

Overview

Purpose: To track *average* scores for a district, school, class, or student on a series of like tests covering the same content (for example, compare pre, mid, and post tests for the same content)

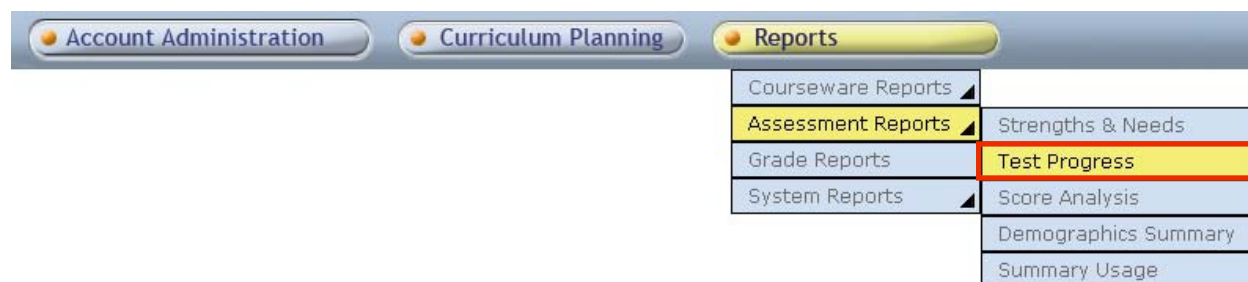
Features: Your Test Progress Report lets you

- view results for up to three tests or assignments simultaneously;
- compare results for several assignments of *different versions of a test*;
- compare results for several like tests (i.e., pre, mid, and post tests) across *all assignments*;
- view data in both table and graph formats;
- view scores by reporting category, framework, or standard.

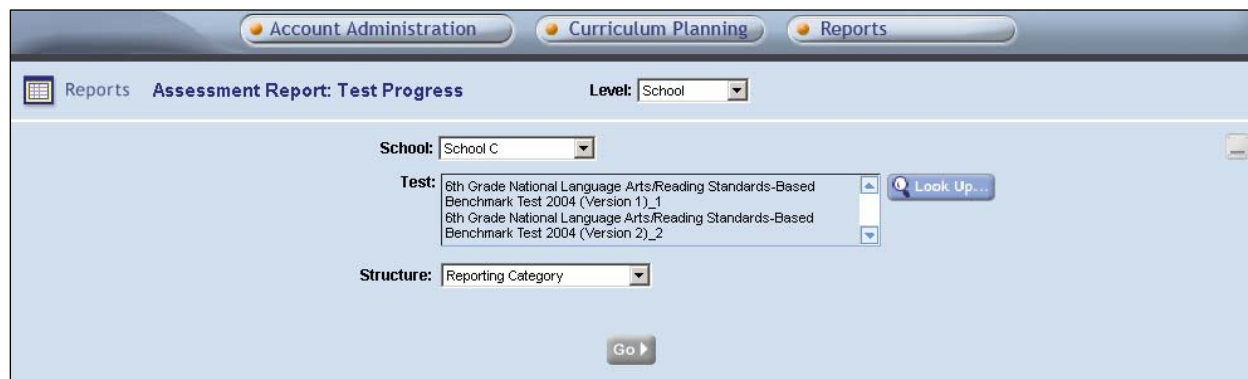
Usage: Evaluate school, class or learner understanding of individual concepts over time

Generate: After administering one test to see results and again after two or three tests to make comparisons

Generating Your Test Progress Report



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



3. From the **Level** drop-down list, choose **District** (applies to district administrators only), **School**, **Class** or **Learner**. (Selecting **District**, **School** or **Class** yields aggregated data for these entities. Selecting **Learner** yields data for an individual student.)

- If you selected **School** in step 3, select a school name from the **School** drop-down list. (If you're affiliated with only one school, this field may be disabled.) If you selected **Class** or **Learner** in step 3, select a class and/or a student name from the drop-down lists.
- Click the **Look Up** button to search for the tests your report will be based on. A pop-up window will open.
- From the **View Assessment Report** drop-down list, choose to run your report **By Tests** or **By Assignments**. (See the **Quick Tip** to the right for details about these options.)
- Click the calendar icons to select a date range. Only tests and assignments active during these dates will display. Then click **Go**.
- Check the boxes for the tests or assignments you want included in your report, up to a maximum of three. Then click **OK**.
- Select **Reporting Category**, **Framework**, or **Standard** from the **Structure** drop-down list. (See the **Remember** box below for descriptions of these options.)
- If you selected **Standard**, select the set of state or national standards for which you want to see test results.
- Click **Go** to generate your report.



Quick Tip

- Viewing your report by **assignment** lets you compare results for several assignments of different versions of a test.
- Viewing your report by **test** lets you compare results for several like tests covering the same content (i.e., pre, mid, and post tests) across *all assignments*.

Understanding Your Test Progress Report

Assessment Report: Test Progress (School Level)

Display: Reporting Category by Assignment **1**

Account	Account 1		
PlatoName	Administrator 1		
School	School C 2		
3 Test	1. (Start:09/06/2007 – End:09/20/2007) 6th Grade National Language Arts/Reading Standards-Based Benchmark Test 2004 (Version 1)_1 2. (Start:10/12/2007 – End:10/25/2007) 6th Grade National Language Arts/Reading Standards-Based Benchmark Test 2004 (Version 2)_2 4 3. (Start:11/23/2007 – End:12/10/2007) 6th Grade National Language Arts/Reading Standards-Based Benchmark Test 2004 (Version 3)_3		


5 Graph ID	Reporting Category 6	7 Test 1	Test 2	Test 3
1	Comprehension & Interpretation: Organizational Patterns	33%	50%	50%
2	Comprehension & Interpretation: Plot, Setting & Characterization 8	17%	50%	50%
3	Comprehension & Interpretation: Reading Strategies	60%	65%	75%
4	Comprehension & Interpretation: Summarization, Theme & Main Idea	14%	51%	61%

Sample report: School (level), view By Assignment and Reporting Category (structure)

Report Key

View by Reporting Category

- 1 Display:** Indicates whether the data is displayed by reporting category, framework, or standard and whether the report is based on a series of assignments or tests
- 2 Search Criteria:** The criteria your report is based on
- 3 Test:** The specific test names the data applies to
- 4 Start and End Dates:** When the assignment was given and when it is due (Note that these dates display only on reports run by assignment, and not by test.)
- 5 Graph ID:** A unique ID number for each reporting category shown; this number corresponds to a bar on the graph view of the report. (Reports viewed by framework and standard also have Graph IDs.)
- 6 Reporting Category (structure):** The breakdown of concepts covered in the tests shown; each reporting category is a group of like concepts.
- 7 Test series:** The tests being compared on the report; the specific names of these tests are shown in the summary section of the report (see Report Key #3).
- 8 Score:** For each test in the series, the *average* score the school (class or learner) received on questions that correspond to each reporting category (or framework or standard) shown

 **Remember...**

You can view your report

- by **reporting category**, which groups the concepts tested into like categories;
- by **framework**, which groups reporting categories into larger groups of like concepts (often called strands);
- by **standard**, which matches test items to specific state standards.

View by Standard

Graph ID	Standard 9	Test 1	Test 2	Test 3
	English Language Arts Framework 2003 C. Strand: Reading Standard 09. Comprehension: Students shall apply a variety of strategies to read and comprehend printed material. Grade 06 d. Using inferences and interpretations			
1	R.9.6.07 Make inferences and draw conclusions about characters' traits and actions based on plot, setting, motives, and responses to other characters 10 Test 1 Correlated Items: 3, 21, 24, 41, 43,; Test 2 Correlated Items: 3, 21, 26, 40, 50, 52,; Test 3 Correlated Items: 4, 25, 41, 48,	17%	51%	60%
2	R.9.6.08 Analyze literary elements of character, plot, and setting Test 1 Correlated Items: 3, 21, 24, 41, 43,; Test 2 Correlated Items: 3, 21, 26, 40, 50, 52,; Test 3 Correlated Items: 4, 25, 41, 48,	17%	55%	59%
3	R.9.6.09 Compare the actions, motives and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme Test 1 Correlated Items: 3, 21, 23, 24, 41, 43,; Test 2 Correlated Items: 3, 19, 21, 26, 40, 49, 50, 52, 54,; Test 3 Correlated Items: 8, 19, 25, 48, 50,	22%	45%	64%

Sample report: View by Standard (structure)

9 Standard (structure): The breakdown of specific state standards that are covered by the items in the tests shown

10 Correlated Items: The specific questions on each test that address the corresponding state standard

Graph View

This view of the report (not shown) displays a bar graph that represents the same data shown in the tabular view. Each bar represents one reporting category, framework, or standard, depending on how you run your report.



Did You Know?

- No single test has items that cover all of a state's standards.
- When viewing your report by **standard**, only the test items correlated (matched) to each standard are figured into the score shown.

Getting the Most from Your Data

This report will help you monitor how school, class, or learner understanding of specific concepts progresses during the school year. The data can help you plan the following strategies to help learners perform better:

- Identify problematic concepts across classes; then help teachers collaborate to review these concepts with students in large-group sessions.
- Work with teachers to develop pacing guides that give extra teaching time to concepts that previous reports have shown to be difficult for most students.
- Find a mentor, outside resources, or professional development opportunities to enhance teachers' ability to teach troublesome concepts.
- Identify areas of strength for each teacher and set up a mentoring system within the school.
- Use PLATO modules as part of whole-group instruction to help model how students should approach problematic concepts.

As state tests approach,

- purchase test preparation books and review concepts that are the most difficult for students;
- reorganize pacing guides to allow for extra review of these concepts;
- begin a tutoring program to focus on concepts that need extra work.



Quick Tip

If scores are not improving over time on specific concepts, run a **Strengths and Needs Report** to see how to best group students for instruction.