**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 standard, 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), Office of School Leadership, and 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

Rubric Item Analysis by Test 5

Percent Correct By Standard Class Summary By Student 6

Standard Mastery Performance Grouping, By Class 7

Standard Performance Grouping 8

Standard Mastery Summary - Multi Test Analysis 9

Student Tracking Demographic Report 10

Campus Performance Report 11

Other Questions To Consider 12

Percent Correct Vs. Percent Mastery / Met Standard 13

Find Interventions Using Your Blueprints and Outlines On The Hub 14

**Selecting Report Filters**

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

Tip: Use search box in any filter to find your selection quickly

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

5. **Select Report Format**
Select PDF Export

6. **Year**
Select defaulted year 2016-2017

7. **Campus**
Select Your Campus

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

9. **Test Level**
Select District for district created assessments

10. **Test Language**
Select the Language of the Assessment: English and/or Spanish

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

12. **Gender & Ethnicity**
All genders and ethnicity are selected by default, but can be customized.

13. **Accountability**
Choose “Include Filter” to report only students who the test was released to.

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, and further instruction). It helps deconstruct questions to determine which subskills are being addressed, understand distractor rationales, and make informed decisions about effective, corrective, and adaptive instruction.

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

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

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

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### Test Question # | (TEKS) Standard # | Wrong Answer | Correct Answer*
--- | --- | --- | ---

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Item</th>
<th>Objective</th>
<th>Process Standard</th>
<th>Objective Category</th>
<th>Percent Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>RC 1</td>
<td>5</td>
<td>111.07.05.04.A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>111.07.05.01.D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RC 2</td>
<td>2</td>
<td>111.07.05.03.A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>111.07.05.01.C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RC 4</td>
<td>10</td>
<td>111.07.05.04.A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Griddable Questions displays % correct* vs % incorrect
Rubric Questions display the % of students who scored a 1, 2, 3 or 4 (5=0)

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**Guiding Questions:**

1. Which standard(s) need the greatest attention? What have you noticed about instruction for that particular standard?
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?
5. What needs to be different next week to ensure scholars achieve mastery this specific standard?
6. Is the issue on the content or process standards, or both?
**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. Teachers can even see student griddable and rubric responses to see performance in open ended type questions. This report allows a teacher to prioritize reteaching standards by reporting category and displays an overall percentage of students who correctly answered. Prioritize on STAAR Standard 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, Griddable- actual student response, Rubric 1-4 5=0, blank= no response)

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

<table>
<thead>
<tr>
<th>Question# (TEKS) Standard</th>
<th>#Type of Standard</th>
<th>% of All Students Correct</th>
<th>Answered Correctly*</th>
<th>Answered Incorrectly</th>
</tr>
</thead>
<tbody>
<tr>
<td>RC 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - 01.11.07.B.05.01.B.11.07.B.05.01.K</td>
<td>PS, R</td>
<td>2</td>
<td>93</td>
<td>2*</td>
</tr>
<tr>
<td>2 - 01.11.07.B.05.01.D.11.07.B.05.04.B</td>
<td>R, PS</td>
<td>1</td>
<td>79</td>
<td>1*</td>
</tr>
<tr>
<td>G3 - 011.11.07.B.05.01.B.11.07.B.05.33.H</td>
<td>PS, P</td>
<td>028.43</td>
<td>32</td>
<td>70.58</td>
</tr>
<tr>
<td>4 - 01.11.07.B.05.01.C.1.11.07.B.05.05.A</td>
<td>PS, S</td>
<td>1</td>
<td>21</td>
<td>1*</td>
</tr>
<tr>
<td>5 - 01.11.07.B.05.01.B.11.07.B.05.03.B</td>
<td>PS, S</td>
<td>4</td>
<td>60</td>
<td>4*</td>
</tr>
<tr>
<td>6 - 01.11.07.B.05.01.E.11.07.B.05.03.H</td>
<td>S, PS</td>
<td>3</td>
<td>47</td>
<td>3*</td>
</tr>
<tr>
<td>EF - 011.11.07.B.05.01.B.11.07.B.05.03.G</td>
<td>S, PS</td>
<td>3.4</td>
<td>37</td>
<td>5</td>
</tr>
</tbody>
</table>

**Guiding Questions:**

1. In regards to the reporting category, how did the students perform? (Strand)
2. In regards to the standards, how did the students perform?
3. In regards to the type of standard (readiness, supporting, process), 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. How are the students performing with open ended questions (rubric, griddable)?
12. Is the issue on the content or process standards, or both?
13. What were all the steps students needed to be able to do in order to answer the question correctly?
14. Within those steps, where does it appear that student mastery broke down?
15. Which students have mastered the standards and may serve as peer tutors?
16. What will your plan of action entail?
Purpose: This report indicates rubric performance by class and individual students. It allows teachers to gauge general class performance along with individual student performance. This report allows a teacher to prioritize re-teaching groups to plan instructional next steps. This report also displays the how the rubric scores are calculated based on rubric type and breaks down of points awarded per rubric. This report is critical to understanding student performance in authentic assessment and more rigorous open ended questions.

Measured: Aggregate rubric performance in authentic assessment and individual student performance. (Paper Rubric 1-4 5=0, Online rubric (short answer) 0-3, essay 0-4)

Location: Reports > Popular Reports > Teacher Level Reports by Class > Rubric Item Analysis by Test

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Question #</th>
<th>Rubric Score</th>
<th>Points</th>
<th>Number Responding</th>
<th>Percent Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014_HISD_SNAP1_ELA_W_G4</td>
<td>5</td>
<td>1</td>
<td>5.00</td>
<td>2</td>
<td>33.33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>10.00</td>
<td>3</td>
<td>50.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>15.00</td>
<td>1</td>
<td>16.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>20.00</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>0.00</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not scored</td>
<td>0.00</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>6</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Rubric scores are calculated as follows:
- QC1: 25%
- QC2: 50%
- QC3: 75%
- QC4: 100%
- QC5: 0%

* = Correct Response

Individual Student Performance

Guiding Questions:

1. In regards to the general performance, how did the students perform? How many met the passing standard?
2. How many students did not meet standard?
3. What needs to be addressed as whole group vs. small groups?
4. How did individual students perform? Can students with similar performance be grouped together?
5. Are struggling students’ misunderstandings different than those of the rest of the students?
6. What are all the steps the students need to take reach mastery or to move to the next performance level? Which steps need to be made more explicit to the students?
7. What additional support or steps will the struggling students need when this performance is being reviewed?
8. Look at student responses: Did students make similar mistakes? Why or why not?
9. What misunderstandings do the students’ errors reveal? What do you think the students were doing wrong here?
10. What were all the steps students needed to be able to do in order to answer the question correctly?
11. Within those steps, where does it appear that student mastery broke down?
12. Which students have mastered the process and may serve as peer tutors?
13. What will your plan of action entail?
Percent Correct By Standard Class Summary by Student

**Purpose:** This report displays the reporting category, standards, standard type, number of items to achieve the mastery threshold, total number of questions, the percent correct by standard by class, and the percent correct by standard by student. Teachers can use this report to assess the class performance, individual student performance, and standard mastery. This report provides a global view of student strengths as well as areas of growth. It provides the opportunity to identify trends among the grade level as well as determine focus of 2 to 3 standards that need corrective reinstruction.

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

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

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Type of 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? What are areas of celebration?
2. Based on the mastery threshold, which students need remediation to achieve mastery? Areas of growth?
3. Which standards were the most challenging for the students?
4. Which students have mastered the standards 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?
9. How does the mastery threshold help have discretion around which student achieved mastery?
**Purpose:** This report provides student performance by class by standard. It places students in one of three bands. Teachers use this report to group students by standard performance in an effort to provide enrichment or remediation on identified areas of need.

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

**Location:** Reports > Popular Reports > Teacher Level Reports by Class > Standard Performance Grouping by Class by Category

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

**Guiding Questions:**
1. Which students need intervention and on what standards (TEKS)?
2. Can students be further divided within a group?
3. What sort of practice do the students need to master this standard – heavy repetition of computation skills? Following a multi-step protocol?
4. Based on the class performance, what re-teaching do I need to do?
5. What are the standards that will be reviewed or retaught for the whole class?
6. Are the struggling students’ misunderstandings different than those of the rest of the students on these standards?
7. What additional support or steps will the struggling students need when these standards are being reviewed?
8. Are there any student’s not attaining proficiency across reporting categories?
9. How can the question numbers be leveraged to support instructional next steps?
10. What interventions and resource material could support the mastery of the standard?
11. How can this report help document an action plan and instructional next steps?
Standard Performance Grouping

**Purpose:** This report is ideal for comparing multiple assessments for a class and identify weak standard 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 standard, 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 standard

See footnote [Percent Correct vs Percent Mastery/ Percent Met Standard](#)

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

### Guiding Questions:

1. Based on students’ performance on standards, should the teacher focus on instructional strategies or curriculum content?
2. What is needed: spiraling instruction, reteaching or intervention?
3. What standards 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. Is the issue on the content or process standards, or both?
7. Are some standards pre-requisites the mastery of others?
8. What other assessments could be used to compare progress? When could this report be ran to see mobility on standard performance?
HISD | Student Performance Analysis Guide

Standard Mastery Summary - Multi Test Analysis

**Purpose:** This report displays the standards of multiple tests, up to six tests, to demonstrate students’ mastery of standards assessed. Teachers can use this report to view students’ mastery of standard by percentage in several tests. The teacher can also track growth over time across the standards, see frequency of standards tested, as well as compare the question average to the percent mastery.

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

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

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**Guiding Questions:**

1. What are the areas of celebration? Areas of growth?
2. Which standards were the most challenging for students?
3. Based on the standard, is growth demonstrated from one assessment to the next?
4. Was remediation successful for the students to attain mastery?
5. Which standards need the most remediation?
6. Is the issue on the content or process standards, or both?
7. How can I leverage this report to show/track growth over time?
8. Were the right assessments selected to compare growth across standards over time?
9. Do the number of questions provide meaningful information regarding the extent of student mastery in a standard?

**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%) The average number correct can be divided by the number of questions to yield the percent correct.

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 standard and number of correct responses. Teachers can use this report to assess students’ performance by demographics by standards. This report is helpful in identify students who are struggling and are members of different populations considered in accountability.

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

**Location:** Reports > Popular 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 Indicator | Bilingual Indicator | Economically Disadvantaged | Gifted and Talented | Limited English Proficient | Title I Status | #Correct 111.06 | #Correct 111.06.03.A | #Correct 111.06.03.B | #Correct 111.06.03.C | #Correct 111.06.03.D | #Correct 111.06.03.E | #Students Tested | # Students Submitted |
|------|--------|-----------|-------------------|---------------------|---------------------------|---------------------|-------------------------|----------------|----------------|------------------|------------------|-----------------|------------------|----------------|----------------|
| A. Randy | M | 5 | Y | Y | Y | 50 | 50 | 25 | 50 | 100 | 25 | 60 | 33 | 67 | 100 | 8 | 50 | 1 | 1 |
| D. Paula | M | 2 | Y | Y | 100 | 100 | 100 | 50 | 75 | 100 | 100 | 80 | 100 | 100 | 14 | 88 | 1 | 1 |
| D. John | M | 4 | Y | Y | Y | Y | 50 | 50 | 25 | 50 | 50 | 25 | 40 | 33 | 100 | 0 | 7 | 44 | 1 | 1 |
| F. Kathy | F | 5 | Y | Y | 50 | 50 | 75 | 50 | 75 | 100 | 75 | 60 | 67 | 67 | 100 | 119 | 69 | 1 | 1 |
| G. Matt | M | 5 | 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 | 0 | 50 | 60 | 33 | 0 | 0 | 6 | 38 | 1 | 1 |
| J. Alex | F | 4 | Y | Y | Y | 50 | 50 | 25 | 0 | 25 | 25 | 20 | 67 | 0 | 0 | 4 | 25 | 1 | 1 |
| K. Sam | M | 2 | Y | Y | 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 standards?
2. What remediation is needed to ensure all demographic groups improve performance?
3. Which standards are most challenging for all students?
4. Which students are heavily impacting school accountability?
5. How does making demographic information compared to standard performance help support individual student needs?

**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
Purpose: This report is a summary of the campus performance. It includes demographic performance and allows users to choose different cut scores. This report includes gender, ethnicity and demographic indicators. It includes the number of students in each population that tested and how they would have performed if the cut score was modified. This report can be used to see how special populations are performing across the customized bands. Administrators can assess special population and demographic performance to surface strengths as well as areas of growth. It provides the opportunity to identify trends among the populations as well as determine areas of focus to ensure equity and attention to all groups.

Measured: Percent mastery by customized band broken down by gender, ethnic and demographic groups

Location: Reports > Administrative Reports > Campus Performance Summary

Guiding Questions:

1. Based on the cut score, which students achieved mastery? What are areas of celebration?
   What are areas of concern?
2. Are there any demographic trends or patterns?
3. What remediation is needed to ensure all demographic groups improve performance?
4. How does making demographic information compared to standard performance help support individual student needs?
5. How can using this report support your tracking of school accountability?

Notes: This report is only available for campus administrators at the campus and district level. It is located in the Administrative Reports folder. Bands can be customized but caution should be used to ensure no students are inadvertently left out. (Ex: >=50 in first band would result in leaving out all student who scored between 0-49 out of the report)
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?
- How can understanding the student misconception support re-teaching to the misconception vs the entire standard?
- 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 standard. This is based on the mastery threshold designated by the test creator (Note: typically mastery threshold or cut score is \( \geq 70\% \)). 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

After thorough data analysis, find instructional next steps and interventions for Snapshots using Curriculum Blueprints and Outlines. Below are steps on how to access these documents. Secondary campuses can click on the following link. Curriculum and Instruction SharePoint page. Elementary campuses can follow the instructions below:

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

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