

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

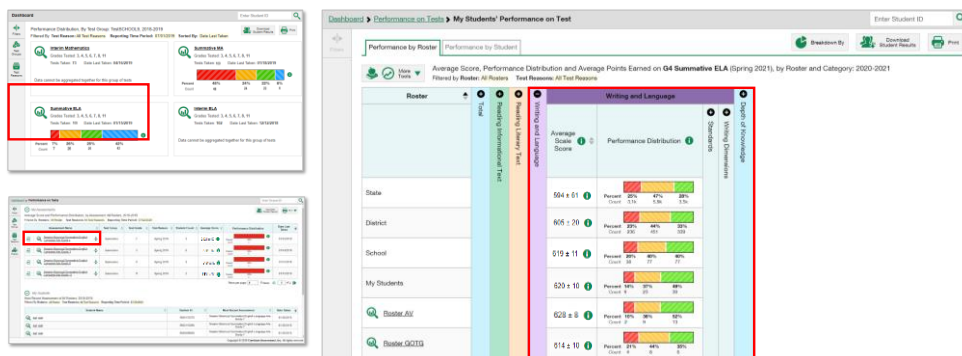
Objectives

- 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



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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.

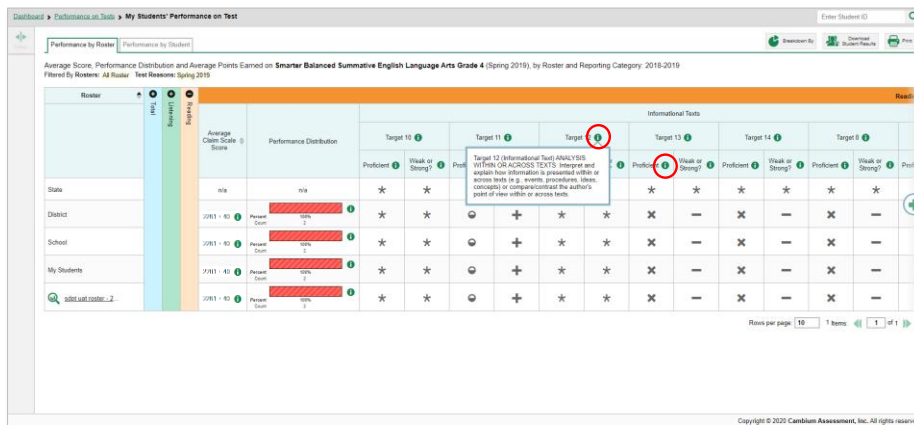
This Grade 4 Summative ELA test includes four reporting categories. They are Reading Informational Text in green, Reading Literary Text in tan, Writing and Language in purple, and Depth of Knowledge in blue. Most categories include a Score measure and the Performance Distribution bar, along with any 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



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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

Centralized Reporting System

 **DeSSA**
Delaware System of Student Assessments

Reporting

User: demo_ar_seeworthy@cambiumassessment.com | Role: AST_VIEWONLY @ State: Delaware




 Inbox  My Settings  Help  Sign Out

Dashboard Selector > Dashboard > Performance on Tests > District Performance on Test

Enter Student ID

Average Score and Performance Distribution for **Smarter Summative Mathematics Grade 7** (Spring 2021 (Summative)), by School and Reporting Category: DeSSA Demo District, 2020-2021

Filtered by School: All Schools | Test Reasons: Spring 2021 (Summative)

 Breakdown By  Download Student Results  Print

School	Total	Communicating Reasoning	Change and Procedures	Concepts and Procedures								Problem Solving and Modeling & Data Analysis
				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 ± 75	*	—	⊖	+	*	*	*	=			
District	2445 ± 75	*	—	⊖	+	*	*	*	=			
Demoschool	2448 ± 75	*	—	⊖	+	*	*	*	=			

Rows per page: 10 1 items: 1 of 1



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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

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: 2019-2020

Filtered By Rosters: All Rosters
Test Release: Spring 2019

Roster		Average Claim Scale Score	Performance Distribution	Informational Tests											
State	District	School	My Students	Target 10	Target 11	Target 12	Target 13	Target 14	Target 15	Target 16	Target 17	Target 18	Target 19	Target 20	
				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			<div> <div> ✓ </div> Performance is above the Proficiency Standard </div>	*	*	*	*	*	*	*	*	*	*	*
District	2081 - 82			<div> <div> ⊕ </div> Performance is near the Proficiency Standard </div>	*	⊕	+	*	*	*	×	—	×	—	×
School	2081 - 82			<div> <div> ✗ </div> Performance is below the Proficiency Standard </div>	*	⊕	+	*	*	*	×	—	×	—	×
My Students	2081 - 82			<div> <div> ✗ </div> Insufficient Information </div>	*	⊕	+	*	*	*	×	—	×	—	×
<div> <div> 🔍 </div> subtestcode_2 </div>	2081 - 82			<div> <div> ✗ </div> Insufficient Information </div>	*	*	⊕	*	*	*	×	—	×	—	×

Rows per page: 10
1 items: 1 of 1

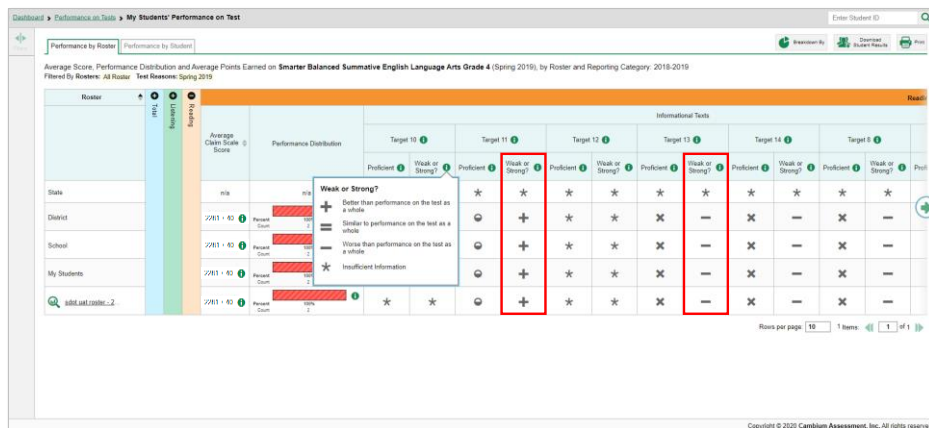
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The performance indicators under that standard reflect how close the students came to hitting that target. The Proficient column reflects the students' proficiency level in that standard. Students may perform above the standard proficiency cut, as 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



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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

Dashboard > Performance on Tests > School Performance on Test

Enter Student ID

Performance by Roster

Performance by Student

Breakdown By

Download Student Results

Print

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	Writing Dimensions										Essay				
		Writing Dimensions														
		Writing Dimensions														
		ELA 4.4-6	Informative/Explanatory													
		% Correct	Purpose, Focus, and Organization		Evidence and Elaboration				Conventions of Standard English		Purpose, Focus, and Organization					
			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_AJ	Fury, Nick	82%	6%	9%	31%	54%	0%	8%	33%	59%	5%	28%	67%	6%	9%	31%
Roster_DG	Gordon, Jim	70%	10%	21%	35%	34%	14%	13%	35%	38%	13%	37%	50%	10%	21%	31%
Roster_DE	Reid, Alexandra	52%	▼ 51%	31%	18%	0%	45%	33%	18%	4%	▼ 52%	31%	6%	▼ 51%	31%	11%
Roster_GS/TTG	Evans, Nick	75%	7%	14%	27%	52%	8%	11%	30%	51%	8%	30%	60%	7%	14%	21%

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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

Enter Student ID

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

Test Reasons: All Test Reasons

Roster	Teacher	Writing Dimensions	Informative/Explanatory	Conventions of Standard English	Purpose, Focus, & Organization
State		43%	25%	21%	45%
District		44%	19%	20%	44%
School		42%	9%	8%	32%
Roster AV	Fury, Nick	82%	6%	5%	28%
Roster DC	Gordon, Jim	70%	10%	13%	35%
Roster DE	Reid, Alexandra	52%	31%	31%	18%
Minister /CITY	River, Mike	73%	7%	14%	31%

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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

Dashboard > Performance on Tests > School Performance on Test

Enter Student ID

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	Writing Dimensions	Informative/Explanatory										Essay									
			Purpose, Focus, and Organization					Evidence and Elaboration					Analysis and Evaluation					Conclusion				
% Correct	1 pt	2 pt	3 pt	4 pt	5 pt	1 pt	2 pt	3 pt	4 pt	5 pt	1 pt	2 pt	3 pt	4 pt	5 pt	1 pt	2 pt	3 pt	4 pt	5 pt		
State		43%	20%	33%	27%	20%	21%	33%	26%													
District		44%	19%	31%	29%	21%	20%	32%	28%													
School		42%	9%	17%	25%	49%	8%	10%	12%													
Roster AV	Fury, Nick	82%	6%	9%	31%	54%	0%	8%	33%	55%	5%	28%	67%	6%	9%	31%						
Roster DG	Gordon, Jim	70%	10%	21%	35%	34%	14%	13%	35%	38%	13%	37%	50%	10%	21%							
Roster DE	Raid, Alexandra	52%	51%	0%	18%	0%	45%	33%	18%	4%	63%	0%	6%	51%	31%							
School (All)	Fury, Nick	79%	12%	18%	33%	37%	8%	11%	39%	41%	10%	38%	43%	7%	18%							

Percent of Points Earned

This table indicates the percentage of students who obtained each point value on each writing dimension.

These cells indicate groups of students, on this page, in your roster/school/district that have the highest percentage of students obtaining the highest point value for a particular writing dimension compared to other groups in your roster/school/district.

These cells indicate groups of students, on this page, in your roster/school/district that have the highest percentage of students obtaining the lowest point value for a particular writing dimension compared to other groups in your roster/school/district.

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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



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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/>



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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.