Instructional Reports

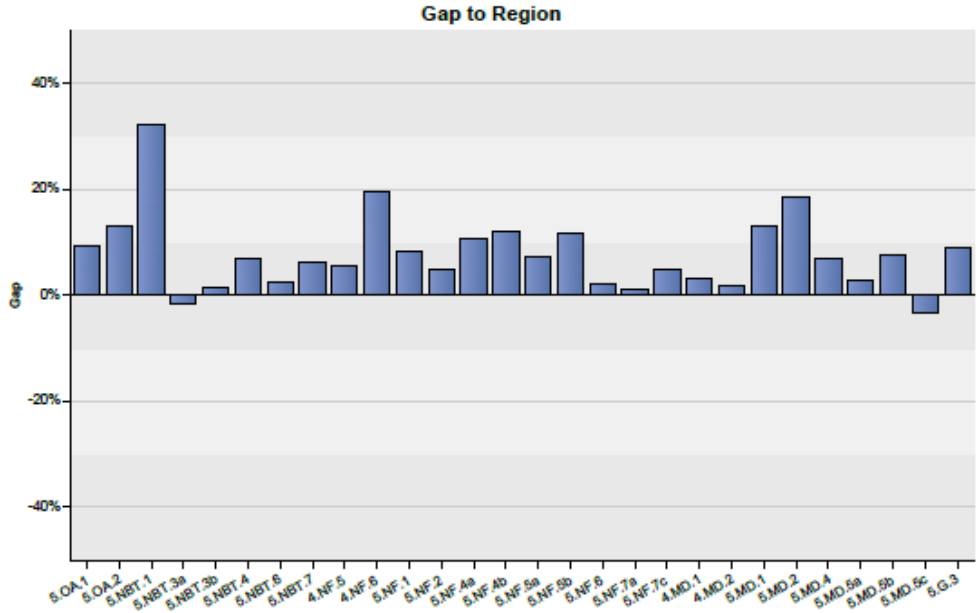
I want to see...	There are reports that….	Example Links
How our students as a whole **compare to other districts** in our BOCES and/or region	-compare to multiple gaps -show percentage of questions answered correctly -have a bar graph to quickly show you comparisons to the BOCES or region	Performance Report with Gap Analysis
How students answered the multiple choice questions	-See how many students chose A, B, C, D -Sort by question number or standard -Include a bar graph of student responses for each question (Regents)	Distribution of MC Responses (regents) Released Question Report (3-8)
How a **particular student** performed on an assessment	-Group by learning standard -are used to facilitate student remediation	Individual Strengths and Weaknesses
	-Can compare a student's score to the region's	
	- sort by NYS Common Core Learning Standards, Domains, and Clusters	
	-Show a student's total number of points earned in a standard area compared to the regional mean	

How are our **special education students** doing?	-Show percentages of correct answers for each standard and MC question - can be filtered by subgroups (Visualizations)	**Item Analysis by Ed Type** **Item Analysis Report by Education Type (new)**
How has our school/district done with questions aligned **to different standards over time?**	-Show any weaknesses on standards over several years -can highlight what standards are frequently tested -can identify potential weaknesses in curriculum	**3 Year Trend Report**
Which NYS standards have been **tested heavily** so I can inform my teachers	-show standard trends and are available for 3-8 and Regents Exams	**Trend Map Summary**

Performance Report with Gap Analysis by District

District: [redacted]

Assessment: Grade 5 Math
School Year: 2019



		[redacted] N = 173 % Full Credit	Region N = 36886 % Full Credit	Gap to Region
Operations and Algebraic Thinking				
Write and interpret numerical expressions.				
5.OA.1	10-MC	73%	63%	9%
5.OA.2	08-MC	86%	72%	13%
Number and Operations in Base Ten				
Understand the place value system.				
5.NBT.1	41-CR	64%	32%	32%
5.NBT.3a	36-MC	62%	64%	-1%
5.NBT.3b	06-MC	62%	60%	2%
5.NBT.4	19-MC	80%	74%	7%
Perform operations with multi-digit whole numbers and with decimals to hundredths.				
5.NBT.6	16-MC	64%	61%	3%
	28-MC	75%	73%	2%
5.NBT.7	27-MC	42%	37%	5%
	35-MC	76%	69%	7%
	45-CR	69%	62%	6%
Number and Operations—Fractions				
Understand decimal notation for fractions, and compare decimal fractions.				
4.NF.5	02-MC	68%	63%	6%

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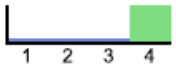
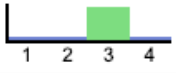
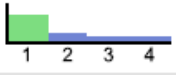
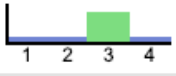
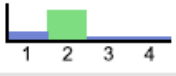
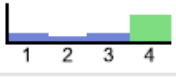
2019 Regents Distribution of MC Responses with Gap Analysis - by Question

District: [redacted] **Test Name:** Regents Common Core Algebra I - Jun

Gap Chosen: BOCES

				District n = 202					BOCES n = 2,527					Gaps
Q #	*Question Level	Identifier	Student Selections	% Correct	1	2	3	4	% Correct	1	2	3	4	Gap to BOCES
I-01	L2	A.SSE.2		91%	3% 6	1% 3	5% 10	91% 183	82%	6%	6%	6%	82%	9%
I-02	L2	F.IF.2		91%	4% 8	91% 184	4% 9	0% 1	86%	7%	86%	5%	2%	5%
I-03	L1	F.IF.1		92%	4% 9	2% 5	1% 2	92% 186	87%	5%	5%	4%	87%	5%
I-04	L3	F.BF.3		84%	5% 11	84% 170	4% 9	6% 12	75%	9%	75%	4%	11%	9%
I-05	L3	A.SSE.1a		87%	87% 175	3% 7	6% 12	4% 8	74%	74%	9%	10%	7%	13%
I-06	L3	F.LE.1c		79%	79% 159	1% 2	20% 40	0% 1	75%	75%	2%	22%	1%	4%
I-07	L2	N.RN.3		90%	90% 182	2% 5	5% 10	2% 5	82%	82%	7%	7%	4%	8%
I-08	L2	A.APR.3		89%	1% 2	6% 13	89% 180	3% 7	84%	3%	7%	84%	6%	5%
I-09	L3	A.REI.1		71%	7% 14	15% 31	6% 13	71% 144	54%	13%	18%	15%	54%	17%
I-10	L4	A.CED.3		65%	65% 132	16% 33	10% 21	8% 16	57%	57%	22%	12%	10%	8%
I-11	L3	F.LE.1		77%	8% 17	9% 19	77% 156	5% 10	68%	12%	13%	68%	6%	9%
I-12	L3	S.ID.5		74%	12% 25	74% 150	9% 19	4% 8	65%	15%	65%	14%	7%	9%
I-13	L3	A.REI.3		65%	14% 29	5% 10	16% 32	65% 131	62%	16%	6%	16%	62%	3%

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*** Question Level is a WNYRIC calculated field to help reflect the overall difficulty of the question and what level of student would be expected to get it correct. It is reflected by a code of L1 - L5. Additional detailed information can be found in the report guide.**

Released Question Report by District - Multiple Choice Analysis

This report is only for 3-8 NYSED Released Questions. It is organized by learning standard and shows the number and percent of multiple choice questions answered correctly as well as the points awarded for constructed response questions. The constructed response section also indicates the percentage of questions for which students were awarded full credit, Similar information is shown for any Gaps chosen, For more information, view the Report Guide

District Name: [redacted] **School Year:** Jun 30, 2019 **Test:** Grade 5 Math

Link to Released Questions with Annotations

			District n=173										BOCES n= 1,875
			#					%					
		% Points Earned	A	B	C	D	No Response	A	B	C	D	No Response	GAP to BOCES
Domain: Geometry													
Cluster: Classify two-dimensional figures into categories based on their properties.													
5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	pg#: UIN:	31-MC	76%	12	***131***	20	10	0	7%	***76%***	12%	6%	0%	3%
Domain: Measurement and Data													
Cluster: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.													
5.MD.5a Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	pg#: UIN:	18-MC	58%	32	20	20	***101***	0	18%	12%	12%	***58%***	0%	-3%
5.MD.5b Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	pg#: UIN:	01-MC	90%	12	4	1	***156***	0	7%	2%	1%	***90%***	0%	1%
5.MD.5c Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	pg#: UIN:	30-MC	62%	37	18	10	***108***	0	21%	10%	6%	***62%***	0%	-9%
Cluster: Represent and interpret data.													
5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.	pg#: UIN:	29-MC	74%	16	16	13	***128***	0	9%	9%	8%	***74%***	0%	12%
Cluster: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.													
4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	pg#: UIN:	33-MC	40%	63	***69***	33	7	1	36%	***40%***	19%	4%	1%	

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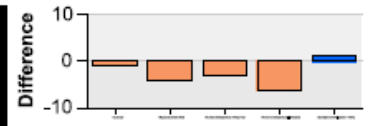
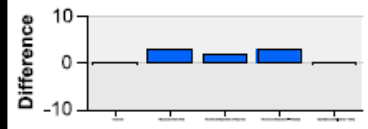
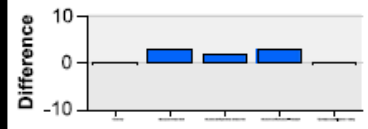
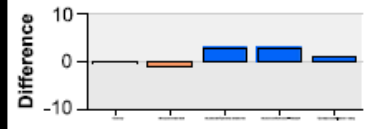
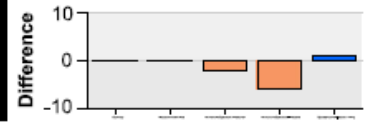
Individual Strengths and Weaknesses

This report provides information about an individual student's results within a standard area. The report provides the total number of points earned for the student compared to the regional mean. When graphs are shown, a microchart is provided that shows where a student scored above and below the regional mean. When shading is selected, the table is highlighted to indicate areas where a student scored above and below the regional mean. In both areas, the color blue indicates scores above the mean, and orange indicates areas below the mean.

District: [redacted]
School Year: 2019

Assessment: Grade 5 Math

		Geometry (Questions: 1, Possible Points: 1, Regional Mean: 1)		Measurement and Data (Questions: 10, Possible Points: 12, Regional Mean: 6)		Number and Operations in Base Ten (Questions: 9, Possible Points: 12, Regional Mean: 7)		Number and Operations—Fractions (Questions: 16, Possible Points: 19, Regional Mean: 10)		Operations and Algebraic Thinking (Questions: 2, Possible Points: 2, Regional Mean: 1)	
		Total Points Earned	Difference	Total Points Earned	Difference	Total Points Earned	Difference	Total Points Earned	Difference	Total Points Earned	Difference
[redacted]		Level 1	0	-1	3	-3	5	-2	5	-5	2	1
		Level 3	1	0	10	4	10	3	14	4	1	0
		Level 3	1	0	10	4	10	3	14	4	1	0
		Level 3	1	0	6	0	11	4	14	4	2	1
		Level 2	1	0	7	1	6	-1	5	-5	2	1

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Item Analysis by Education Type

2019 Grade 5 ELA

Item Detail					% Correct	# of Students	General Education	Special Education	General Education	Special Education
							% Correct	% Correct	# of Students	# of Students
Language	Vocabulary Acquisition and Use	L. 5.4	2019	09-MC	84.75%	177	89.93%	57.14%	149	28
		L. 5.5	2019	30-MC	72.32%	177	77.18%	46.43%	149	28
Reading-Informational Text	Craft and Structure	RI. 5.4	2019	08-MC	83.05%	177	86.58%	64.29%	149	28
		RI. 5.6	2019	11-MC	59.89%	177	62.42%	46.43%	149	28
				33-MC	80.23%	177	83.89%	60.71%	149	28
	Key Ideas and Details	RI. 5.2	2019	10-MC	74.58%	177	77.18%	60.71%	149	28
				34-MC	54.24%	177	59.06%	28.57%	149	28
				36-CR	71.47%	177	77.18%	41.07%	149	28
		RI. 5.3	2019	12-MC	57.06%	177	60.40%	39.29%	149	28
				13-MC	68.93%	177	75.17%	35.71%	149	28
				14-MC	48.59%	177	51.68%	32.14%	149	28

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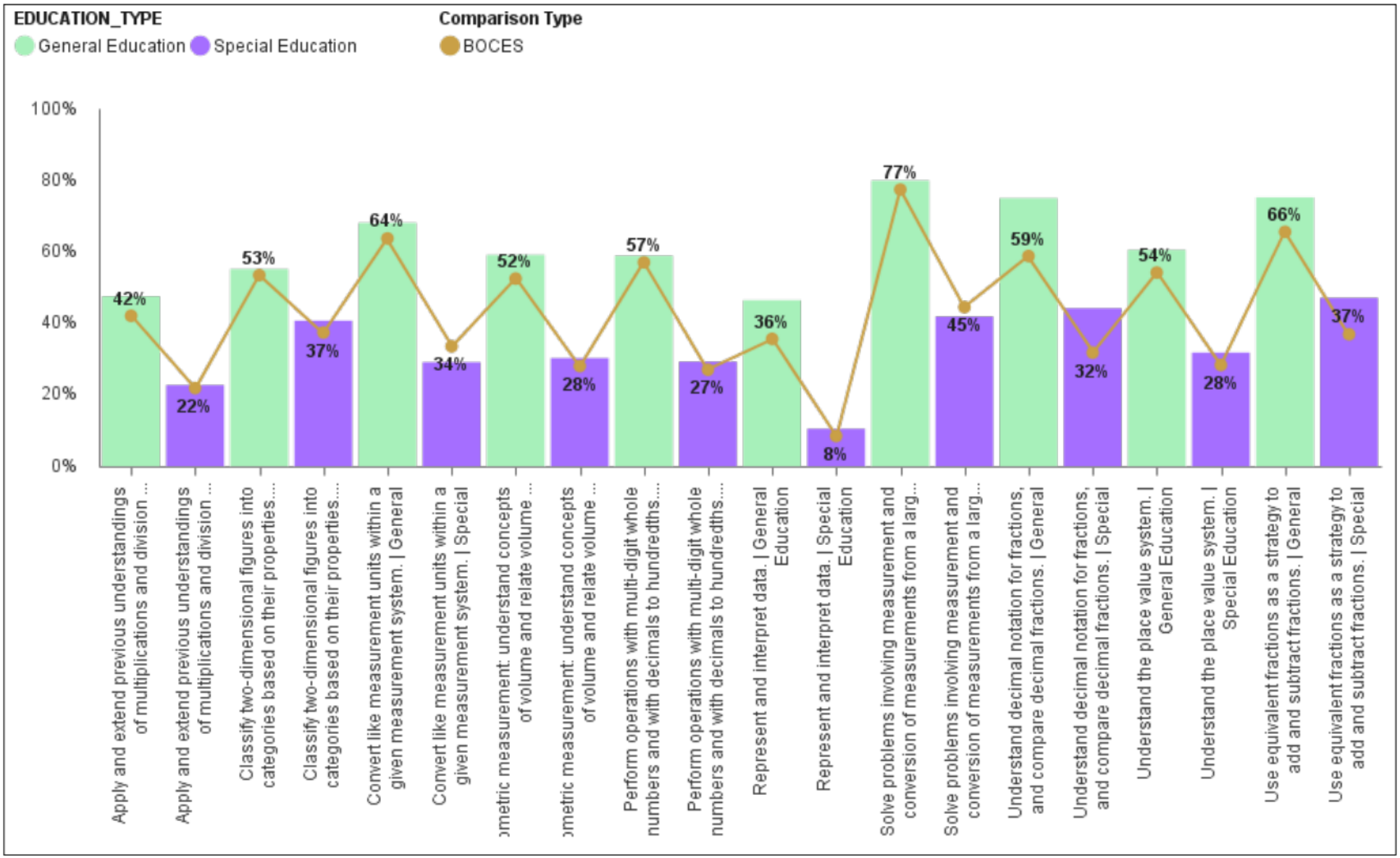
Percent of Points Earned by District vs.BOCES by Cluster



		Comparison		General Education		Special Education	
		% Earned	% Earned	% Earned	% Earned	% Earned	% Earned
		District n = 267	BOCES n = 2,161	District n = 224	BOCES n = 1,824	District n = 43	BOCES n = 337
Geometry							
Classify two-dimensional figures into categories based on their properties.							
NY-5.G.3	35-MC	68%	64%	70%	66%	60%	51%
NY-5.G.4	15-MC	37%	38%	41%	41%	21%	23%

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3 Year Standard Trend Report

For the selected year and 2 prior years, this report shows how your district did, Identifier by Identifier, as well as how many questions were tested that year.

Look at this column first. Tells you how often a standard was assessed the past 3 years and how the district performed

Grade 5 Math

24 **MC** (Multiple Choice - Not Released)
76 **MC R** (Multiple Choice - Released)
0 **CR** (Constructed Response - Not Released)
24 **CR R** (Constructed Response - Released)

		2019	2018	2017	2017 - 2019
		38 Questions 46 Points	38 Questions 46 Points	48 Questions 62 Points	
Geometry					
5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	MC; MC R: *31*; CR; CR R. Questions: 1 (3%). Points: 1 (2%). District %: 76%. BOCES: 73%. Region: 67%		MC; MC R: *25*; CR; CR R. Questions: 2 (4%). Points: 2 (3%). District %: 51%. BOCES: 53%. Region: 50%	Questions 3; Points 3; BOCES 60%; Region 56%; District 59%
5.G.4	Classify two-dimensional figures in a hierarchy based on properties.		MC; MC R: *13 37*; CR; CR R. Questions: 2 (5%). Points: 2 (4%). District %: 43%. BOCES: 42%. Region: 40%		Questions 2; Points 2; BOCES 42%; Region 40%; District 43%
Measurement and Data					
4.MD.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	MC; MC R: *33*; CR; CR R. Questions: 1 (3%). Points: 1 (2%). District %: 40%. BOCES: 39%. Region: 37%		MC; MC R: *27*; CR; CR R. Questions: 1 (2%). Points: 1 (2%). District %: 66%. BOCES: 62%. Region: 57%	Questions 2; Points 2; BOCES 50%; Region 46%; District 53%
4.MD.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	MC: 15; MC R; CR; CR R. Questions: 1 (3%). Points: 1 (2%). District %: 58%. BOCES: 59%. Region: 56%	MC: 07; MC R; CR; CR R. Questions: 1 (3%). Points: 1 (2%). District %: 48%. BOCES: 52%. Region: 45%		Questions 2; Points 2; BOCES 55%; Region 51%; District 53%
5.MD.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	MC: 12; MC R; CR; CR R: *43*. Questions: 2 (5%). Points: 3 (7%). District %: 55%. BOCES: 47%. Region: 42%	MC; MC R: *24 36*; CR; CR R: *39*. Questions: 3 (8%). Points: 4 (9%). District %: 53%. BOCES: 49%. Region: 45%	MC; MC R: *14 42*; CR; CR R: *46*. Questions: 3 (6%). Points: 4 (6%). District %: 36%. BOCES: 39%. Region: 35%	Questions 8; Points 11; BOCES 45%; Region 41%; District 47%

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Trend Map Summary

Test: **Grade 5 Math**

Geometry				
Classify two-dimensional figures into categories based on their properties.		Standard Statement	Year	Questions
Classify two-dimensional figures into categories based on their properties.	5.G.B.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	2013	05
			2014	25
			2015	36
			2016	36
			2017	25 39
			2019	31
	5.G.B.4	Classify two-dimensional figures in a hierarchy based on properties.	2013	56
			2014	32
			2015	05
			2016	05 24
			2018	13 37
Measurement and Data				
Convert like measurement units within a given measurement system.		Standard Statement	Year	Questions
Convert like measurement units within a given measurement system.	5.MD.A.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	2013	17 26 48 66
			2014	14 34 38 44
			2015	16 40 43 44
			2016	16 19 50
			2017	14 42 46
			2018	24 36 39
			2019	12 43