

Overview

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

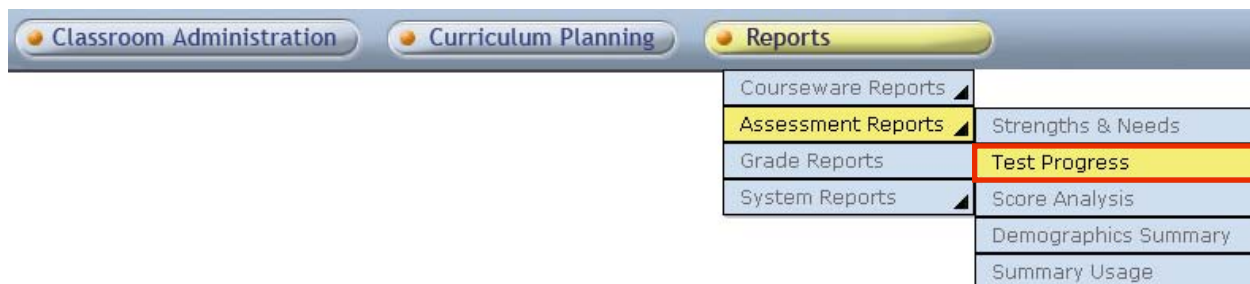
Features: Your Test Progress Report lets you

- 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 class and 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**.

Reports Assessment Report: Test Progress Level: Class

School: School C

Class: English Language Arts Class 6

Test: 6th Grade National Language Arts/Reading Standards-Based Benchmark Test 2004 (Version 1)_1
6th Grade National Language Arts/Reading Standards-Based Benchmark Test 2004 (Version 2)_2

Structure: Reporting Category

Go

G = Class is scheduled for Closeout

3. From the report's search form (shown above), choose **Class** or **Learner** from the **Level** drop-down list. (Selecting **Class** generates a report with aggregated data for the entire class. Selecting **Learner** yields data for an individual student.)

- Select a **School** and a **Class**. If you're affiliated with only one school or one class, these options may be disabled. (If you selected **Learner** rather than **Class** from the **Level** drop-down list, select a learner from the **Learner** drop-down list.)
- 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 (Class Level)

Display: Reporting Category by Assignment **1**

Account	Account 1		
PlatoName	Teacher 1		
School	School C		
Class	English Language Arts Class 6 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: Class (level), view By Assignment and Reporting Category (structure)

Report Key

View by Reporting Category

The descriptions below pertain to reports generated for a class, rather than for a single learner.

- 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 class 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

The data from this report will help you monitor how class or learner understanding of specific concepts progresses during the school year. The data can also help you plan strategies, such as those listed below, to help learners perform better:

- Identify and re-teach concepts that are problematic for specific students.
- Identify concepts that are universal problems and
 - find a mentor, outside resource, or professional development opportunity to enhance teaching of these concepts;
 - use PLATO modules during class instruction to model how students should approach these challenging concepts.
- Allot extra time for teaching concepts that previous reports have shown to be difficult for most students.
- Identify areas of strength for learners. Have learners with strengths in one area tutor those who have difficulties.
- Evaluate current textbooks and curriculum guides for concepts that are consistently problematic.
- Identify areas of difficulty that are common among classes. Then meet with other faculty members to plan measures to improve performance in these areas.



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.