

## Overview

**Purpose:** To identify specific areas of strength and weakness for a class as a whole and for individual students, based on a single test

**Features:** For each test, you can view the following information:

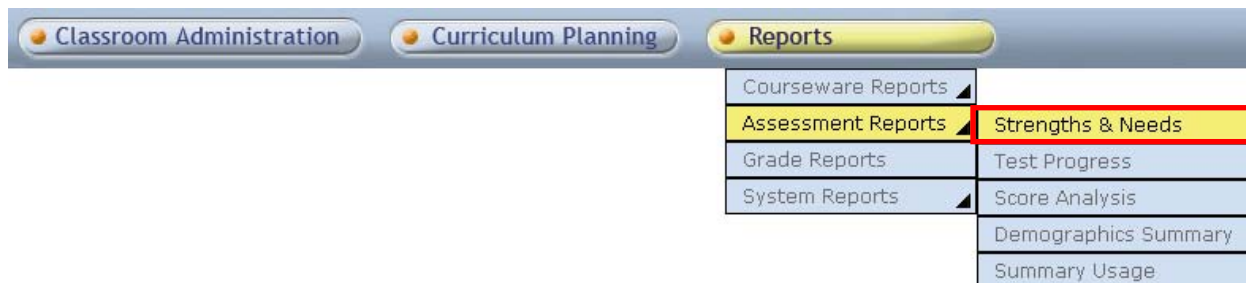
- Class average for each reporting category, framework, or standard
- Each student's overall score
- Each student's average score for each reporting category, framework, or standard
- Mapping of test questions to standards
- Students grouped by their levels of performance (performance categories)
- Preset or customized performance categories

**Usage:** This report lets you

- quickly identify students needing help on specific skills without looking at their test scores;
- view student performance data grouped by strengths and weaknesses;
- identify students who are struggling with skills covered in the test;
- identify concepts needing whole-class instruction or review.

**Generate:** After administering each test

## Generating Your Strengths & Needs Report



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

The screenshot shows a web interface for generating an assessment report. At the top, there are three tabs: 'Classroom Administration', 'Curriculum Planning', and 'Reports'. The 'Reports' tab is active. Below the tabs, the page title is 'Reports Assessment Report: Strengths & Needs'. There are several dropdown menus and input fields: 'Level' is set to 'Class'; 'School' is 'School C'; 'Class' is 'Math Class 5'; 'Test' is '7th Grade Mathematics Standards-Based Benchmark Test 2003 (Versic'; 'Performance Categories' is 'State Categories'; and 'Structure' is 'Reporting Category'. There are two buttons: 'Look Up...' and 'Select...'. A red warning icon with the text 'C = Class is scheduled for Closeout' is visible. A 'Go' button is at the bottom.

3. In the report's search form (shown above), choose a **Class**.
4. Click the **Look Up** button to search for the test your report will be based on. A pop-up window will open.
5. From the **View Assessment Report** drop-down list, choose to run your report **By Tests** or **By Assignments**.
6. Click the calendars to select a date range. Only tests and assignments active during these dates will display. Then click **Go**.
7. Check the box for the one test or assignment that you want to base your report on. Then click **OK**.
8. Click the **Select** button to select performance ranges. Another pop-up window will open.
9. Click the **Account Categories** tab or the **State Categories** tab to select preset performance ranges. Or select the **New** tab to define your own performance ranges. If you've already saved ranges that you previously defined, select the **Saved** tab.
10. Click **OK**.

### Account Categories

Levels of performance are set by your account administrator, and only he or she can change them.

Performance Categories Template

Choose a Template below for the report you will be generating.

Category Name	Score Range
Meets Expectations	70% - 100%
Does Not Meet Expectations	40% - 69%
Far Below Expectations	0% - 39%

### State Categories

Levels of performance are based on the state standards entered into your account when it was created.

Performance Categories Template

Choose a Template below for the report you will be generating.

Category Name	Score Range
Pass+	67% - 100%
Pass	34% - 66%
Did not pass	0% - 33%

### New

Levels of performance that you define and save; they include determining the Category Names and Score Ranges.

Performance Categories Template

Choose a Template below for the report you will be generating.

Number of Categories:  ▼

Name the levels of Performance Categories and define their Score Ranges.

Category Name	Score Range
--- Enter Category Name ---	<input type="text" value="71"/> % - <input type="text" value="100"/> %
--- Enter Category Name ---	<input type="text" value="0"/> % - <input type="text" value="70"/> %
--- Enter Category Name ---	<input type="text"/> % - <input type="text"/> %

- If you selected a **Benchmark** test in step 7, select **Reporting Category, Framework,** or **Standard** from the **Structure** drop-down list. (See the Remember box below for descriptions of these options.) If you did not select a Benchmark test, click **Go**.
- If you selected **Standard** from the **Structure** drop-down list, select the state standards you want your report based on. Then click **Go**.

## Understanding Your Strengths & Needs Report

Assessment Reports: Strengths & Needs (Class Level) [View Overview](#) [View Summary](#) [View Category Breakdown](#) **1**

Display: Reporting Category by Test **2**

<b>Account</b>	Account 1
<b>PlatoName</b>	Teacher 1
<b>School</b>	School C
<b>3 Class</b>	Math Class 5
<b>4 Test Name</b>	7th Grade Mathematics Standards-Based Benchmark Test 2003 (Version 1 National)

**5 Overview**

Class Strength & Needs		
<b>6 Meets Expectations</b> Average Scores (70% - 100%)	<b>Does Not Meet Expectations</b> Average Scores (40% - 69%)	<b>Far Below Expectations</b> Average Scores (0% - 39%)
<b>8</b> 92% Geometry: 2a, 2b, 2c, 2d, 2e, 2f: Transformations, Symmetry & Similarity <b>7</b>	69% Algebra: 1a, 1b, 1c, 1d, 1e: Patterns, Relations, & Functions	37% Data Analysis and Probability: 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 4e, 4f: Inferences, Predictions & Probability
	67% Data Analysis and Probability: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 2f: Data Collection, Display & Statistical Analysis	33% Geometry 4a, 4b, 4c: Position & Direction <b>9</b>
	61% Measurement: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i: Attributes & Dimensions	

**10 Summary**

Class Strength & Needs (Summary by Learners)		
<b>Meets Expectations</b> Average Scores (70% - 100%)	<b>Does Not Meet Expectations</b> Average Scores (40% - 69%)	<b>Far Below Expectations</b> Average Scores (0% - 39%)
<b>12</b> 78% Learner 1 <b>11</b>	65% Learner 5	37% Learner 4
80% Learner 3		
85% Learner 2		
92% Learner 6		

**13 Category Breakdown**

Class Strength & Needs (Category Breakdown)		
<b>Meets Expectations</b> Average Scores (70% - 100%)	<b>Does Not Meet Expectations</b> Average Scores (40% - 69%)	<b>Far Below Expectations</b> Average Scores (0% - 39%)
<b>15</b> 76% Learner 2	<b>Algebra: 1a, 1b: Patterns, Relations, &amp; Functions</b>	33% Learner 6
80% Learner 1	50% Learner 3	
82% Learner 4	60% Learner 5	
	<b>Algebra: 2a, 2b: Quantitative Relationships</b>	
90% Learner 3	40% Learner 1	30% Learner 2
86% Learner 5	52% Learner 4	35% Learner 6
	<b>Data Analysis: 1a, 1b: Data Representation</b>	
72% Learner 6	62% Learner 1	36% Learner 5
85% Learner 4	50% Learner 3	
92% Learner 2		

Sample report, based on Reporting Categories (structure) and Account Categories (performance categories)

## Report Key

### View by Reporting Category

The descriptions below pertain to a report viewed by reporting category. Substitute “framework” or “standard” for reports based on those structures.

- 1 Section links:** Allow you to jump directly to the corresponding section of your report
- 2 Display:** Indicates whether the structure of the data displayed is by reporting category, framework, or standard and whether the report is based on an assignment or test
- 3 Class:** The specific class the report data is based on
- 4 Test Name:** The specific test the report data is based on
- 5 Overview:** Data in this section pertains to the class as a whole. It displays the average score for test questions corresponding to each reporting category shown. Results are grouped into columns (performance categories), based on the class’s level of performance.
- 6 Performance Categories:** Levels of performance; you can select preset Account Categories or State Categories—or you can define your own.
- 7 Reporting Categories:** Groups of like concepts (e.g., Measurement: Attributes and Units)
- 8 Scores:** The class average for each reporting category shown, based on all learners who took the test
- 9 Reporting Category numbers:** Internal PLATO Learning reporting category numbers covered by the corresponding test
- 10 Summary:** Data in this section pertains to each student who took the test and indicates how well each student scored compared to the other students. The report groups students into columns (performance categories) based their level of performance.
- 11 Learners:** The individual learners in the corresponding class who have submitted their tests for grading
- 12 Scores:** The overall test score each student received, grouped by level of performance (performance category)
- 13 Category Breakdown:** Data in this section pertains to each student who took the test. It shows how each student performed relative to each reporting category, rather than on the test as a whole.
- 14 Reporting Categories:** Groups of like concepts by which the test questions are categorized; they are the same reporting categories listed in the Overview section. They include the test question numbers correlated to the corresponding reporting category.
- 15 Scores:** Each student’s average score on test questions related to the corresponding reporting category; students are grouped into levels of performance (performance categories) based on these scores.



### Remember...

You can view your report by

- **reporting category:** groups the concepts tested into like categories;
- **framework:** groups reporting categories into larger groups of like concepts (often referred to as a strands);
- **standard:** matches test items to specific state standards.

16 Category Breakdown					
Class Strength & Needs (Category Breakdown)					
Meets Expectations Average Scores (70% - 100%)		Does Not Meet Expectations Average Scores (40% - 69%)		Far Below Expectations Average Scores (0% - 39%)	
Mathematics Curriculum Framework Revised 2004					
Grades K-8					
V. Strand: Data Analysis and Probability					
Standard 15 Data Analysis: Students shall select and use appropriate statistical methods to analyze data					
a. Data Analysis					
Grade 7					
DAP.15.7.1 Analyze data displays, including ways that they can be misleading Correlated Items: 15, 20, 22, 25, 27 18					
80%	Learner 1	52%	Learner 4	35%	Learner 5
72%	Learner 3	60%	Learner 6		
92%	Learner 2				
DAP.15.7.2 Analyze, with and without appropriate technology, a set of data by using and comparing measures of central tendencies (mean, median, mode) and measures of spread (range, quartile, interquartile range) Correlated Items: 8, 10, 21, 24, 29					
85%	Learner 1	50%	Learner 5	30%	Learner 4
79%	Learner 3	67%	Learner 2	35%	Learner 6

Sample report, based on Standards (Structure) and Account Categories (performance categories); only the Category Breakdown section is shown.

### Report Key View by Standard

- 16 Category Breakdown:** Data in this section shows how each student who took the test performed on questions related to the corresponding standard.
- 17 Standards:** The specific state or national standards being tested
- 18 Correlated Items:** The specific questions that test understanding of the corresponding standard; correlated items display only for reports viewed by standard and not by reporting category or framework.
- 19 Scores:** Each student's average score on test questions related to the corresponding standard; students are grouped into levels of performance (performance categories) based on these scores.

### Did You Know?

- You can select a **structure** (reporting category, framework, or standard) on which to view your data only if you run your report for a state or national benchmark test.
- If you run your report for a level assessment (pretest, posttest, or end-of-semester test), by default, the results will display by the test's section topics.

## Getting the Most from Your Data

Use this report to track how individual students and your class as a whole perform on test questions mapped to specific objectives. Then implement strategies such as those listed below to help learners perform better.

- Measure student progress from one testing session to the next.
- Identify content areas of greatest need and adjust pacing guides accordingly.
- As state tests approach, target instruction around objectives that have scores close to what is required to pass.
- Identify areas for which coaching and mentoring opportunities can help enhance your teaching.
- Identify students with common weaknesses for small-group instruction, as well as those students who require individualized instruction.
- Recommend after-school tutoring or extended learning opportunities on concepts that individual students are finding problematic.
- Identify commonalities among learning styles. For example, are auditory learners consistently scoring higher than kinesthetic learners? Adjust your teaching styles and resources accordingly.
- Modify seating charts so that higher performers sit with lower performers.
- Working with other teachers, regroup students to re-teach problematic concepts rather than re-teaching both concepts in a single classroom. For example, one teacher can work with a group on geometry while another teacher takes a group to work on fractions.
- Identify which students have mastered the skills and are ready for enrichment activities.



### Did You Know?

- No single benchmark test has items that cover all of a state's standards.
- Only the test items correlated (matched) to the corresponding standard, reporting category, or framework are figured into the score shown.