

Welcome to the second training module in the Central Reporting System series: How to Understand Measures for Standards and Writing Dimensions.

Objectives

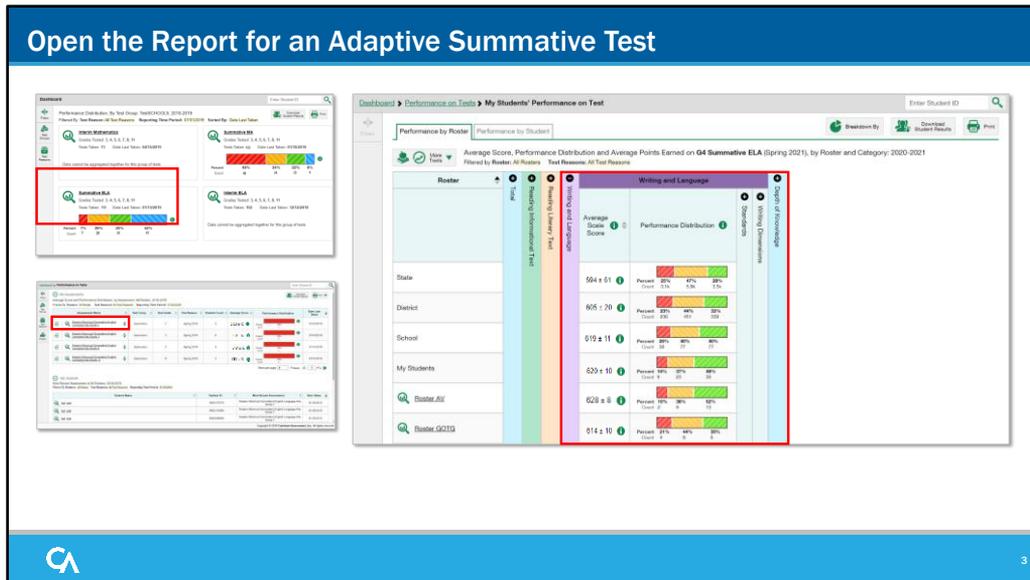
- Analyze a report for an Adaptive Summative Test
 - Understand the reporting categories and expand the Standards sub-section
 - Analyze the indicators used in the Standards performance measurement section

- Investigate the Writing Dimensions sub-section of the report
 - Analyze the dimension, # of points, and the % of students who earned that point value
 - Understand the high and low point values (green and red shaded cells)



This training focuses on a sample report for an adaptive summative test. First, we show you how to navigate through the reporting categories and how to analyze the indicators used in the Standards sub-section to determine your students' strengths and weaknesses in those topics. Then we review the Writing Dimensions section by analyzing the green and red shaded cells and point values for this writing category. We use images from the teacher and school-level roles. If you are a district user your data will look slightly different.

Open the Report for an Adaptive Summative Test



To open the report, click the name or the magnifying glass button of the test group from your Dashboard. Click on the specific test you are interested in when it displays on the Performance on Tests report page. Your My Students' Performance on Test report opens.

Performance measures for this summative test are organized into reporting categories. Each category displays as a color-coded section to the right of the blue Total section. Expand or collapse the accordion columns by clicking the + or – signs at the top of each vertical bar or click on the bars themselves.

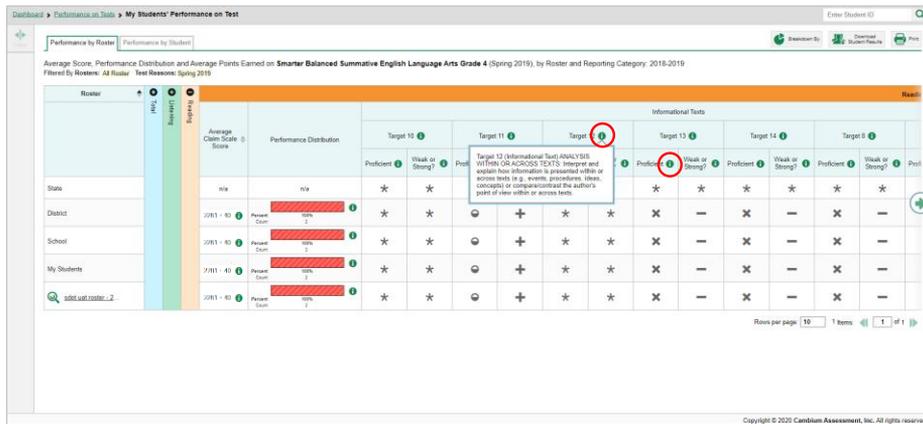
This Grade 4 Summative ELA test includes four reporting categories. They are Reading Informational Text in green, Reading Literary Text in tan, Writing and Language in purple, and Depth of Knowledge in blue. Most categories include a Score measure and the Performance Distribution bar, along with any sub-accordion columns applicable to the test. The Writing and Language category is expanded here to show the nested sub-sections for Standards and Writing Dimensions. Click the + sign to expand the Standards sub-section. We explain how to analyze the indicators used in this sub-section on the next several slides.

How to Understand Performance Measures for Standards



We explain how to analyze the indicators used in this sub-section on the next several slides.

Standard Measures for Adaptive Summative Tests



Dashboard > Performance on Tests > My Students' Performance on Test

Performance by Roster | Performance by Student

Average Score: Performance Distribution and Average Points Earned on Smarter Balanced Summative English Language Arts Grade 4 (Spring 2019), by Roster and Reporting Category: 2018-2019
 Filtered By: Rosters: All Rosters | Test Reason: Spring 2019

Roster	Average Claim Scale Score	Performance Distribution	Informational Tests													
			Target 10	Target 11	Target 12	Target 13	Target 14	Target 15	Target 16	Target 17	Target 18	Target 19				
			Proficient	Weak or Strong?	Proficient	Weak or Strong?	Proficient	Weak or Strong?	Proficient	Weak or Strong?	Proficient	Weak or Strong?	Proficient	Weak or Strong?		
State	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	2281 42	Percent Score: 82%	*	*	+	*	*	*	*	*	*	*	*	*	*	*
School	2281 42	Percent Score: 82%	*	*	+	*	*	*	*	*	*	*	*	*	*	*
My Students	2281 42	Percent Score: 82%	*	*	+	*	*	*	*	*	*	*	*	*	*	*
id:1234567890_2	2281 42	Percent Score: 82%	*	*	+	*	*	*	*	*	*	*	*	*	*	*

Rows per page: 10 | 1 item | 1 of 1

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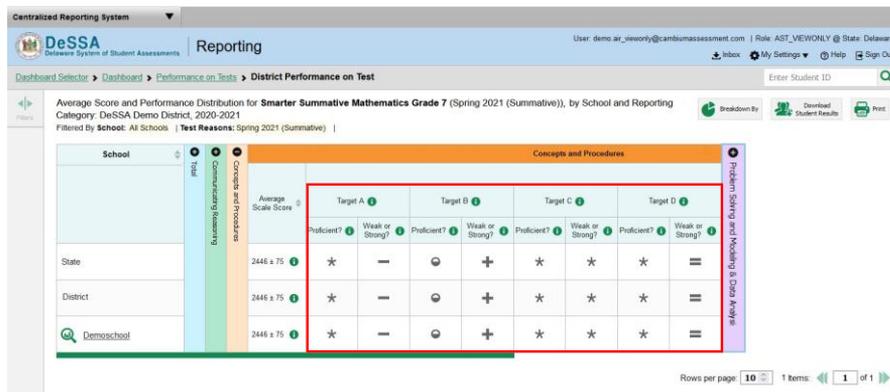


The Standards sub-section will include any of three measures: Weak or Strong?, and Proficient.

You will see this type of report for the adaptive summative assessment. Adaptive assessments are those that adjust to the ability level of the student as the test is being administered. You will not see this type of report for any assessment that is fixed-form. You will see it for groups of students, not for individual students.

Click the information buttons to view legends for the target or performance measure. The legend for a standard describes exactly what students must do to hit the target.

Performance Legend



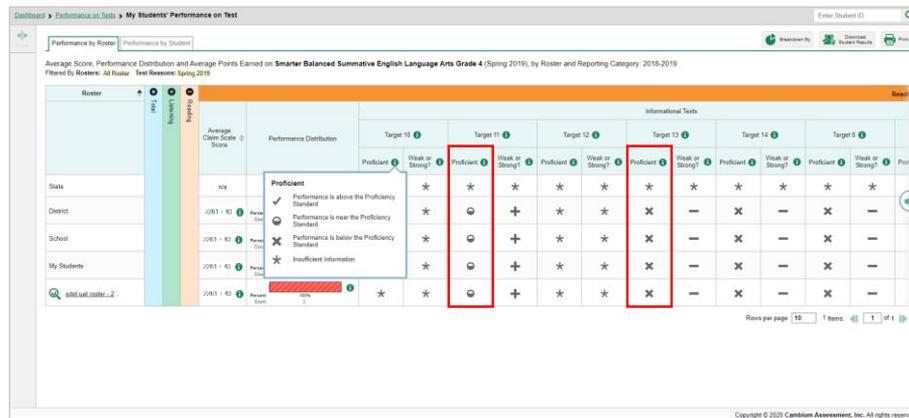
The screenshot shows the DeSSA Reporting interface. The main content is a table titled 'Average Score and Performance Distribution for Smarter Summative Mathematics Grade 7 (Spring 2021 (Summative)), by School and Reporting Category: DeSSA Demo District, 2020-2021'. The table is filtered by 'School: All Schools' and 'Test Reasons: Spring 2021 (Summative)'. The table has columns for 'School', 'Average Scale Score', 'Concepts and Procedures', and four performance targets (A, B, C, D). Each target column has two sub-columns: 'Proficient?' and 'Weak or Strong?'. The data rows are for 'State', 'District', and 'Demoschool', each with an average score of 2446 x 75. The performance indicators in the table are as follows:

School	Average Scale Score	Concepts and Procedures							
		Target A		Target B		Target C		Target D	
		Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?
State	2446 x 75	*	-	⊖	+	*	*	*	=
District	2446 x 75	*	-	⊖	+	*	*	*	=
Demoschool	2446 x 75	*	-	⊖	+	*	*	*	=

You notice unique performance indicators in the measurement columns. The indicators include plus, minus, and equal signs, a checkmark, an X, and a half-full circle, and others.

The symbols give detailed information about your students' performance on specific learning standards associated with each topic area of the test. The indicators are designed to help you evaluate the performance of your students regarding the specific content standards and explore students' supports where needed.

The Proficient Legend

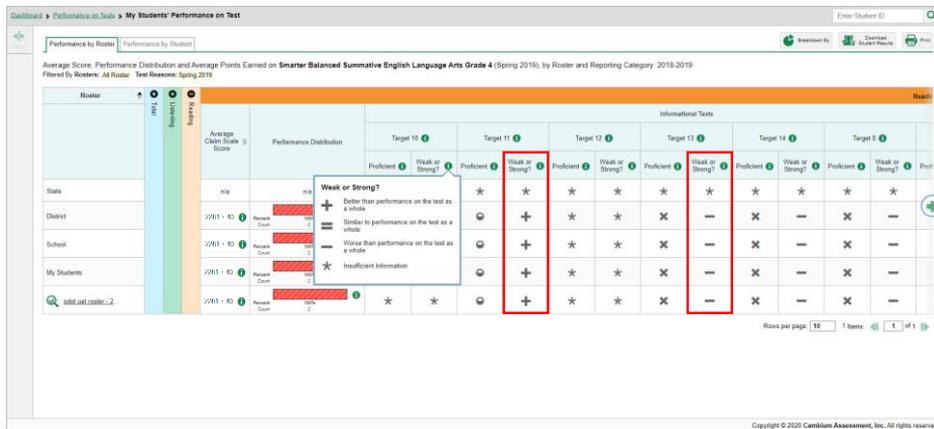


Roster	Average Class Score	Performance Distribution	International Tests												
			Target 10	Target 11	Target 12	Target 13	Target 14	Target 15	Proficient	Weak or Strong?	Proficient	Weak or Strong?			
State	n/a		*	*	*	*	*	*	*	*	*	*	*	*	*
District	2/81 - 82	<ul style="list-style-type: none"> Performance is above the Proficiency Standard Performance is near the Proficiency Standard Performance is below the Proficiency Standard Insufficient Information 	*	⊖	+	*	*	*	⊗	*	*	⊗	⊗	⊗	⊗
School	2/81 - 82		*	⊖	+	*	*	*	⊗	*	*	⊗	⊗	⊗	⊗
My Students	2/81 - 82		*	⊖	+	*	*	*	⊗	*	*	⊗	⊗	⊗	⊗



The performance indicators under that standard reflect how close the students came to hitting that target. The Proficient column reflects the students' proficiency level in that standard. Students may perform above the standard proficiency cut, as indicated by a checkmark, they may be borderline, as indicated by a half-full circle, or they may perform below the standard, as indicated by an X.

The Weak or Strong? Legend



The screenshot shows a dashboard for 'My Students' Performance on Test. It includes a 'Performance by Roster' and 'Performance by Student' view. A table displays 'Average Score, Performance Distribution and Average Points Earned on Smarter Balanced Summative English Language Arts Grade 4 (Spring 2019)'. The table has columns for 'Average Claim Scale Score', 'Performance Distribution', and 'Informational Tests' (Target 10 through Target 14). A 'Weak or Strong?' column is highlighted with a red box, showing symbols like '+', '-', and '='. A tooltip explains these symbols: '+' for 'Better than performance on the test as a whole', '-' for 'Worse than performance on the test as a whole', and '=' for 'Insufficient information'.

Roster	Average Claim Scale Score	Performance Distribution	Informational Tests															
			Target 10	Target 11	Target 12	Target 13	Target 14	Target 10	Target 11	Target 12	Target 13	Target 14	Target 10	Target 11	Target 12	Target 13	Target 14	
State	NA	NA	Proficient	Weak or Strong?	Proficient	Weak or Strong?	Proficient	Weak or Strong?	Proficient	Weak or Strong?	Proficient	Weak or Strong?	Proficient	Weak or Strong?	Proficient	Weak or Strong?	Proficient	Weak or Strong?
District	2011 - 42	Person Score: 42	+	*	+	*	*	*	*	*	*	*	*	*	*	*	*	*
School	2011 - 42	Person Score: 42	+	*	+	*	*	*	*	*	*	*	*	*	*	*	*	*
My Students	2011 - 42	Person Score: 42	+	*	+	*	*	*	*	*	*	*	*	*	*	*	*	*



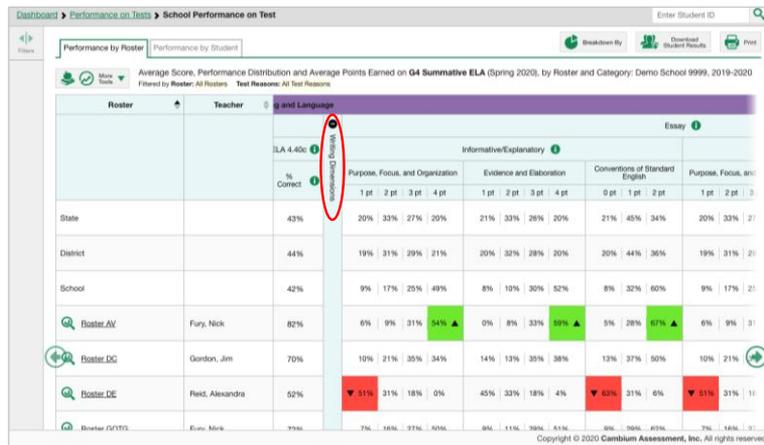
In the Weak or Strong? column the + sign indicates that this group of students demonstrates strength in this standard; they performed better on items from this standard than they did on the rest of the test. The minus sign indicates that this is an area of weakness. The students did not perform as well on items from this standard as they did on the rest of the test. An equal sign indicates that their performance on this standard is like their performance on the rest of the test.

How to Interpret the Performance Measures Used for the Writing Dimensions Sub-Category



The Writing Dimensions section of a report is used to display performance data related to essays. It may be used for summative, interim, or benchmark tests. Use of this section varies by state and district.

Writing Dimensions—Page Design



Roster	Teacher	% Correct	Writing Dimensions													
			Informative/Explanatory						Essay							
			Purpose, Focus, and Organization				Evidence and Elaboration				Conventions of Standard English					
			1 pt	2 pt	3 pt	4 pt	1 pt	2 pt	3 pt	4 pt	0 pt	1 pt	2 pt	1 pt	2 pt	3
State		43%	20%	33%	27%	20%	21%	33%	26%	20%	21%	45%	34%	20%	33%	27
District		44%	19%	31%	29%	21%	20%	32%	28%	20%	20%	44%	36%	19%	31%	21
School		42%	9%	17%	25%	49%	8%	10%	30%	52%	8%	32%	60%	9%	17%	21
Roster_AV	Fury, Nick	82%	0%	0%	31%	34%	0%	8%	33%	30%	5%	28%	37%	6%	9%	31
Roster_DG	Gordon, Jim	70%	10%	21%	35%	34%	14%	13%	35%	38%	13%	37%	50%	10%	21%	21
Roster_DE	Reid, Alexandra	52%	▼ 51%	31%	18%	0%	45%	33%	18%	4%	▼ 62%	31%	6%	▼ 51%	31%	11
Roster_G/STG	Evans, Mike	79%	7%	14%	27%	50%	8%	11%	39%	41%	8%	36%	40%	7%	14%	21



The Writing Dimensions sub-section appears in the Writing reporting categories for aggregate reports of assessments that include an essay component. If a test does not consist of reporting categories, the Writing Dimension sub-accordion will appear within the Total accordion.

The columns within the Writing Dimensions category are nested with the types of essay under the Essay header and Writing Dimensions applicable to that type of essay below. Each dimension sub-column is split into additional sub-columns based on the possible points students can earn in that dimension. These point columns show the percentage of students in a given row who earned each point value in each dimension.

Writing Dimensions—Information Legends

Dashboard > Performance on Tests > School Performance on Test

Performance by Roster | Performance by Student

Average Score, Performance Distribution and Average Points Earned on **G4 Summative ELA** (Spring 2020), by Roster and Category: Demo School 9999, 2019-2020

Filtered by Roster: All Rosters | Test Reasons: All Test Reasons

Roster	Teacher	Score	Writing Dimensions	Essay
State		43%	Informative/Explanatory Purpose, Focus, and Organization ELA.4.21 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Conventions of Standard English Purpose, Focus, and Organization 0 pt 1 pt 2 pt 3 pt
District		44%	Evidence and Elaboration ELA.4.21 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Conventions of Standard English Evidence and Elaboration 20% 44% 38% 19% 31% 20%
School		42%	Conventions of Standard English ELA.4.21 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Conventions of Standard English Conventions of Standard English 8% 22% 60% 9% 17% 20%
Roster AV	Fury, Nick	82%	6% 19% 31% 33% 0% 8% 32% 39%	5% 28% 67% 6% 9% 31%
Roster DC	Gordon, Jim	70%	10% 21% 35% 34% 14% 13% 35% 38%	13% 37% 50% 10% 21% 10%
Roster DE	Reid, Alexandra	52%	0% 31% 18% 0% 45% 33% 18% 4%	0% 31% 6% 51% 31% 10%
Roster F/OTY	River, Mike	73%	7% 14% 27% 50% 8% 11% 39% 41%	8% 26% 67% 7% 14% 20%

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The legend for each type of essay describes the dimensions that are measured for that essay. Each dimension is identified by ID number in the legend.

Writing Dimensions—High and Low Point Values

Roster	Teacher	Writing Dimension	Informative/Explanatory						
			Purpose, Focus, and Organization			Evidence and Explanation			
			1 pt	2 pt	3 pt	4 pt	1 pt	2 pt	3 pt
State		% Correct	20%	33%	27%	20%	21%	33%	26%
District		% Correct	19%	31%	29%	21%	20%	32%	28%
School		% Correct	9%	17%	25%	49%	8%	10%	5%
Roster AV	Fury, Nick	% Correct	6%	9%	31%	54%	0%	8%	33%
Roster DC	Gordon, Jim	% Correct	10%	21%	35%	34%	14%	13%	35%
Roster DE	Reid, Alexandra	% Correct	51%	0%	18%	0%	45%	33%	18%
Roster G/370	Fern, Mike	% Correct	1%	14%	37%	48%	8%	11%	39%



To help you analyze your students’ performance in the different dimensions, certain cells are highlighted green or red.

The cell with the highest percentage of students earning the highest point value for a dimension is shaded green and displays an up arrow in the cell. These students performed well in that dimension as compared with other students.

The cell with the highest percentage of students earning the lowest point value for a dimension is shaded red and displays a down arrow. These students performed comparatively poorly.

For example, look at the three dimensions measured under the Informative/Explanatory type of essay. The students in Roster AV did well in all three dimensions, with over half of the students earning the maximum point values, at 54%, 59%, and 67%.

Compare that with Roster DE where 51% of the students got 1 point in Purpose, Focus, and Organization which is the lowest point value and 63% earned 0 points in the third dimension. The shading serves as a red flag. The goal is to help users identify a pattern where Roster AV is consistently doing well, across the dimensions, whereas Roster DE is not doing so well. These markers allow users to detect a pattern. And even if there is no pattern, it allows the user to focus on areas that need remediation and figure out what is working well and can be shared across classes.

The Reporting System Series

1. How to Navigate the Dashboard and Access Your Summative Results
2. How to Understand Measures for Standards and Writing Dimensions
3. How to Understand a Demographic Breakdown Report and a Student Portfolio Report
4. How to Drill Down into Your Results by Selecting Specific Tests & Classes
5. How to Drill Down into Your Results by Selecting Previous School Years & Previous Students
6. How to Track Student Performance Over Time Using the Longitudinal Report
7. How to Print Individual Student Reports (ISR) and Student Data Files
8. How to Print and Export Data You Can See in Your Reports
9. How to Use the Roster Manager to Add, Modify, and Upload Rosters

Interim and Benchmark
Assessments Only

10. How to Analyze a Basic Interim Test Report
11. How to Use the Advanced Features of Reporting to View Interim Data
12. How to Hand-Score Unscored Items and Modify Machine Scores



Thank you for viewing this module on understanding the measures for Standards and Writing Dimensions. The remaining modules are posted to the DeSSA portal.

Additional Information

DeSSA Portal:

- <https://de.portal.cambiumast.com/>

DeSSA Help Desk:

- **E-mail Support:** DeSSAHelpDesk@cambiumassessment.com
- **Support Toll-Free Number:** 877.560.8331
- **Hours:** 6:30 a.m. to 6:30 p.m. ET- Mondays–Fridays (except holidays)

DDOE Contact:

- **Phone number:** (302) 857-3391
- <https://helpdesk.doe.k12.de.us/>



Thank you for taking the time to view this training module. For additional information, refer to your *CRS User Guide* located on the DeSSA portal or contact the DeSSA Help Desk.