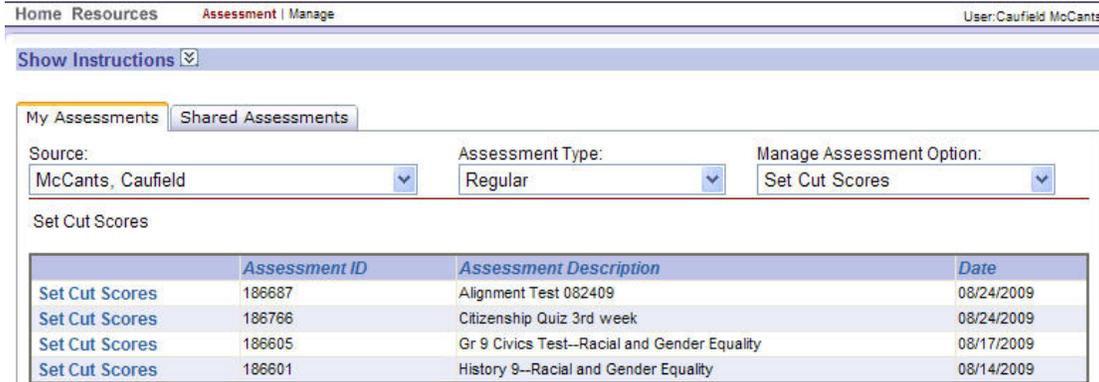
Even if you administer assessments online, you may still want to generate a PDF of an assessment for your records. This is especially true if you might edit the items in your folders between testings. In STIAssessment, items do not “live” in assessments; they live in the STIAssessment Item Library or in user folders. Changing an item “where it lives” alters it for past as well as future assessments. This doesn’t affect the *results* of past testings, but it can lead to some confusion if you use the item-viewing functions on assessment reports. The PDF allows you to see exactly what the items looked like when you administered an assessment—provided, of course, that you didn’t edit the items between generating the PDF and administering the assessment!

See the document *What Every Users Should Know about STIAssessment*, available from the STIAssessment Resource Center.

Set Cut Scores (set cut scores for individual assessments)

The District Administrator has control over the names of performance levels and their associated cut scores (based on overall assessment score), which are set at the beginning of the year. District Administrators may refer to the job aid entitled *STIAssessment - District Administrator Guide*, which may be downloaded from the Resource Center.

Click on the [Set Levels](#) link next to the assessment you wish to set the cut scores for.



You will now have the chance to select which Mode you wish to apply. Depending on which modes the DA has allowed, you will see all or only the *Quick* mode option.

Per-Standard Performance Levels & Cut Scores

Show Instructions

Quick Cut Scores
 This option allows you to select the settings that have been pre-set by your district administrator. They automatically change if performance-level settings in your district have to change, and you don't ever have to worry about them. Click the blue link to see the Quick Cut Score settings for your district.

Custom Cut Scores
 This option allows you to select your own cut scores for your test. Your custom cut scores apply to all of the standards in your test. This makes Custom Cut Scores faster to use than Classic Cut Scores, but does not give you the same level of control. **IMPORTANT:** If the number of performance levels in the schema used in your district changes, then the cut-score settings for every test with Custom Cut Scores must be reset manually.

Classic Cut Scores (Disabled by District Administrator)
 This option allows you to select your own cut scores for each standard in your test. Your Custom Cut Scores apply to all of the standards in your test. If desired, standards with the same number of items on the test may have different settings. **IMPORTANT:** As in previous versions of STI Assessment, if the number of performance levels in the schema used in your district changes, then the cut-score settings for every test with Custom Cut Scores must be reset manually.

Again, there is a Show / Hide Instructions interface object, as shown below.

Per-Standard Performance Levels & Cut Scores

Hide Instructions

A cut score is the *minimum* score needed to achieve a given performance level. STIAssessment allows you to apply cut scores not just to overall test scores but also to individual tested standards. For per-standard performance levels, the cut scores for five or fewer items are equal to the number of items answered correctly, and cut scores vary according to the number of aligned items. For six or more items, cut scores are expressed as percentages.

To maximize your flexibility in setting performance levels and "cut scores" for your tests, STI Assessment allows you three different options: Quick Cut Scores, Custom Cut Scores, and Classic Cut Scores. Quick Cut Scores is always available. Your district administrator may choose to make one or both of the other options available.

Click the blue link for the type of cut scores you wish to use for this test.

Quick Cut Scores
This option allows you to select the settings that have been pre-set by your district administrator. They automatically change if performance-level settings in your district have to change, and you don't ever have to worry about them. Click the blue link to see the Quick Cut Score settings for your district.

Custom Cut Scores
This option allows you to select your own cut scores for your test. Your custom cut scores apply to all of the standards in your test. This makes Custom Cut Scores faster to use than Classic Cut Scores, but does not give you the same level of control. **IMPORTANT:** If the number of performance levels in the schema used in your district changes, then the cut-score settings for every test with Custom Cut Scores must be reset manually.

Classic Cut Scores (Disabled by District Administrator)
This option allows you to select your own cut scores for each standard in your test. Your Custom Cut Scores apply to all of the standards in your test. If desired, standards with the same number of items on the test may have different settings. **IMPORTANT:** As in previous versions of STI Assessment, if the number of performance levels in the schema used in your district changes, then the cut-score settings for every test with Custom Cut Scores must be reset manually.

Here is how the interface looks when you select **Quick**. You cannot change these values, only **Save**/ apply them to your assessment.

Quick Cut Scores

The Quick Cut Scores that your District Administrator has set up are shown here.

If you select Quick Cut Scores, this schema will be applied to each standard assessed in your test.

| # of Items Aligned to Standard | # Correct | | | |
|--------------------------------|-------------------------|---------------------------------|---------------------------------|---------------------------------|
| | Below Basic Proficiency | Basic Proficiency | Proficient | Advanced Proficiency |
| 1 | 0 | <input type="text"/> | <input type="text"/> | <input type="text" value="1"/> |
| 2 | 0 | <input type="text"/> | <input type="text" value="1"/> | <input type="text" value="2"/> |
| 3 | 0 | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> |
| 4 | 0 | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> |
| 5 | 0 | <input type="text" value="3"/> | <input type="text" value="4"/> | <input type="text" value="5"/> |
| % Correct | | | | |
| 6+ | 0 | <input type="text" value="50"/> | <input type="text" value="75"/> | <input type="text" value="85"/> |

No changes are final until the SAVE button is clicked.

Here is how the interface looks when you select **Custom**. You may change these values, or **Load STI Defaults**.

Custom Cut Scores

Custom Cut Scores will be applied to ALL the standards in your test.

Type the number corresponding to your cut score in the appropriate box. Each box must contain a different number or be left blank. A blank box means that a particular performance level is not applicable (usually because the number of items aligned to the standard is less than the number of performance levels). Click "Load STI Defaults" to use STI's default settings as a starting point.

[Load STI Defaults](#)

| # of Items Aligned to Standard | # Correct | | | |
|--------------------------------|-------------------------|---------------------------------|---------------------------------|---------------------------------|
| | Below Basic Proficiency | Basic Proficiency | Proficient | Advanced Proficiency |
| 1 | 0 | <input type="text"/> | <input type="text"/> | <input type="text" value="1"/> |
| 2 | 0 | <input type="text"/> | <input type="text" value="1"/> | <input type="text" value="2"/> |
| 3 | 0 | <input type="text" value="1"/> | <input type="text"/> | <input type="text" value="2"/> |
| 4 | 0 | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |
| 5 | 0 | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="5"/> |
| % Correct | | | | |
| 6+ | 0 | <input type="text" value="20"/> | <input type="text" value="40"/> | <input type="text" value="60"/> |

No changes are final until the SAVE button is clicked.

After clicking on the **Save** button you should see the **“Successfully Updated”** text.

| | |
|----|---|
| 6+ | 0 |
|----|---|

No changes are final until the SAVE button is clicked.

Successfully Updated

Assign (assign assessment to students)

First, decide to whom the assessment should be assigned:

- ◆ An entire class.
- ◆ Several classes.
- ◆ A specific group within the class.
- ◆ A specific person within the class.

Then use the radio button to select classes (for entire classes) or student (for a selection of students).

If assigning by student, select *School*. Select *Teacher* and *Class* to which to assign. Select the student(s) to which to assign and click **Add**.

Set the period of time that this assessment will be available for your students to take. This feature allows those students to take this assessment at home in case of extended leaves or illness.

To select a specific period of time, move your mouse to the date you wish to start (the top calendar) and the date by which the assessment is to be completed (the bottom calendar).

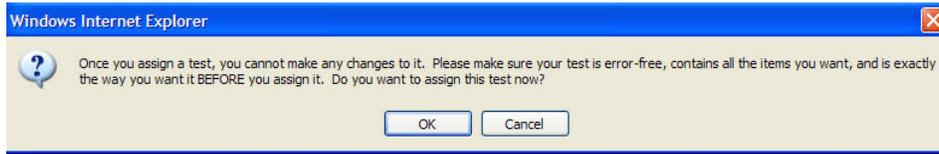
Checkboxes allow you to set different options for your assessment. Clicking the checkboxes may cause additional controls or messages to appear.

- ◆ **Allow Save for Later:** Allows students to begin taking an assessment, save their work, and resume the assessment later. They will have the allotted period designated in the calendar above to complete the assessments. Whether or not this option is selected, students will still be able to recover their assessments and continue their work in the event of an Internet outage. **Save for Later** simply makes it clear to students that they have permission to stop work on their assessment if they wish and then resume at a later time. See the Job Aid entitled *Taking a Test*, which may be downloaded from the Resource Center, for more information about the various options students have for saving their assessments-in-progress.
- ◆ **Set Timer:** Allows you to set the amount of time allotted to an assessment in increments of 5 minutes.
- ◆ **Randomize:** Delivers items in an online assessment in “intelligently randomized” order. Items associated with a stimulus (passage and/or picture) or a special set of instructions remain grouped together; the order is thus not completely random.



IMPORTANT: *Never randomize an assessment unless students read and answer the items online. Randomizing changes the order in which items are presented, making it impossible to match students' intended responses with a printed assessment or written answer sheet.*

Click the **Assign to Students** button. A message will appear, reminding you that no changes can be made to the assessment once it has been assigned.



For information on assigning assessments by mappings, see the document entitled *Job_Aid_DistrictAssessmentManagement_10July08*, which can be downloaded from the Resource Center.

Un-Assign (remove assignment of assessment to students)

Select to un-assign by *Students* or by *Classes*.

- ◆ If un-assigning by student, select *School*, *Teacher* and *Class* and click **Load Assignments**.

| <input type="checkbox"/> | StudentID | Student Name | ClassID | Class Name | Teacher | School ID | School | Assigned |
|--------------------------|-----------|-----------------|---------|---------------|----------------|-----------|----------------------------------|------------|
| <input type="checkbox"/> | 506536 | Aaron, Preston | 1203184 | First | Kendley, James | 1910 | Jefferson 5th & 6th Grade School | 10/17/2007 |
| <input type="checkbox"/> | 1489907 | Byrd, Woodstock | 1217098 | Eiger grade 5 | Eiger, Elisa | 1910 | Jefferson 5th & 6th Grade School | 11/19/2008 |
| <input type="checkbox"/> | 1495795 | Curley, Frieda | 1217098 | Eiger grade 5 | Eiger, Elisa | 1910 | Jefferson 5th & 6th Grade School | 11/19/2008 |

Un-Assign

Check the students to un-assign and click **Un-Assign**.

- ◆ If un-assigning by class, select the *School* and *Teacher* and click **Load Assignments**.

| <input type="checkbox"/> | ClassID | Class Name | Teacher | School ID | School | Assigned |
|--------------------------|---------|---------------|----------------|-----------|----------------------------------|------------|
| <input type="checkbox"/> | 1217098 | Eiger grade 5 | Eiger, Elisa | 1910 | Jefferson 5th & 6th Grade School | 11/19/2008 |
| <input type="checkbox"/> | 1203184 | First | Kendley, James | 1910 | Jefferson 5th & 6th Grade School | 10/17/2007 |

Un-Assign

Check the class to un-assign and click **Un-Assign**.

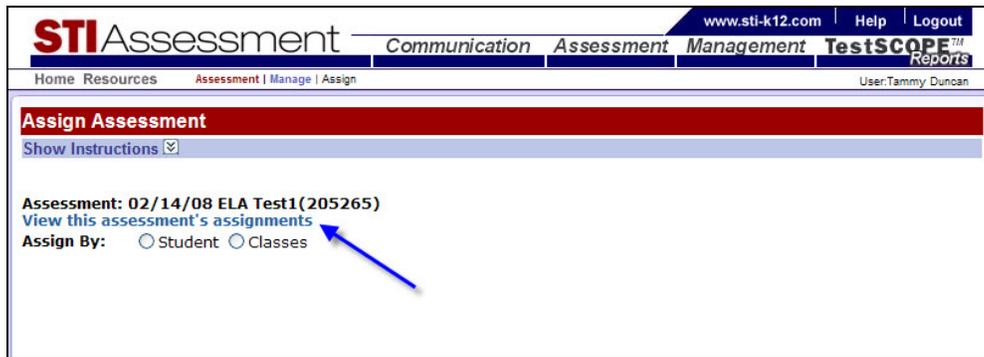


Reminder: You have to un-assign the same way you assigned (either by user or by class).

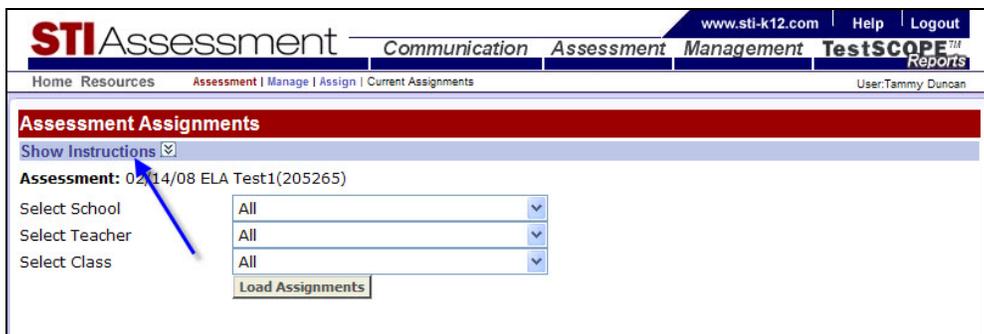
Re-Assign

- To re-assign an assessment, go to **Assessment** and then select **Manage**. Choose **Assign** from the drop-down menu.
- Then use the radio button to select classes (for entire classes) or student (for a selection of students).
- Select the assessment from the list by clicking the blue **Assign** link next to the assessment.

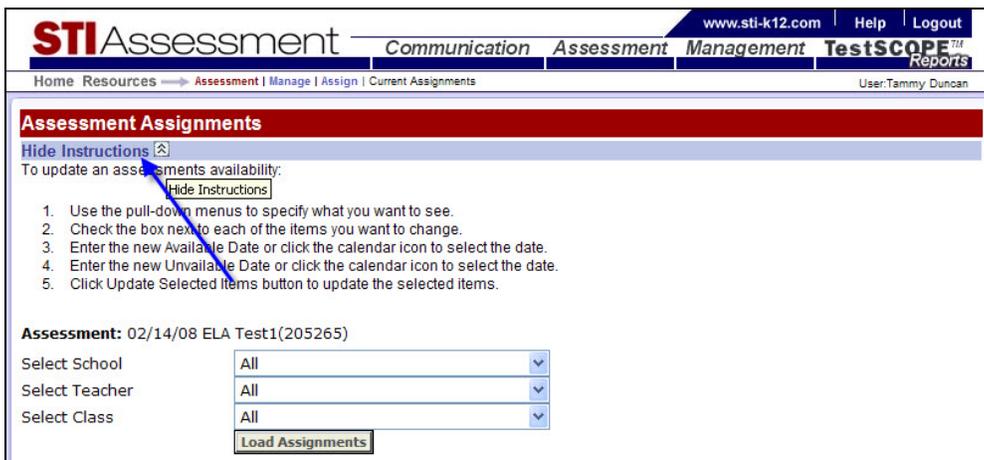
- Click the blue [View this assessment's assignments](#) link.



- To view the new Instruction text that was added, click [Show Instructions](#).



To hide the Instruction text click [Hide Instructions](#) and the instructions will collapse.



Once the assignments are loaded, the user has the ability to select multiple assignments by clicking the checkbox next to the Student ID or select all the assignments by simply clicking the checkbox in the header next to the *StudentID* header. An image of a clock will appear in the *Expired* column of any assignments that have expired.

Assessment Assignments

Assessment: 02/14/08 ELA Test1(205265)

Select School: All
 Select Teacher: All
 Select Class: All

StudentID 507638 507541 507653 507480 1333107 1333106

| StudentID | Student Name | ClassID | Class Name | Teacher | School ID | School | Assigned | Available | Unavailable | Expired |
|-----------|---------------------|---------|------------------|------------------|-----------|----------------------------------|------------|------------|-------------|---------|
| 507638 | Allen, Emily | 1120130 | Scott Test Class | Lusk, Scott | 1910 | Jefferson 5th & 6th Grade School | 09/05/2008 | 10/24/2008 | 10/31/2008 | |
| 507541 | Anglese, Melissa | 1120130 | Scott Test Class | Lusk, Scott | 1910 | Jefferson 5th & 6th Grade School | 09/05/2008 | 10/21/2008 | 10/24/2008 | |
| 507653 | Arnett, Samantha | 1120130 | Scott Test Class | Lusk, Scott | 1910 | Jefferson 5th & 6th Grade School | 09/05/2008 | 10/21/2008 | 10/24/2008 | |
| 507480 | Atchison, Tyler | 1120130 | Scott Test Class | Lusk, Scott | 1910 | Jefferson 5th & 6th Grade School | 09/05/2008 | 10/21/2008 | 10/24/2008 | |
| 1333107 | Brown, Sally | 1120121 | grade 4, class B | Schultz, Charles | 1909 | Truman 3rd & 4th Grade School | 10/24/2008 | 10/25/2008 | 10/31/2008 | |
| 1333106 | Littlebird, Harriet | 1120121 | grade 4, class B | Schultz, Charles | 1909 | Truman 3rd & 4th Grade School | 10/24/2008 | 10/25/2008 | 10/31/2008 | |

Change Available Date:

Once students are selected, users may change the *Available Date* and/or *Unavailable Date* of the assignment by entering the new dates in the text boxes or by clicking the tiny calendars and picking the date they would like to enter by selecting the date from a Calendar. Once the date(s) are entered, click the **Update Selected Items** button and the selected items will be updated.

StudentID 507638 507541 507653 507480 1333107 1333106

| StudentID | Student Name | ClassID | Class Name | Teacher | School ID | School | Assigned | Available | Unavailable | Expired |
|-----------|---------------------|---------|------------------|------------------|-----------|----------------------------------|------------|------------|-------------|---------|
| 507638 | Allen, Emily | 1120130 | Scott Test Class | Lusk, Scott | 1910 | Jefferson 5th & 6th Grade School | 09/05/2008 | 10/24/2008 | 10/31/2008 | |
| 507541 | Anglese, Melissa | 1120130 | Scott Test Class | Lusk, Scott | 1910 | Jefferson 5th & 6th Grade School | 09/05/2008 | 10/21/2008 | 10/24/2008 | |
| 507653 | Arnett, Samantha | 1120130 | Scott Test Class | Lusk, Scott | 1910 | Jefferson 5th & 6th Grade School | 09/05/2008 | 10/21/2008 | 10/24/2008 | |
| 507480 | Atchison, Tyler | 1120130 | Scott Test Class | Lusk, Scott | 1910 | Jefferson 5th & 6th Grade School | 09/05/2008 | 10/21/2008 | 10/24/2008 | |
| 1333107 | Brown, Sally | 1120121 | grade 4, class B | Schultz, Charles | 1909 | Truman 3rd & 4th Grade School | 10/24/2008 | 10/25/2008 | 10/31/2008 | |
| 1333106 | Littlebird, Harriet | 1120121 | grade 4, class B | Schultz, Charles | 1909 | Truman 3rd & 4th Grade School | 10/24/2008 | 10/25/2008 | 10/31/2008 | |

Enter Dates

Change Available Date:

Change Unavailable Date:

Copy or Copy & Reorder Assessment

This function is typically used to share assessments. The screenshot is taken from a teacher account. There may be two different links, depending on whether the assessment can be reordered or not.

Select the assessment you wish to copy by clicking its blue [Copy or Copy & Reorder Test](#) or [Copy Test](#) link.

The screenshot shows the STIAssessment web application interface. The top navigation bar includes 'Communication', 'Assessment', 'Management', and 'TestSCOPE Reports'. The user is logged in as 'User:Caufield McCants'. The main content area is titled 'Copy or Copy & Reorder Test' and features a table with the following data:

| | Assessment ID | Assessment Description | Date |
|---|---------------|---------------------------------------|------------|
| Copy or Copy & Reorder Test | 186601 | History 9--Racial and Gender Equality | 08/14/2009 |

In the textbox, enter a new name for the copy of the assessment. Note that you cannot give the copy the same name as the original. If you want the new assessment randomized, check the box and then click the **Copy** button.

The screenshot shows the 'Copy Assessment' form in the STIAssessment application. The form includes the following fields and options:

- Assessment Name:** History 9--Racial and Gender Equality
- Change the order of the questions in the copy
- Note: The system will rearrange the questions randomly, but within the boundaries of common sense. For example, all questions associated with a passage or graphic will stay with that passage or graphic. Once the new version of the test is generated, the questions will always appear in this order.
-
-

You will receive a confirmation that the assessment has been created along with a new assessment ID number.

The screenshot shows a confirmation message in the STIAssessment application. The message reads:

Copy Assessment
 You Have Successfully Copied test. [Back to saved Tests](#)
 You have Created Test ID: 186605

TIP: Remember to name assessments in a systematic manner. Creating an assessment, either by subject, chapter or month could be helpful. Create an electronic filing system that will work for you.

Add Item (add item to existing assessment)

Click the blue [Add Item](#) link next to the assessment to which you wish to add an item. The procedure for adding an item is for the same as for **Build Assessment**. When you've finished and clicked the **Add Item(s) to Test** button, you will see a confirmation message.

Remove Item (remove item from existing assessment)

Click the blue **Remove Item** link next to the assessment from which you wish to remove an item.

This will display each item in the assessment accompanied by a **REMOVE** checkbox. Select the items you wish to remove, then click the **Remove** button at the bottom of the page.

The screenshot displays the STIAssessment 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 following information:

Assessment Name: Ecology Quiz, version 2
Warning: This test has Constructed Response (CR) items. If you remove a CR item, the points and percent-weighting will be deleted and will have to be reset by choosing 'Constructed Response Settings' from Assessment Management pulldown menu.

Question ID : 392052
Blooms : Analysis
PictureID :
Passage ID : 10007430
Instruction ID : 0

Creator Type : District Admin
Grade : 6
Folder : Science Demo

Instructions:

Passage: [Click here to view this passage.](#)

Question:
What type of organisms are not shown in this food web?

(A) producers
 (B) primary consumers
 (C) secondary consumers
 (D) decomposers

REMOVE

Question ID : 392053
Blooms : Application
PictureID :
Passage ID : 10007430

Creator Type : District Admin
Grade : 6
Folder : Science Demo

Question ID : 10000246
Blooms : Comprehension
Passage ID : 10007430
Instruction ID :
Knowledge : Conceptual

Grade : 6
Folder : Science Demo
Difficulty: Average
Rubric ID: 1000064

Passage: [Click here to view this passage.](#)

Question:
List the primary consumers in this food web.

REMOVE

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After you click the **Remove** button, you will see a confirmation message.

Share (share existing assessment with other users)

Select the assessment you wish to share by clicking its blue **Share** link. Use the pull-down menu to select the school with which you wish to share. A list of teachers in the school you've selected will appear.

Check the teacher(s) with whom you wish to share the assessment.

If you want to unshare an assessment automatically at a certain future date, click the calendar icon to select a date. (You can also unshare an assessment manually by going to the **Shared Users** tab, selecting the users with whom you no longer wish to share the assessment, and clicking the **Unshare** button.)

When finished, click the **Share** button. Your selected users will move from the **Unshared Users** tab to the **Shared Users** tab, and a confirmation message will appear.

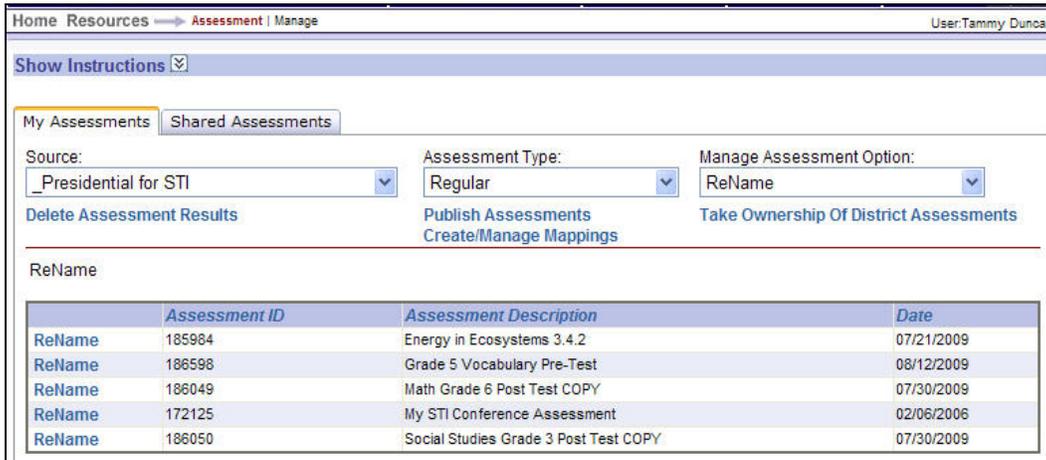


You may share multiple assessments at the same time by clicking the link shown.

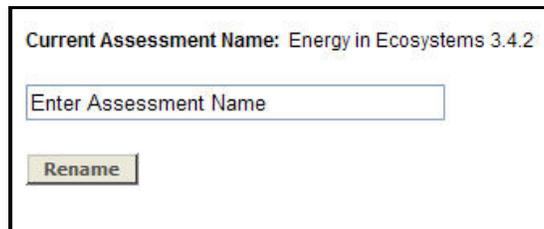
You may unshare all of your shared assessments at once by clicking the link shown.

Rename (rename existing assessment)

Select the assessment you wish to rename by clicking its blue **Rename** link.



Type the new name for the assessment in the textbox, then click the **Rename** button.



Renaming allows for consistency within your electronic assessment filing system.

Delete (delete existing assessment)



This function cannot be reversed by the user. Only an STIAssessment engineer can retrieve a deleted assessment and then only if a backup has been made prior to the removal of the assessment.

Clicking any assessment’s blue **Delete** link brings up your entire inventory of assessments. For a teacher, this means all the assessments you have created. For a District Administrator, this means all the assessments in the district. This enables mass deletion—at the end of the year or with the adoption of a new curriculum, for example—rather than requiring users to delete assessments one at a time.

Click the checkbox for the assessments to be deleted, then click the **Delete** button at the bottom left-hand corner of the page.

Deleting an assessment is an irrevocable action

Deleting an assessment will delete all test results in all schools for the entire district.

| | | |
|---|--|---|
| <input type="checkbox"/> *Do Not Use* ELA 3rd Grade | <input type="checkbox"/> 04-05 ELA 6th Grade District Pretest * | <input type="checkbox"/> 4th grade Language Arts pre-test 05-06 |
| <input type="checkbox"/> *Do Not Use* ELA 4th Grade | <input type="checkbox"/> 04-05 ELA 6th Grade District Pretest V2 | <input type="checkbox"/> 4th grade Math pre-test 05-06 |
| <input type="checkbox"/> *Do Not Use* ELA 5th Grade | <input type="checkbox"/> 04-05 Math 2nd Grade District Post-Test | <input type="checkbox"/> 5th grade Language Arts pre-test 05-06 |
| <input type="checkbox"/> *Do Not Use* ELA 5th Grade | <input type="checkbox"/> 04-05 Math 2nd Grade District Pretest * | <input type="checkbox"/> 5th grade Math pre-test 05-06 |
| <input type="checkbox"/> *Do Not Use* ELA 6th Grade | <input type="checkbox"/> 04-05 Math 3rd Grade District Post-Test | <input type="checkbox"/> 6th grade Language Arts pre-test 05-06 |
| <input type="checkbox"/> *Do Not Use* Math 3rd Grade | <input type="checkbox"/> 04-05 Math 3rd Grade District Pretest * | <input type="checkbox"/> Algebra 1 (Menz, Billingsley) |
| <input type="checkbox"/> *Do Not Use* Math 4th Grade | <input type="checkbox"/> 04-05 Math 4th Grade District Post-Test | <input type="checkbox"/> Algebra 2 |
| <input type="checkbox"/> 04-05 ELA 2nd Grade District Post-Test | <input type="checkbox"/> 04-05 Math 4th Grade District Pretest * | <input type="checkbox"/> Geometry |
| <input type="checkbox"/> 04-05 ELA 2nd Grade District Pretest | <input type="checkbox"/> 04-05 Math 5th Grade District Post-Test | <input type="checkbox"/> Joyces paper test |
| <input type="checkbox"/> 04-05 ELA 3rd Grade District Post-Test | <input type="checkbox"/> 04-05 Math 5th Grade District Pretest * | <input type="checkbox"/> OPAC Test |
| <input type="checkbox"/> 04-05 ELA 3rd Grade District Pretest * | <input type="checkbox"/> 05-06 6th Grade District Pre-Test | <input type="checkbox"/> Pre-Calculus / Trig |

After clicking the **Delete** button, you will see a list of your selected assessments. Use the scroll bar to check the entire list to make sure that you have not selected an assessment for deletion by mistake. Then confirm the delete by typing the word *YES* where indicated. Click the **Delete Confirm** button.

STIAssessment www.sti-k12.com | Help | Logout

Communication Assessment Management TestSCOPE™ Reports

Home Resources → Assessment | Manage | Delete User: Tammy Duncan

Are you sure you want to delete the assessment(s)?

Deleting an assessment is an irrevocable action!
Deleting an assessment will **delete all student results** for anyone who has taken this assessment in your district.

Dec14Test
English Test 1
math standard 1 test
Social-Studies Inquiry Test

Type "YES" in Box to Delete

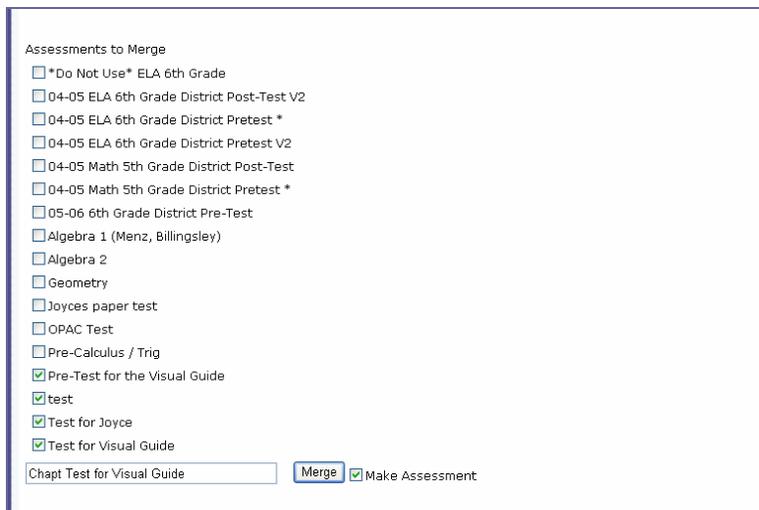
Merge (create new assessment from two or more existing assessments)

Note: The merge function creates a new assessment with a new assessment ID. All items from the constituent assessments will be on the merged assessment, but this merge will not in any way reflect on existing student assessment data on TestSCOPE.

Clicking any assessment's blue **Merge** link will give you a checklist of all assessments. Select an assessment by checking the box to the left of its name. Once you have checked all the assessments to be merged, enter a name for the new assessment formed by merging the old assessments in the text entry box.

In this example that follows, the following assessments will be merged:

- *Pre-Test for the Visual Guide*
- *test*
- *Test for Joyce*
- *Test for Visual Guide*



Assessments to Merge

- *Do Not Use* ELA 6th Grade
- 04-05 ELA 6th Grade District Post-Test V2
- 04-05 ELA 6th Grade District Pretest *
- 04-05 ELA 6th Grade District Pretest V2
- 04-05 Math 5th Grade District Post-Test
- 04-05 Math 5th Grade District Pretest *
- 05-06 6th Grade District Pre-Test
- Algebra 1 (Menz, Billingsley)
- Algebra 2
- Geometry
- Joyces paper test
- OPAC Test
- Pre-Calculus / Trig
- Pre-Test for the Visual Guide
- test
- Test for Joyce
- Test for Visual Guide

Chapt Test for Visual Guide Merge Make Assessment

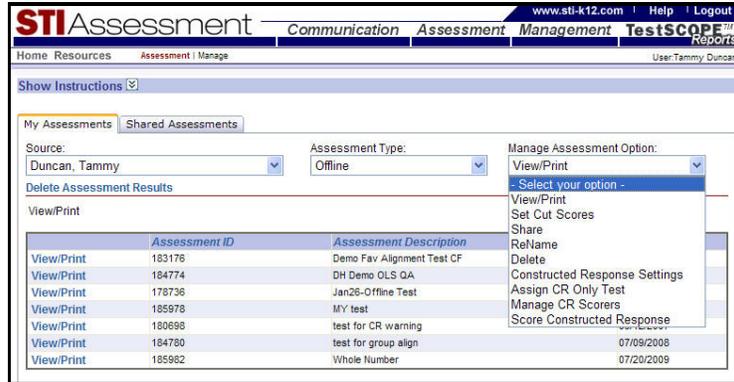
The new assessment has been named *Chapter Test for Visual Guide*.

Constructed Response Settings, Score Constructed Response, Manage CR Scorers

For full instructions on creating constructed response items and managing assessments, consult the job aid, ***Constructed-Response Assessments***.

My Assessments: Offline Type Assessments

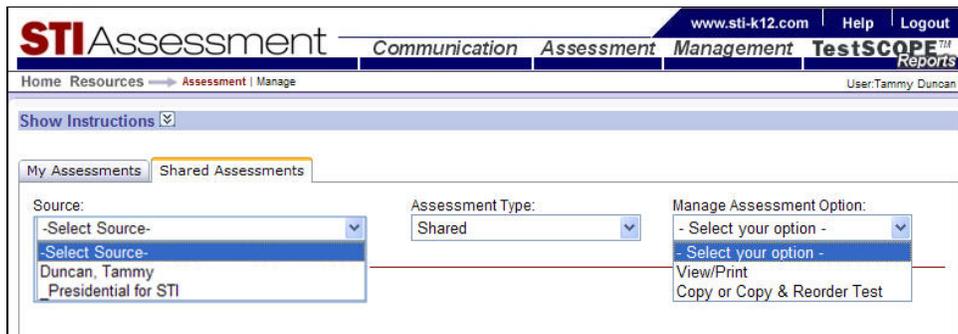
Management options for offline type assessments are noted in the following screenshot. Teachers have fewer options than that of a District Administrator, depicted here.



Managing Shared Assessments

Select the tab labeled **Shared Assessments**. Your options include the following:

- **Source:** The user or the district
- **Assessment Type:** Shared only
- **Manage Assessment Option:** *View/Print* and *Copy or Copy & Reorder Test*



The recipient may select **View/Print** to view and print the assessment as with any assessments. However, STI recommends that users select **Copy or Copy & Reorder Test** before printing. Please see details of **Copy or Copy and Reorder** under “Managing My Assessments: Regular Type Assessments” or “Copy or Copy & Reorder Assessment” above.

In order for a user to receive and ultimately make use of a shared assessment, the user must copy the shared assessment to his/her own assessment bank. When the person who shared the assessment unshares it, the assessment will no longer be available to the recipient unless the recipient has copied the assessment.

Management Module

The **Management** module allows users of each level to manage scheduling and rosters within their role-based permissions. Please note that many permissions within the **Management** module are limited, based not only on role but also on data consistency needs for non-STI SIS or *InformationNOW* integration

Click the **Management** tab to access the management module.



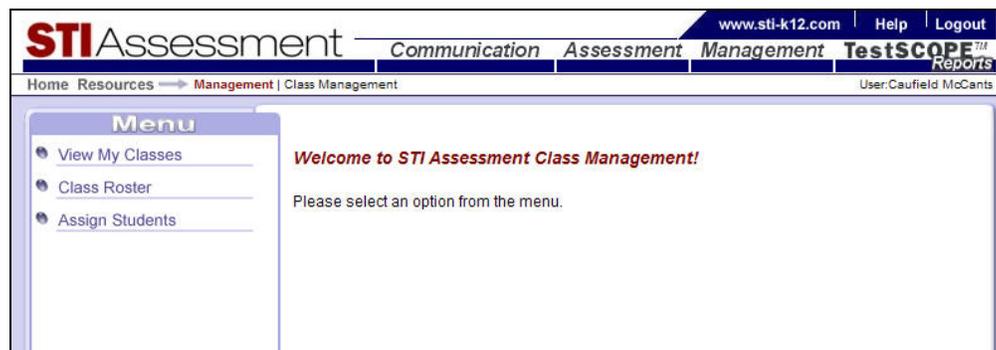
Click an option on the menu, located on the left-hand side of the page, to select it.

Various options will be available in the management module, depending on what type of user you are. Teachers have access to some class-management functions. Principals (also known as School Administrators [SA's]) may access some class management functions and some school management functions. District Administrators may access both class and school management functions, and also have access to district functions.

Note: Clients with *InformationNOW* or an integrated SIS (*Student Information System*) cannot adjust rosters and student/teacher assignments in STIAssessment. These functions are only for the use of clients who do not have a SIS or are running STIAssessment independent of their SIS.

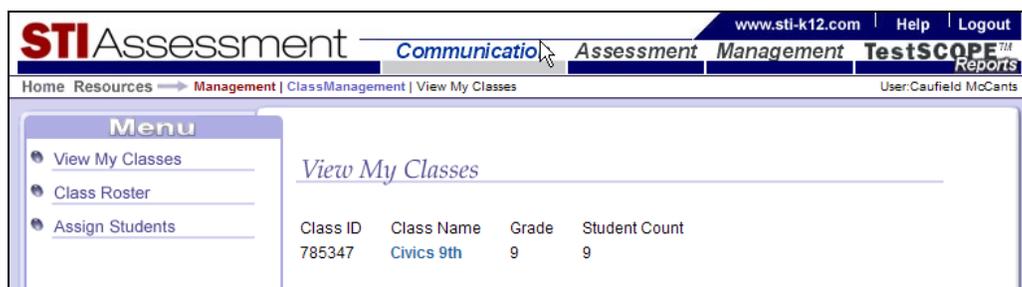
Class Management: Teacher and School Administrator

The following screenshot shows a teacher or School Administrator (principal) management page.



View My Classes

This shows a list of the classes assigned to you.



Clicking the blue class name opens a new window with a class roster

Class: Civics 9th

| Last Name | First Name | Login | Password | Student ID |
|-----------|------------|-----------|----------|------------|
| Akins | Dustin | dakins | stia2! | 739627 |
| Anderson | Kayla | kanderson | stia2! | 739621 |
| Araz | Isabella | iaraz | stia2! | 739622 |
| Holtzer | Carey | choltzer | stia2! | 739623 |
| Li | Viet | vli | stia2! | 739629 |
| O'Dell | Ryan | rodell | stia2! | 739624 |
| Olivares | James | jolivares | stia2! | 739625 |
| Vu | Li | lvu | stia2! | 739626 |
| Wilder | Latonya | lwilder | stia2! | 739628 |

Class Roster

If you are a regular teacher, you are limited to viewing rosters for the classes assigned to you. “Teachers with rights” and School Administrators (principals) may search for other teachers’ rosters within their own school. By comparison, District Administrators are not limited to a single school; they may look at rosters for all schools within their district.

The following screenshots show a search for a class roster within a school. First, the teacher is selected via a pull-down menu, and then the class is chosen. Click the **Continue** button to display the class roster.

The screenshot shows the STIAssessment web application interface. At the top, there is a navigation bar with the STIAssessment logo and links for Home, Resources, Manage | ClassManagement | Class Roster, and User:Elisa Eiger. A menu on the left contains options for View My Classes, Class Roster, and Assign Students. The main content area is titled "Class Roster" and shows the following search criteria: School: Jefferson 5th & 6th Grade School, Select Teacher: Granger, Hermione, and Select Class: grade 6, class 1. A green arrow points to a "Continue" button. Below the button, the resulting class roster is displayed, including a table with columns for Last Name, First Name, Login, Password, and Student ID.

| Last Name | First Name | Login | Password | Student ID |
|------------|------------|----------|----------|------------|
| Freeman | Franklin | franklin | pass | franklin |
| Peppermint | Patty | patty | pass | ppatty |
| Sidekick | Marcie | marcie | pass | marcy |

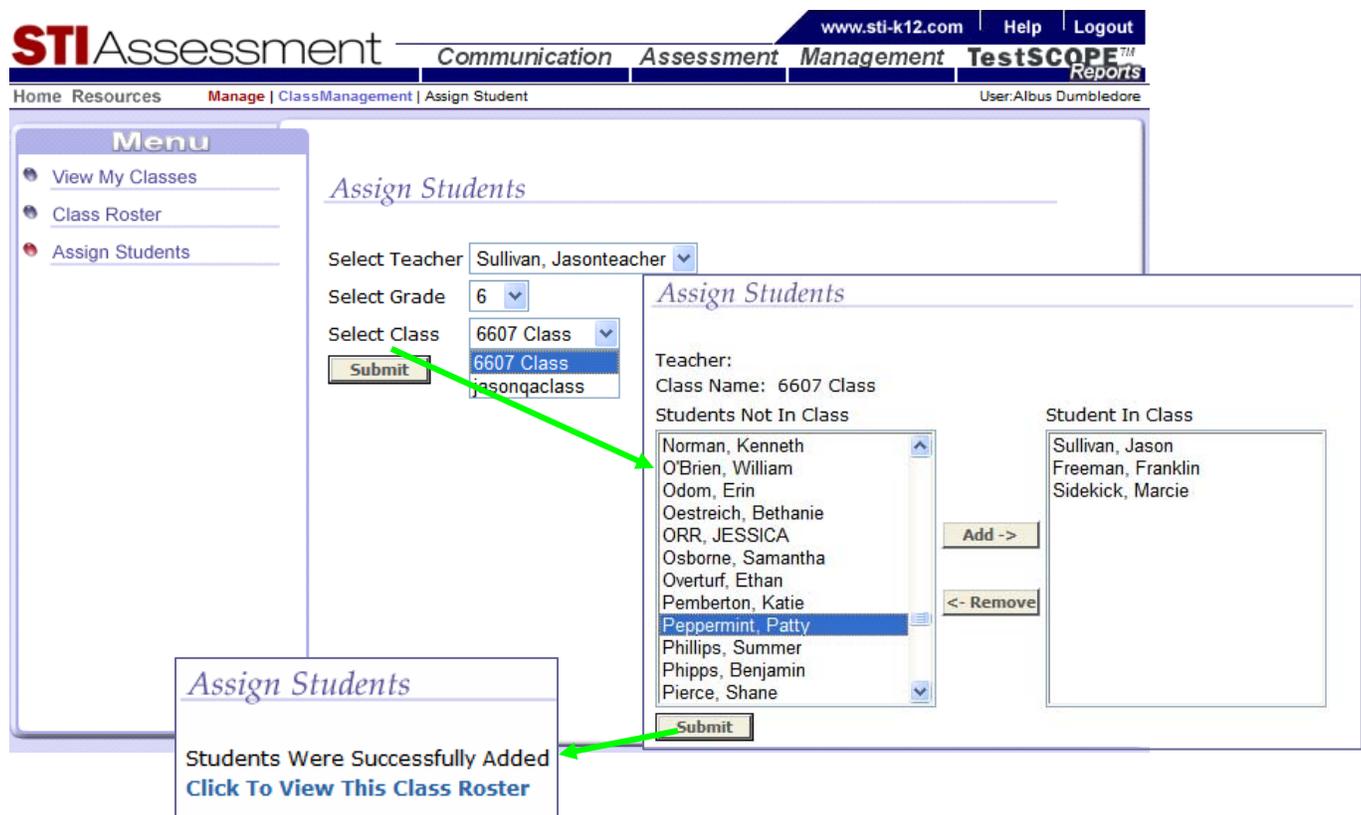
Assign Students

 *Teachers and School Administrators may use this function ONLY if STIAssessment is being run completely independently of a SIS.*

Users at the teacher level can assign students to their own classes. “Teachers with rights,” like SA’s, may assign students to classes within their own schools.

Use the pull-down menus to select teacher, the grade of the students to be added to the class, and the class. Then click the **Submit** button.

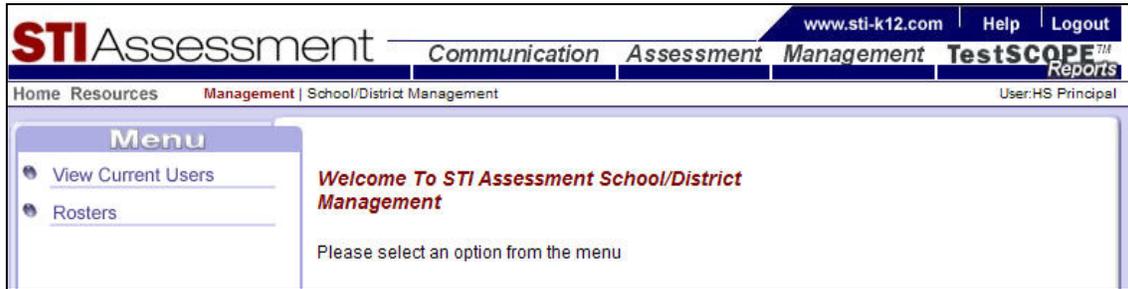
Select students by highlighting their names. To select a set of students whose names are adjacent on the list, click the first name in the range, then scroll down and *Shift*-click on the last name in the range. To select multiple non-adjacent students, use *Ctrl*-click. Click the **Add ->** button to assign students to the class. Click the **Submit** button when you are finished adding students.



The screenshot shows the 'Assign Students' web interface. At the top, there's a navigation bar with 'STIAssessment' and 'Communication Assessment Management TestSCOPE™ Reports'. Below that, a breadcrumb trail shows 'Home Resources Manage | ClassManagement | Assign Student'. The user is identified as 'User: Albus Dumbledore'. On the left is a 'Menu' with 'View My Classes', 'Class Roster', and 'Assign Students' (selected). The main content area is titled 'Assign Students'. It features three dropdown menus: 'Select Teacher' (Sullivan, Jasonteacher), 'Select Grade' (6), and 'Select Class' (6607 Class). A 'Submit' button is located below the class dropdown. Below the dropdowns are two lists: 'Students Not In Class' and 'Student In Class'. The 'Student In Class' list contains 'Sullivan, Jason', 'Freeman, Franklin', and 'Sidekick, Marcie'. The 'Students Not In Class' list contains names like 'Norman, Kenneth', 'O'Brien, William', 'Odom, Erin', 'Oestreich, Bethanie', 'ORR, JESSICA', 'Osborne, Samantha', 'Overturf, Ethan', 'Pemberton, Katie', 'Peppermint, Patty' (highlighted), 'Phillips, Summer', 'Phipps, Benjamin', and 'Pierce, Shane'. Between the lists are 'Add ->' and '<- Remove' buttons. A 'Submit' button is at the bottom of the lists. A green arrow points from the 'Submit' button to a message box that says 'Students Were Successfully Added Click To View This Class Roster'.

School/District Management

The following screenshot shows the *School/District Management* page for a School Administrator (SA).



View Current Users

This feature allows users of status SA and higher to see the “who/when/where” of STIAssessment usage: which user has logged into STIAssessment, when the user logged in, and from which IP address.

The pull-down menu allows you to select different periods of time: days, weeks, months, years.

The sample report in the following screenshot (*see inset*) reveals that someone has been logging in to multiple accounts from the same IP address—which would be a worrisome development if that IP address didn’t correspond to your school.

In addition to revealing who’s been using STIAssessment, the Current Users Report is also good for technical troubleshooting because it provides information about browser, operating system, and how many times a user has logged on. In the sample report below, the excessive number of logins for one user might indicate a problem with the user’s Internet service provider.

| Last Name | First Name | 1st Login | Last Login | IP Address | Browser | OS | User Type | User Type | School ID | School Name | Number Of Login |
|-----------|------------|-----------------------|----------------------|--------------|---------|-------|-----------|-----------|-----------|---------------------------|-----------------|
| Akins | Dustin | 7/21/2009 3:29:22 PM | 7/23/2009 4:31:37 PM | 63.243.33.66 | IE | WinXP | 20 | Student | 2768 | DemoSTI Adams High School | 4 |
| Anderson | Kayla | 7/22/2009 11:17:55 AM | 7/23/2009 4:29:36 PM | 63.243.33.66 | IE | WinXP | 20 | Student | 2768 | DemoSTI Adams High School | 3 |
| Araz | Isabella | 7/22/2009 11:25:08 AM | 7/23/2009 4:32:21 PM | 63.243.33.66 | IE | WinXP | 20 | Student | 2768 | DemoSTI Adams High School | 4 |
| Holtzer | Carey | 7/22/2009 11:27:33 AM | 7/23/2009 4:33:14 PM | 63.243.33.66 | IE | WinXP | 20 | Student | 2768 | DemoSTI Adams High School | 2 |

Rosters

Principals (SA's) may obtain rosters for different types of users, which is useful for looking up forgotten usernames or passwords. SA's may obtain rosters only for their own schools, and for the types of users below the SA user level.

The screenshot shows the STIAssessment interface. At the top, there is a navigation bar with 'STIAssessment' logo, 'www.sti-k12.com', 'Help', and 'Logout'. Below this is a secondary navigation bar with 'Communication', 'Assessment', 'Management', and 'TestSCOPE™ Reports'. The main content area is titled 'Rosters' and includes a 'Menu' on the left with options for 'View Current Users' and 'Rosters'. The 'Rosters' section has two dropdown menus: 'Select User Type' (set to 'Student') and 'Select ID to Print' (set to 'Student'). A 'Continue' button is located below these menus. To the right, a table titled 'Rosters' displays a list of users with columns for Last Name, First Name, Login, Password, Student ID, Grade, and School ID. A 'View In Excel' link is provided at the bottom of the table.

| Last Name | First Name | Login | Password | Student ID | Grade | School ID |
|-----------|------------|-----------|----------|------------|-------|-----------|
| Akins | Dustin | dakins | stlav2! | 2297 | 9 | 2768 |
| Anderson | Kayla | kanderson | stlav2! | 6622 | 9 | 2768 |
| Araz | Isabella | iaraz | stlav2! | 0949 | 9 | 2768 |
| Holtzer | Carey | choltzer | stlav2! | 9766 | 9 | 2768 |
| Li | Viet | vli | stlav2! | 4598 | 9 | 2768 |
| O'Dell | Ryan | rodell | stlav2! | 2345 | 9 | 2768 |
| Olivares | James | jolivares | stlav2! | 5555 | 9 | 2768 |
| Vu | Li | lvu | stlav2! | 1110 | 9 | 2768 |
| Wilder | Latonya | lwilder | stlav2! | 3975 | 9 | 2768 |

Create/Edit Users

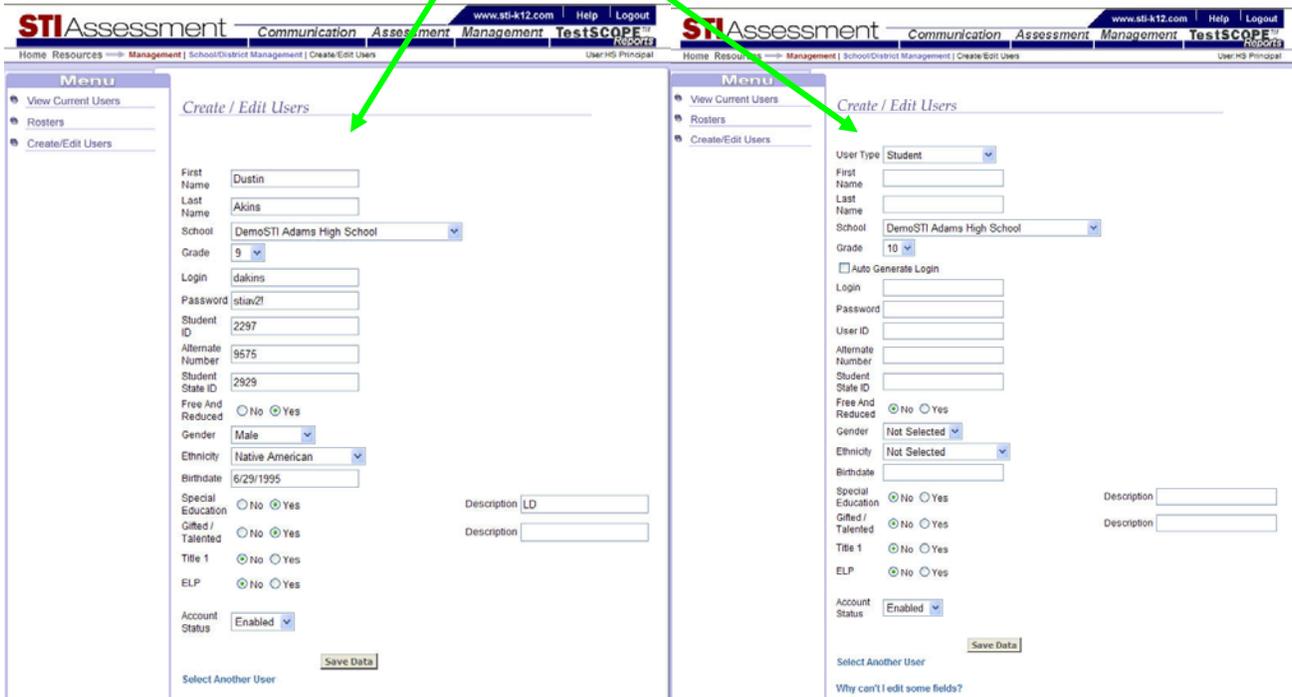
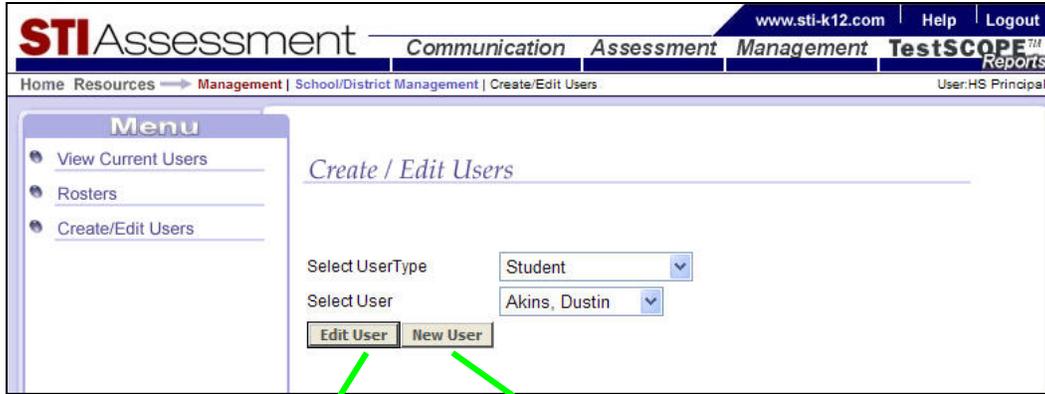
If they have been granted permission by the District Administrator, School Administrators (SA's) may create and edit users below the SA level in their own level. Such School Administrators will have a third menu option under *School/District Management*:

The screenshot shows the 'Create/Edit Users' menu option selected in the 'Menu' on the left. The main content area displays a 'Welcome To STI Assessment School/District Management' message and a prompt: 'Please select an option from the menu'.

Use the pull-down menus to select the school and type of user. Then:

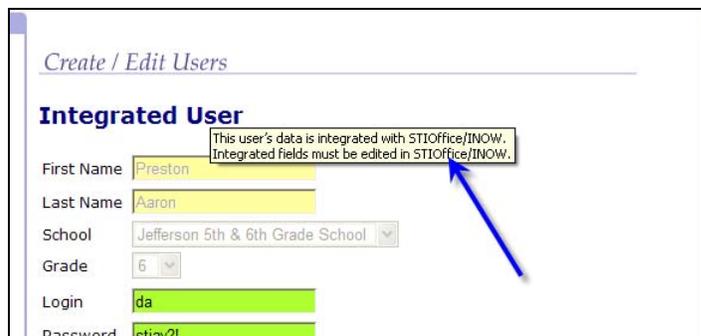
To create a new user: Click the **New User** button. This will bring up a blank form in a new window.

To edit an existing user's information: Select the user from the third pull-down menu. Then click the **Edit User** button.

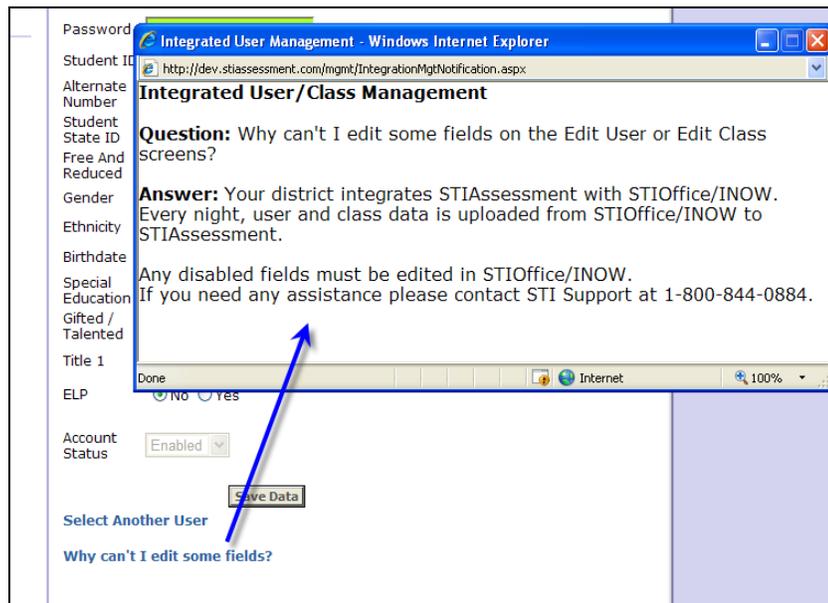


“Integrated” clients do not add either students or teachers with schedules because these integrate from STIOffice or *InformationNOW*.

Certain fields are disabled for integrated users from STIOffice or *InformationNOW* to prevent editing. Users may change a **User Type** as necessary—for example, a teacher may be changed to a School Administrator. When selecting to edit an integrated user, a blue *Integrated User* heading will appear at the top of the page. Mouse over the *Integrated User* message to see the ToolTip message shown below.



Click the link at the bottom of the edit user screen stating *Why can't I edit some fields?* to see the ToolTip shown below.



If STIAssessment is integrated with the SIS, the accounts of withdrawn students are disabled. This means that the assessment data for these students may still be viewed and is incorporated into reports. However, the accounts are inactive: assessments cannot be assigned, scanner sheets will not be preslugged, students cannot take the assessments online, any answer sheets will not be scanned, and students are not included in reports.

Even in a district in which STIAssessment is integrated with an STI SIS, the School Administrator will sometimes need to add users who do not have scheduled classes—for example, school-level assessment writers and non-scheduled teachers (such as counselors) needing access to the program.

The following chart may assist you in determining the appropriate user category. Remember that SA's can add users up through the *SACur* level.

STIAssessment User Categories

| Category | Example | Communication Rights | Management Rights | Assessment | Reports |
|---------------------------------------|--|--|--|---|---|
| Student | students | Send email to and receive email from his/her teacher | | Take assessments | View own test results |
| Teacher | teachers with schedules | Communicate with own students and other teachers in the district | View own classes and rosters; assign tests to students | Create and manage own tests; assign tests to own students | View reports for his/her tests and students |
| Teacher with Rights | unscheduled teachers: counselors, selected teachers (math coaches, ESL, media specialists) | Communicate with students and other district teachers | May assign students to classes | Create and manage own tests | View reports for his/her tests and students |
| SACur: Local School Curriculum | individuals who create tests for the local school | Communicate with students and other teachers | View teacher rosters for that school | Create tests to share with teachers | |
| SA: Site Administrator | principals, some assistant principal. Only one SA may be assigned per school. | Communicate with district personnel and with teachers and students in own school | For his/her school only: View teacher and student rosters (including passwords); view teacher class rosters. Does not set school options | Create and share tests with teachers in the district; assign tests for that school only; view tests. For roles concerning <i>district</i> assessment, see below. | View all reports for that school only |
| DACur: District Curriculum | curriculum supervisors, consultants and others | Communicate with everyone | View district's teacher rosters | Create tests; the DA will "take ownership" of those tests. For roles concerning <i>district</i> assessment, see below. | View reports only for self-generated assessments; view STIA usage district-wide |
| DA: District Administrator | district administrator, superintendent | Communicate with everyone | View rosters; create, delete and manage users in district and schools; set options for schools | Create and manage tests throughout the district, taking ownership of DA-CUR tests, share district assessments with other districts. For roles concerning <i>district</i> assessment, see below. | View all reports throughout the district |

Reports

Please note that STI has extremely strict policies when it comes to protecting user data. While the screenshots shown in this and other STIAssessment documents are real, the underlying data is not, hence the improbable student names, etc., in the screenshots that follow.

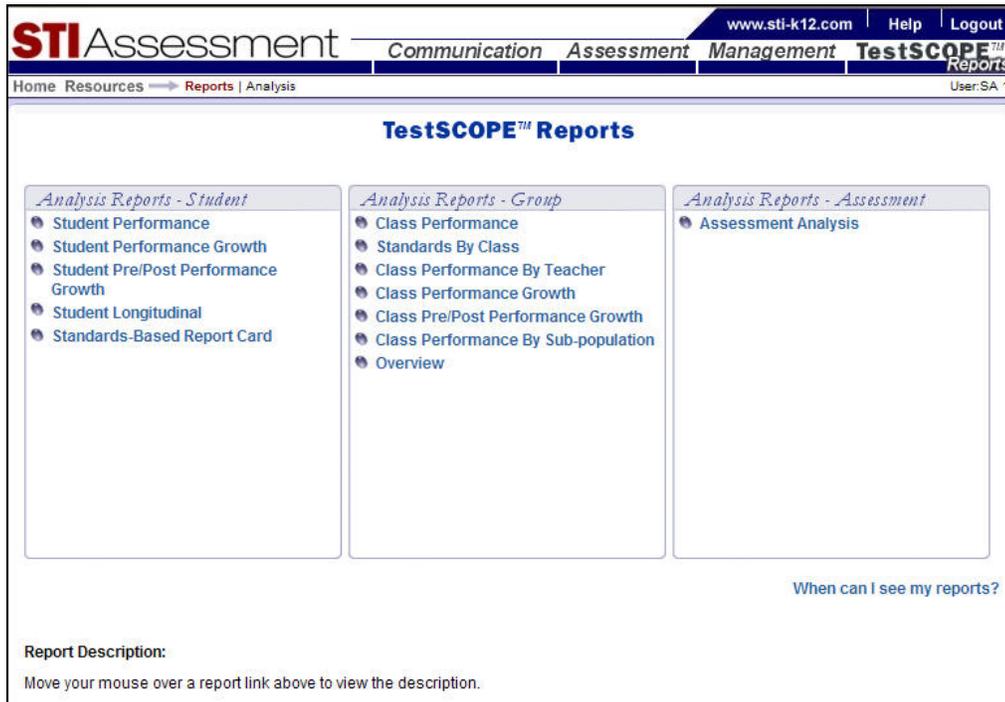
Click the **TestSCOPE™ Reports** tab to access the reporting module.



What you are able to do and see in the reporting module depends on what type of user you are. If you are a teacher, you have access to the **Analysis** section only; the navigation bar links to the **Usage** and **Administrative** sections will not appear for you. In addition, which analysis reports you can access and which parameters you can set are dependent on user level. The user categories chart listed in this document lists the reports that are available to each user. Most STIAssessment reports are accessed through a three-step process.

Step 1: Select Report

Select the type of report from the menu on the TestSCOPE home page for that section by clicking its **blue** link. The view depicted is that of a School Administrator (SA).



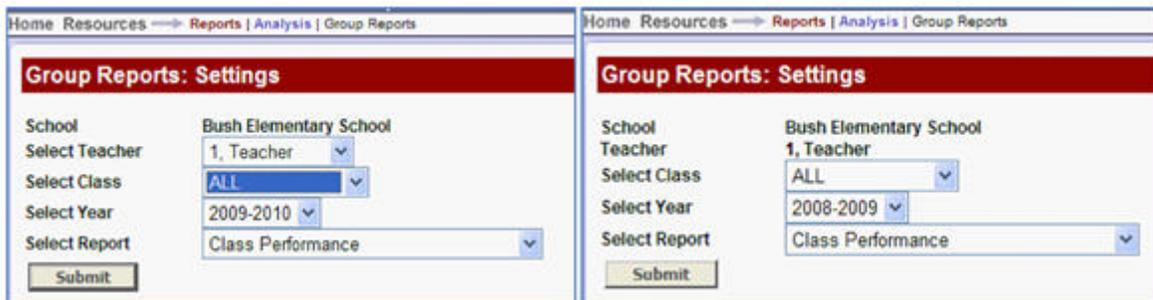


Step 2: Set Parameters

Use pull-down menus to set the parameters of the report: grade, school, teacher, class, student, sub-report, and so on.

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 School Administrator level access or higher. SA's may view only reports associated with their own schools (left example), and teachers may view only reports associated with their own students and classes (right example).



Step 3: Select Assessment

Select the assessment from the resulting index table of assessments that match parameters you set. Since the lists of assessments can be quite lengthy, most reports make it possible to sort the assessments in the table so that it is easier to locate the desired assessment. Clicking the name of the assessment shows an online view of the assessment. Clicking the blue **View Report** link produces the report.

Sort Field

Assessments 1 To 10 Of 15

| | Test ID | Description | Date |
|-----------------------------|---------|--|----------|
| View Report | 169347 | Social Studies Grade 5 Pre Test | 9/3/2007 |
| View Report | 169348 | Social Studies Grade 6 Pre Test | 9/3/2007 |
| View Report | 169354 | Social Studies Grade 5 Post Test | 6/9/2008 |
| View Report | 169355 | Social Studies Grade 6 Post Test | 6/9/2008 |
| View Report | 169375 | Science Grade 5 Pre Test | 9/3/2007 |
| View Report | 169381 | Science Grade 6 Pre Test | 9/3/2007 |
| View Report | 169386 | Science Grade 5 Post Test | 6/9/2008 |
| View Report | 169387 | Science Grade 6 Post Test | 6/9/2008 |
| View Report | 169392 | English / Language Arts Grade 5 Pre Test | 9/3/2007 |
| View Report | 169393 | English / Language Arts Grade 6 Pre Test | 9/3/2007 |

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

Analysis

Click the red **Analysis** link on the navigation bar to see the home page for the Analysis section of TestSCOPE.



This section is further divided into three areas: *Student*, *Group* and *Assessment*.

TestSCOPE™ Reports

Home Resources → Reports | Analysis

www.sti-k12.com | Help | Logout

Communication Assessment Management TestSCOPE™ Reports

User: SA 1

Analysis Reports - Student

- Student Performance
- Student Performance Growth
- Student Pre/Post Performance Growth
- Student Longitudinal
- Standards-Based Report Card

Analysis Reports - Group

- Class Performance
- Standards By Class
- Class Performance By Teacher
- Class Performance Growth
- Class Pre/Post Performance Growth
- Class Performance By Sub-population
- Overview

Analysis Reports - Assessment

- Assessment Analysis

When can I see my reports?

Report Description:
Move your mouse over a report link above to view the description.

Analysis Reports – Student

Student Performance

The Student Performance Report provides information about the structure of the assessment, assessment score, performance level based on student assessment score, scores for multiple-choice and constructed-response items, and aligned standards. Text in **blue** is “clickable,” permitting a closer look at different aspects of the report, including the responses students entered online for constructed-response items.

In order for the complete report to display, the 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 assessment. Complete results are available as soon as constructed-response scores are submitted.

Click on a report and notice there is an option to select a Student ID to print.

Whichever ID is selected to print will show on the report page after you click on **View Report**.

Note: The District Administrator determines which Student ID(s) will be available for selection.

Student Performance Report

School: Jefferson 5th & 6th Grade School
 Teacher: Lusk, Scott
 Class: Scott Test Class
 Student: Aldrighetti, Nathan
Student State ID: 8646511616735137

Test: Test with Passages Copy
 Date: October 22, 2008

Student Responses
 Multiple Choice 5/30 = 17%

Overall Score 17%
 Performance No Cut Scores Set

Test Information
 Multiple Choice 100%, 30 items
 Target Score 70%

| Q # | Student Answer | Correct Answer | Correct | CR Score | STI ID | State ID |
|-----|----------------|----------------|---------|----------|--------|----------|
| 1 | A | B | X | | 778079 | 1.3.1 |
| 2 | C | A | X | | 778088 | 1.4.4 |
| 3 | C | D | X | | 778088 | 1.4.4 |
| 4 | C | D | X | | 778079 | 1.3.1 |
| 5 | D | B | X | | 778082 | 1.3.4 |
| 6 | D | A | X | | 778079 | 1.3.1 |
| 7 | C | D | X | | 778082 | 1.3.4 |
| 8 | B | A | X | | 778089 | 1.4.5 |
| 9 | C | B | X | | 778089 | 1.4.5 |
| 10 | C | C | ✓ | | 778088 | 1.4.4 |
| 11 | C | A | X | | 778088 | 1.4.4 |
| 12 | B | D | X | | 778082 | 1.3.4 |

Note: In the event a student does not have the selected ID, a warning will display as shown below.

The screenshot shows the 'Student Performance Report' interface. At the top, there are navigation tabs: Home, Resources, Reports, Analysis, Student Reports, and Student Performance Report. The user is identified as Tammy Duncan. The report details for a student named Nathan Aldrighetti are shown, including school, teacher, class, and test information. A red warning message states: 'Student does not have a Student Alternate Number to display'. A blue arrow points to this message. A 'Test Information' box shows 'Multiple Choice 100%, 30 items' and a 'Target Score 70%'. Below the report details is a table of student responses.

| Q # | Student Answer | Correct Answer | Correct | CR Score | STI ID | State ID |
|-----|----------------|----------------|---------|----------|--------|----------|
| 1 | A | B | X | | 778079 | 1.3.1 |
| 2 | C | A | X | | 778088 | 1.4.4 |
| 3 | C | D | X | | 778088 | 1.4.4 |
| 4 | C | D | X | | 778079 | 1.3.1 |
| 5 | D | B | X | | 778082 | 1.3.4 |
| 6 | D | A | X | | 778079 | 1.3.1 |
| 7 | C | D | X | | 778082 | 1.3.4 |
| 8 | B | A | X | | 778089 | 1.4.5 |
| 9 | C | B | X | | 778089 | 1.4.5 |
| 10 | C | C | ✓ | | 778088 | 1.4.4 |
| 11 | C | A | X | | 778088 | 1.4.4 |

If the user selects **None** for the ID to print, no ID will display.

This screenshot is identical to the one above, but the table of student responses has been modified. In this version, the 'STI ID' column is empty for all rows except for question 10, which has the ID '778088'. This represents the state where no ID is displayed for the student's responses.

| Q # | Student Answer | Correct Answer | Correct | CR Score | STI ID | State ID |
|-----|----------------|----------------|---------|----------|--------|----------|
| 1 | A | B | X | | 778079 | 1.3.1 |
| 2 | C | A | X | | 778088 | 1.4.4 |
| 3 | C | D | X | | 778088 | 1.4.4 |
| 4 | C | D | X | | 778079 | 1.3.1 |
| 5 | D | B | X | | 778082 | 1.3.4 |
| 6 | D | A | X | | 778079 | 1.3.1 |
| 7 | C | D | X | | 778082 | 1.3.4 |
| 8 | B | A | X | | 778089 | 1.4.5 |
| 9 | C | B | X | | 778089 | 1.4.5 |
| 10 | C | C | ✓ | | 778088 | 1.4.4 |

Student Performance Growth

Check off two or more assessments to compare, then click the **View Report** button. The data may be viewed in both tabular and graphical (bar, column, or line graph) formats, and may be exported to Excel.

STIAssessment [www.sti-k12.com](#) [Help](#) [Logout](#)
 Communication Assessment Management **TestSCOPE™ Reports**

Home Resources **Reports** | Analysis | Student Report Group User: Tammy Duncan

Select School: DemoSTI Jefferson 5th & 6th Grade School
 Select Teacher: Ackard, Michael
 Select Class: Grade 5 Class 2
 Select Student: Aaron, Preston
 Select Year: 2004-2005
 Select Report: Student Performance Growth

Sort Field: Test ID | Ascending | Sort

Assessments 1 To 7 Of 7

| <input type="checkbox"/> | Test ID | Description | Date |
|-------------------------------------|---------|--|---------------|
| <input type="checkbox"/> | 169347 | Social Studies Grade 5 Pre Test | June 08, 2005 |
| <input type="checkbox"/> | 169354 | Social Studies Grade 5 Post Test | June 08, 2005 |
| <input checked="" type="checkbox"/> | 169375 | Science Grade 5 Pre Test | June 08, 2005 |
| <input checked="" type="checkbox"/> | 169386 | Science Grade 5 Post Test | June 08, 2005 |
| <input type="checkbox"/> | 169392 | English / Language Arts Grade 5 Pre Test | June 08, 2005 |
| <input type="checkbox"/> | 169398 | Math Grade 5 Pre Test | June 08, 2005 |
| <input type="checkbox"/> | 169412 | Math Grade 5 Post Test | June 08, 2005 |

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STIAssessment [www.sti-k12.com](#) [Help](#) [Logout](#)
 Communication Assessment Management **TestSCOPE™ Reports**

Home Resources **Reports** | Analysis | Student Report Group | Student Performance Growth Report User: Tammy Duncan

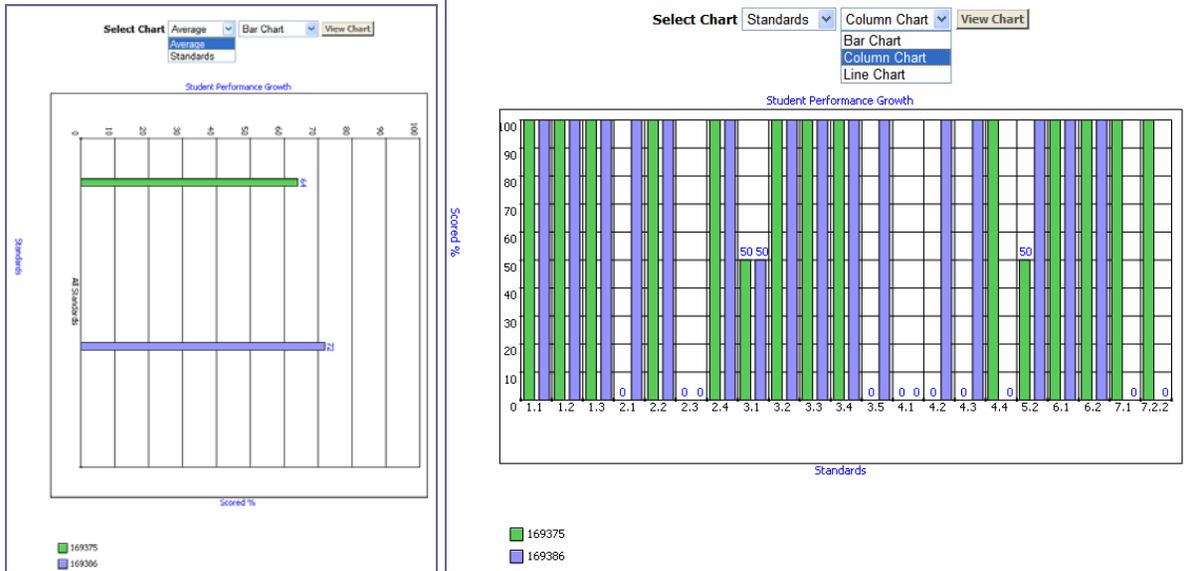
School: DemoSTI Jefferson 5th & 6th Grade School
 Teacher: Ackard, Michael
 Class: Grade 5 Class 2
 Student: Aaron, Preston
 Student ID: 551901

Selected Test(s)

| Test ID | Description | Month |
|---------|---------------------------|------------|
| 169375 | Science Grade 5 Pre Test | June, 2005 |
| 169386 | Science Grade 5 Post Test | June, 2005 |

Test IDs (Percentage Correct)

| Standards | Test IDs (Percentage Correct) | | |
|----------------------|-------------------------------|---------------|-----------------|
| | 169375 | 169386 | 169386 - 169375 |
| All Standards | 64.00% | 72.00% | 8.00% |
| 1.1 | 100.00% | 100.00% | 0.00% |
| 1.2 | 100.00% | 100.00% | 0.00% |
| 1.3 | 100.00% | 100.00% | 0.00% |
| 2.1 | 0.00% | 100.00% | 100.00% |
| 2.2 | 100.00% | 100.00% | 0.00% |
| 2.3 | 0.00% | 0.00% | 0.00% |
| 2.4 | 100.00% | 100.00% | 0.00% |
| 3.1 | 50.00% | 50.00% | 0.00% |
| 3.2 | 100.00% | 100.00% | 0.00% |
| 3.3 | 100.00% | 100.00% | 0.00% |
| 3.4 | 100.00% | 100.00% | 0.00% |
| 3.5 | 0.00% | 100.00% | 100.00% |
| 4.1 | 0.00% | 0.00% | 0.00% |
| 4.2 | 0.00% | 100.00% | 100.00% |
| 4.3 | 0.00% | 100.00% | 100.00% |
| 4.4 | 100.00% | 0.00% | -100.00% |
| 5.2 | 50.00% | 100.00% | 50.00% |
| 6.1 | 100.00% | 100.00% | 0.00% |
| 6.2 | 100.00% | 100.00% | 0.00% |
| 7.1 | 100.00% | 0.00% | -100.00% |
| 7.2.2 | 100.00% | 0.00% | -100.00% |



Student Pre/Post Performance Growth

Use this report to compare a student’s performance on a pre-test and a post-test. This report is almost identical to the Student Performance Growth report.

Student Longitudinal

The Longitudinal Report provides assessment 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. Examples of longitudinal reports for two students are shown below.

STIAssessment www.sti-k12.com Help Logout

Communication Assessment Management TestSCOPE Reports

Home Resources Reports Analysis Student Reports Longitudinal Report User: Tammy Duncan

Student Longitudinal Report

Date: Thursday, November 29, 2007
 School: DemoSTI Jefferson 5th & 6th Grade School
 Current Teacher: Ackard, Michael
 Current Class: Grade 5 Class 2
 Current Grade: 5
 Student: Aaron, Preston
 Student ID: 551901

| Test ID | Description | Date | Class | Test Score |
|---------|---|------------|-----------------|------------|
| 169407 | English / Language Arts Grade 5 Post Test | 06/08/2005 | Grade 5 Class 2 | 80.00% |
| 169392 | English / Language Arts Grade 5 Pre Test | 06/08/2005 | Grade 5 Class 2 | 80.00% |
| 169412 | Math Grade 5 Post Test | 06/08/2005 | Grade 5 Class 2 | 96.00% |
| 169398 | Math Grade 5 Pre Test | 06/08/2005 | Grade 5 Class 2 | 56.00% |
| 169386 | Science Grade 5 Post Test | 06/08/2005 | Grade 5 Class 2 | 72.00% |
| 169375 | Science Grade 5 Pre Test | 06/08/2005 | Grade 5 Class 2 | 64.00% |
| 169354 | Social Studies Grade 5 Post Test | 06/08/2005 | Grade 5 Class 2 | 80.00% |
| 169347 | Social Studies Grade 5 Pre Test | 06/08/2005 | Grade 5 Class 2 | 40.00% |
| 171802 | Kentucky Test 5 | 12/09/2005 | Grade 5 Class 2 | 40.00% |
| 170068 | 4thScience | 01/16/2006 | Grade 5 Class 2 | 87.50% |
| 169407 | English / Language Arts Grade 5 Post Test | 06/26/2006 | Grade 5 Class 2 | 0.00% |

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 Communication Assessment Management TestSCOPE™ Reports

Home Resources Reports Analysis Student Reports Longitudinal Report User: Tammy Duncan

Student Longitudinal Report

Date: Thursday, November 29, 2007
 School: Jefferson 5th & 6th Grade School
 Current Teacher: Eiger, Elisa
 Current Class: Eiger grade 5
 Current Grade: 5
 Student: Byrd, Woodstock
 Student ID: 1489907

| Test ID | Description | Date | Class | Test Score |
|---------|--|------------|---------------------------|------------|
| 214727 | Odyssey quiz | 08/20/2007 | Eiger grade 5 | 70.00% |
| 215710 | Social-Studies Inquiry Test | 08/29/2007 | Eiger grade 5 | 33.33% |
| 215710 | Social-Studies Inquiry Test | 08/29/2007 | Eiger grade 5 | 25.00% |
| 215719 | Demo Test | 08/29/2007 | Eiger grade 5 | 75.00% |
| 215737 | Science Quiz | 08/29/2007 | Eiger grade 5 | 66.67% |
| 215739 | Social Studies Assessment | 08/29/2007 | Eiger grade 5 | 65.00% |
| 215786 | DATestingCFGrading | 08/29/2007 | Eiger grade 5 | 88.00% |
| 215822 | CRDA_GradeAlertTest | 08/29/2007 | Chris Fitz 5th Grade Math | 80.00% |
| 215903 | Math Test 2 | 08/30/2007 | Chris Fitz 5th Grade Math | 71.33% |
| 216736 | Ecology Quiz | 09/06/2007 | Eiger grade 5 | 86.00% |
| 216684 | CFCR_09062007_1458 | 09/11/2007 | Chris Fitz 5th Grade Math | 13.00% |
| 217152 | CFCR_09112007_1219 | 09/11/2007 | Chris Fitz 5th Grade Math | 75.00% |
| 217154 | CFCRDA_09112007_1231 | 09/11/2007 | Chris Fitz 5th Grade Math | 88.00% |
| 217275 | CFMixed_09122007_1017 | 09/12/2007 | Chris Fitz 5th Grade Math | 48.00% |
| 220741 | 2007-10-09 QA Random Ordering w CR | 10/09/2007 | Eiger grade 5 | 90.00% |
| 220918 | 2007-10-10 take 2-QA Random_CR_instrux | 10/10/2007 | Eiger grade 5 | 77.78% |

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Standards-Based Report Card

The Standards-Based Report Card lists all standards for which the student has been tested across all assessments.

To see the text of a standard, click its blue state ID or STI ID link. (See inset.) Both numbers are displayed in STIAssessment because in many states, the numbers used for standards and/or objectives are duplicated among subjects, and are sometimes even duplicated within the same subject.

STIAssessment www.sti-k12.com Help Logout
 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 |
| 1.4.5 | 777993 | 1 | 1 | 100.00% | Exemplary |
| 2 | 809421 | 3 | 1 | 33.33% | Academic Warning |
| 2 | 809758 | 12 | 11 | 91.67% | Exceeds Standards |
| 2.1.1 | 773303 | 2 | 0 | 0.00% | Academic Warning |
| 2.1.1 | 778007 | 1 | 1 | 100.00% | Exemplary |
| 3.3.3 | 771563 | 2 | 1 | 50.00% | Academic Warning |
| 3.4.2 | 771566 | 1 | 1 | 100.00% | Exemplary |
| 3.4.3 | 771567 | 3 | 3 | 100.00% | Exemplary |
| 4.2.K1c | 775764 | 1 | 1 | 100.00% | Exemplary |
| 5 | 809783 | 1 | 1 | 100.00% | Exemplary |
| 8 | 809764 | 2 | 2 | 100.00% | Exemplary |

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Standard_PopUp - Windows Internet Explorer
 http://www.stiassessment.com/reports/809421

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

Analysis Reports – Groups

Class Performance

This report shares a parameter-setting interface with the other class-focused TestSCOPE reports. While the reports field will be filled in automatically based on your selection from the main menu on the analysis section home page, you can also switch to a different report by using the Select Report pull-down menu.

Your user level determines which parameters you can set. Notice that an SA (left) can choose among teachers at his/her school, and a teacher (right), is restricted in choice of both school and teacher.

STIAssessment Communication

Home Resources Reports | Analysis | Group Reports

Group Reports: Settings

School DemoSTI Jefferson 5th & 6th Grade School

Select Teacher Ackard, Michael

Select Class ALL

Select Year 2009-2010

Select Report Class Performance

Submit

- Class Performance
- Standards By Class
- Class Performance Growth
- Class Pre/Post Performance Growth
- Class Performance By Sub-Population
- Overview

STIAssessment Communication

Home Resources Reports | Analysis | Group Reports

Group Reports: Settings

School DemoSTI Jefferson 5th & 6th Grade School

Teacher Ackard, Michael

Select Class ALL

Select Year 2009-2010

Select Report Class Performance

Submit

- Class Performance
- Standards By Class
- Class Performance Growth
- Class Pre/Post Performance Growth
- Class Performance By Sub-Population
- Overview

After selecting an assessment, choose one of the sub-reports for this multi-function report from the pull-down menu and then click the **Submit** button.

STIAssessment Communication Ass

Home Resources Reports | Analysis | Group Reports

Select Sub-Report: Frequency Distribution

Submit

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

Frequency Distribution

This report was recently updated so that it reflects students' final scores on assessments, not just their scores on the multiple choice portion.

You may view the histogram with intervals at 20% or 10%. The x-axis is the percent score on the assessment and the y-axis is the percentage of students obtaining scores in a particular range.

Select Sub-Report: Frequency Distribution ▼

School **Jefferson 5th & 6th Grade School**
 Teacher **Eiger, Elisa**
 Class **ALL**
 Test **216736 - Ecology Quiz**
 Date **September 06, 2007**

Note: The Distribution table reflects the weighted score and includes constructed-response items, if any.

Distribution Table

| Score | # of Students | Distribution % |
|---------|---------------|----------------|
| 0-10% | 0 | 0.00% |
| 11-20% | 0 | 0.00% |
| 21-30% | 0 | 0.00% |
| 31-40% | 0 | 0.00% |
| 41-50% | 2 | 20.00% |
| 51-60% | 1 | 10.00% |
| 61-70% | 1 | 10.00% |
| 71-80% | 1 | 10.00% |
| 81-90% | 2 | 20.00% |
| 91-100% | 3 | 30.00% |

There are 10 students in the distribution.

Select Chart Interval = 10% ▼

Frequency Distribution

Item Analysis

In this report, there are some clickable elements that are not colored light blue, as they usually are in STIAssessment. Click each **number (percent)** for the correct and incorrect answer choices to obtain a list of students who selected that answer choice.

Select Sub-Report: Item Analysis

School: **Jefferson 5th & 6th Grade School**
 Teacher: **Eiger, Elisa**
 Class: **ALL**
 Test: **216736 - Ecology Quiz**
 Date: **September 06, 2007**

Item Analysis for 10 Students PieChart Summary

| Question Number | A | B | C | D | E | Space | All | Correct Answer |
|-----------------|----------|----------|------------|----------|--------|--------|-----|----------------|
| 1 PieChart | 1 (10%) | 0 (0%) | 3 (30%) | *6 (60%) | 0 (0%) | 0 (0%) | 10 | D |
| 2 PieChart | 0 (0%) | 2 (20%) | *8 (80%) | 0 (0%) | 0 (0%) | 0 (0%) | 10 | C |
| 3 PieChart | 4 (40%) | *2 (20%) | 2 (20%) | 1 (10%) | 0 (0%) | 0 (0%) | 10 | B |
| 4 PieChart | *4 (40%) | 2 (20%) | 2 (20%) | 2 (20%) | 0 (0%) | 0 (0%) | 10 | A |
| 5 PieChart | 0 (0%) | 0 (0%) | *10 (100%) | 0 (0%) | 0 (0%) | 0 (0%) | 10 | C |

(Blue = Correct)

Select Chart: Column Chart

Item Analysis for Question Numbers (1 - 5)

STIAssessment

Students who answered 'A' on Question 3

Teacher: Eiger, Elisa
 Class: ALL
 Test: Ecology Quiz

Students 1 To 4 Of 4

| StudentID | Name | Class |
|-----------|---------------|---------------|
| 1495796 | Beagle,Belle | Eiger grade 5 |
| 1494897 | Beagle,Spike | Eiger grade 5 |
| 1495795 | Curley,Frieda | Eiger grade 5 |
| 1495001 | Larkin,Bill | Eiger grade 5 |

Since it provides an analysis of which answer choices students selected, the Item Analysis Report covers multiple-choice items only.

Item Analysis by Standard

This report groups multiple-choice items by the standard to which they are aligned.

Select Sub-Report: Item Analysis By Standard

School **Jefferson 5th & 6th Grade School**
 Teacher **Eiger, Elisa**
 Class **ALL**
 Test **216736 - Ecology Quiz**
 Date **September 06, 2007**

Item Analysis for 10 Students

3.4.1 recognizes that all populations living together (biotic resources) and the physical factors (abiotic resources) with which they interact compose an ecosystem.

| Question Number | A | B | C | D | E | Space | All | CorrectAnswer |
|-----------------|----------|----------|------------|----------|-------|-------|-----|---------------|
| 3 | 4 (40 %) | 3 (30 %) | 2 (20 %) | 1 (10 %) | (0 %) | (0 %) | 10 | B |
| 5 | (0 %) | (0 %) | 10 (100 %) | (0 %) | (0 %) | (0 %) | 10 | C |

Legend:

- A: Green
- B: Blue
- C: Maroon
- D: Yellow
- E: Dark Blue
- Space: Red

3.4 The student will identify and relate interactions of populations of organisms within an ecosystem.

| Question Number | A | B | C | D | E | Space | All | CorrectAnswer |
|-----------------|----------|----------|----------|----------|-------|-------|-----|---------------|
| 1 | 1 (10 %) | (0 %) | 3 (30 %) | 6 (60 %) | (0 %) | (0 %) | 10 | D |
| 2 | (0 %) | 2 (20 %) | 8 (80 %) | (0 %) | (0 %) | (0 %) | 10 | C |

The Item Analysis by Standard report reflects student performance on multiple-choice items only; constructed-response items have a separate report, [Constructed-Response Item Analysis by Standard](#).

Ranked/Alphabetical Student Report

This report reflects the students' final scores on an assessment, not just their scores on the multiple choice portion.

STIAssessment

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Communication Assessment Management TestSCOPE™ Reports

Home Resources → Reports | Analysis | Class Reports Group | Ranked Student Report
User: Tammy Duncan

Select Sub-Report: Ranked/Alphabetical Student Report ▼

School **Jefferson 5th & 6th Grade School**
 Teacher **Eiger, Elisa**
 Class **ALL**
 Test **216736 - Ecology Quiz**
 Date **September 06, 2007**

Sort Field Rank ▼ Ascending ▼

| Rank | Student Name | Result | Score |
|---------------------|---------------------|--------|---------|
| 1 | Beagle, Snoopy | 5 of 5 | 100.00% |
| 1 | Van Pelt, Linus | 5 of 5 | 100.00% |
| 3 | Littlebird, Harriet | 4 of 5 | 80.00% |
| 4 | Beagle, Belle | 3 of 5 | 60.00% |
| 4 | Beagle, Spike | 3 of 5 | 60.00% |
| 4 | Byrd, Woodstock | 3 of 5 | 60.00% |
| 7 | Curley, Frieda | 2 of 5 | 40.00% |
| 7 | Larkin, Bill | 2 of 5 | 40.00% |
| 7 | Ptitsa, Oliver | 2 of 5 | 40.00% |
| 7 | Vogel, Conrad | 2 of 5 | 40.00% |
| 10 Student Averages | | 3 of 5 | 62 % |

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Standards Mastery

The Standards Mastery report reflects student performance on multiple-choice items only.

Select Sub-Report: Standards Mastery

Submit

School: Jefferson 5th & 6th Grade School
 Teacher: Eiger, Elisa
 Class: ALL
 Test: 216736 - Ecology Quiz
 Date: September 06, 2007

3.4.1 - recognizes that all populations living together (biotic resources) and the physical factors (abiotic resources) with which they interact compose an ecosystem.

| CutScore Desc | Number of Students | Percentage of Group |
|------------------------|--------------------|---------------------|
| Exemplary | | 0% |
| Exceeds Standards | 3 | 30 % |
| Meets Standards | | 0% |
| Approaching Standard 7 | | 70 % |
| Academic Warning | | 0% |

(30 %) 3 of 10 Students have mastered this Learning Standard.

| CutScore Description | Scored % |
|----------------------|----------|
| Exemplary | 0 |
| Exceeds Standards | 30 |
| Meets Standards | 0 |
| Approaching Standard | 70 |
| Academic Warning | 0 |

Legend:

- Exemplary
- Exceeds Standards
- Meets Standards
- Approaching Standard
- Academic Warning

3.4 - The student will identify and relate interactions of populations of organisms within an ecosystem.

Student Responses

This report is good for finding cheaters and students who did not try their hardest. For example, in the accompanying screenshot, you can see that Conrad and Oliver both answered C for all the items.

| studID | StudentName | 123456789 |
|---------|--------------------------------|----------------|
| 1489906 | Beagle, Snoopy Pts: 100 | bdcac ----- |
| 1489907 | Byrd, Woodstock Pts: 60 | ddcbc x--x- |
| 1494997 | Beagle, Spike Pts: 60 | accac xx--- |
| 1494998 | Littlebird, Harriet Pts: 80 | bacac -x--- |
| 1494999 | Vogel, Conrad Pts: 40 | ccccc xx-x- |
| 1495000 | Ptitsa, Oliver Pts: 40 | ccccc xx-x- |
| 1495001 | Larkin, Bill Pts: 40 | adbbc x-xx- |
| 1495794 | Van Pelt, Linus Pts: 100 | bdcac ----- |
| 1495795 | Curley, Frieda Pts: 40 | adbdc x-xx- |
| 1495796 | Beagle, Belle Pts: 60 | adcdc x--x- |

Since it provides an analysis of which answer choices students selected, the Student Response report covers multiple-choice items only. If students took their assessments online, their written work for constructed-response items can be viewed through the Student Performance reports.

| Item | Student Answer | Correct Answer | Correct | CR Score | STI ID | State ID |
|------|----------------------|----------------|---------|----------|--------|----------|
| 1 | D | B | X | | 834655 | 3.4.1 |
| 2 | D | D | ✓ | | 834654 | 3.4 |
| 3 | C | C | ✓ | | 834654 | 3.4 |
| 4 | B | A | X | | 834688 | 6.2 |
| 5 | C | C | ✓ | | 834655 | 3.4.1 |
| 6 | Constructed Response | | | 2 | 834657 | 3.4.3 |
| 7 | Constructed Response | | | 10 | 834688 | 6.2 |
| 8 | Constructed Response | | | 3 | 834654 | 3.4 |

Constructed Response

Imagine that due to the popularity of the Harry Potter books, owls are suddenly in great demand as pets. Bird catchers trap all the owls and sell them to pet stores. What short-term and long-term consequences might this have on the ecosystem?

Hey! Why does everyone pick on the birds? It's so unfair!

If there are no owls to eat they, rabbit and mice will become more numerous.

A long term effect might be that the rabbits become so numerous that they eat all the grass and then starve. Because the rabbits ate all the food the crickets and mice will starve too. And then the frogs and snakes won't have anything to eat and they'll starve too.

Why is ecology so depressing?

Constructed Response Item Analysis by Standard

The Item Analysis by Standards Report for constructed-response items groups items by standard and shows the breakdown of scores.

Select Sub-Report: Constructed-Response Item Analysis By Standard

Submit

School: Jefferson 5th & 6th Grade School
 Teacher: Eiger, Elisa
 Class: ALL
 Test: 216736 - Ecology Quiz
 Date: September 06, 2007

Item Analysis for 10 Student(s)

3.4 (834654) The student will identify and relate interactions of populations of organisms within an ecosystem.

| Question # | Item ID | 0 points | 1 points | 2 points | 3 points | Mean |
|------------|----------|----------|----------|----------|----------|------|
| 8 | 10000246 | 2 (20%) | 1 (10%) | 3 (30%) | 4 (40%) | 1.9 |

3.4.3 (834657) traces the energy flow from the sun (source of radiant energy) to producers (via photosynthesis – chemical energy) to consumers and decomposers in food webs.

| Question # | Item ID | 0 points | 1 points | 2 points | Mean |
|------------|----------|----------|----------|----------|------|
| 6 | 10000236 | 3 (30%) | 2 (20%) | 5 (50%) | 1.2 |

The Constructed-Response Item Analysis by Standard covers constructed-response items only; multiple-choice items have a separate report, [Item Analysis by Standard](#).

Standards by Class

You have the option of viewing the graph for this report by overall multiple-choice average or by the percent scores for individual standards, and in bar or column format.

STIAssessment

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Home Resources → reports | Analysis | Class Reports Group | Standard by Class Report
User: Tammy Duncan

School Jefferson 5th & 6th Grade School
Teacher Eiger, Elisa
Test 216736 - Ecology Quiz
Date September 06, 2007
Class Eiger grade 5

| Student Name (Percentage Correct) | | | | | | | | |
|-----------------------------------|---------------|----------------|--------------|--------------------|--------------|---------------|-------------|----------------|
| Standards | Snoopy Beagle | Woodstock Byrd | Spike Beagle | Harriet Littlebird | Conrad Vogel | Oliver Ptitsa | Bill Larkin | Linus Van Pelt |
| All Standards | 100.00% | 60.00% | 60.00% | 80.00% | 40.00% | 40.00% | 40.00% | 100.00% |
| 3.4 | 100.00% | 100.00% | 50.00% | 50.00% | 50.00% | 50.00% | 50.00% | 100.00% |
| 3.4.1 | 100.00% | 50.00% | 50.00% | 100.00% | 50.00% | 50.00% | 50.00% | 100.00% |
| 6.2 | 100.00% | 0.00% | 100.00% | 100.00% | 0.00% | 0.00% | 0.00% | 100.00% |

| Student Name (Percentage Correct) | | |
|-----------------------------------|---------------|--------------|
| Standards | Frieda Curley | Belle Beagle |
| All Standards | 40.00% | 60.00% |
| 3.4 | 50.00% | 100.00% |
| 3.4.1 | 50.00% | 50.00% |
| 6.2 | 0.00% | 0.00% |

Select Chart: Standards | Column Chart | View Chart

X-axis values

| | | |
|--------------------------------|----------------------------|---------------------------|
| 01 : Snoopy Beagle | 02 : Woodstock Byrd | 03 : Spike Beagle |
| 04 : Harriet Littlebird | 05 : Conrad Vogel | 06 : Oliver Ptitsa |
| 07 : Bill Larkin | 08 : Linus Van Pelt | 09 : Frieda Curley |
| 10 : Belle Beagle | | |

Standard by Class - Eiger grade 5

Class Performance by Teacher

If you are an SA, start by selecting a teacher. If you are a teacher, go directly to the class selection index page.

Select a class, then click the **Load Tests** button. An assessment-index table will appear.

(Note that despite what you see in the accompanying screenshots, you will not be selecting a school year; you will be limited to the current school year.)

The screenshot shows the STIAssessment web interface. At the top, there is a navigation bar with 'Home Resources' and 'Reports | Analysis | Class Performance By Teacher'. The user is identified as 'User: Tammy Duncan'. The main content area has two dropdown menus: 'Select School' set to 'DemoSTI Jefferson 5th & 6th Grade School' and 'Select Teacher' set to 'ALL'. A 'Submit' button is below these. Below the filters is a table titled 'Classes 1 To 7 Of 7' with columns for checkboxes, Class ID, Description, and Teacher. The last row is selected. Below the table is a 'Select Year' dropdown set to '2004-2005' and a 'Load Tests' button. At the bottom, there is a 'Sort Field' section with 'Test ID' selected, 'Ascending' order, and a 'Sort' button. Below this is a table titled 'Assessments 1 To 8 Of 8' with columns for 'View Report', 'Test ID', 'Description', and 'Date'. The footer contains the copyright notice '© 2007 Software Technology, Inc.'.

| Class ID | Description | Teacher | |
|-------------------------------------|-------------|-----------------|---------|
| <input type="checkbox"/> | 784709 | AllanTest | Allan |
| <input type="checkbox"/> | 784733 | AllanTest2 | allan |
| <input type="checkbox"/> | 681943 | Chaffey, 4 | Chris |
| <input type="checkbox"/> | 682056 | Grade 5 Class 2 | Michael |
| <input type="checkbox"/> | 682058 | Grade 6 Class 2 | Michael |
| <input type="checkbox"/> | 682055 | Grade 5 Class 1 | Missy |
| <input checked="" type="checkbox"/> | 682057 | Grade 6 Class 1 | Missy |

| View Report | Test ID | Description | Date |
|-----------------------------|---------|---|----------|
| View Report | 169348 | Social Studies Grade 6 Pre Test | 6/8/2005 |
| View Report | 169355 | Social Studies Grade 6 Post Test | 6/8/2005 |
| View Report | 169381 | Science Grade 6 Pre Test | 6/8/2005 |
| View Report | 169387 | Science Grade 6 Post Test | 6/8/2005 |
| View Report | 169393 | English / Language Arts Grade 6 Pre Test | 6/8/2005 |
| View Report | 169401 | Math Grade 6 Pre Test | 6/8/2005 |
| View Report | 169406 | English / Language Arts Grade 6 Post Test | 6/8/2005 |
| View Report | 169413 | Math Grade 6 Post Test | 6/8/2005 |

Click the blue [View Report](#) link for the assessment for which you want a report.

| | | |
|---------------|--|--|
| School | DemoSTI Jefferson 5th & 6th Grade School | |
| Test | 169406 - English / Language Arts Grade 6 Post Test | |
| Date | 6/8/2005 | |

Selected Class(es)

| Class ID | Description | Teacher Name |
|----------|-----------------|----------------|
| 682057 | Grade 6 Class 1 | Alvarez, Missy |

| Standards | Class IDs (Percentage Correct) | |
|----------------------|--------------------------------|----------------|
| | 682057 | School Average |
| All Standards | 78.25% | 77.25% |
| 1.2 | 90.00% | 85.00% |
| 1.3 | 74.29% | 75.00% |
| 1.4 | 78.67% | 78.67% |
| 2.1 | 80.00% | 77.14% |
| 2.2 | 83.33% | 75.00% |
| 3.1 | 74.00% | 74.00% |
| 3.3 | 80.00% | 82.50% |

Select Chart: Standards | Bar Chart |

Class Performance By Teacher

| Standard | Class Performance (%) | School Average (%) |
|----------|-----------------------|--------------------|
| 1.2 | 90 | 85 |
| 1.3 | 74.29 | 75 |
| 1.4 | 78.67 | 78.67 |
| 2.1 | 80 | 77.14 |
| 2.2 | 83.33 | 75 |
| 3.1 | 74 | 74 |
| 3.3 | 80 | 82.5 |

Class Performance by Teacher

This report is not available at the teacher level. If you are an SA, start by selecting teachers. Click the **Load Tests** button. An assessment-index table will appear.

Click the blue [View Report](#) link for the assessment for which you want a report.

STIAssessment

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[Home](#) | [Resources](#) | [Reports](#) | [Analysis](#) | [Teacher Performance](#)

User: Tammy Duncan

Select School DemoSTI Jefferson 5th & 6th Grade School ▼

Classes 1 To 5 Of 5

| <input type="checkbox"/> | Teacher ID | Teacher Name |
|-------------------------------------|------------|--------------------|
| <input checked="" type="checkbox"/> | 937516 | Ackard, Michael |
| <input type="checkbox"/> | 957128 | allan, allan |
| <input checked="" type="checkbox"/> | 937515 | Alvarez, Missy |
| <input type="checkbox"/> | 937679 | Fitzsimmons, Chris |
| <input type="checkbox"/> | 957096 | Sanschagrin, Allan |

Select Year 2004-2005 ▼

Sort Field Test ID ▼ Ascending ▼

Assessments 1 To 10 Of 15

| | Test ID | Description | Date |
|-----------------------------|---------|--|----------|
| View Report | 169347 | Social Studies Grade 5 Pre Test | 6/8/2005 |
| View Report | 169348 | Social Studies Grade 6 Pre Test | 6/8/2005 |
| View Report | 169354 | Social Studies Grade 5 Post Test | 6/8/2005 |
| View Report | 169355 | Social Studies Grade 6 Post Test | 6/8/2005 |
| View Report | 169375 | Science Grade 5 Pre Test | 6/8/2005 |
| View Report | 169381 | Science Grade 6 Pre Test | 6/8/2005 |
| View Report | 169386 | Science Grade 5 Post Test | 6/8/2005 |
| View Report | 169387 | Science Grade 6 Post Test | 6/8/2005 |
| View Report | 169392 | English / Language Arts Grade 5 Pre Test | 6/8/2005 |
| View Report | 169393 | English / Language Arts Grade 6 Pre Test | 6/8/2005 |

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

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The report compares how the two teachers' students performed on the standards assessed by the assessment.

| | | | |
|---------------|---|--|--|
| School | DemoSTI Jefferson 5th & 6th Grade School | | |
| Test | 169354 - Social Studies Grade 5 Post Test | | |
| Date | 6/8/2005 | | |

Selected Teacher(s)

| TeacherID | Teacher Name |
|-----------|-----------------|
| 937515 | Alvarez, Missy |
| 937516 | Ackard, Michael |

| Standards | Teacher IDs (Percentage Correct) | | |
|----------------------|----------------------------------|---------------|----------------|
| | 937515 | 937516 | School Average |
| All Standards | 78.40% | 81.20% | 79.80% |
| 1.1 | 70.00% | 90.00% | 80.00% |
| 1.2 | 70.00% | 70.00% | 70.00% |
| 1.3 | 70.00% | 70.00% | 70.00% |
| 1.4 | 70.00% | 60.00% | 65.00% |
| 1.5 | 70.00% | 90.00% | 80.00% |
| 2.1 | 60.00% | 80.00% | 70.00% |
| 2.2 | 60.00% | 100.00% | 80.00% |
| 2.3 | 100.00% | 60.00% | 80.00% |
| 2.4 | 90.00% | 80.00% | 85.00% |
| 2.4.1 | 80.00% | 70.00% | 75.00% |
| 3.1 | 80.00% | 90.00% | 85.00% |
| 3.2 | 70.00% | 80.00% | 75.00% |
| 3.3 | 60.00% | 90.00% | 75.00% |
| 3.4 | 90.00% | 60.00% | 75.00% |
| 3.5 | 80.00% | 90.00% | 85.00% |
| 4.1 | 86.67% | 76.67% | 81.67% |
| 4.2 | 85.00% | 90.00% | 87.50% |
| 5.1 | 82.50% | 87.50% | 85.00% |

[Export To Excel](#)

Select Chart Standards ▾ Bar Chart ▾ [View Chart](#)

Teacher Performance

| Teacher | Percentage Correct |
|--------------------|--------------------|
| Teacher 1 (Green) | 70 |
| Teacher 2 (Blue) | 90 |
| Teacher 3 (Purple) | 80 |

Class Performance Growth

Similar to the Student Performance Growth Report, this report allows you to compare class performance across two or more assessments.

Test 169355 - Social Studies Grade 6 Post Test
Date 6/8/2005

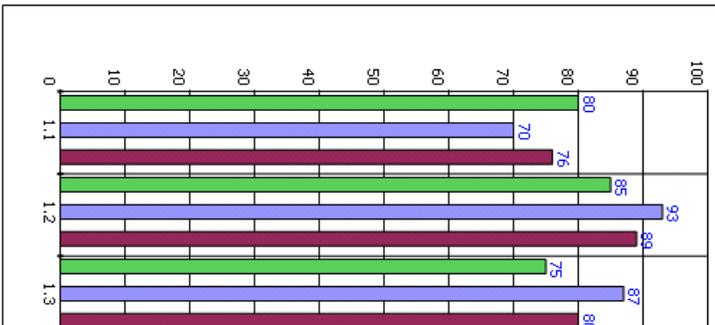
Selected Schools(s)

| School ID | Name |
|-----------|--|
| 2266 | DemoSTI Jefferson 5th & 6th Grade School |
| 2267 | DemoSTI Madison 5th & 6th Grade School |

| Standards | School IDs (Percentage Correct) | | |
|----------------------|---------------------------------|--------|------------------|
| | 2266 | 2267 | District Average |
| All Standards | 76.50% | 81.33% | 78.57% |
| 1.1 | 80.00% | 70.00% | 75.71% |
| 1.2 | 85.00% | 93.33% | 88.57% |
| 1.3 | 75.00% | 86.67% | 80.00% |
| 1.4 | 60.00% | 80.00% | 68.57% |
| 1.5 | 85.00% | 93.33% | 88.57% |
| 2.1 | 90.00% | 83.33% | 87.14% |
| 2.2 | 80.00% | 73.33% | 77.14% |
| 2.3 | 72.50% | 73.33% | 72.86% |
| 2.4 | 85.00% | 80.00% | 82.86% |
| 2.4.1 | 67.50% | 90.00% | 77.14% |
| 3.1 | 77.50% | 83.33% | 80.00% |
| 3.2 | 65.00% | 83.33% | 72.86% |
| 3.3 | 75.00% | 86.67% | 80.00% |
| 3.4 | 75.00% | 86.67% | 80.00% |
| 3.5 | 85.00% | 93.33% | 88.57% |
| 4.1 | 72.86% | 80.95% | 76.33% |
| 5.1 | 79.00% | 77.33% | 78.29% |

Select Chart Standards

School Performance



| Standard | School 2266 (%) | School 2267 (%) | District Average (%) |
|----------|-----------------|-----------------|----------------------|
| 1.1 | 80 | 70 | 76 |
| 1.2 | 85 | 93 | 89 |
| 1.3 | 75 | 87 | 80 |

Class Pre/Post Performance Growth

Use this report to compare a class's performance on a pre-test and a post-test. This report differs from the Class Performance Growth Report only in that it allows you to select no more than two assessments.

Class Performance by Sub-Population

This report compares performance of students in different demographic groups by standard.

STIAssessment

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Communication Assessment Management TestSCOPE 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

| 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% |

Overview Report (Grade Performance Report)

The Overview Report for a class shows information about the structure of the assessment as well as other useful information about the assessment, such as the class mean (average). It breaks down the results for the multiple-choice and constructed-response portions of the assessment, 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.

Teachers may view results for their classes, SA’s for their schools.

STIAssessment www.sti-k12.com [Help](#) [Logout](#)
Communication Assessment Management TestSCOPE Reports
 Home Resources -> **Reports** | Analysis | Group Reports | Overview User: Tammy Duncan

Overview

| | | |
|----------------|----------------------------------|--|
| School | Jefferson 5th & 6th Grade School | Test Information Multiple Choice 35%, 5 items Constructed Response 65%, 15 points Target Score 75% Class Mean 74% |
| Teacher | Eiger, Elisa | |
| Class | ALL | |
| Test | Ecology Quiz | |
| Date | September 06, 2007 | |

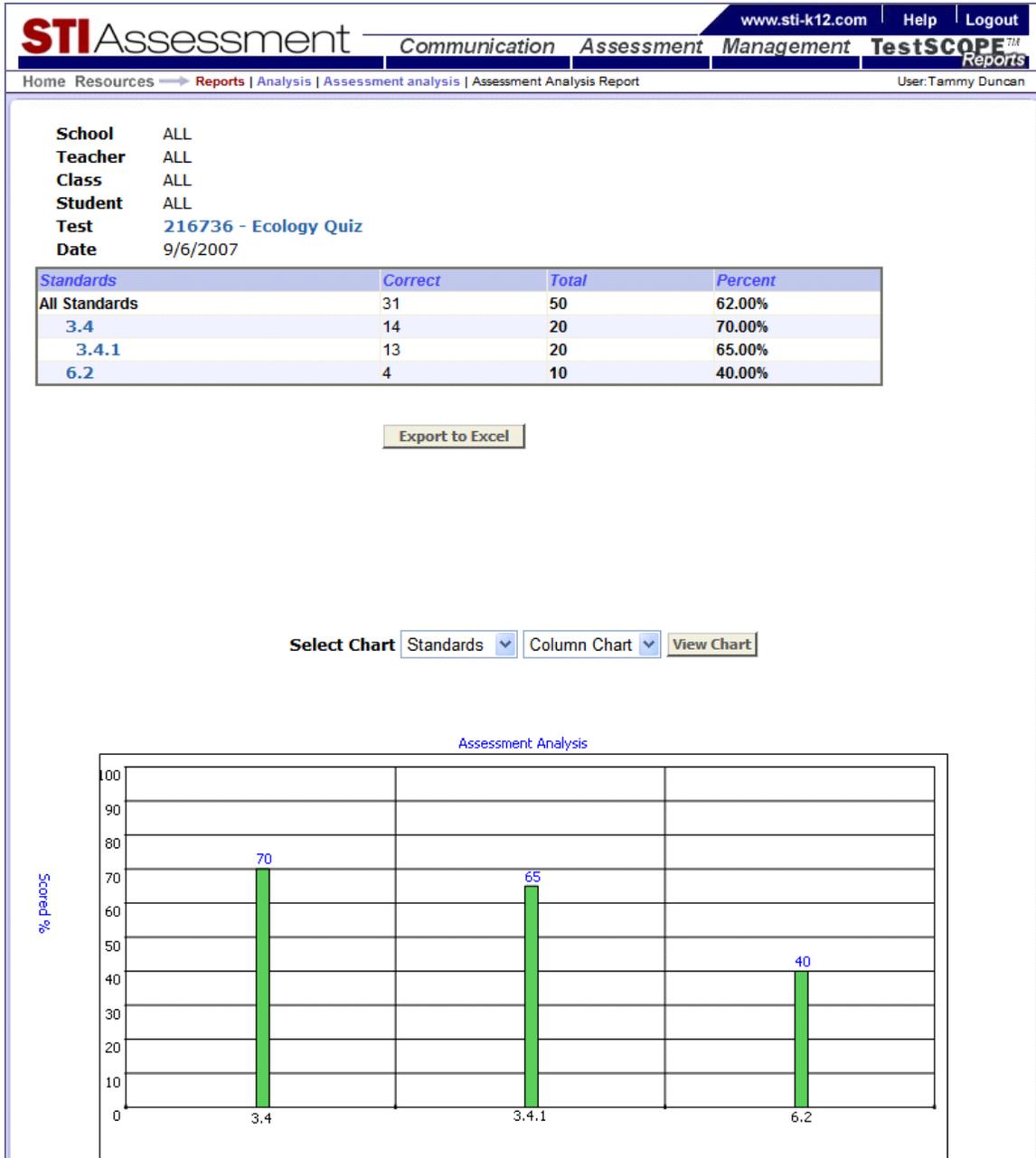
| Student Name | MC Result | MC Score | MC Weighted Score | CR Result | CR Score | CR Weighted Score | Score | Difference (Actual-Target) | Performance / Achievement |
|---------------------|-----------|----------|-------------------|-----------|----------|-------------------|-------|----------------------------|---------------------------|
| Beagle, Snoopy | 5 of 5 | 100% | 0.35 | 14 of 15 | 93% | 0.6067 | 96% | 21% | Exemplary |
| Byrd, Woodstock | 3 of 5 | 60% | 0.21 | 15 of 15 | 100% | 0.65 | 86% | 11% | Exceeds Standards |
| Beagle, Spike | 3 of 5 | 60% | 0.21 | 7 of 15 | 47% | 0.3033 | 51% | -24% | Academic Warning |
| Littlebird, Harriet | 4 of 5 | 80% | 0.28 | 15 of 15 | 100% | 0.65 | 93% | 18% | Exemplary |
| Vogel, Conrad | 2 of 5 | 40% | 0.14 | 14 of 15 | 93% | 0.6067 | 75% | 0% | Meets Standards |
| Ptitsa, Oliver | 2 of 5 | 40% | 0.14 | 8 of 15 | 53% | 0.3467 | 49% | -26% | Academic Warning |
| Larkin, Bill | 2 of 5 | 40% | 0.14 | 12 of 15 | 80% | 0.52 | 66% | -9% | Approaching Standard |
| Van Pelt, Linus | 5 of 5 | 100% | 0.35 | 15 of 15 | 100% | 0.65 | 100% | 25% | Exemplary |
| Curley, Frieda | 2 of 5 | 40% | 0.14 | 7 of 15 | 47% | 0.3033 | 44% | -31% | Academic Warning |
| Beagle, Belle | 3 of 5 | 60% | 0.21 | 14 of 15 | 93% | 0.6067 | 82% | 7% | Meets Standards |

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Analysis Reports – Assessments

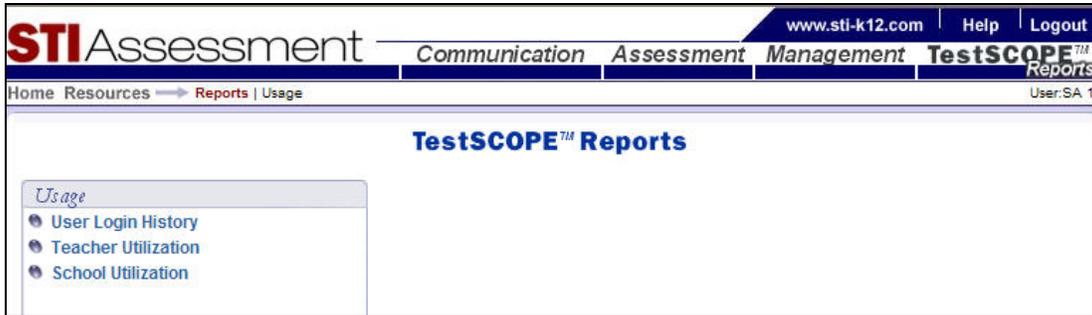
Assessment Analysis

This report indicates the total of all correct responses compared to the total responses, giving a percentage correct per standard.



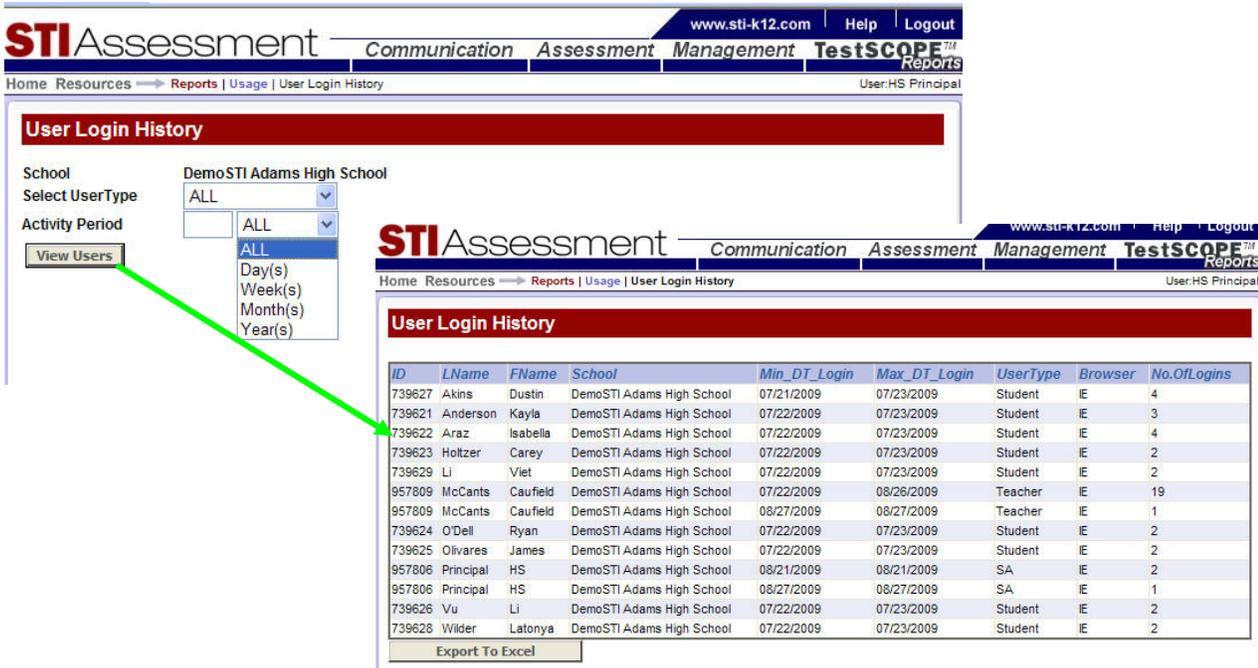
Usage

This group of reports is available to the School Administrator, as well as to the DACur where noted. Click the red **Usage** link on the navigation bar to see the home page for the usage section of TestSCOPE.



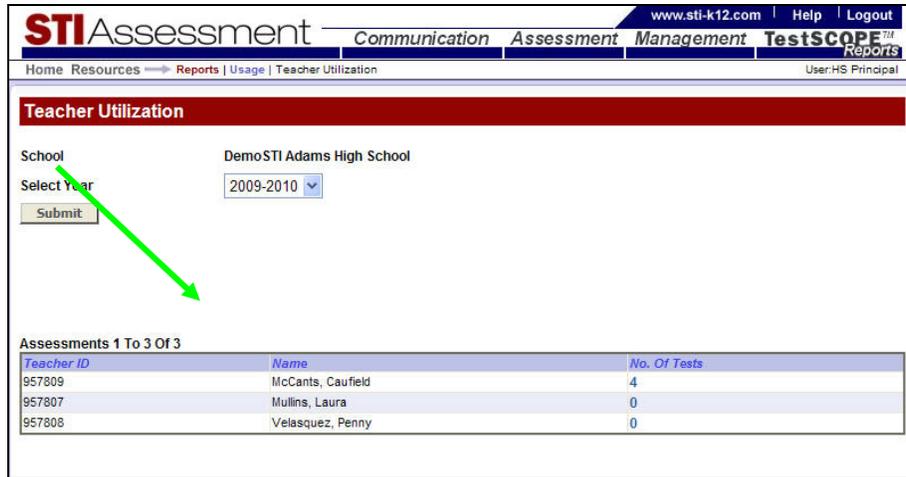
User Login History

This report is also available to the DACur.



Teacher Utilization

This report provides the number of assessments created by a particular during a year. The DACur can view only the number (s)he created.



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Communication Assessment Management TestSCOPE Reports

Home Resources **Reports** | Usage | Teacher Utilization User:HS Principal

Teacher Utilization

School DemoSTI Adams High School

Select Year 2009-2010

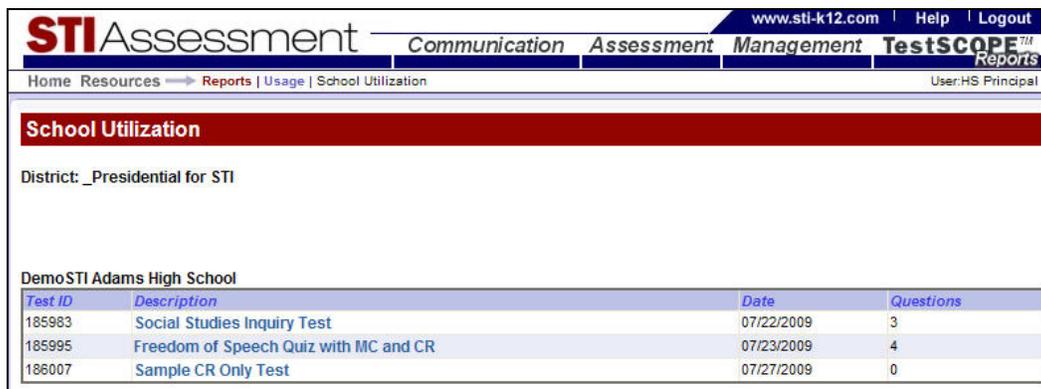
Submit

Assessments 1 To 3 Of 3

| Teacher ID | Name | No. Of Tests |
|------------|-------------------|--------------|
| 957809 | McCants, Caufield | 4 |
| 957807 | Mullins, Laura | 0 |
| 957808 | Velasquez, Penny | 0 |

School Utilization

This report yields a list of assessments that have been taken in the school.



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Communication Assessment Management TestSCOPE Reports

Home Resources **Reports** | Usage | School Utilization User:HS Principal

School Utilization

District: _Presidential for STI

DemoSTI Adams High School

| Test ID | Description | Date | Questions |
|---------|---------------------------------------|------------|-----------|
| 185983 | Social Studies Inquiry Test | 07/22/2009 | 3 |
| 185995 | Freedom of Speech Quiz with MC and CR | 07/23/2009 | 4 |
| 186007 | Sample CR Only Test | 07/27/2009 | 0 |

Class by Teacher

Select a school and teacher and click the **Submit** button to view a list of the classes taught.

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STIAssessment Communication Assessment Management TestSCOPE Reports

Home Resources -> Reports | Administrative | Classes by Teacher User: Tammy Duncan

Select School: Jefferson 5th & 6th Grade School

Select Teacher: Kendley, James

Submit

Classes 1 To 3 Of 3

| Class ID | Class | Grade | No. Of Students |
|----------|--------|-------|-----------------|
| 1203184 | First | 5 | 2 |
| 1220356 | g6demo | 6 | 3 |
| 1203185 | Second | 5 | 1 |

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Archived Reports

To access previous years' reports, click on the **Archived Reports** link on the login page. This link directs users to an alternate STIAssessment Web site with access to historical TestSCOPE® data.



1. Log in using the login authentication that you used in the year archived. If you have changed your login on the current www.stiassessment.com Web site, those login changes are not reflected in the archived Web site.
2. Click on TestSCOPE® Reports.

Note: Neither Communication, Assessment, nor Management functions are available on the archived site, only TestSCOPE® Reports.