

# **SISWEB Reports Using FAST**

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## **District Assessment & Student Performance Reporting Instructions**

**To obtain MYPAS, CSRE, and other  
assessment results from the FAST System**

# Utilizing Student Performance Reports

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Student performance reports may be used to:

- Track student progress over time
- Identify needs of groups of students
- Identify individual student strengths and weaknesses
- Evaluate program effectiveness in addressing areas of strengths and weaknesses
- Track program effectiveness and implementation over time

# SISWEB Reports: Test Results

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- Assessment Reports
  - Aggregate Performance
  - Aggregate Performance Section Comparison
  - Aggregate Results by Subgroup
  - Cross Tab
  - Group Item Analysis
  - Growth
  - Student Item Analysis
  - Student Strengths & Weaknesses
  
- Student Performance Profile
  - Multiple Assessments
  - Score History
  - Skill Clusters

# To ACCESS your Assessment Results: Go to the EGUSD Employee Intranet

The screenshot shows a web browser window displaying the Elk Grove Unified School District website. The browser's address bar shows the URL <http://intranet.egusd.net/>. The website header includes the district logo and the tagline "Excellence by Design". A navigation menu at the top contains links for HOME, FAQs, NEWSROOM, CONTACT US, and EMPLOYEE INTRANET. The EMPLOYEE INTRANET link is circled in black, and a black arrow points from this link to a yellow oval containing the text "Select Employee Intranet". Another black arrow points from the top of the page down to the EMPLOYEE INTRANET link. On the left side, a vertical menu lists various categories such as Academics, Calendars, Community, Discover EGUSD, Employment, Enrollment, Newsroom, Schools, Students and Parents, and Wellness. The main content area features a photograph of students and a section titled "IN THE SPOTLIGHT ::" with the headline "Megaconference Jr. 2008 - Arthur C. Butler Students Take Their Voice to the World". Below the headline is a "Read More" button. At the bottom of the page, there is a "Superintendent's Message" section with a photo of a man and a "Budget watch" graphic with a magnifying glass over a dollar sign. The footer includes a "Counselor's Corner" logo and the text "Local intranet" and "100%".

File Edit View Favorites Tools Help

Elk Grove Unified School District

Wed, Apr. 02, 2008: 66°F Quick Links - A to Z Select a School Search Text Size: + - R

Elk Grove Unified School District  
*Excellence by Design*

HOME FAQs NEWSROOM CONTACT US **EMPLOYEE INTRANET**

Academics  
Calendars  
Community  
Discover EGUSD  
Employment  
Enrollment  
Newsroom  
Schools  
Students and Parents  
Wellness

**IN THE SPOTLIGHT ::**  
**Megaconference Jr. 2008 - Arthur C. Butler Students Take Their Voice to the World**  
For twelve hours on February 27, 2008, thousands of K-12 students from 12 countries on four continents and 22 U.S. states gathered together in a virtual classroom for an advanced videoconferencing event to deliver presentations and reports, focusing on a wide array of projects.

Read More

click here  
**Budget watch**

**Superintendent's Message**  
Governor Schwarzenegger's proposed budget includes the largest dollar budget cuts to public education in the history of California. While we are all aware of California's current fiscal crisis, I find myself wondering what message this

**Counselor's Corner**

Local intranet 100%

# Select SISWeb Reports from the Employee Intranet Home Page

The screenshot shows the EGUSD Intranet home page. On the left is a navigation menu with links such as 'Access District Email', 'CTAP2/EdTechProfile', 'Departments', 'Docushare', 'EGUSD Internet', 'EGUSD Reporting', 'Event Calendar', 'Intranet FAQs', 'Latest News/Archives', 'LSS Central', 'Mandated Reporter', 'Password Information', 'POET', 'Price List/Standards', 'Security Information', 'SEMS', 'Spotlight Archives', 'Technology Forms', and 'Tech. Svcs. Help Desk'. Below the menu is the Elk Grove Unified School District logo.

The main content area features a group photo of administrators. Below the photo is the 'In the Spotlight' section with two news items: 'EGUSD Administrators sharpen leadership skills at Administrative Leadership Day 2007' and '2007/2008 Elk Grove Auto Mall Graduating Seniors Attendance Drive back for a second year'. Each item includes a brief description and a 'Read More' link.

The right sidebar contains the 'EGUSD Intranet' header, a welcome message, a 'Latest News' section with a 'United Way' logo and a link to 'Celebrate the Season returns for 2007', and a 'Thank you for contributing to EGUSD Employee Scholarship' section with a 'Download' link. At the bottom of the sidebar is the 'sisweb Reports' link, which is circled in yellow and pointed to by a callout bubble containing the text 'Then click on the SISWeb Reports link'.

At the bottom of the browser window, the status bar shows 'Done', '© Copyright 1994 - 2006 - Elk Grove Unified School District - Email the Webmaster', and 'Local intranet'.

# To Login

## Type in Your Username and Password

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The image shows a login form for 'sisweb Reports'. The form has a dark grey header with the text 'PLEASE LOGIN'. Below this, there are two input fields: 'Username:' and 'Password:'. At the bottom of the form is a 'LOGIN' button. A yellow oval on the right contains three instructions with blue arrows pointing to the corresponding form elements: 'Type in Username' points to the username field, 'Type in Password' points to the password field, and 'Click on button to LOGIN' points to the LOGIN button. Below the form, there is a link that says 'Forgot Password?'.

Type in Username

Type in Password

Click on button to  
LOGIN



# Assessment Reports Overview

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## □ Aggregate Performance Report

- Reported by strand area and by standard
- Summarizes group results
- Statistics for test, strands, and objectives
  - Percent Correct, Average Number Correct/Possible
  - Bar graph to illustrate central tendency
  - Score distribution to describe range of mastery
  - \*Average Oral Fluency (*Available for Reading Lions Assessments only*)

## □ Aggregate Performance Section Comparison Report

- Comparison Report by strand and standard for those teachers with more than one section for a specific exam

## □ Aggregate Results by Subgroup Report

- Overall Score by strand area and by standard by subgroup

## □ Cross Tab

- Compare different years, using assessment type/levels
- Measures growth from year to year

## □ Group Item Analysis

- Summarizes the score distribution for each item
  - Highlights correct answer
  - Provides the number and percentage of students selecting each possible answer
  - Provides Overall Percent for each Objective/Standard
  - Option to list student names/id by answer



# Assessment Reports Overview

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## □ Growth

- Compare different exam administrations with like strands/standards
  - Displays the district and site percent correct

## □ Student Item Analysis

- Individual Student Item Analysis Report
  - Printable format for teachers to use during Group Item Analysis discussions

## □ Student Strengths/Weakness

- Diagnostically assess individual student performance relative to each content standard using % correct
- Analyze performance by strand and/or objective
- Analyze performance on power standards
- Score distribution to describe range of mastery
- \*Oral Fluency (*Available for Reading Lions Assessments only*)

# Aggregate Performance Report Analysis

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- Determine which strands are your strongest and weakest
  - Look at the number of items tested
- Within those strands select 2-3 standards
- Evaluate your curriculum to see what standards are of focus
- Re-align where necessary to meet the needs of your current students
- Use your students strengths to build on their weaknesses

# Aggregate Performance Report: Selection Options

**Aggregate Performance**

**Required Selections**

\*School: \_\_\_\_\_

\*Enrolled on Date: 5/10/2009 [calendar icon]

ADA Enrolled: [dropdown]

\*Assessment Type: MYPAS [dropdown]

\*Assessment Administered Range: 7/1/2008 [calendar icon] THRU 6/30/2009 [calendar icon]

\*Click to narrow search: **Get Assessments**

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\*Assessment: MYPAS English/Language Arts 02 (08/25/2008 - 06/30/2009) (179) [dropdown]

Power Standards:  Only

Assessment Type

Exam Range

Get Assessments

List of Assessments

**School:** should default.

**Enrolled on Date:** date for the group that you are interested in viewing (during exam period or current date)

**ADA Enrolled:** leave as all (Summer School must be set to N)

**Assessment Type:** select type of assessment to be viewed

**Assessment Administered Range:** will default to current academic year, change dates to a window when the assessment was administered.

**GET Assessment :** click on this button to narrow the search.

**Assessments:** select the assessment you wish to query.

**Power Standards:** click on the ONLY flag if you only want Power Standards (determined by EGUSD ELA and Math Steering Committees).

For more information on Selection Criteria Parameters – see the next page.

Then hit the **GENERATE REPORT** button.

Export to: MS Excel GO

### Aggregate Performance

Run Date: 11/03/2009

School:

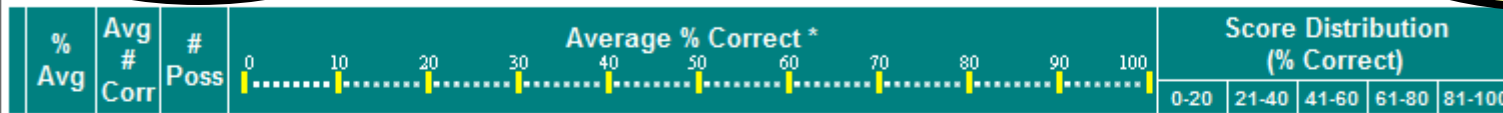
As of Date: 5/10/2009

Test: MYPAS English/Language Arts 02 (179) Range: 07/01/2008 - 06/30/2009

Report title

Report specifications

Exportable and Printable



#### 1. DECODING AND WORD RECOGNITION

74.1%	8.9	12	74.1	25.5%	50.4%
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Strand

1. [2 RW 1.1] Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel sounds) and syllable structure to decode two-syllable nonsense words and regular multisyllable words.

74.7%	2.2	3	74.7	9.5%	10.2%	0.0%	26.3%	54.0%
-------	-----	---	------	------	-------	------	-------	-------

Standards and Average % Correct

3. [2 RW 1.2] Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per).

59.0%	1.8	6	59.0	6.6%	27.0%	0.0%	48.2%	18.2%
-------	-----	---	------	------	-------	------	-------	-------

4. [2 RW 1.3] Decode two-syllable nonsense words and regular multisyllable words.

89.4%	1.8	2	89.4	6.6%	0.0%	8.0%	0.0%	85.4%
-------	-----	---	------	------	------	------	------	-------

5. [2 RW 1.4] Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).

83.2%	1.7	2	83.2	4.1%	13.1%	27.0%	27.0%	24.6%
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Score Distributions

6. [2 RW 1.5] Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., mouse/mice, fish/fishes).

70.8%	1.4	2	70.8	18.2%	13.1%	27.0%	27.0%	14.5%
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#### 2. VOCABULARY AND CONCEPT DEVELOPMENT

61.7%	6.8	11	61.7	3.6%	13.1%	27.0%	27.0%	26.3%
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7. [2 RW 1.7] Demonstrate an understanding of word meanings and word relationships by identifying synonyms and antonyms.

49.8%	2.0	4	49.8	9.5%	27.7%	30.7%	18.2%	13.9%
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8. [2 RW 1.8] Use knowledge of individual words in unknown compound words to identify their meaning.

64.6%	1.3	2	64.6	18.2%	13.1%	27.0%	27.0%	14.5%
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#### Overall Score

62.2%	41.0	66	62.2					
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Overall Score and Total Students

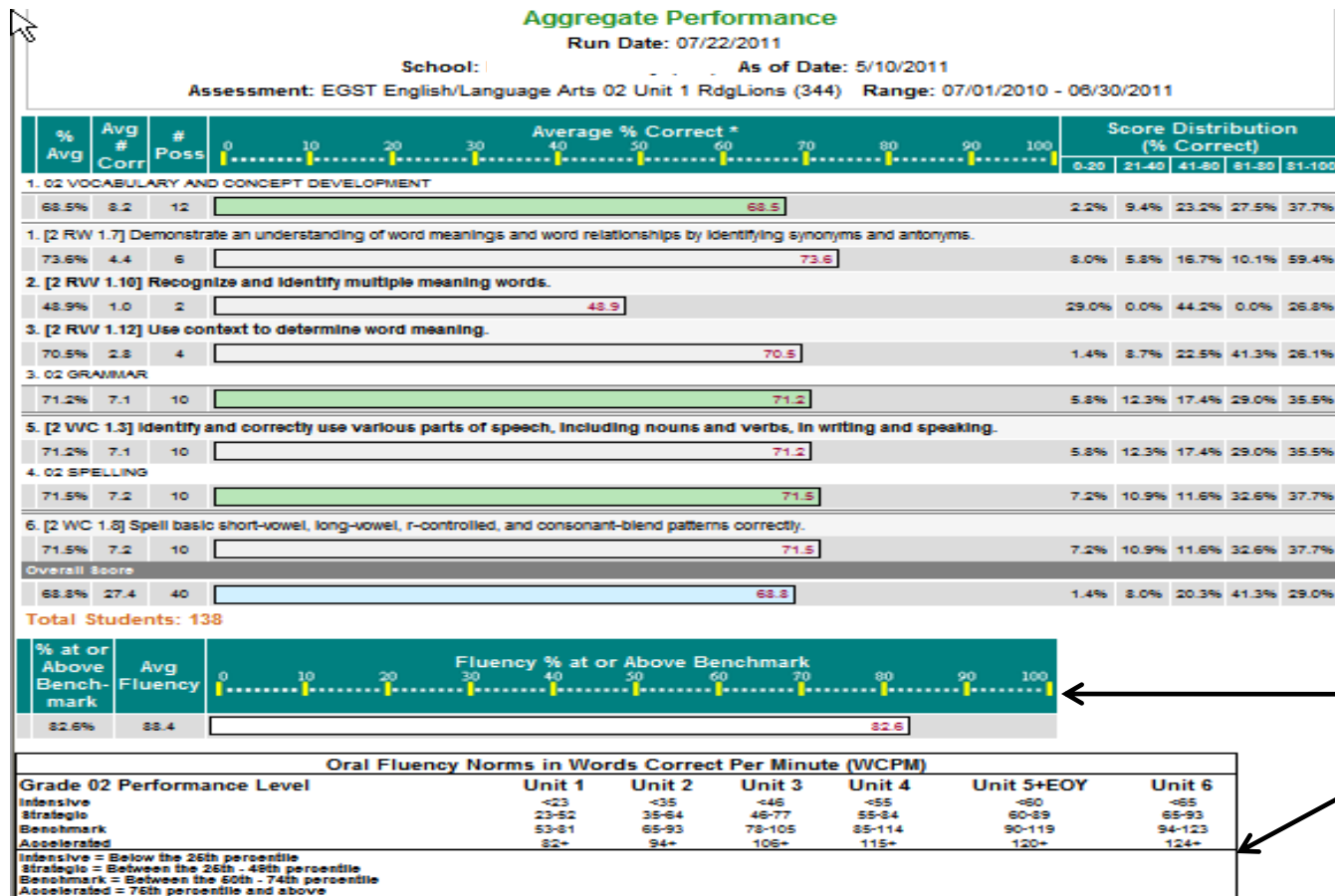
Total Students: 137

# Exports to Excel

index.cfm [Read-Only]

	A	B	C	D	E	F	G	H	I
1	<b>Aggregate Performance</b>								
2	Run Date: 11/03/2009								
3	School:				As of Date: 5/10/2009				
4	Assessment: MYPAS English/Language Arts 02 (179) Range: 07/01/2008 - 06/30/2009								
5									
6	Description	% Avg	Avg # Corr	# Poss	0-20	21-40	41-60	61-80	81-100
7	1. DECODING AND WORD RECOGNITION	74.10%	8.9	12	2.90%	2.90%	18.20%	25.50%	50.40%
10	1. [2 RW 1.1] Recognize and use knowledge of	74.70%	2.2	3	9.50%	10.20%	0.00%	26.30%	54.00%
11	3. [2 RW 1.2] Apply knowledge of basic	59.00%	1.8	6	6.60%	27.00%	0.00%	48.20%	18.20%
12	4. [2 RW 1.3] Decode two-syllable nonsense words	89.40%	1.8	2	6.60%	0.00%	8.00%	0.00%	85.40%
13	5. [2 RW 1.4] Recognize common abbreviations	83.20%	1.7	2	4.40%	0.00%	24.80%	0.00%	70.80%
14	6. [2 RW 1.5] Identify and correctly use regular	70.80%	1.4	2	8.80%	0.00%	40.90%	0.00%	50.40%
15	2. VOCABULARY AND CONCEPT DEVELOPMENT	61.70%	6.8	11	3.60%	13.10%	29.90%	27.00%	26.30%
18	7. [2 RW 1.7] Demonstrate an understanding of	49.80%	2	4	9.50%	27.70%	30.70%	18.20%	13.90%
19	8. [2 RW 1.8] Use knowledge of individual words in	64.60%	1.3	2	18.20%	0.00%	34.30%	0.00%	47.40%
20	8. [2 RW 1.9] Know the meaning of simple prefixes	68.60%	1.4	2	13.90%	0.00%	35.00%	0.00%	51.10%
21	9. [2 RW 1.10] Recognize and identify multiple	70.60%	2.1	3	9.50%	14.60%	0.00%	29.90%	46.00%
22	3. STRUCTURAL FEATURES OF INFORMATIONAL	60.90%	1.2	2	23.40%	0.00%	31.40%	0.00%	45.30%
25	10. [2 RC 2.1] Use titles, tables of contents, and	60.90%	1.2	2	23.40%	0.00%	31.40%	0.00%	45.30%
26	4. COMPREHENSION AND ANALYSIS OF GRADE-	55.70%	7.8	14	12.40%	15.30%	26.30%	27.70%	18.20%
29	11. [2 RC 2.3] Use knowledge of author's	61.70%	1.2	2	20.40%	0.00%	35.80%	0.00%	43.80%
30	12. [2 RC 2.4] Ask and respond to questions about	49.60%	1	2	32.10%	0.00%	36.50%	0.00%	31.40%
31	13. [2 RC 2.5] Restate facts and details in text to	56.60%	1.7	3	14.60%	23.40%	0.00%	38.70%	23.40%
32	14. [2 RC 2.6] Recognize cause-and-effect	52.30%	1.6	3	18.20%	31.40%	0.00%	24.80%	25.50%
33	15. [2 RC 2.7] Interpret information from diagrams,	42.00%	0.8	2	42.30%	0.00%	31.40%	0.00%	26.30%
34	16. [2 RC 2.8] Comprehend and follow four-step	72.60%	1.5	2	15.30%	0.00%	24.10%	0.00%	60.60%

# Aggregate Performance: New Feature



\*New Feature

\*Shows Average Fluency and Oral Fluency Norms for Reading Lions Assessments only

# Aggregate Performance Section Comparison Report: Selection Options

## Aggregate Performance Section Comparison

### Required Selections

\*School:

\*Enrolled on Date: 5/10/2008

ADA Enrolled:

\*Assessment Type: MYPAS

\*Assessment Administered Range: 7/1/2007  THRU 6/30/2009

\*Click to narrow search:

---

\*Assessment: MYPAS English/Language Arts 08 (09/01/2007 - 02/29/2008) (116)

### Selection Criteria Based on Enrolled on Date

Grade Level:  0 - Kindergarten  1 - First  2 - Second  
 3 - Third  4 - Fourth  5 - Fifth  
 6 - Sixth  7 - Seventh  8 - Eighth  
 9 - Ninth  10 - Tenth  11 - Eleventh  
 12 - Twelfth  15 - Ungraded  16 - Infant  
 17 - PreSchool

Course:

Section:

Counselor Number:

Teacher Number:

Period:

Program:

Exclude Program:

House:

Track:  A  B  C  D  T

Gender:

Ethnicity:

Prim Lang:

ELL:  English Only  
 English Language Learner  
 Redesignated Fluent  
 Initially Fluent

Special Education:

Economically Disadvantaged:

**School:** should default.

**Enrolled on Date:** date for the group that you are interested in viewing (during exam period or current date)

**ADA Enrolled:** leave as all (Summer School must be set to N)

**Assessment Type:** select type of assessment to be viewed

**Assessment Administered Range:** will default to current academic year, change dates to a window when the assessment was administered.

**GET Assessment :** click on this button to narrow the search.

**Assessment:** select the assessment you wish to query.

Then hit the **GENERATE REPORT** button.

### Aggregate Performance Section Comparison

Run Date: 11/03/2009

School (422) As of Date: 5/10/2008

Assessment: MYPAS English/Language Arts 08 (116) Range: 07/01/2007 - 06/30/2008

#	Description	Num. Possible	District Wide	School Wide	All Sections	Section	Section	Section	Section	Section
1	VOCABULARY AND CONCEPT DEVELOPMENT	12	64.2%	61.2%	66.7%	57.3%	54.7%	79.5%	53.9%	80.1%
1	[8 V 1.1] Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	3	80.0%	78.2%	83.9%	71.0%	76.0%	98.5%	71.7%	95.6%
2	[8 V 1.2] Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.	2	61.3%	60.5%	61.0%	51.6%	52.0%	74.2%	47.8%	72.1%
3	[8 V 1.3] Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	4	63.5%	59.6%	65.0%	53.4%	52.9%	77.5%	54.7%	79.1%
4	[8 V 1.4] Infer word meanings through identification and analysis of analogies and other word relationships.	3	58.3%	56.6%	70.5%	64.5%	54.0%	80.3%	60.9%	85.3%
5	[8 V 1.5] Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes (prefixes and suffixes) to understand content-area vocabulary.	3	59.5%	54.4%	57.3%	50.2%	43.6%	71.3%	40.2%	72.1%
#	Description	Num. Possible	District Wide	School Wide	All Sections	Section	Section	Section	Section	Section
	Overall Score	52	59.7%	57.9%	62.3%	51.8%	53.2%	74.2%	53.5%	72.7%
	Student Count		4399	517	146	31	25	33	23	34

This report is specifically for Teachers to view how each of their individual sections performed compared to each other, the whole school, and the district.



# Aggregate Results by Subgroup: Selection Options

**Aggregate Results by Subgroup**

**Required Selections**

\*School:

\*Enrolled on Date: 5/10/2009

ADA Enrolled:

\*Assessment Type: MYPAS

\*Assessment Administered Range: 7/1/2008  THRU 6/30/2009

\*Click to narrow search:

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\*Assessment: MYPAS Algebra I (129)

Use the same criteria that you have chosen for the Aggregate Results but this allows you to view results by subgroups. You can also look at grade level or School Wide (all students) aggregate results by selecting either of the following Subtotal by selections at the bottom of your selection criteria screen.

Special Education:

Economically Disadvantaged:

Subtotal: School Wide

Section  
Grade Level  
School Wide

This function is available on all aggregate level reports.

**Grade Level –** allows teachers to view aggregate information on all students who took a particular MYPAS/CSRE exam by grade level (pertains more to upper level Math courses where multiple levels take the same exam).

**School Wide -** allows teachers to view aggregate information on all students who took a particular MYPAS/CSRE exam.

**District and School Wide Results**

**Aggregate Results by Subgroup**

Run Date: 11/03/2009

School: As of Date: 5/10/2009

Assessment: MYPAS Algebra I (129) Range: 07/01/2008 - 06/30/2009

#	Description	Number Possible	District Wide	White	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Declined to State	ELL	Non ELL	Econ Disadv	Non Econ Disadv	Special Ed	Non Special Ed
1.	Number Properties, Operations, and Linear Equations	19	71.3	56.2	51.9	0.0	66.5	77.1	54.5	50.4	63.2	42.0	54.2	57.1	56.2	56.0	44.4	57.3
1.	[Alg1 1.0] Identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable.	3	73.2	59.7	55.4	0.0	63.8	66.9	60.9	59.9	63.1	67.0	56.2	61.1	59.9	57.9	39.5	61.6
2.	[Alg1 4.0] Simplify expressions prior to solving linear equations	5	76.4	61.7	56.8	0.0	72.2	82.9	60.6	48.0	67.8	100.0	60.7	62.1	61.3	64.7	52.6	62.5
<b>Aggregate Results for each subgroup</b>																		
Overall Score		48	61.2	47.9	43.7	0.0	57.5	62.9	46.5	45.8	54.2	25.0	47.2	48.2	48.2	45.7	39.4	48.7
Student Count			5763	313	106	0	46	7	125	10	18	1	92	221	279	34	27	286

**Strands and Standards**

**Subgroup Results**

**Student Counts for each Subgroup**

Please note that enrollments of less than 11 should not be publicly reported.

# Cross Tab

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- Number of students who advanced or decreased by one or more performance band and who showed no movement from one year to the next

# Cross Tab: Selection Options

Reports- Crosstab

### Required Selections

\*School:

\*Enrolled on Date:

ADA Enrolled:

### First Assessment

\*Assessment Type:

\*Assessment Administered Range:   THRU

\*Click to narrow search:

\*Assessment:

### Second Assessment

\*Assessment Type:

\*Assessment Administered Range:   THRU

\*Click to narrow search:

\*Assessment:

Student Number:

Course:

Section:

Counselor Number:

Teacher Number:

Period:

District Course:

Program:

Exclude Program:

House:

Track:  A  B  C  D  T

Gender:

Ethnicity:

Prim Lang:

- ELL:  English Only  
 English Language Learner  
 Redesignated Fluent  
 Initially Fluent

Special Education:

Economically Disadvantaged:

## Assessment Crosstab

Run Date: 07/14/2010

School:

As of Date: 07/14/2010

**Assessment 1:** MYPAS English/Language Arts 04 (181) **Range 1:** 07/01/2008 - 06/30/2009

**Assessment 2:** MYPAS English/Language Arts 05 (215) **Range 2:** 07/01/2009 - 06/30/2010

MYPAS English/Language Arts 05										
MYPAS English/Language Arts 04	Band	Total	0-20	21-40	41-60	61-80	81-100	+1 Band	No Change	-1 Band
	81-100	19	0	0	0	10	9	0	9	10
	61-80	32	1	0	3	23	5	5	22	2
	41-60	10	0	1	4	5	0	5	5	0
	21-40	9	1	4	1	3	0	4	4	1
	0-20	0	0	0	0	0	0	0	0	0
	<b>Total</b>	70	2	5	8	41	14	14	40	16

Screen ID: 1701-972 Date: 07/14/10 01:24:23 PM

Performance Levels of grade 4 students

Performance Levels after a year of instruction (grade 5)

# Group Item Analysis

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In analyzing the items

- review the distribution of answer selections (A, B, C or D)
  - Answer selections that pull over 20% of the population away from the correct answer should be analyzed for re-teaching
- integrate CST released items into warm-ups or homework assignments that can address common mistakes that students made

# Group Item Analysis

## Group Item Analysis

### Required Selections

\*School:

\*Enrolled on Date:

ADA Enrolled:

\*Assessment Type:

\*Assessment Administered Range:   THRU

\*Click to narrow search:

\*Assessment:

Power Standards:  Only

Special Education:

Economically Disadvantaged:

Subtotal:

Section  
Grade Level  
School Wide

Note: to pull data the entire school select Grade Level or School Wide

Assessment Average Percent Correct

### Group Item Analysis

Run Date: 11/03/2009

Strand and Average Percent Correct

Standard

Correct Answer in RED Bold

Exam Average Pct Correct: 80.3%

#### 1. Phonemic Awareness

Strand Average Pct Correct: 73.3%

1. [1 PA 1.5] Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite, sea/say)

Answer	A	B	C	D	Mis./Oth.
Item #5	<b>244 (75.3%)</b>	32 ( 9.9%)	32 ( 9.9%)	16 ( 4.9%)	0 ( 0.0%)
Item #6	12 ( 3.7%)	<b>260 (80.2%)</b>	28 ( 8.6%)	24 ( 7.4%)	0 ( 0.0%)
Item #7	44 (13.6%)	16 ( 4.9%)	<b>236 (72.8%)</b>	24 ( 7.4%)	<b>4 ( 1.2%)</b>
Item #8	32 ( 9.9%)	20 ( 6.2%)	<b>24 ( 7.4%)</b>	<b>248 (76.5%)</b>	0 ( 0.0%)
Standard Average Pct Correct:	76.2%				

Item # on Assessment

Overall Standard Average Percent Correct

Number left blank or double bubbled

Total Number of Students Selecting that Answer Choice (percentage based on the total number of students tested)



# Group Item Analysis: New Feature

**\*New Feature**

**Group Item Analysis**  
Run Date: 07/22/2011  
School: Arnold Adreani Elementary (205) As of Date: 5/10/2011  
Assessment: MYPAS English/Lanquaae Arts 05 (215) Range: 07/01/2010 - 06/30/2011

Assessment Average Pct Correct: 71.3%

1. 05 Vocabulary and Concept Development

Strand Average Pct Correct: 66.8%

1. [RW 1.2] Use word origins to determine the meaning of unknown words.

Show Students In Standard

Answer	A	B	C	D	E
Item #20	7 (7.1%)	6 (6.1%)	<b>70 (71.4%)</b>	15 (15.3%)	0 (0.0%)

*\*When checked, student list by answer and standard will drop-down*

# Growth

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- ❑ Compares different exam administrations with like strands/standards
- ❑ These results will help focus on areas of improvement as well as identifying growth for those standards that were focused on in the second half of the year
- ❑ Good for use when administering pre and post (or pre, mid, and post) assessments

# Growth: Selection Options

## Reports- Assessment Growth

**Required Selections**

\*School:

\*Enrolled on Date:

ADA Enrolled:

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**First Assessment**

\*Assessment Type:

\*Assessment Administered Range:   THRU

\*Click to narrow search:

\*Assessment:

---

**Second Assessment**

\*Assessment Type:

\*Assessment Administered Range:   THRU

\*Click to narrow search:

\*Assessment:

---

**Third Assessment**

Assessment Type:

Assessment Administered Range:   THRU

Click to narrow search:

Assessment:

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**Selection Criteria Based on Enrolled on Date**

Matched Students Only:

Student Number:

Course:

Section:

Counselor Number:

Teacher Number:

Period:

District Course:

Program:

Exclude Program:

House:

B  C  D  T

Can select up to 3 assessments for pre, mid, and post testing

- English Only
- English Language Learner
- Redesignated Fluent
- Initially Fluent

Special Education:

Economically Disadvantaged:



## Assessment Growth

Run Date: 11/16/2010

School:

As of Date: 5/10/2010

Assessment 1: MYPAS English/Language Arts 04 (181) Range 1: 07/01/2009 - 02/28/2010

Assessment 2: MYPAS English/Language Arts 04 (181) Range 2: 03/01/2010 - 06/30/2010

MYPAS English/Language Arts 04 (181)	No. Poss.	Sch.	Dist.		Dist.	Sch.	No. Poss.	MYPAS English/Language Arts 04 (181)
<b>04 Vocabulary and Concept Development</b>	21	66.8	63.2		73.4	79.4	21	<b>04 Vocabulary and Concept Development</b>
[4 RW 1.2] Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	7	64.8	66.4		73.8	78.0	7	[4 RW 1.2] Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
[4 RW 1.3] Use knowledge of root words to determine the meaning of unknown words within a passage.	3	57.7	57.7		71.1	75.7	3	[4 RW 1.3] Use knowledge of root words to determine the meaning of unknown words within a passage.
[4 RW 1.4] Know common roots and affixes derived from Greek and Latin and apply this knowledge of word origins to analyze the meaning of complex words (e.g., international).	3	62.9	57.8		73.1	78.2	3	[4 RW 1.4] Know common roots and affixes derived from Greek and Latin and apply this knowledge of word origins to analyze the meaning of complex words (e.g., international).
[4 RW 1.5] Use a dictionary and/or thesaurus to determine related words and concepts.	2	73.1	60.6		73.6	84.6	2	[4 RW 1.5] Use a dictionary and/or thesaurus to determine related words and concepts.
[4 RW 1.6] Distinguish and interpret words with multiple meanings.	6	75.6	73.2		75.5	80.7	6	[4 RW 1.6] Distinguish and interpret words with multiple meanings.
<b>04 Structural Features of Informational Materials</b>	1	34.6	46.6		54.8	34.6	1	<b>04 Structural Features of Informational Materials</b>
<b>04 Spelling</b>	4	76.0	73.3		51.4	0.0	4	<b>04 Spelling</b>
[4 WC 1.7] Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	4	76.0	73.3		51.4	0.0	4	[4 WC 1.7] Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
<b>04 Sentence Structure</b>	5	62.8	57.4		43.1	0.0	5	<b>04 Sentence Structure</b>
[4 WC 1.1] Use simple and compound sentences in writing and speaking.	3	56.5	57.6		42.0	0.0	3	[4 WC 1.1] Use simple and compound sentences in writing and speaking.
[4 WC 1.2] Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	2	69.2	57.2		44.2	0.0	2	[4 WC 1.2] Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.
<b>MYPAS English/Language Arts 04 (181)</b>	<b>No. Poss.</b>	<b>Sch.</b>	<b>Dist.</b>		<b>Dist.</b>	<b>Sch.</b>	<b>No. Poss.</b>	<b>MYPAS English/Language Arts 04 (181)</b>
<b>Student Count</b>		<b>26</b>	<b>146</b>		<b>146</b>	<b>26</b>		<b>Student Count</b>

# Student Item Analysis

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- Individual Student Item Analysis Report
  - Printable format for teachers to use during Group Item Analysis discussions
- Reports question missed, answer choice, correct answer and standard, for each student by the exam selected

# Student Item Analysis: Selection Options

## Student Item Analysis

### Required Selections

\*School:

\*Enrolled on Date:

ADA Enrolled:

\*Assessment Type:

\*Assessment Administered Range:   THRU

\*Click to narrow search:

\*Assessment:

Power Standards:  Only

### Selection Criteria Based on Enrolled on Date

- Grade Level:
- 0 - Kindergarten    1 - First    2 - Second
- 3 - Third    4 - Fourth    5 - Fifth
- 6 - Sixth    15 - Ungraded    16 - Infant
- 17 - PreSchool

Student Number:

Course:

Section:

Counselor Number:

Teacher Number:

Period:

District Course:

Program:

Exclude Program:

House:

Track:  A  B  C  D  T

Gender:

Ethnicity:

Prim Lang:

- ELL:  English Only  
 English Language Learner  
 Redesignated Fluent  
 Initially Fluent

Special Education:

Economically Disadvantaged:

Sort By:

Run Date: 07/14/2010

School:

As of Date: 07/14/2010

Assessment: MYPAS English/Language Arts 04 (181) Range: 07/01/2009 - 06/30/2010

Student Count: 133

Shows question number,  
student's response, and  
correct response

MYPAS Eng

Correct: -10/78 --12.8%

Questions Missed

Question	Your Response	Correct Response	Standard
1	B	D	4 RW 1.3
2	C	B	4 RW 1.3
3	B	D	4 RW 1.3
5	A	B	4 RW 1.2
5	C	B	4 RW 1.2
6	C	D	4 RW 1.2
6	B	D	4 RW 1.2
7	B	C	4 RW 1.2
9	C	A	4 RW 1.2
9	C	A	4 RW 1.2
10	D	B	4 RW 1.4
10	D	B	4 RW 1.4
11	C	A	4 RW 1.4
11	B	A	4 RW 1.4
14	C	A	4 RW 1.5
15	D	B	4 RW 1.6
17	B	D	4 RW 1.6
18	B	A	4 RC 2.6
21	B	D	4 RW 1.6
22	D	B	4 RC 2.6
23	B	C	4 RL 3.1
26	B	D	4 RL 3.3
26	B	D	4 RL 3.3
29	C	D	4 RC 2.5
29	C	D	4 RC 2.5
33	C	D	4 RC 2.6
33	C	D	4 RC 2.6
34	A	B	4 RL 3.5
34	A	B	4 RL 3.5

Correct: 0/78 - 0.0%

Questions Missed

Question	Your Response	Correct Response	Standard
1	B	D	4 RW 1.3
3	C	D	4 RW 1.3
6		D	4 RW 1.2
6	C	D	4 RW 1.2
7	A	C	4 RW 1.2
9	D	A	4 RW 1.2
11	B	A	4 RW 1.4
14	C	A	4 RW 1.5
14	C	A	4 RW 1.5
17	B	D	4 RW 1.6
22	A	B	4 RC 2.6
25	B	A	4 RL 3.4
26	B	D	4 RL 3.3
27	A	C	4 RL 3.2
31	A	B	4 RC 2.3
32	D	C	4 RC 2.6
33	C	D	4 RC 2.6
34	A	B	4 RL 3.5
35	B	C	4 RC 2.5
36	B	D	4 RC 2.4
37	A	C	4 RW 1.6
37	D	C	4 RW 1.6
39	A	C	4 RL 3.5
39	A	C	4 RL 3.5
43	D	A	4 RC 2.7
43	D	A	4 RC 2.7
44	A	D	4 RC 2.7
44	B	D	4 RC 2.7
45	A	C	4 RC 2.7

# Student Strengths/Weaknesses Report

- Allows you to analyze each student's results based on their performance levels
  - Group students who have performed similarly and provide extra instruction in areas where they are weak
- Identify individual student strengths to help build confidence in their weak areas



# Student Strengths/Weaknesses by Strand: Selection Options

**Student Strength/Weaknesses by Strand**

**Required Selections**

\*School:

\*Enrolled on Date:

ADA Enrolled:

\*Assessment Type:

\*Assessment Administered Range:   THRU

\*Click to narrow search:

---

\*Assessment:

Display:  Strand & Standards  Strand

**Strength/Weakness Categories(Overall Score):**

- All Strength/Weakness
- W (0%-20%)
- w (21%-40%)
- A (41%-60%)
- s (61%-80%)
- S (81%-100%)

Power Standards:  Only

Student Detail:

**Annotations:**

- All Strands defaults
- Or Select up to 3 specific Strands with Standards

**Inset Form:**

Display:  Strand & Standards  Strand

- 1)
- 2)
- 3)



Export to: MS Excel



Export to Excel

### Student Strength/Weaknesses by Strand

Run Date: 11/03/2009

School:

As of Date: 5/10/2009

Assessment: MYPAS Algebra I (129) Range: 07/01/2008 - 06/30/2009

Student Demographics

Overall and Raw Scores

#	Name	Number	Ethnic	SpecEd	ELL	Strand			Overall %	Raw Score
						S1	S2	S3		
					Eng Only	95 S	74 s	50 A	81	39
					Re-des	89 S	74 s	100 S	81	39
					Limt Eng	53 A	33 w	50 A	42	20
					Eng Only	63 s	44 A	50 A	52	25
					Eng Only	95 S	70 s	50 A	79	38

Student name and IDs

	S1	S2	S3	Overall %	Raw Score
Selection Totals	67 s	49 A	64 s	57	27

Percent Correct			
Student Score Range	S1	S2	S3
W (0% - 20%)	2% (11)	7% (43)	11% (67)
w (21% - 40%)	13% (81)	28% (167)	0% (0)
A (41% - 60%)	21% (128)	37% (225)	50% (301)
s (61% - 80%)	33% (203)	19% (114)	0% (0)
S (81% - 100%)	30% (184)	10% (58)	

Total Students for Selection: 607

Number Code	Strand and Standard Description	Number Possible
S1	Number Properties, Operations, and Linear Equations	19
S2	Graphing and Systems of Linear Equations	27
S3	Algebra and Functions	2

Selection Totals and Percent Correct

Strand and Standard Description

# Student Strength/Weaknesses: New Features

	S1	S2	S3	S4	Overall % Raw Score	F1	F2	Average Fluency	Fluency Level	
Selection Totals	70 s	WV	72 s	73 s	70	28	87	96	91	Accelerated

Percent Correct				
Student Score Range	S1	S2	S3	S4
WV (0% - 20%)	2% (2)	0% (0)	6% (8)	8% (7)
w (21% - 40%)	7% (9)	0% (0)	12% (14)	11% (13)
A (41% - 60%)	23% (28)	0% (0)	17% (21)	12% (14)
s (61% - 80%)	28% (36)	0% (0)	28% (36)	31% (37)
S (81% - 100%)	38% (47)	0% (0)	37% (46)	41% (50)

Total Students for Selection: 121

Number Code	Strand and Standard Description	Number Possible
S1 02	Vocabulary and Concept Development	12
S2 02	Comprehension and Analysis of Grade-Level-Appropriate Text	8
S3 02	Grammar	10
S4 02	Spelling	10

Fluency Distribution			
Grade 02 Performance Level	F1	F2	Avg
Intensive	0% (0)	0% (0)	0% (0)
Strategic	19% (4)	14% (3)	14% (3)
Benchmark	29% (6)	24% (5)	29% (6)
Accelerated	52% (11)	62% (13)	57% (12)

Oral Fluency Norms in Words Correct Per Minute (WCPM)						
Grade 02 Performance Level	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5+EOY	Unit 6
Intensive	<23	<35	<46	<55	<60	<65
Strategic	23-52	35-64	46-77	55-84	60-89	65-93
Benchmark	53-81	65-93	78-105	85-114	90-119	94-123
Accelerated	82+	94+	106+	115+	120+	124+

Intensive = Below the 25th percentile  
 Strategic = Between the 25th - 49th percentile  
 Benchmark = Between the 50th - 74th percentile  
 Accelerated = 75th percentile and above

\*New Features

\* Shows Fluency Distribution, Fluency Norms, Average Fluency and Overall Fluency Level for Reading Lions Assessments only

# Export to Excel

	A	B	C	D	E	F	G	H	I	J	K	L
1		<b>Student Strength/Weaknesses by Strand</b>										
2		Run Date: 11/03/2009										
3		School: Monterey Trail High School (474) As of Date: 5/10/2009										
4		Assessment: MYPAS Algebra I (129) Range: 07/01/2008 - 06/30/2009										
5												
6		Strand										
7		#	Name	Number	Ethnic	SpecEd	ELL	S1	S2	S3	Overall %	Raw Score
8		1			Hispanic		Eng Only	95 S	74 s	50 A	81	39
9		2			Asian		Re-des	89 S	74 s	100 S	81	39
10		3			Pac Island		Limt Eng	53 A	33 w	50 A	42	20
11		4			White		Eng Only	63 s	44 A	50 A	52	25
12		5			Hispanic		Eng Only	95 S	70 s	50 A	79	38
13		6			Pac Island		Re-des	68 s	59 A	50 A	63	30
14		7			White		Limt Eng	100 S	100 S	100 S	100	48
15		8			Asian		Re-des	89 S	81 S	50 A	83	40
16		9			African Am		Eng Only	26 w	37 w	50 A	33	16

# Student Performance Profile

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- ❑ Provides a quick overview of student performance from all state assessment measures (CST, CAT/6, CELDT, etc.) for multiple years
- ❑ Use for student and parent conferences
- ❑ Assess students new to your class mid-year to determine how they would best access the curriculum
- ❑ Can run batches of student reports

# Student Performance Profile

## Recent Changes

CBEDS  
11/05/2009: [469152](#)

Grade Reports  
11/13/2009: [467398](#)  
10/21/2009: [465346](#)

Past 30 days shown  
[View all changes](#)

## Announcements

### Welcome to SISWEBRE

04/20/2009: [District Course Codes - Special Education](#)  
03/26/2009: [Course List - CST](#)  
03/18/2009: [SISWeb Special Ed Reports](#)  
11/01/2007: [SISWEBREPORTS NOTICE](#)

- Attendance Reports ▶
- Blue Bear
- Discipline Reports ▶
- District Reports ▶
- Grade Reports ▶
- Health Reports ▶
- Other Reports ▶
- Risk of Retention ▶
- Scheduling Reports ▶
- Student Reports ▶
- Testing Reports ▶
- Yearly ASAM Report

- Assessment Reports ▶
- CAHSEE Wvr/Expt Report
- CELDT Reports ▶
- CSRE/MYPAS Pre-ID
- CST Reports ▶
- Demographic Programmatic
- NNAT Reports ▶
- Performance Profile**
- Physical Fitness ▶
- Secondary Program Placement

## Training Documents

You are here: [Home](#) /

\* Files added in the past 30 days

- Discipline
- MTG User Manual
- Training
- Achievement Level Doc.pdf
- Instructions.pdf
- de 7-5-06.pdf
- nsfer Update.pdf

# Student Performance Profile Report: Selections Options

Reports - Performance Profile

\* Report by:  Student Number  Other

\* ID:  [Lookup](#)

\* ID Type:  Student Number  SSID Number

\* As of Date:

Exam	Skill Clusters	Score History
<input type="checkbox"/> All	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> AP	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> District Assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Site Assessments	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> CAHSEE	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> CAPA	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> CELDT/PLP	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> CMA	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> CST	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> EAP	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Fitness Testing	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> GATE	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> SAT/ACT	<input type="checkbox"/>	<input type="checkbox"/>

Enter Student ID or click on the Other button to bring up an entire class by section number

Then select the Exam, and check Skills Cluster and Score History depending on the depth of information required.

## Performance Profile

Student Name:  Student Number:  Run Date: 11/3/2009 10:38:09

### Assessments

#### Assessments Performance Summary

Date	GR	% Correct	Number Possible
12/01/2008	6		
MYPAS English/Language Arts 06		10	80

#### Assessments Strand/Standard

Date	GR	Percent Correct	Number Possible
12/01/2008	6		
MYPAS English/Language Arts 06		10	80
Vocabulary and Concept Development		42	19
1. [6 RW 1.2] Identify and interpret figurative language and words with multiple meanings.		0	5
2. [6 RW 1.3] Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.		66	3
3. [6 RW 1.4] Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.		100	3
4. [6 RW 1.5] Understand and explain "shades of meaning" in related words (e.g., softly and quietly or snicker, giggle, laugh, quffaw).		66	3

Each assessment that the student took will appear with the % Correct followed by the Skills Clusters information for those assessments. This report is great for parent/teacher/student interviews. For goal setting for your class(es) when reviewing student results.



# Resources

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Research & Evaluation Department  
686-7764