

## Overview

**Purpose:** To provide test participation data and measures of central tendency for all tests taken within a district or a school

**Features:** The Score Analysis Report displays this data:

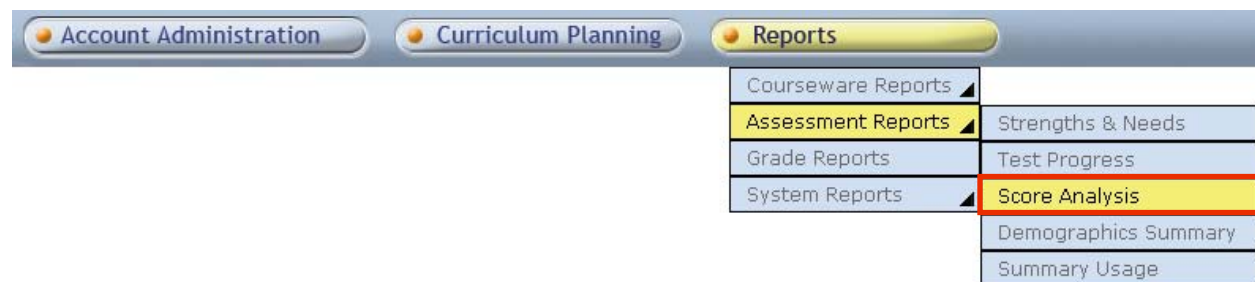
- Total number of learners assigned within each class
- Participation data displayed by class
- Total number of completed tests
- Total number of tests in progress
- Total number of tests not started
- Measures of central tendency (mean, median, mode, standard deviation, and range) based on all tests completed in each district, school, or class

**Usage:** Use the Score Analysis Report to

- track completion and test participation at a district, school, or class level;
- identify the mean, or average, score of each learner on a test;
- determine the number of students who completed the test;
- see the percentage of assigned students who have contributed to the aggregate score.

**Generate:** Monthly, or in conjunction with testing sessions

## Generating Your Score Analysis Report



1. From the **Reports** drop-down menu on your Home page, point to **Assessment Reports**.
2. Select **Score Analysis**.

3. Select a **Level** (School or Class).
4. Select a **School**.
5. Click the **Look Up** button.



### Remember...

The report will generate data for only one test or assignment at a time.

6. In the **View Assessment Report** field, select either **By Tests** or **By Assignments**.
7. Click the calendars to choose a **Date Range**.
8. Click **Go**.



### Quick Tip

The **Score Analysis Report** will display data for one or more classes at a time.

## Look Up Test Assignments View

Look Up Test

View Assessment Report:  ▼

Date Range:  to

Assignments	Start Date	Due Date
<input type="checkbox"/> Strand Geometry Standards-Based Benchmark Test Version 2_2 <input checked="" type="radio"/> 10th Grade New Mexico Math Standards-Based Benchmark Test Version 2	12/03/2007	05/29/2008
<input type="checkbox"/> Breeden/Strand/Rivera Geometry Standards-Based Benchmark Test Version 2_2 <input type="radio"/> 10th Grade New Mexico Math Standards-Based Benchmark Test Version 2	12/03/2007	05/29/2008
<input type="checkbox"/> Breeden/Strand/Rivera Alg II & III Standards-Based Benchmark Test Version 2_2 <input type="radio"/> 11th Grade New Mexico Math Standards-Based Benchmark Test Version 2	12/03/2007	05/29/2008

9. Select one **Assignment** (or one **Test**).

10. Click **OK**.

11. Click **Go** to generate your report.

## Understanding Your Score Analysis Report

### Assessment Report: Score Analysis (School Level)

Display: Summary View by Assignments **1**

<b>Account</b>	Account 1
<b>PlatoName</b>	Teacher 1
<b>2 School</b>	School C
<b>Assignment</b>	Strand Geometry Standards-Based Benchmark Test Version 2_2
<b>Test</b>	10th Grade New Mexico Math Standards-Based Benchmark Test Version 2

Student Count by Class (Number of Students Participating in the Test) <b>6</b> <b>7</b>				
<b>3 Classroom</b>	<b>4 Total Students</b>	<b>5 Completed</b>	In Progress	Not Started
093 Strand Geometry Period 3	26	21	5	0
093 Strand Geometry Period 6	19	15	4	0

<b>9 Measures of Central Tendency</b>	<b>8 Score</b>
<b>Arithmetic Mean Score</b> The arithmetic mean of a set of values is the sum of all values, divided by the number of values.	30%
<b>Median Score</b> The median is the middle value of a list of the arithmetic mean of the two middle values.	28%
<b>Mode Score</b> The Mode is the most commonly occurring value or values in a set of values.	30%
<b>Standard Deviation</b> The statistical measurement of dispersion about an average.	15
<b>Range Score</b> The range of a list is the largest value in the set minus the smallest value in the set.	65% (0%-65%)

*Sample report*

## Report Key

### View By Assignment or By Test

- 1 Display:** Indicates how data is displayed
- 2 Report Summary (includes Account, PLATOName, School, Class, Assignment, and Test):** The search criterion on which the report is based
- 3 Classroom:** Displays the list of classes in a school or the schools within a district (depending on Administrative rights)
- 4 Total Students:** The total number of students participating in the test
- 5 Completed:** The total number of students who completed the test
- 6 In Progress:** The total number of students with a test in progress

- 7 Not Started:** The total number of students who have not started the test
- 8 Score:** All items on completed tests contribute to the measures of central tendency scores.
- 9 Measures of Central Tendency:** Mean, median, mode, standard deviation, and range (See *Understanding the Measures of Central Tendency Data* chart for more information.)

### Understanding the Measures of Central Tendency Data

Measures of Central Tendency	Score
<b>Arithmetic Mean Score</b> The arithmetic mean of a set of values is the sum of all values, divided by the number of values.	<b>a</b> 30%
<b>Median Score</b> The median is the middle value of a list of the arithmetic mean of the two middle values.	<b>b</b> 28%
<b>Mode Score</b> The Mode is the most commonly occurring value or values in a set of values.	<b>c</b> 30%
<b>Standard Deviation</b> The statistical measurement of dispersion about an average.	<b>d</b> 15
<b>Range Score</b> The range of a list is the largest value in the set minus the smallest value in the set.	<b>e</b> 65% (0%-65%)

- a Arithmetic Mean Score:** This section details the mean (average) score for your school for each session of this test. The mean score gives you the average level of proficiency for your school.
- b Median Score:** The median is the middle score in the list of all student scores for this test. The median score is noted for all assessment sessions within this series. This score provides an additional picture of the midpoint on this assessment. The median is generally not affected by extreme high or low scores.
- c Mode Score:** The mode is the most frequently occurring score for all students who completed this test within your school. The mode can help you identify the most common score among students in your school.
- d Standard Deviation:** The standard deviation gives a sense of which sets of test scores are more stable or consistent than others. It tells how far above or below a score is from the average. A high standard deviation shows that the data is widely spread, and a low standard deviation shows that the data is clustered closely around the mean.
- e Range Score:** The range score is calculated by subtracting the lowest score from the highest score on all graded tests. Ideally, the range should be small, meaning that the students' scores were relatively similar. If the range is large, students' scores are widely scattered.



#### Quick Tip

Low numbers of test completion on this report may alert administrators to look at the **Summary Usage Assessment Report** to see which students are on track for completion.

## Getting the Most from Your Data

The data from this report will help you monitor how classes in your school are performing on specific tests. Here are some usage implications:

- By looking at the number of students who have not started tests or who have tests in progress, you can see if students or classes are on track for completion of benchmark tests within the desired timeframe.
- By looking at the **Measures of Central Tendency**, you can determine the most common scores, mid-point scores, and average levels of proficiency to establish a need for concept review.
- Look at the **Range Score** to determine the spread across student scores. A short range is ideal, but if it is scattered, it may indicate inconsistencies in how students are learning.