
Training Workbook - Hesperia Unified School District



Prebuilt & Custom Reports

Without continual growth and progress,
such words as improvement, achieve-
ment, and success have no meaning.

Benjamin Franklin



Prebuilt Reports

THINGS TO KNOW

1. A prebuilt report gives data for state assessments, as a whole and by subgroups.
2. Reports are available for CST, CMA, CAPA, CAHSEE, and CELDT.

THINGS TO DO

3. Run any pre-built report for a whole class and for a subgroup.

Prebuilt reports help analyze state assessment data. These reports can be filtered by roster and demographic information. Subgroup analysis is easily done in each report.

CST Percent Proficient by Class

Description: This summarizes each class period's performance in terms of how many students scored at each performance level.

Purpose: Identifies proficiency levels for past and current students, how each class period performed on a test, and how these students impacted AYP.

CST Cluster Scores - Student List

Description: This lists each student's performance on a CST, on each of its content clusters, and summarizes class period performance.

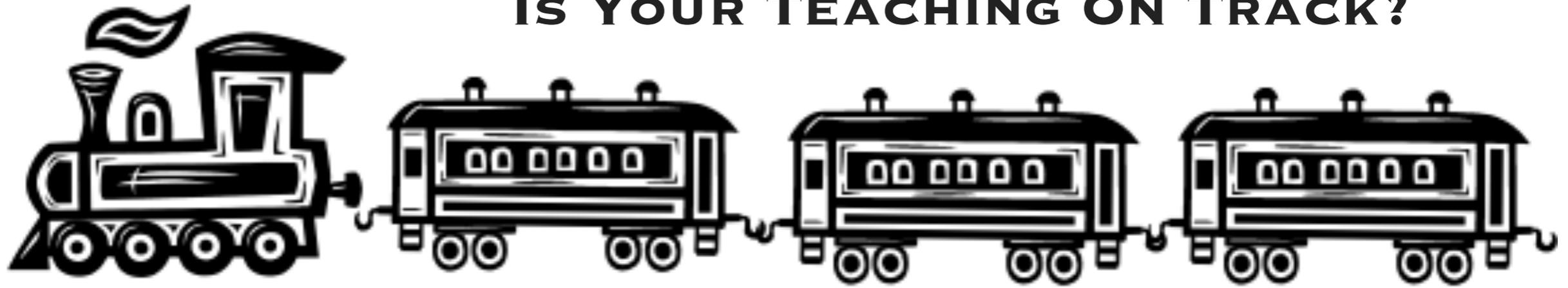
Purpose: Identifies individual student performance on all clusters of the CST, as well as the class period as a whole, in relation to the state average.

Class Roster with STAR and CELDT

Description: This lists all students with their Reading and Math CST/CMA scores for 3 years and 1 year of CELDT.

Purpose: Identifies students in a class and how they performed by scale score and performance level on the CST/CMA and CELDT.

IS YOUR TEACHING ON TRACK?



ADVANCED

PROFICIENT

BASIC

BELOW BASIC

FAR BELOW BASIC

TEST & DATE				
NAMES				
TEST & DATE				
NAMES				

Custom Reports

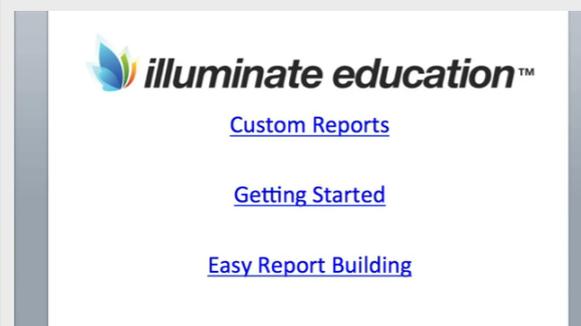
THINGS TO KNOW

1. Create a custom report when there is no prebuilt report to answer the data question.

THINGS TO DO

2. Watch the video, Custom Reports-Basic Reporting.
3. Create a custom report from the students tab.
4. Create a custom report from a student list. Use the video for assistance, if needed.

MOVIE 1.1 Create a Custom Report



<http://vimeo.com/52487934>

Custom reports are needed when a prebuilt or assessment report do not provide all of the data needed. Note that prebuilt and/or assessment reports are always easier to run than a custom report. If you are unfamiliar with all of these reports, refer to the Report Abstracts in the help documentation before beginning a custom report.

There are two ways to begin a custom report:

- Start in the Students tab and run Search 2.0 to determine the students in the report. Once “Make This A Report” is clicked, columns of data can be added to the report.
- Use the Assessment Custom Report Starter. Choose one or more assessments with selected columns of data. Then add additional data as needed.

Custom reports have many advanced features that allow for complex reporting. The ability to filter, sort, and group are options for any report. A form letter or graph can also be created.

Assessments

The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.

Martin Luther King, Jr.



'On the Fly' Assessment

THINGS TO KNOW

1. An 'On the Fly' assessment requires no work prior to administering the assessment.
2. Data may or may not be saved in Illuminate.
3. 'On the Fly' assessments are often formative in nature.

THINGS TO DO

4. Watch the video, Create an 'On the Fly' Assessment.
5. Review the help document, Create an On the Fly Assessment.

http://illuminate.screenstepslive.com/s/dna_help_manual/m/2974/1/17314-create-an-on-the-fly-assessment

6. Create an On the Fly assessment with 5 questions.

An *On the Fly* assessment is often used as a formative assessment. No information is in the system prior to entering student data. When an *On the Fly* assessment is created, an answer key can be hand-entered or scanned. Then, students or teachers can scan answer sheets. After the creator reviews the results, he/she decides whether or not to save the data in Illuminate.

If the creator decides to save the assessment, a title, description, subject, scope, and grade level will be entered. Alignment to standards may be done and the assessment may be shared with other users.

MOVIE 2.1 Create an 'On the Fly' Assessment



[Create an On The Fly Assessment](#)

[View response frequency](#)

[Align standards and run reports](#)

<http://vimeo.com/50086859>

Manual Assessment

THINGS TO KNOW

1. A Manual Setup Assessment allows the creation of an answer sheet to accompany an existing assessment.
2. This type of assessment may be aligned to standards.
3. A Manual Setup Assessment may be formative or summative in nature.

THINGS TO DO

4. Watch the video, Create a Manual Assessment.
5. Review the help document, Create a Manual Assessment.

http://illuminate.screenstepslive.com/s/dna_help_manual/m/2974/1/17218-create-a-manual-assessment

6. Create an Manual assessment with 5 questions aligned to standards.

A *Manual Setup* assessment is used when a teacher uses an existing assessment, whether it come from a textbook or a teacher created assessment. In addition to entering a title, filter information, and answer key, the assessment creator may choose to link each question to a standard. This alignment produces detailed assessment reports for data analysis.

The user may share this assessment with other users. Sharing can be done by site, role or user. A permission group can also be created. This is similar to an email distribution list.

MOVIE 2.2 Create a Manual Assessment



[Create a Manual Assessment](#)

[Align Standards](#)

[How to Share](#)

<http://vimeo.com/50095004>

Itembank Assessment

THINGS TO KNOW

1. An Itembank Assessment provides the user with a bank of questions.
2. Items for an assessment may be chosen from the itembank or created by the user.
3. An Itembank Assessment may be formative or summative in nature.

THINGS TO DO

4. Watch the video, Create an Itembank Assessment.
5. Review the itembank help documents.
http://illuminate.screenstepslive.com/s/dna_help_manual/m/5753
6. Create a 5 question formative itembank assessment.

An *Itembank* assessment allows the creator to create an assessment from a bank of questions housed in Illuminate. Items are selected by standard. Currently, the INSPECT itembank from Key Data Systems contains over 27,000 items linked to Common Core standards.

Item types include multiple choice, constructed response, explicit constructed response, selected response, selectable text, select drop down, and media interactive items. When student responses are written, Illuminate gives the option for students to answer online or on paper.

Items may also be added by the user. All of the above item types can be created by the user. Adding passages is available as well as a math editor for creating higher level math questions.

MOVIE 2.3 Create an Itembank Assessment.



[Itembank](#)

[Create Assessment](#)

[Design Test Booklet](#)

[Publish Assessment](#)

<http://vimeo.com/50250453>

Advanced Assessment Features

THINGS TO KNOW

1. Advanced features allow the user to further customize the assessment.

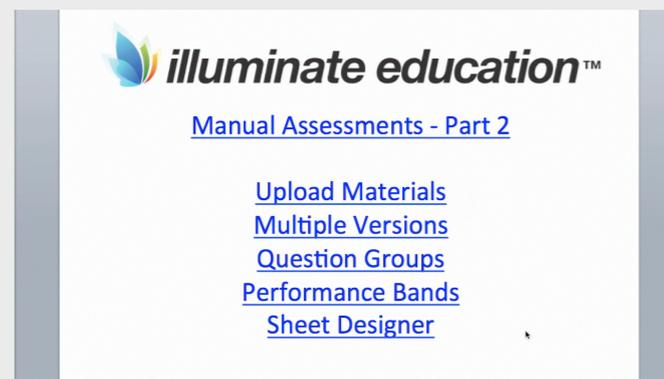
THINGS TO DO

2. Watch the video, Manual Assessments - Part 2.
3. Review the help documents, Assessment Options - Advanced Features.

http://illuminate.screenstepslive.com/s/dna_help_manual/m/2974/c/28509

4. Create an assessment with 1 or more advanced features.

MOVIE 2.4 Advanced Assessment Options



<http://vimeo.com/50179046>

The Manual Setup assessment has many advanced features that are optional.

- Versions - Allows the user to create multiple versions of an assessment. The results are displayed in one set of reports by overall score and by version scores.
- Question Groups - Allows the user to receive data on a particular set of questions within the assessment.
- Performance Bands - Allows the user to create performance band names, percentages and color.
- Sheet Designer - Allows the user to customize the answer sheet.

The options can be applied to an On the Fly assessment if the user chooses to save the scanned results. Question Groups and Performance Bands can be adjusted for an Itembank assessment.

Assessment Reports

THINGS TO KNOW

1. The report abstract explains each report's description and purpose.
2. There is a report abstract for each assessment report.

THINGS TO DO

3. Read an abstract in the Help Documentation.
http://illuminate.screenstepslive.com/s/dna_help_manual/m/7578
4. Review the Assessment Reports Quick Guide.
http://illuminate.screenstepslive.com/s/dna_help_manual/m/5500/1/52779-quick-guide-assessment-reports-overview
5. Watch the video, Assessment Reports.

There are several ways in Illuminate to find additional information on Assessment Reports.

There are abstracts for all assessment reports. These abstracts give the description, purpose and navigation for each report. They also list the intended audience, and what and how the data is reported.

The Assessment Report Quick Guide gives the description of each report and includes a screen shot. This helps to easily identify the report you want to find. It also describes what and how the data is reported.

Lastly, there is a video that focuses on several of the assessment reports.

MOVIE 2.5 Assessment Reports



[Assessment Reports](#)

[Response Frequency](#)

[New Peer Comparison](#)

[Student Small Slips](#)

[Standard Progress](#)

<http://vimeo.com/50182737>

Data Analysis

Schools are beginning to discover that new ideas, knowledge creation, inquiry and sharing are essential to solving learning problems in a rapidly changing society.

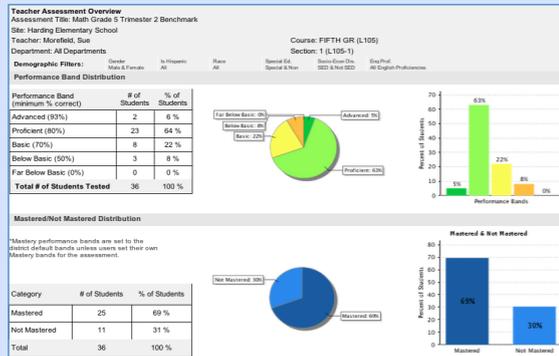
Michael Fullen
Leading in a Culture of Change



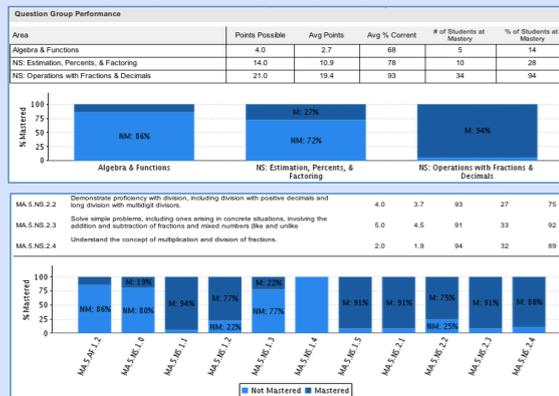
Assessment Reports for Teachers

TEACHER FLOW FOR ASSESSMENT REPORTS

1st – TEACHER OVERVIEW REPORT



View the number of students by each proficiency band and by mastery.



View the number of students who have mastered each question group and /or standard.

Data Analysis Questions

- How did the class do overall?
- Which question groups or standards did we do well?
- Which need more practice?



2ND – RESPONSE FREQUENCY REPORT

Response Questions

Question	Standard	A	B	C	D	E	% Correct
Q1	CS.MA.5.NS.2.3	1	4	31	0	0	86%
Q2	CS.MA.5.NS.2.1	7	2	27	0	0	75%
Q3	CS.MA.5.AF.1.2	2	5	1	28	0	71%
Q4	CS.MA.5.NS.1.2	4	29	2	1	0	81%
Q5	CS.MA.5.NS.2.4	2	0	0	34	0	94%

View how many students chose each response. By clicking on the number, you can view the individual students.

Data Analysis Questions

- Do students understand content?
- Did I model vocabulary?
- Did I model a similar format?
- Did I have time to teach this?

3rd – TEACHER PEER COMPARISON REPORT

Question Group Performance by Percent Correct

Student	Algebra & Functions % Correct	Algebra & Functions Perf. Level	NS: Estimation, Percents, & Factoring % Correct	NS: Estimation, Percents, & Factoring Perf. Level	NS: Operations with Fractions & Decimals % Correct	NS: Operations with Fractions & Decimals Perf. Level	Overall % Correct	Performance Band
Abusian, Apollo	100%	Advanced	93%	Proficient	100%	Advanced	97.4	Advanced
Ayman, Coryn	100%	Advanced	93%	Proficient	100%	Advanced	97.4	Advanced
Beeman, Pericia Q	100%	Advanced	97%	Below Basic	90%	Proficient	79.5	Basic
Bolado, Daniel	75%	Basic	86%	Proficient	98%	Advanced	89.7	Proficient

View overall class results or individual student results by question group or standards. Comparison to group average is also shown.

Data Analysis Questions

- Which question group(s) and/or standard(s) did the class do well?
- Which question group(s) and/or standard(s) did the class do poorly?
- Which students performed well in particular question group(s) and/or standard(s)?
- Which students performed poorly in particular question group(s) and/or standard(s)?

Assessment reports give teachers and administrators the data needed to make informed instructional decisions. Viewing these reports in a particular order may be helpful when analyzing the data.

Teacher Overview Report

Description: This gives a basic summary of a teacher's classes overall or a specific period's performance on a test.

Purpose: Identifies which performance bands/question groups/standards that students have mastered or not mastered. It gives mastery percentages.

Response Frequency Report

Description: This tells you how students answered each question on your test.

Purpose: Identifies which questions students missed most, what distractors may have deterred them, and how many selected each answer choice.

Teacher Peer Comparison Report

Description: This shows you how an entire class performed on the test and in relation to one another.

Purpose: Provides a comparison of a class period's performance for an assessment overall, by standard and by question group.

Assessment Reports for Students

ASSESSMENT REPORTS FOR STUDENTS

RESPONSE PAGES REPORT

Student ID	First Name	Last Name	Grade	Date Taken	Number Correct	Number Possible	% Correct	Performance Band	Performance Band Level
120472	Apollo	Abrudan	5	Jan 20, 2012	38.00	39.00	97.44%	Advanced	5
26515	Coryn	Ajerman	5	Jan 20, 2012	38.00	39.00	97.44%	Advanced	5
24224	Patricia Q	Beeman	5	Jan 20, 2012	31.00	39.00	79.49%	Basic	3

Export this report to Excel, delete student names and post student results by student ID number.

STUDENT SMALL SLIPS

Abrudan, Apollo (ID#120472)
Math Grade 5 Trimester 2 Benchmark (V1)

# Correct	% Correct	Performance Band
38 / 39	97.44%	Advanced

Q#	✓	You									
Q1	C	C	Q11	C	C	Q21	A	A	Q31	D	D
Q2	C	C	Q12	A	A	Q22	C	C	Q32	A	A
Q3	D	D	Q13	C	C	Q23	A	A	Q33	B	B
Q4	B	B	Q14	B	B	Q24	B	B	Q34	D	D
Q5	D	D	Q15	B	B	Q25	C	C	Q35	C	C
Q6	C	C	Q16	C	C	Q26	C	C	Q36	D	D
Q7	A	A	Q17	B	B	Q27	C	C	Q37	C	C
Q8	B	B	Q18	A	A	Q28	C	C	Q38	C	D
Q9	C	C	Q19	B	B	Q29	A	A	Q39	B	B
Q10	A	A	Q20	D	D	Q30	C	C			

Gives student the ability to see which questions were correct/incorrect. Options to choose whether the correct answer, standards and/or question groups are displayed. Printing in Spanish is available.



PARENT/STUDENT LETTER

Dear Parent or Guardian: This report communicates how Apollo performed on the following assessment. This assessment was administered to measure Apollo's progress in mastering grade/course-appropriate state content standards.

Student: Apollo Abrudan
Teacher: Morefield, Sue
Subject: Mathematics
Course: FIFTH GR (L105); 1 (L105-1)

Math Grade 5 Trimester 2 Benchmark
Date Taken: January 20, 2012
Score: 38 out of 39 points (97% Correct)
Proficiency Level: Advanced

Overall, Apollo performed at the **Advanced** proficiency level.

Below are area(s) for which Apollo **did** show mastery on this assessment.

Area	#Correct	%Correct
Algebra & Functions	4.00 out of 4	100%
NS: Estimation, Percents, & Factoring	13.00 out of 14	93%
NS: Operations with Fractions & Decimals	21.00 out of 21	100%

Below are standards for which Apollo **did** show mastery on this assessment.

Standard	Description of standard for which student demonstrated mastery	#Correct	%Correct
MA.5.AF.1.2	Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.	4.0 out of 4	100%
MA.5.NS.1.0	Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers.	2.0 out of 2	100%

Letter for parent and/or student that displays overall grade. Options to choose whether the question group and/or standard performance are displayed. Printing in Spanish is available.

Assessment reports for students communicate results to students by overall score, question group(s), and/or standard(s).

Response Pages Report

Description: Allows a teacher to sort students from high/low or low/high based on score.

Purpose: Shows how each student scored by percentage, performance band, and performance band level. It also gives the number correct vs. the number possible.

Student Small Slips

Description: These are paper saving “mini reports” for multiple students on the same sheet of paper, which can be cut apart for distribution. These let students know how they did on the assessment.

Purpose: Provides a small slip which gives a student information about how they performed on a test overall, on each question and by standard.

Parent/Student Letter

Description: This communicates to a student or parent how 1 student performed on 1 test.

Purpose: A letter that provides information on a student's score, standard performance, performance level, question groups and answers on a specific assessment.

Assessment Analysis Worksheet #1

Use the following Illuminate Assessment Reports to fill in the information below: Teacher Overview, Response Frequency, Teacher - Peer Comparison and/or Peer Comparison.

% ADVANCED	% PROFICIENT	% BASIC	% BELOW BASIC	% FAR BELOW BASIC
Names:	Names:	Names:	Names:	Names:

MOST SUCCESSFUL STANDARDS	LEAST SUCCESSFUL STANDARDS
MIXED RESULTS	

Assessment Analysis Worksheet #2

Use the following Illuminate Assessment Reports to fill in the information below: Teacher Overview, Response Frequency, Teacher - Peer Comparison and/or Peer Comparison.

STANDARD PERFORMANCE				
CHALLENGING STANDARDS	# NOT AT MASTERY	% NOT AT MASTERY	POINTS POSSIBLE	TAUGHT PRIOR TO ASSESSMENT?

MY "STICKY SIX" LIST					
#	MOST CHALLENGING RESPONSE QUESTION	ALIGNED STANDARD	CORRECT ANSWER CHOICE	MOST POPULAR WRONG ANSWER CHOICE	OVERALL % CORRECT
1					
2					
3					
4					
5					
6					

Data Interpretation Guide

INTERPRET THE MOST SUCCESSFUL STANDARDS

<u>STANDARD/ITEM #</u> LIST THE STANDARD AND QUESTION #	<u>CLUSTER AREA/ACADEMIC LANGUAGE</u> LIST THE CLUSTER AREA AND ANY LANGUAGE NEEDED TO MASTER THIS STANDARD/QUESTION	<u>COGNITION</u> IDENTIFY THE LEVEL OF DIFFICULTY/LEVEL OF BLOOM'S TAXONOMY NEEDED TO MASTER THIS STANDARD/QUESTION	<u>MATERIALS</u> LIST THE MATERIALS USED TO TEACH THIS STANDARD/QUESTION	<u>STRATEGIES</u> LIST THE MOST EFFECTIVE STRATEGIES USED TO ATTAIN MASTERY

INTERPRET THE LEAST SUCCESSFUL STANDARDS

<u>STANDARD/ITEM #</u> LIST THE STANDARD AND QUESTION #	<u>CLUSTER AREA/ACADEMIC LANGUAGE</u> LIST THE CLUSTER AREA AND ANY LANGUAGE NEEDED TO MASTER THIS STANDARD/QUESTION	<u>COGNITION</u> IDENTIFY THE LEVEL OF DIFFICULTY/LEVEL OF BLOOM'S TAXONOMY NEEDED TO MASTER THIS STANDARD/QUESTION	<u>MATERIALS</u> LIST THE MATERIALS USED TO TEACH THIS STANDARD/QUESTION	<u>STRATEGIES</u> LIST THE STRATEGIES USED TO TEACH THIS STANDARD/QUESTION

Reference: Bloom's Taxonomy

CATEGORY	EXAMPLES	KEY WORDS (VERBS)
Knowledge	Remember previously learned information	arrange, define, identify, label match, order, outline, recall, select, state
Comprehension	Demonstrate an understanding of the facts.	classify, describe, discuss, estimate, explain, predict, recognize, rewrite, review, summarize
Application	Apply knowledge to actual situations.	apply, change, demonstrate, illustrate, modify, schedule, solve, use, write
Analysis	Break down objects or ideas into simpler parts and find evidence to support generalizations.	analyze, calculate, compare, differentiate, infer, outline, point out, question
Synthesis	Compile component ideas into a new whole or propose alternative solutions.	categorize, combine, construct, create, design, plan, reconstruct, rewrite, synthesize
Evaluation	Make and defend judgments based on internal evidence or external criteria.	argue, conclude, contrast, defend, evaluate, justify, interpret, predict, support

Source:

<http://www.clemson.edu/assessment/assessmentpractices/referencematerials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf>

Action Plan

CLUSTER/SKILL/CONCEPT:	
Based on the Data Interpretation Guide, what is the focus: content, context, vocabulary, Level of Difficulty?	
What students will be in this group?	
What instructional strategies will be most effective?	
How much time will be spent? What materials?	
What criteria will be used to determine mastery?	
How will students analyze/take ownership of their own learning?	

CLUSTER/SKILL/CONCEPT:	
Based on the Data Interpretation Guide, what is the focus: content, context, vocabulary, Level of Difficulty?	
What students will be in this group?	
What instructional strategies will be most effective?	
How much time will be spent? What materials?	
What criteria will be used to determine mastery?	
How will students analyze/take ownership of their own learning?	

Print & Scan

Technology is nothing. What's important is that you have a faith in people, that they're basically good and smart, and if you give them tools, they'll do wonderful things with them.

Steve Jobs
Rolling Stone Interview



Print an Answer Sheet

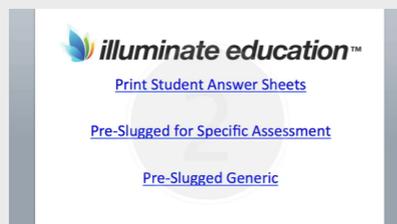
THINGS TO KNOW

1. Answer sheets do not need to have the exact number of questions as the assessment.
2. Answer sheets can be printed from within the assessment or from the Assessments tab.
3. Pre-slugged answer sheets are recommended.

THINGS TO DO

4. Watch the video, Print an Answer Sheet.
5. Print a blank and a pre-slugged answer sheet.

MOVIE 4.1 Printing Student Answer Sheets



<http://vimeo.com/49918406>

Answer sheets must be printed in Illuminate to take advantage of the scanning feature. Answer sheets come in two forms: blank and pre-slugged.

An answer sheet that is pre-slugged means the student ID is automatically filled in and bubbled when the answer sheet is printed.

Abrudan, Apollo

Harding Elementary School
FIFTH GR - 1 (L105-1) - S. Morefield

Student ID:

1	2	0	4	7	2
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1.	A	B	C	D	E	0	0	0	0	0	0
2.	A	B	C	D	E	0	0	0	0	0	0

An answer sheet that is blank means no student ID is inserted. It is up to the student to fill in the ID and bubbles.

Name: _____

Student ID:

--	--	--	--	--	--

1.	A	B	C	D	E	0	0	0	0	0	0
2.	A	B	C	D	E	0	0	0	0	0	0

Scan an Answer Sheet

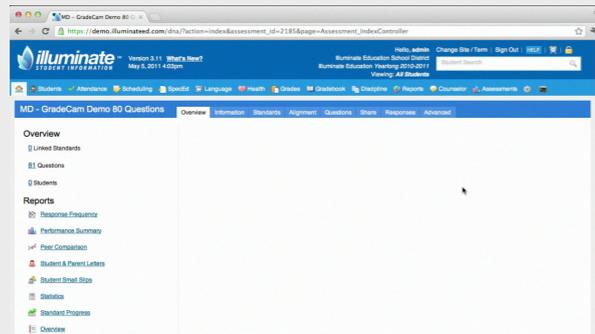
THINGS TO KNOW

1. Be sure the needed software has been installed prior to scanning.
2. Answer sheets need to be face up and right side up for scanning to occur.

THINGS TO DO

3. Watch the video, GradeCam Quick Tips.

MOVIE 4.2 GradeCam Quick Tips



<http://vimeo.com/40265633>

4. Scan an *On the Fly* assessment and view results. Decide whether or not you want to save the data.
5. Scan a *Manual Setup* or *Itembank* assessment.

GradeCam is a fast, easy way to scan student responses and instantly determine their performance. It requires either a document or web camera. A list of compatible cameras can be found at <http://www.gradecam.com/cameras/>.

A one time plugin installation is required for GradeCam to work with Illuminate. The first time scanning is initiated, the system will take you through the steps to install the plugin.

Scanning can be done in teacher mode or student mode. Teacher mode displays student results by student ID. Student mode allows the student to scan their answer sheet, view their results, and clear their results before the next student scans.

Though scanning is an easy process, glare and/or poor lighting can create an issue. For troubleshooting tips, refer to the help documentation or the video, Scanning 101.

MOVIE 4.3 Scanning 101



<http://vimeo.com/44496762>

Training

The only person who is educated is the one who has learned how to learn and change.

Carl Rogers



Training Plans

A long term training plan should be developed so that users consistently use Illuminate for data analysis. This analysis should then direct instruction.

“5 Steps to Deliver a Successful Illuminate Training”, located in the help documentation, can assist in the planning.

Training materials in Illuminate are located in help chapters that begin with the word, Extras. Videos, A Trainer’s Toolkit, Tips for Training, Data Analysis and Handouts are examples. These may provide ideas when completing the goals and activities worksheets.

http://illuminate.screenstepslive.com/s/dna_help_manual/m/2986/c/11582

YEAR LONG PLAN

By the end of the year, users should be able to:

- 1.
- 2.
- 3.
- 4.

In the next 3 months, users should be able to:

- 1.
- 2.
- 3.
- 4.

In the next 30 days, users should be able to:

- 1.
- 2.
- 3.

30 and 60 Day Goals and Activities

Activities over the Next 30 Days

GOAL	WHEN/WHERE	ACTIVITY

Activities over the Next 60 Days

GOAL	WHEN/WHERE	ACTIVITY

