Purpose of this document: This document presents popular reports, performance summaries, and sample questions for discussion to inform instruction and support effective data driven decisions. This document will facilitate data literacy in understanding the process of analyzing results for formative assessments. It is critical to understand student misconceptions, question trends, strengths and weaknesses by objective, and student tiers to facilitate targeted small group instruction and intervention to guide instruction. Information such as what is measured, report format, and has questions for analysis is provided for critical reports. This document is an interdepartmental collaboration from Curriculum, Teacher Development Specialists (TDS), Leveraged Leadership, and the Student Assessment Formative Team to facilitate teacher discussions around data driven decisions.

Table of Contents

Selecting Report Filters 2

Item Answer Distribution Analysis Class Summary 3

Items Analysis Class Summary By Student 4

Objective Mastery Performance Grouping, By Class 5

Objective Performance Grouping 6

Objective Mastery Summary - Multi Test Analysis 7

Student Tracking Demographic Report 8

Percent Correct By Objective Class Summary By Student 9

Other Questions To Consider 10

Percent Correct Vs. Percent Mastery / Met Standard 11

Find Interventions Using Your Blueprints and Outlines On The Hub 12

Selecting Report Filters

1. Login to EdPlan
2. Select Reports
3. Select Popular Reports
Selecting Report Filters

4. Select View
Select the report by clicking the title(s)

5. Select Report Format
Select PDF Export

6. Year
Select 2014-2015

7. Campus
Select Your Campus

8. Class
Select Reload > Classes will populate > Select a class or classes

9. Test Level
Select District for District Level Assessments

10. Test Language
Select the Language of the Assessment

11. Tests
Select Reload > Tests will populate > Select Tests

12. Gender
All genders are selected by default, but can be customized.

13. Ethnicity
All ethnicities are selected by default, but can be customized.

14. Other Demographic Indicators
All ethnicities are selected by default / automatically, but can be customized.

15. Run Report Scroll to the top right of screen and select Run Report.
Item Answer Distribution Analysis Class Summary

**Purpose:** Use this report to determine which test questions were difficult and note the key questions to review to analyze causes and solutions (distractors, ambiguity, further instruction).

**Measured:** Percent of student responses per answer choice (Choice 1-A/F, Choice 2-B/G etc)

**Location:** Reports > Assessment Reports > Teacher Level Reports by Class > Item Answer Distribution Analysis by Class by Category

**Notes:** The asterisk (*) indicates the correct answer. Objective Category: R – Reporting; S – Supporting

<table>
<thead>
<tr>
<th>Test Question #</th>
<th>Objective #</th>
<th>Wrong Answer</th>
<th>Correct Answer*</th>
</tr>
</thead>
</table>

**Guiding Questions:**

1. Which standard(s) need the greatest attention?
2. What misunderstandings do the students’ errors reveal? What do you think students were doing wrong? (Refer to the test question)
3. **Look within standards:** On questions that measured the same standard, were students better on some questions than on others? If so, how do those questions differ in difficulty? Why did students do better on one than on another?
4. **Compare similar standards:** Do the results on one standard influence the other?

Griddable (numeric answers) not listed on this report
Items Analysis Class Summary by Student

**Purpose:** This report indicates incorrect answer choices made by individual students. It allows teachers to see individual student misconceptions. Similar to the Tutorial Report, this report allows a teacher to prioritize reteaching objectives by reporting category and displays an overall percentage of students who correctly answered. Prioritize on STAAR Objective category. - R – Reporting Standard; S – Supporting Standard; PS – Process Standard (PS currently only apply to Math and Science)

**Measured:** Aggregate percent correct of all students responses and individual student selection per answer choice (1-A/F, 2-B/G etc.)

**Location:** Reports > Assessment Reports > Teacher Level Reports by Class > Table - Item Answer by Class by Category

<table>
<thead>
<tr>
<th>Question#</th>
<th>Objective#</th>
<th>Objective Standard</th>
<th>% of All Students Correct</th>
<th>Answered Correctly</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAAR #</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Obj 111.06.B.D.02.B</td>
<td>R</td>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Obj 111.06.B.04.01.C, 111.06.B.04.02.F</td>
<td>S, PS</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Obj 111.06.B.04.01.E, 111.06.B.04.02.B</td>
<td>PS, R</td>
<td>57</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Obj 111.06.B.04.01.C, 111.06.B.04.02.D</td>
<td>S, PS</td>
<td>33</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Obj 111.06.B.04.01.E, 111.06.B.04.02.C</td>
<td>PS, S</td>
<td>62</td>
<td>2</td>
</tr>
</tbody>
</table>

**Guiding Questions:**

1. In regards to the reporting category, how did the students perform?
2. In regards to the objectives, how did the students perform?
3. In regards to the objective category, how did the students perform?
4. Are there similar trends in the students’ responses?
5. Are there questions that only the struggling students are getting wrong?
6. Are struggling students’ misunderstandings different than those of the rest of the students on these standards?
7. What are all the steps the students need to take to answer these questions correctly? Which of these steps need to be made more explicit to the students?
8. What additional support or steps will the struggling students need when these standards are being reviewed?
9. **Look at specific questions:** Did students all choose the same wrong answer? Why or why not?
10. What misunderstandings do the students’ errors reveal? What do you think the students were doing wrong here?
11. What were all the steps students needed to be able to do in order to answer the question correctly?
12. Within those steps, where does it appear that student mastery broke down?
Objective Mastery Performance Grouping, By Class

**Purpose:** This report provides student performance by class by objective. It places students in one of three bands. Teachers use this report to group students by objective performance in an effort to provide enrichment or remediation on identified areas of need.

**Measured:** Percent correct by objective with banding

**Location:** Reports > Assessment Reports > Teacher Level Reports by Class > Objective Performance Grouping by Class by Category

**Notes:** Objective Category: R – Reporting; S – Supporting

<table>
<thead>
<tr>
<th>Questions by Objective</th>
<th># of Questions on test</th>
<th>3-Bands: 100-85%</th>
<th>84-70%</th>
<th>69-0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Category</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAA1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Guiding Questions:

1. What sort of practice do the students need to master this standard – heavy repetition of computation skills? Following a multi-step protocol?
2. Based on the class performance, what re-teaching do I need to do?
3. What are the standards that will be reviewed or retaught for the whole class?
4. Are the struggling students’ misunderstandings different than those of the rest of the students on these standards?
5. What additional support or steps will the struggling students need when these standards are being reviewed?
6. Are there any student’s not attaining proficiency across reporting categories?
7. What diagnostic information do you have about them to inform instruction?
8. What interventions have you tried? What interventions do you plan to do next?
## Objective Performance Grouping

**Purpose:** This report is ideal for comparing multiple assessments for a class and identify weak objective mastery across assessments (BOY, Snapshots, DLA, etc) and recommends a type of response based on performance. Up to six tests can be selected.

Based on students’ performance by objective, this report identifies next steps for the teacher. Three of the five bands focus on *instructional* strategies, while the remaining two bands focus on *curriculum or content* strategies.

If students achieve 50% or greater, *instructional* strategies are recommended to increase student performance. If students achieve 49% or less, *curriculum or content* based strategies are recommended to increase students’ performance.

**Measured:** Percent of students who mastered the objective

See footnote Percent Correct vs Percent Mastery/ Percent Met Standard

**Location:** Reports > Assessment Reports > Teacher Level Reports by Class > Multi-Test - Objective Performance Grouping by Class

---

### Guiding Questions:

1. Based on students’ performance on objectives, should the teacher focus on instructional strategies or curriculum content?
2. What is needed: spiraling instruction, reteaching or intervention?
3. What objectives are the most challenging for the students?
4. Which standard(s) need the greatest attention?
5. On questions that measured the same standard, were students better on some questions than on others?
6. What other assessments could be used to compare progress? When could this report be ran to see mobility on standard performance?
Objective Mastery Summary - Multi Test Analysis

**Purpose:** This report displays the objectives of multiple tests, up to six tests, to demonstrate students’ mastery of objectives assessed. Teachers can use this report to view students’ mastery of objective by percentage in several tests.

**Measured:** Number of questions tested per objective and percent of students who met the standard

**Location:** Reports > Popular Reports > Teacher Level Reports by Class > Multi-Test – Table – Objective Mastery Summary by Class by Category

<table>
<thead>
<tr>
<th>Objective with descriptions</th>
<th>Test Titles</th>
<th>2014_HIDSN_A01_MAT_G3</th>
<th>2014_HIDSN_A02_MAT_G3</th>
<th>2014_HIDSN_A03_MAT_G3</th>
</tr>
</thead>
<tbody>
<tr>
<td>111.05.B.03.01.A. apply mathematics to problems arising in everyday life, society, and the workplace:</td>
<td>~/*</td>
<td>1/ 0.87 - 86.7%</td>
<td>~/*</td>
<td></td>
</tr>
<tr>
<td>111.05.B.03.01.B. use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;</td>
<td>4/ 2.19 - 43.8%</td>
<td>2/ 0.80 - 66.7%</td>
<td>2/ 1.31 - 81.2%</td>
<td></td>
</tr>
<tr>
<td>111.05.B.03.01.C. select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;</td>
<td>5/ 2.94 - 31.2%</td>
<td>1/ 0.80 - 80.0%</td>
<td>~/*</td>
<td></td>
</tr>
<tr>
<td>111.05.B.03.01.D. communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</td>
<td>3/ 1.81 - 56.2%</td>
<td>2/ 0.50 - 40.0%</td>
<td>4/ 2.66 - 56.2%</td>
<td></td>
</tr>
</tbody>
</table>

**Guiding Questions:**

1. Based on the objective, is growth demonstrated from one assessment to the next?
2. What remediation is necessary for the students to attain mastery?
3. Which objectives need the most remediation?
4. Should instruction focus on the content or process?
5. What assessments can be used to compare growth across standards?

**Notes:** The percentage measured is of students who **mastered the standard; not items correct.** The percentage displayed equals students who have attained the threshold (Elementary ≥ 70%  Secondary ≥ 60% )

See footnote [Percent Correct vs Percent Mastery/Percent Met Standard](#)
**Student Tracking Demographic Report**

**Purpose:** This report displays each student’s demographic data including Gender, Ethnicity, At Risk Indicator, Bilingual Indicator, Economically Disadvantaged Status, Gifted and Talented Indicator, Limited English Proficient Indicator, and Title I Status. In addition, this report displays the percentage of items correct by objective and number of correct responses. Teachers can use this report to assess students’ performance by demographics by objectives. This report is helpful in identify students who are struggling and are members of different populations considered in accountability.

**Measured:** Percent correct by objective by individual student including special pops indicators

**Location:** Reports > *Assessment* Reports > Teacher Level Reports by Class > Table – Student Tracking Demographic Report

Ex.) Student counts towards school accountability in six different population categories.

| Name  | Gender | Ethnicity | At Risk | Bilingual | Economically Disadvantaged | Gifted and Talented | Limited English Proficient | Title I | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 | Objective 7 | Objective 8 | Objective 9 | Objective 10 | Objective 11 | Objective 12 | Objective 13 | Objective 14 | Objective 15 |
|-------|--------|-----------|---------|-----------|---------------------------|---------------------|---------------------------|---------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| A. Randy | M | 5 | Y | Y | Y | 50 | 50 | 25 | 50 | 100 | 25 | 50 | 33 | 67 | 100 | 8 | 50 | 1 | 1 |
| D. Paula | M | 2 | Y | Y | Y | 100 | 100 | 100 | 56 | 75 | 100 | 100 | 60 | 100 | 67 | 100 | 14 | 88 | 1 | 1 |
| D. John | M | 4 | Y | Y | Y | 50 | 50 | 25 | 50 | 50 | 50 | 25 | 40 | 33 | 100 | 0 | 7 | 44 | 1 | 1 |
| F. Kathy | F | 5 | Y | Y | Y | 50 | 50 | 75 | 75 | 100 | 75 | 60 | 67 | 100 | 11 | 69 | 1 | 1 |
| O. Matt | M | 5 | Y | Y | Y | 100 | 50 | 0 | 0 | 75 | 50 | 0 | 40 | 100 | 67 | 0 | 7 | 44 | 1 | 1 |
| J. Ken | F | 4 | Y | Y | Y | 50 | 50 | 50 | 50 | 50 | 50 | 60 | 33 | 0 | 0 | 6 | 38 | 1 | 1 |
| J. Alex | F | 4 | Y | Y | Y | 50 | 50 | 25 | 0 | 25 | 20 | 67 | 0 | 0 | 4 | 25 | 1 | 1 |
| K. Sam | M | 2 | Y | Y | Y | 50 | 50 | 50 | 0 | 75 | 50 | 50 | 40 | 33 | 67 | 100 | 8 | 50 | 1 | 1 |

**Guiding Questions:**

1. Are there any demographic trends or patterns associated with the objectives?
2. What remediation is needed to ensure all demographic groups improve performance?
3. Which objectives are most challenging for all students?
4. Which students are heavily impacting school accountability?

**Notes:** Not located in Popular Reports, it is located one folder below Popular Reports in Assessment Reports folder.

**** 1 = Native 2 = Asian 3 = African American 4 = Hispanic 5 = White 7 = Two or More (Student falls under two or more ethnicities); Y = Belongs to group
Percent Correct By Objective Class Summary by Student

**Purpose:** This report displays the reporting category, objectives, objective category, number of items to achieve the mastery threshold, total number of questions, the percent correct by objective by class, and the percent correct by objective by student. Teachers can use this report to assess the class performance, individual student performance, and objective mastery.

**Measured:** Percent correct by objective by individual student including class aggregates

**Location:** Reports > *Assessment* Reports > Teacher Level Reports by Class > Table – Percent Correct By Objective by class by Student by Category

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Objective Standard</th>
<th>% Correct for class by objective</th>
<th>% Correct by student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Guiding Questions:**

1. Based on the mastery threshold, which students achieved mastery?
2. Based on the mastery threshold, which students need remediation to achieve mastery?
3. Which objectives were the most challenging for the students?
4. Which students have mastered the objectives and may serve as peer-tutors?
5. Are there similar trends in the students’ responses?
6. How are individual students performing on readiness and process standards?
7. How can knowing this information help understand a student’s level of mastery of a standard?
8. What strengths and weaknesses can be seen for each individual student?
Other Questions to Consider

- Based on all the data you have studied and patterns you have observed, what accomplishments/concerns have emerged from the data?
- Why are students performing the way that they are?
- What outcome of improvement will you set for students regarding this problem?
- How will you know if your strategies are successful?
- What evidence will you have to show the success of your actions?
- In which process standards were the students successful?
- In which process standards did the students struggle?
- How were the stems for these process standards formulated? How does this translate to instruction?
- Do you see a pattern in how certain process standards associated with certain TEKS had less success than the same process standard associated with different TEKS? Why is that? What does that mean for instruction?
- Which standards need the most attention?
- What are the steps that the students need to answer questions correctly?
- What is that content or process gap that exists in students’ ability to answer the question correctly?
- What patterns are present in the students’ errors?
- Where should you focus your efforts?
Percent Correct vs. Percent Mastery/Met Standard

The terms percent correct and percent mastery/met standard can often be misinterpreted. **Percent correct** refers to an average of the scores. In the example above, the percent correct or class average is 47% (average of student 1-23’s scores). On the other hand, the **percent mastery** of the class is the percent of students who met the passing standard and are considered to have “mastered” the assessment or a specific objective. This is based on the mastery threshold designated by the test creator (Note: typically mastery threshold or cut score is ≥ 70% ). In the example above, if the passing mastery threshold was set at 70%, only 3 students would have “mastered” the assessment. As a result, the percent mastery is 13% (3 out of 23 students). If the mastery threshold were set at 60% then more students would have passed, increasing the percent mastery to 22% (5 out of 23 students).
Find Interventions Using Your Blueprints and Outlines on the Hub

Trend Documents

After thorough data analysis, find instructional next steps and interventions for DLAs using Curriculum Blueprints. Find interventions for Snapshots using the Curriculum Outlines. Below are steps on how to access these documents.

Go to www.houstonisd.org/hub
Click on “Courses.”

Click “Site course catalog.”

There are hundreds of course guides.
Search for a specific course.
Alternatively, search by scrolling through all of the courses.

Enroll in the course.
Click “Back to Site course catalog” to view the English 1A Guide.

The English 1A Guide can be reached by clicking “Courses.”
Each guide provides a wealth of information.

To find Outlines / Blueprints, go to “District Assessments.”

Here you will find Snapshot and District Level Assessments (DLAs).

The available Outlines / Blueprints are presented.

Here is a District Snapshot Outlines / Blueprints complete with:
- Standards
- Question Numbers
- Question Types
- Level of Rigor
- Details
- Instructional Connection / Interventions