

Learning Instructions

1. **Getting Started:** The table of contents page serves as your guide to the course content and an indicator of lessons you have reviewed or completed. To start reviewing a page, click the **"Begin"** link next to the page. Once you have accessed a page's content, you can always revisit the content by clicking **"Revisit."**
2. **Navigating the Course:** Upon reading the first page of the course's units, you can access the next page of the content by clicking the **"Next"** button. If you need to re-read a unit's content, you can click the **"Previous"** button to return to the previous page. Or, you can return to the course syllabus to select the unit you wish to re-read. Repeat these steps until you have finished the course.
3. **Taking the Posttest:** At the end of the course, you will be given a posttest. Answer each question and click **"Submit, I'm Done."** You will immediately see your test results and each question's correct answer. To receive credit for a course, you must answer at least 7 of the 10 questions correctly. If you don't pass the first time, review the course content again and re-attempt the posttest. If you start the posttest, but cannot complete it during a session, click **"Save and Return Later"** at the bottom of the page.
4. **Completing the Application & Knowledge Activities:** Each course includes five extended response questions that allow for reflection and help you consider how you will apply this learning to your work. Your administrators can review responses to these questions and provide feedback as well. After you have entered your responses, click **"Submit, I'm Done."** Once you submit your answers, you will no longer be able to edit them. If you wish to save your work, but cannot complete it during a session, click **"Save & Return Later"** at the bottom of the page.
5. **Deciding to Withdraw from a Course:** If you select a course that you decide you do not want to take, click **"Withdraw"** under the **"Action"** column.
6. **Resuming a Course:** If you start taking a course, but do not complete it in your current session, you can continue the course when you return to the portal to access Learn. Simply click on **"Resume Course"** under the **"Action"** column when you return.
7. **Completing a Course:** Once you have completed a course and passed the posttest, the course will appear at the bottom of the screen under **"My Completed Courses."** Click **"Print Certificate"** under the **"Action"** column to receive a personalized document confirming that you have completed this course. If you wish to review the content of a completed course, click **"Review."**
8. **Accessing Your Transcript:** Click **"View Transcript"** link at the top right corner of the screen to review a list of courses you have completed, including the Course Completed Date, Course Name and Course Code.
9. **Ending Your Session:** Be sure to click **"Log Out"** at the bottom of the page when you are finished using the portal.

Learning Description & Objectives

Learning Description

In this course, you will learn how to access and interpret individual student reports. These reports display each student's history of test scores in each subject area. This course includes visual representations of copyrighted EVAAS® Web reporting software from SAS Institute Inc. for instructional purposes.

Learning Objectives

1. Identify two ways to navigate to the individual student report.
2. Understand the contents of an Individual Student Report.
3. Identify how to mask and interpret student projections.

Pretest

Before you begin a course, you must take the pretest. The pretest will help you gauge your current knowledge of the course content and preview what you will learn. Upon completing the pretest, click **"Submit, I'm Done"** at the bottom. Then, you will see your test results and the correct answers for each question. Click **"Next"** to enter the course content. If you start the pretest, but cannot complete it during a session, click **"Save & Return Later"** at the bottom of the page.

Question 1

What can you do from this list of fourth grade students to see an individual student's report?

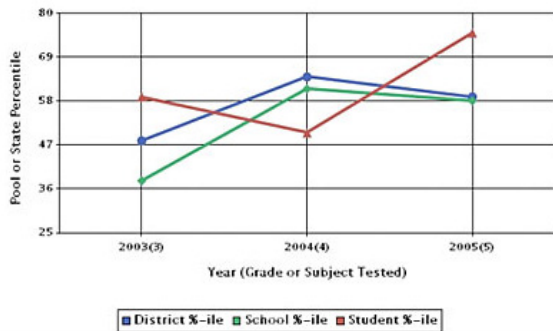


Required

- a. Click on the student's name whose report you want to view.
- b. Click on the school's name of the student you want to view.
- c. Click on the "State NCE" header.
- d. Click on the "Perf Level" header.

Question 2

In the following report, which percentile did this student's score place him at relative to other students in 2005 who took the state reading test?



Required

- a. About the 65th percentile.
- b. About the 59th percentile.
- c. About the 50th percentile.
- d. About the 75th percentile.

Question 3

What does the purple line associated with an individual student projection usually represent? Required

- a. The school's performance.
- b. The student's performance.
- c. The student projection.
- d. A user-selected state performance level.

Question 4

Which level of value-added information is the most statistically problematic? Required

- a. Individual student data.
- b. District-level data.
- c. School-level data.
- d. All of the above.

Question 5

Which color on the student report is associated with how the average student in a school performed on a test in a particular time

period? Required

- a. Yellow.
- b. Green.
- c. Red.
- d. Blue.

Question 6

Which value-added report contains the most student-specific data available? Required

- a. School value-added reports.
- b. Value-added summary reports.
- c. Performance diagnostic reports.
- d. Individual student reports.

Question 7

How is the information in an individual student report represented? Required

- a. Graphically using data points.
- b. Alphabetically by a student's last name.
- c. Numerically in a table.
- d. Both a and c.
- e. None of the above.

Question 8

What else is included in a report listing all of the students who took a school's fourth grade math diagnostic report? Required

- a. Each student's State NCE score.
- b. The name of the school each student goes to.
- c. Each student's Performance Level.
- d. Both a and c.
- e. All of the above.

Question 9

What information could be used to produce a student's projection on a future reading test? Required

- a. A student's social studies history.
- b. A student's reading history.
- c. A student's math history.
- d. All of the above.

Question 10

Which of the following statements about the red data points on an individual student report is NOT true? Required

- a. They represent value-added measures.
- b. They represent where a student's test scores placed him or her in relation to the other students in the comparison group.
- c. They describe a student's testing history based on the student's previous and most recent scores.
- d. All of the above statements are true.

Unit 1: Accessing the Individual Student Report

In this course, you will review the information contained in the individual student report and explore how that information might be interpreted and used. This value-added report contains the most student-specific data available.

One of the most direct ways to get to a particular student's report is to choose "Student Search" from the "Reports" menu.



Unit 1: Accessing the Individual Student Report

When this window opens, type in the student's last name, click the "Search" button, and you'll see that student's individual report.



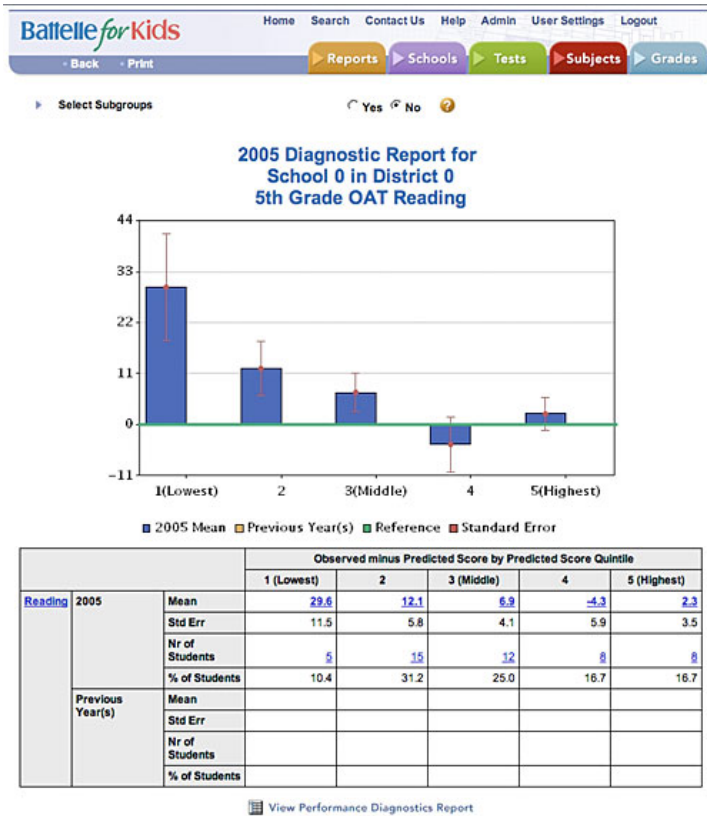
The screenshot shows the Battelle for Kids website interface. At the top, there is a navigation bar with the logo on the left and links for Home, Search, Contact Us, Help, Admin, User Settings, and Logout on the right. Below the navigation bar is a blue header with a "Back" button on the left and a "Reports" button on the right. The main content area is a search form with a "Student Last Name:" label and a text input field. Below the input field are six search restriction options, each with a "Yes" radio button, a "No" radio button, and a help icon: "Restrict Search by Grade?", "Restrict Search by District and/or School?", "Restrict Search by Race?", "Restrict Search by Sex?", "Restrict Search by Demographics?", and "Restrict Search by Projected Proficiency Level?". At the bottom of the form is a green "Search" button with a right-pointing arrow.

If you have more than one student with the same last name, the system will ask you to identify the specific student's report you'd like to access.

A number of other search options also are available in the "Student Search" window. Course SR122, *Interpreting Individual Student Reports (Part 2)*, will review these options.

Unit 1: Accessing the Individual Student Report

Another way to access an individual student report is through the school diagnostic report. The following report was reviewed in course SR117, *Interpreting School Diagnostic Reports (Part 1)*.



To view detailed reports, click on underlined numbers or words.

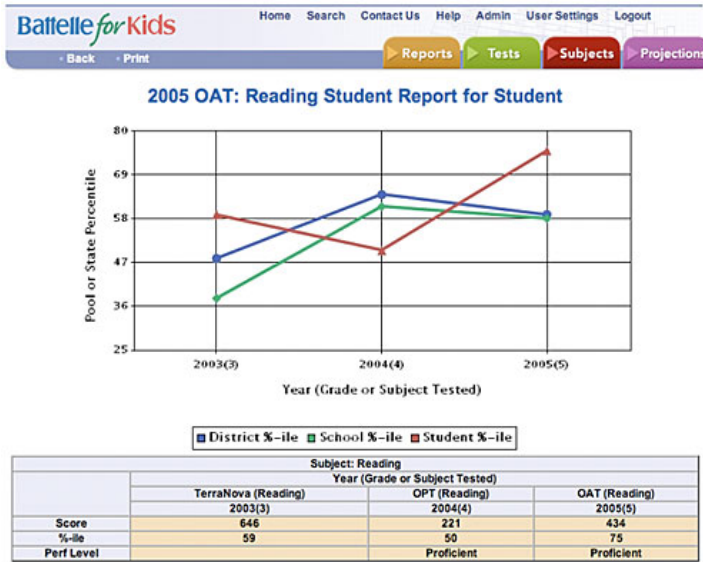
At the bottom of this report on the left is a live link that says “Reading.” Click on this link to review an alphabetically arranged list of all of the students included in the fifth grade Reading Diagnostic Report for School 0 in District 0 (as shown in the following report).

Student Name	Predicted Score	Observed Score	School Name
Student 1	412.7	405	School Name
Student 2	440.3	449	School Name
Student 3	430.7	410	School Name
Student 4	414.7	434	School Name
Student 5	436.1	445	School Name
Student 6	394.9	438	School Name
Student 7	427.7	431	School Name
Student 8	398.4	408	School Name
Student 9	437.4	428	School Name
Student 10	384.3	445	School Name
Student 11	367.8	410	School Name
Student 12	434.8	428	School Name
Student 13	411.7	438	School Name

Next to each of their names are their predicted and observed scores for the fifth grade OAT Reading test. By clicking on any student—Student 4 for example—you can access that student’s individual growth chart. Note: The list above is only a partial list of all fifth grade reading students.

Unit 2: Navigating and Interpreting the Individual Student Report

Let's review the information contained in an individual student report.



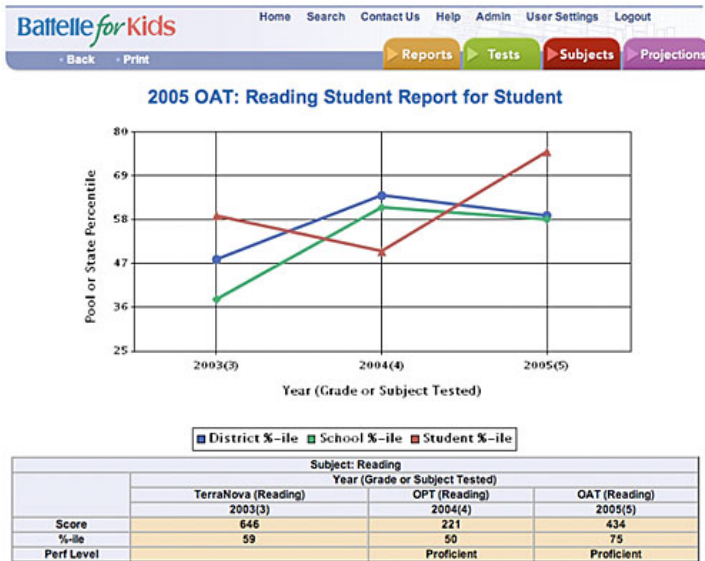
In this report, the student's growth history is represented in two ways.

In the graph on the top, the student's testing history is represented by three red data points. The same information also is represented in the table below.

The data points that appear are not value-added measures—they're simply data points representing where Student 4's test scores placed her in relation to the other students in the comparison pool.

Unit 2: Navigating and Interpreting the Individual Student Report

For example, the first red data point and the information below it in the table, indicate that this student scored a 646 on the TerraNova Reading test in third grade. This score placed that student at the 59th percentile relative to all the other students who also took the TerraNova Reading test in third grade.



At the end of the fourth grade, this student's score of 221 on the OPT test placed her at the 50th percentile of the students who took the OPT Reading test.

This pool is not the same group of students who took the TerraNova test. In this particular state, all students took the OPT, but only the districts that used TerraNova as an "off-year" test are included in the TerraNova pool.

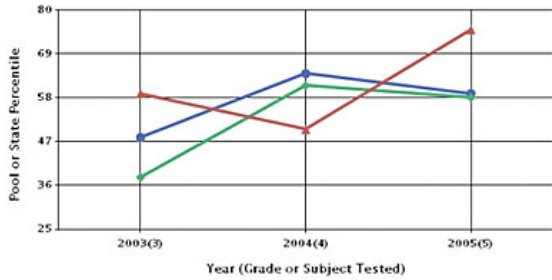
Unit 2: Navigating and Interpreting the Individual Student Report

Battelle for Kids

Home Search Contact Us Help Admin User Settings Logout

Back Print Reports Tests Subjects Projections

2005 OAT: Reading Student Report for Student



District %-ile
 School %-ile
 Student %-ile

	Subject: Reading		
	Year (Grade or Subject Tested)		
	TerraNova (Reading) 2003(3)	OPT (Reading) 2004(4)	OAT (Reading) 2005(5)
Score	646	221	434
%-ile	59	50	75
Perf Level		Proficient	Proficient

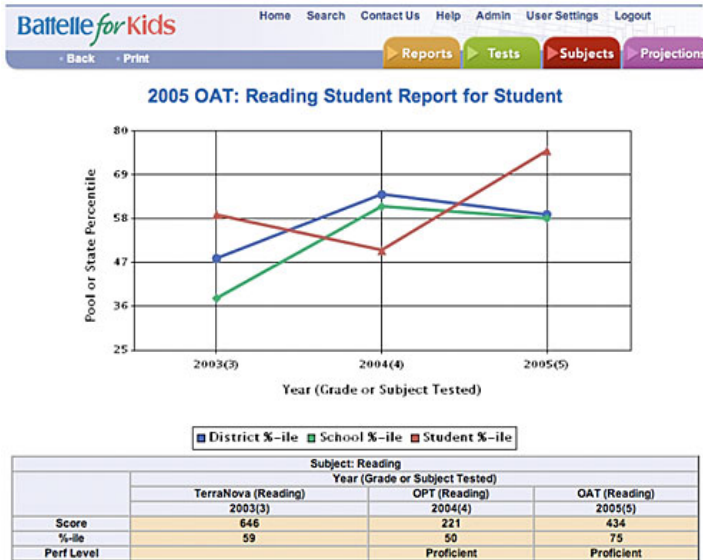
The third data point indicates that this student scored a 434 on the fifth grade OAT Reading test which placed her at the 75th percentile of the students who took the fifth grade OAT Reading test. Again, this pool may be a different one, although it should be similar to the OPT pool because all students in this state also take the OAT test.

Because these data represent the student's scores on three different kinds of tests with three potentially different comparison groups, you must be careful about how you interpret this information.

Her apparent fall in achievement from third to fourth grade and the apparent rise from fourth to fifth grade could be reflective of different comparison groups. The safest interpretation of this individual student data occurs when the comparison group is consistent across data points.

Unit 2: Navigating and Interpreting the Individual Student Report

In **green**, you see how the average student in Student 4's school cohort group performed over the same time period. In **blue**, you see how the average student in this student's district cohort group performed during the same time period.

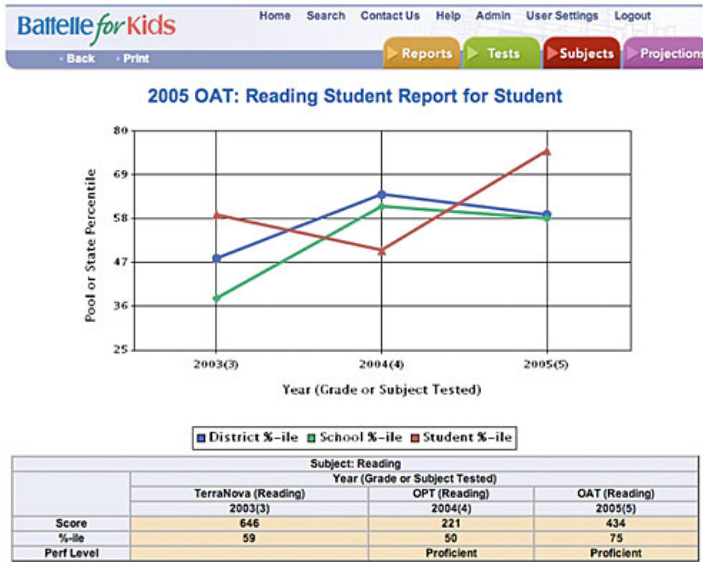


In this case, the pattern you see for the school and for the district are similar, but the school has produced a little more growth, on average, than the district.

At the end of the third grade, the average student in the school was scoring about 10 percentile points lower than the average student in the district. By the end of the fifth grade, the average student in the school was at about the same place as the average fifth grader in the district.

Unit 2: Navigating and Interpreting the Individual Student Report

Of these three sets of data points, the individual student's data points are the most difficult to accurately interpret.



All individual test scores include some measurement error. In other words, because of extraneous factors, a particular test on a particular day may not measure exactly a particular student's achievement level. This error is carried over into individual students' percentile ranking.

While it is inherently interesting to examine individual student data, it is also the most statistically problematic set of data in this entire reporting system. The school and the district lines are much more statistically reliable because they reflect averages across larger groups of students.

There is one more important caveat you should keep in mind when interpreting the school and district data. This issue will be explored in the next course.

Unit 3: Student Report Projections

The individual student report has one more important feature.

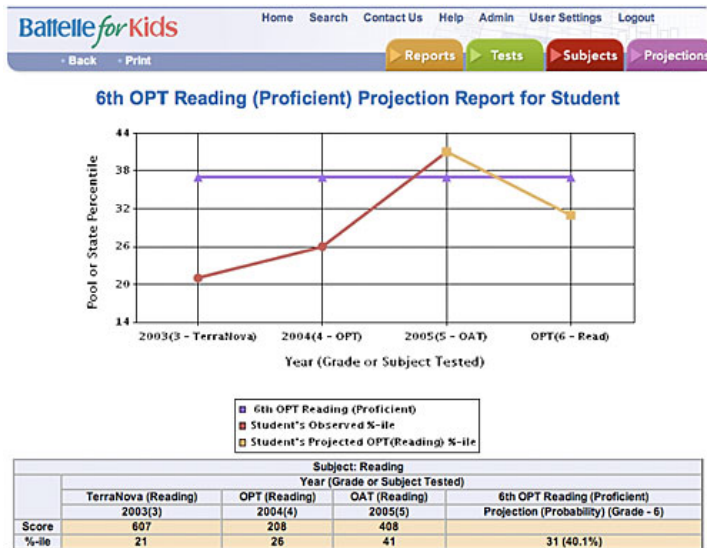
For each student who has enough data in the system, a projection can be produced showing where that student might be expected to score at the end of the next academic year or at some time further into the future.

These projections are produced using not only a student's reading history, but also his history with respect to the other core subjects in the analysis.

Unit 3: Student Report Projections

- 6th OPT Math (Basic)
- 6th OPT Math (Proficient)
- 6th OPT Math (Advanced)
- 6th OPT Reading (Basic)
- 6th OPT Reading (Proficient)
- 6th OPT Reading (Advanced)
- 6th OPT Science (Basic)
- 6th OPT Science (Proficient)

If you go to the “Projections” pull-down menu and click on “6th OPT Reading (Proficient),” you’ll see in **yellow** on the following report a projection of this student’s expected score at the end of the next year, if he were in the average school of the comparison group.



The **purple** line on the graph is the proficiency bar. According to the projection, this student would be expected to score at about the 31st percentile at the end of the next year.

Given all you know about the academic history of this student, he would have about a 40 percent chance of being proficient if he were in the average school of the comparison group.

The next course, *Interpreting Individual Student Reports (Part 2)*, will deepen your understanding of individual student reports by once again examining data from the fourth grade students in School 5.

Unit 4: Reference

The information in this course also is available in the "How to Navigate & Interpret Value-Added Reports" presentation and in the Quick Start Guide contained in Module IV of Battelle for Kids' value-added toolkit.

Posttest

The following posttest will help you gauge your understanding of the objectives and content addressed in this course. Please answer each question and click **"Submit, I'm Done."** If you start the posttest, but cannot complete it during a session, click **"Save & Return Later"** at the bottom of the page.

To receive credit for this course, you must answer at least 7 of the 10 questions correctly. Upon submitting your answers, you will immediately see your test results and each question's correct answer. If you don't pass the first time, review the course content and attempt the test again. These questions are randomly selected from a larger pool to increase comprehension when you take the test more than once.

Question 1

Where should you go from a student report to see how that student might score at the end of the next academic year or at some time further into the future? Required

- a. The "Reports" menu.
- b. The "Projections" menu.
- c. The "Search" menu.
- d. The "Tests" menu.

Question 2

What else is included in a report listing all of the students who took a school's fourth grade math diagnostic report? Required

- a. Each student's State NCE score.
- b. The name of the school each student goes to.
- c. Each student's Performance Level.
- d. Both a and c.
- e. All of the above.

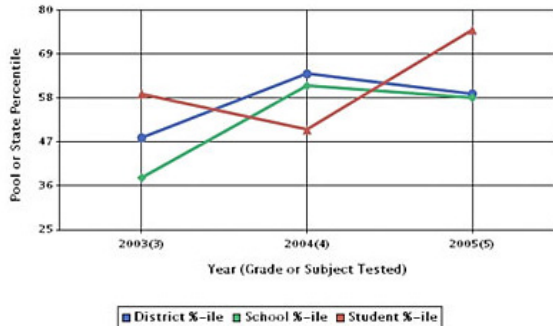
Question 3

From the "Student Search" window, what is the easiest way to find an individual student's report? Required

- a. Type the student's last name and select "Search."
- b. Search first by school name and then by student name.
- c. Search by school, then grade, and then choose the student from a list.
- d. You cannot do a search for a particular student.

Question 4

In the following report, which percentile did this student's score place him at relative to other students in 2005 who took the state reading test?



Required

- a. About the 65th percentile.
- b. About the 59th percentile.
- c. About the 50th percentile.
- d. About the 75th percentile.

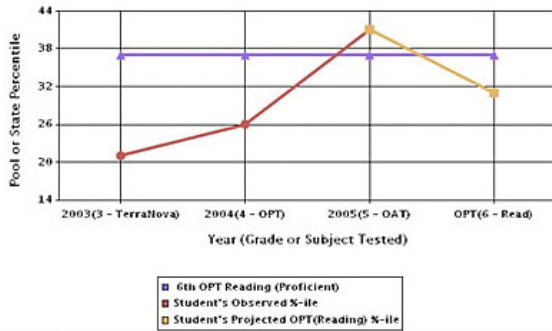
Question 5

How is the information in an individual student report represented? Required

- a. Graphically using data points.
- b. Alphabetically by a student's last name.
- c. Numerically in a table.
- d. Both a and c.
- e. None of the above.

Question 6

Why might you be concerned about the following student's projection in reading?



Required

- a. The student is currently well above proficient.
- b. The student is not projected to be proficient in reading in sixth grade.
- c. The student's projected score shows an apparent decrease in progress.
- d. Both b and c.
- e. None of the above.

Question 7

To obtain easy access to an individual student report, which option would you choose from the "Reports" menu? Required

- a. Custom Student Reports
- b. Student Search.
- c. School Value-Added.
- d. School Search.

Question 8

Which of the following statements about the red data points on an individual student report is NOT true? Required

- a. They represent value-added measures.
- b. They represent where a student's test scores placed him or her in relation to the other students in the comparison group.
- c. They describe a student's testing history based on the student's previous and most recent scores.
- d. All of the above statements are true.

Question 9

What information could be used to produce a student's projection on a future reading test? Required

- a. A student's social studies history.
- b. A student's reading history.
- c. A student's math history.
- d. All of the above.

Question 10

Which value-added report contains the most student-specific data available? Required

- a. School value-added reports.
- b. Value-added summary reports.
- c. Performance diagnostic reports.
- d. Individual student reports.

Application & Knowledge

NOTE: Please read all directions carefully before proceeding to ensure that your responses are properly saved.

The following extended-response questions will allow you to reflect on course content and consider how you will apply this learning to your work.

Type your response into the space provided. Space for responding is unlimited. Please contact your administrator if you are unsure about how long your responses should be. If you want to save your work, but are not yet ready to submit your responses, click **"Save & Return Later."**

Once ready to submit your final responses, click **"Submit, I'm Done."** You will no longer be able to edit your answers.

Your administrators may choose to review responses to these questions and provide feedback as part of your learning experience.

Activity 1

Reflect on the following questions relative to this course's content.

What cautions must be observed as you interpret the individual student report?

Typically, a red line that moves upward from the left to the right means that a student is progressing more than would be expected. What circumstances might cause you to doubt the accuracy of this picture? Required

Activity 2

Respond to the following scenario and related questions based on knowledge gained from this course.

When teachers are first introduced to value-added analysis, they tend to go directly to the individual student reports. Why are teachers attracted to this report? What is the danger of beginning your value-added analysis at this level? Required

Activity 3

Why are the individual student report's blue and green growth lines more reliable than the red individual student line? Required

Activity 4

A student projection is made as if the student were in the average school in the comparison pool. How would this affect how you interpret a projection? Required

Activity 5

Outline your plans to receive more training and gather further resources or materials for understanding and using value-added analysis. Required