Reporting System User Guide

2025-2026

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Prepared by Cambium Assessment, Inc.

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Table of Contents

Reporting System User Guide 1
Introduction to the User Guide 6
New for the 2025–2026 School Year 7
Start Navigating Reports 8
Use the Dashboard Generator Page 8
Use the Dashboard to Access Aggregate Test Results 8
Access More Detailed Data on a Particular Test Group 9
Compare All Your Students' Performance on Any Test with Larger Groups' 10
District-Level Users: View District on a Particular Test 11
Access District Performance on Test Report 11
Compare Test Performance Schools in the District 11
Access District Performance in Each Area of the Test 11
Teachers, School- and District-Level Users: Access School Performance on a Test 12
Access School Performance on Test Report 12
Teachers and School-Level Users: Access Student-Level Data for All Your Students 13
Switch to Another Assessment Report 14
Access Classes (Rosters) Performance on a Test 15
Access Test Results for All Your Classes (Rosters) 15
Determine Which Classes (Rosters) Performed Well on This Assessment 16
Determine Which Classes (Rosters) Had the Highest Test Completion Rates 16
Determine How Well Classes (Rosters) Performed in Each Area on the Test 16
Access Test Results for an Individual Class (Roster) 17
Access Class (Roster) Performance in Each Area of the Test 17
Access an Individual Student's Performance 18
Access Student Performance on Test Report 18
Access Student Portfolio Report on All Assessments a Student has Completed 19
Use the Student Portfolio Report to Access Only the Tests You're Interested In 20
Access Student Portfolio Report for a Previous School Year or Multiple Years 20
Compare a Student's Performance on Any of Their Tests with Larger Groups' 21
Interpret Performance Data 22
Performance Data 22
Standard Measures 24

Writing Dimension Measures 26
Break Down Test Results by Student Groups 27
Break Down Test Results by Student Groups 27
Access Test Results for a Particular Student Group or Combination 29
Track Student Performance Using Longitudinal Report 29
Access a Longitudinal Report Comparing Related Assessments 30
Access Students' Overall Performance on These Assessments Over Time 31
Switch Between Score Data and Performance Level Data 31
Access Students' Performance in Different Areas Over Time 32
Distinguish Different Types of Tests in the Graphs 32
Modify the Test Groupings You've Selected 32
Filter Test Opportunities to Show Some and Not Others 33
Access Trends in Target Performance ("Cross-Sectional Report") 34
Access a Cross-Sectional Report for an Institution and Test Family 34
Access the Institution's Overall Performance on This Test Family Over Time 35
Switch Between Score Data and Performance Level Data 36
Access the Institution's Performance in Different Areas Over Time 36
Modify the Test Reasons You've Selected 37
Access Item-Level Data on Interims 38
Access Item Scores 38
Find the Five Items On Which Students Performed the Best or Worst 38
Display Standards for Each Item 38
Filter Item-Level Data on Interims by Standards and Clusters of Standards 39
Access an Item 40
Access Items with and without the Students' Visual Settings 42
Access an Item in a Different Language 43
What It Means When a Student Response Contains Highlighted Text 43
Navigate to Other Items from the Item Access Window 43
Access Another Student's Response to the Current Item 43
What It Means When Items Are Labeled "1-1", "1-2", and So On 43
What It Means When an Item Score Reads "n/a" 44
Access Aggregate Item Data in the Item Analysis Report 44
Set Up Reports to Suit Your Needs 47
Change Time Period to Access Previous Data 47
Filter Tests to Display 48

Teachers and School-Level Users: Filter Classes (Rosters) to Display 49
District-Level Users: Filter Schools to Display 50
Assign Test Reasons (Categories) to Interim Test Opportunities.....51
Filter by Test Reason (Category).....54
Export and Print Data.....56
Export or Print a Report from the Report Page 56
Export an Assessment Report Directly from the Performance on Tests Report 58
Use Individual Student Reports (ISR).....59
Understand an Individual Student Report (ISR).....59
Generate and Export Individual Student Reports (ISR).....63
Generate and Export Student Data Files 69
Generate and Export Student Writing Responses 74
Score Items.....78
Navigate Scoring Mode and Use Filters.....78
Use the Dashboard.....78
Use the Test Scoring Page.....79
Search for a Student.....80
Filter the Dashboard, Test Scoring Page, or Search Results 80
Change the Selected School 81
State- and District-Level Users: Download Reports on Assessments That Have Been in the System Longer Than Expected.....81
Score Unscored Items.....82
Submit Scored Test Opportunities for Processing 84
Reassign Test Opportunities to Be Hand-Scored 85
Modify Scores for Items in Reports.....86
Appendix.....88
C 88
Class (Roster) Management.....88
Add a Class (Roster) 88
Modify a Class (Roster) 90
Upload Classes (Rosters).....91
Condition Codes.....93
H 95
Help.....95
Access the Online User Guide.....95

L 95
Login Process 95
Log In to the Reporting System 96
Set or Reset Your Password 97
Switch Between Systems 98
M 98
Multiple Interim Test Opportunities 98
N 99
Non-Scorable Test Opportunities 99
R 100
Report Tables 100
Sort a Table 100
Specify the Number of Rows Displayed 100
Access Additional Table Rows 100
Access Additional Table Columns 100
Expand All Accordion Sections in a Table 100
S 101
Secure File Center 101
Access and Manage Files in the Secure File Center 101
Share Files to Other Users' Secure File Centers 102
Secure Notifications in Reporting 103
How to distinguish notification types 103
How to interact with secure notifications 104
T 104
Test Resources 104
U 105
User Role Change 105
User Support 106
Change Log 107

Introduction to the User Guide

This user guide gives instructions on using the Reporting System for the following:

- Accessing summative assessment data.
- Accessing interim and benchmark assessment data.
- Scoring interim and benchmark assessments.

It includes the following sections:

- Navigate and Read Reports
- Set Up Reports to Suit Your Needs
- Export and Print Data
- Score Items

The alphabetized Appendix contains additional information on various topics, such as using the Secure File Center and logging in to the system.

New for the 2025–2026 School Year

- The guide has been extensively reorganized and revised. The most notable changes are listed below.
    - The “Navigate Reports” section has been retitled to Navigate and Read Reports , reorganized, and revised. Among other things:
        - The sections about assessment reports have been reorganized and rewritten to follow the order of navigation more closely. They have been retitled to make it easier to find reports by name.
        - The sections about interpreting various kinds of performance data (including content from the Appendix) have been grouped together, placed earlier, and retitled.
        - The sections about comparing performance with larger groups (Compare All Your Students’ Performance on Any Test with Larger Groups’ and Compare a Student’s Performance on Any of Their Tests with Larger Groups’) are now associated with the sections on specific reports (Performance on Tests and Student Portfolio).
        - The section about filtering items by standards (from Navigate and Read Reports

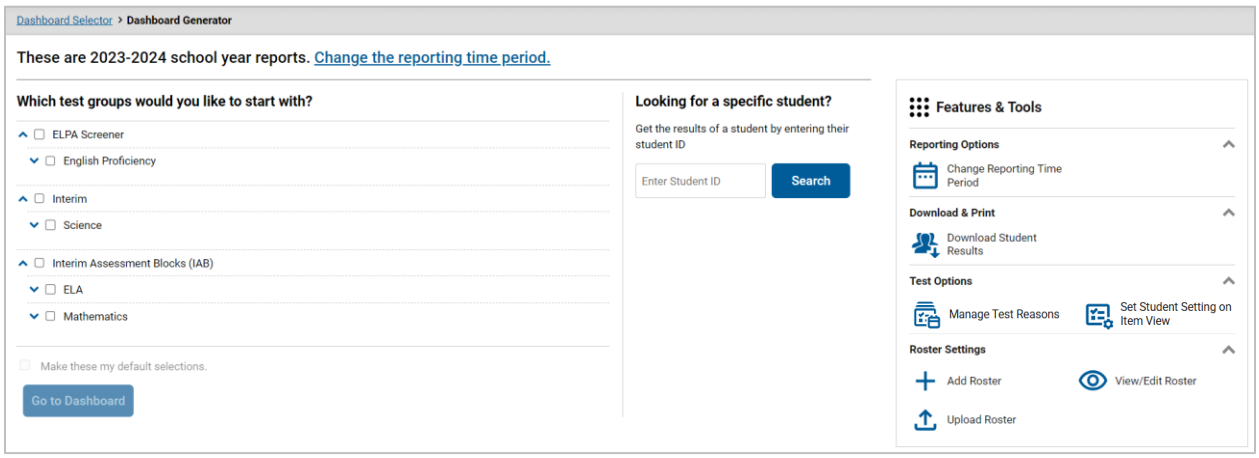
This section explains how to navigate and read reports for both summative and interim assessments.

Start Navigating Reports

Use the Dashboard Generator Page

When you log in to the Reporting System, the ***Dashboard Generator*** page appears (Figure 1). The controls on the left, under *Which test groups would you like to start with?*, let you select from the groups of tests that have been processed in Oregon for the school year. Typically, you may choose test types, subjects within the test types, and grades within the subjects.

Figure 1. Dashboard Generator Page



To the right of the ***Dashboard*** generation controls are some other useful features. The *Looking for a specific student?* section allows you to use the student ID to access all of that student's test results in the Student Portfolio Report. The *Features & Tools* menu appears on the right side of this page and in reports and offers multiple features that are described elsewhere in this guide.

If the ***Dashboard Generator*** shows a message saying there is no data, that means no test opportunities are available for this school year.

1. *Optional*: To change the test groups listed in the Dashboard Generator, change the reporting time period as described in Set Up Reports to Suit Your Needs

You can set up your reports so it's easier to access the data that are most important to you. For example, if you're a teacher, you may want to hide certain tests in subjects you don't teach, or you may want to narrow down your reports to a single roster.

This section explains how to make several different adjustments to reports: showing only the tests you're interested in; showing only the classes (rosters) you're interested in; showing only the schools you're interested in; assigning and filtering by interim test reasons; filtering item-level data on interims by standards and clusters of standards; and accessing data from a previous point in time.

2. Change Time Period to Access Previous Data.
3. Select the tests you want to access, expanding the test groups as needed.

4. *Optional*: To save your selections, select the checkbox **Make these my default selections**. These selections will be set in the Dashboard Generator whenever you log in. You can change the defaults at any time.

5. Click **Go to Dashboard**. The ***Dashboard*** appears, displaying any data available for your selections.

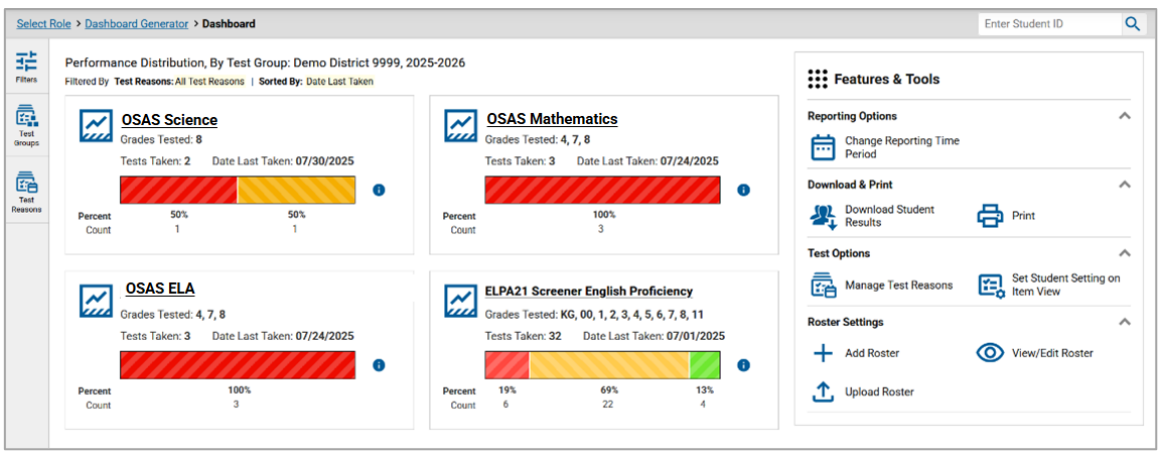
Use the Dashboard to Access Aggregate Test Results

All users can access the standard ***Dashboard*** (Figure 2). It displays aggregation cards representing test groups. A typical test group comprises a single test type, a single subject, and all grades (for example, the first card shown in Figure 2 is for OSAS Science).

Each aggregation card displays the test group name, a list of grades, the number of tests taken in the group, the date of the test last taken, and a performance distribution bar displaying both percentages and student counts below it. You may sometimes receive the message "Data cannot be aggregated together for this group of tests" instead of the performance distribution bar for tests that do not report performance distribution, or that use different sets of performance levels. Test group cards are sorted by date last taken.

Clicking the button beside the performance distribution bar displays a legend with more information about performance levels.

Figure 2. Dashboard



If a message appears saying "There are no assessments to display," you may not have any students who have taken tests in your selected test groups in the selected time period. You can change the reporting time period.

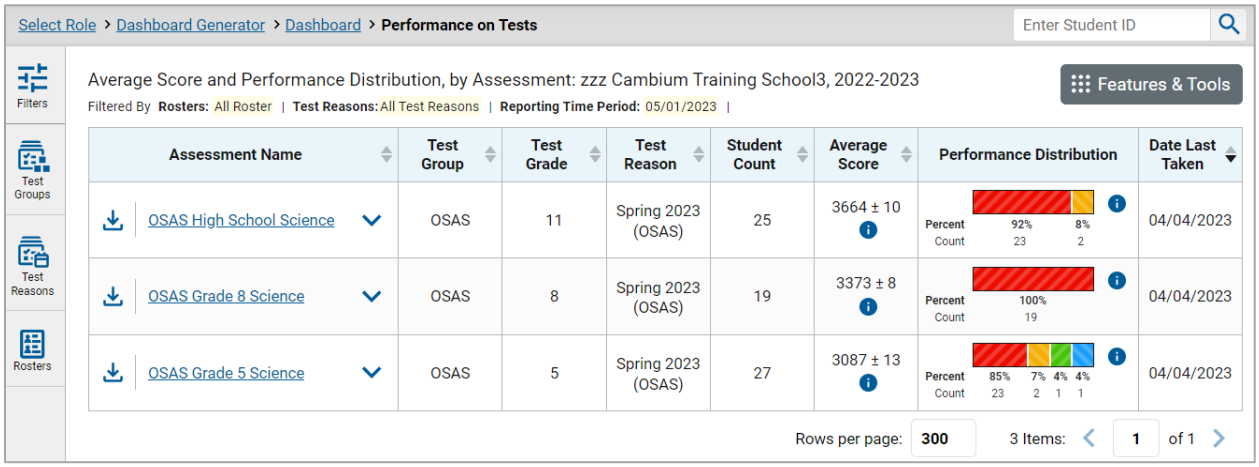
To change the test groups and test reasons that appear, use the **Filters** panel on the left as explained in Set Up Reports to Suit Your Needs. You can also backtrack to the ***Dashboard Generator*** using the link in the path at the upper-left corner and change your test group selections there.

Access More Detailed Data on a Particular Test Group

To access more detailed data for a particular test group, click the name of the group. The Performance on Tests report appears. It is filtered to display only the test group you selected.

In the Performance on Tests report, users see one table, as in Figure 3. This table lists all the assessments in the test group.

Figure 3. Teacher and School-Level User View: Performance on Tests Report



For each test, the assessments table shows the test group, test grade, test reason (the name of the test window of a summative assessment, or a category assigned to an interim assessment), number of students who took the test, average score, performance distribution, and date the test was last taken.

You can use the filters to access a different set of assessments. For more information on filtering, refer to Set Up Reports .

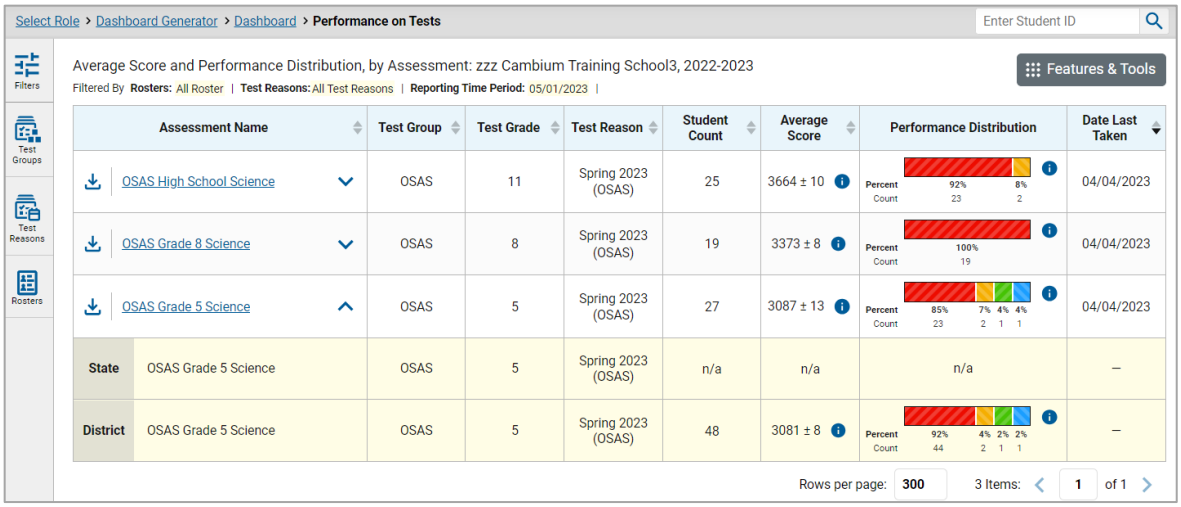
If a message appears saying “There are no assessments to display” or “There are no students to display”, you may have filtered out all data.

Compare All Your Students’ Performance on Any Test with Larger Groups’

In the Performance on Tests report, click ⌄ to the right of a test name.

Rows containing data for the state, district, and/or school appear below, as in Figure 4.

Figure 4. Performance on Tests Report with Expanded Comparison Rows



To hide the comparison rows, click ^ to the right of the test name.

District-Level Users: View District on a Particular Test

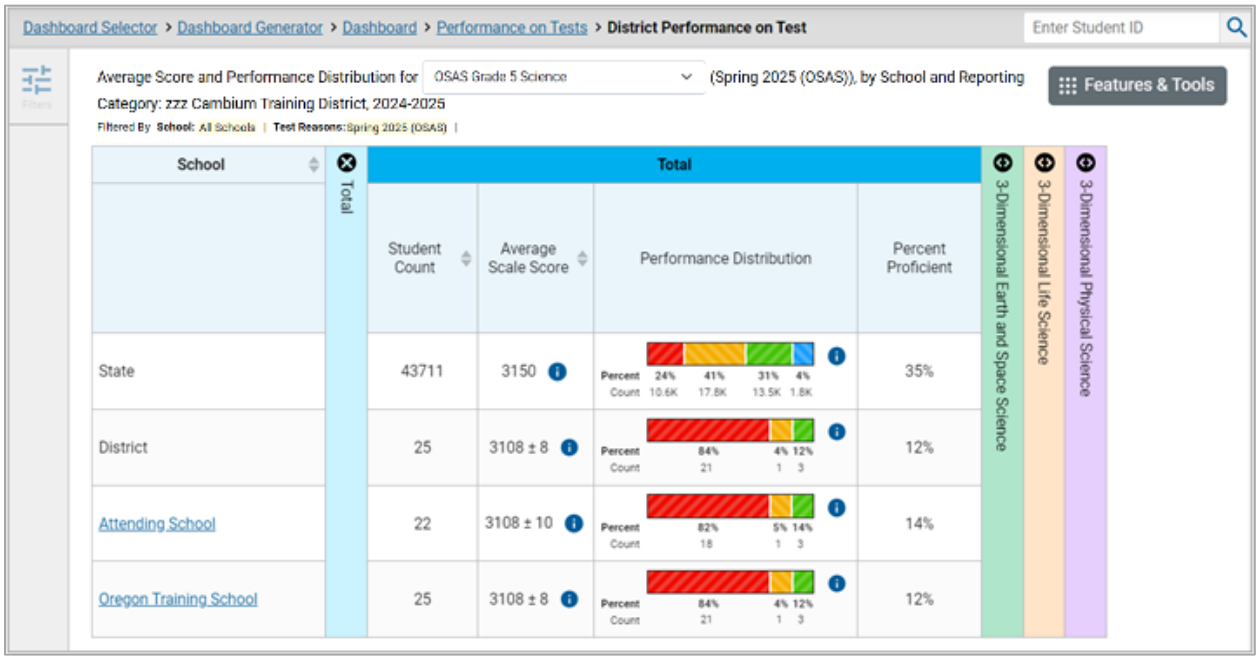
You can view test results for a district on a particular test. This gives you a high-level view of how the district is performing.

Access District Performance on Test Report

1. Generate a ***Dashboard*** and click a test group name.

2. In the Performance on Tests Report, select a test name in the table of assessments. The District Performance on Test report appears, listing schools in the district (Figure 5). The first few rows also show aggregate performance data for your state and the whole district.

Figure 5. District Performance on Test Report



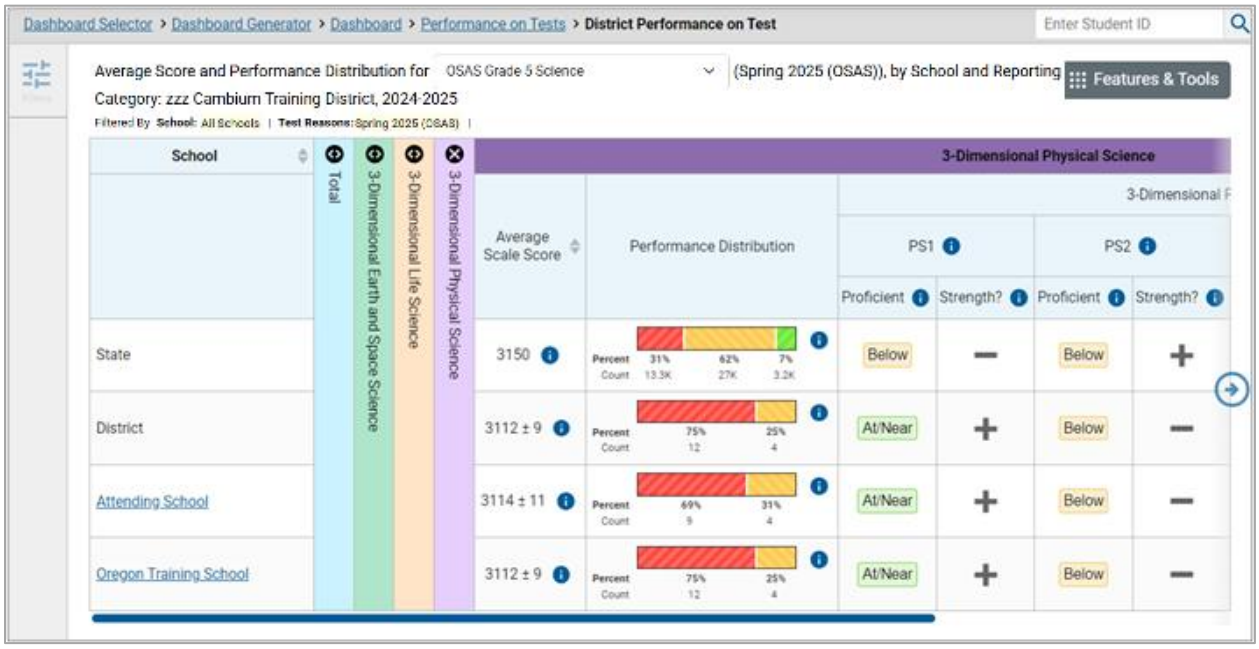
Compare Test Performance Schools in the District

Read the score column and/or *Performance Distribution* column and click the header of the score column to sort. Schools with a high average score, and/or with a high percentage of students performing at or above proficient in the performance distribution bar, performed well on the assessment.

Access District Performance in Each Area of the Test

Click the vertical section bars to expand the reporting category sections (as in Figure 6).

Figure 6. District Performance on Test Report with Expanded Reporting Category Section



Teachers, School- and District-Level Users: Access School Performance on a Test

You can access test results for all the students in a school on a particular test. This gives you a high-level look at how the school is performing.

Access School Performance on Test Report

1. **For School-level users:**

2. Generate a ***Dashboard*** and click a test group name.

   Click a test name in the table of assessments. The School Performance on Test report appears.

1. **For District-level users:**

2. Generate a ***Dashboard*** and click a test group name.

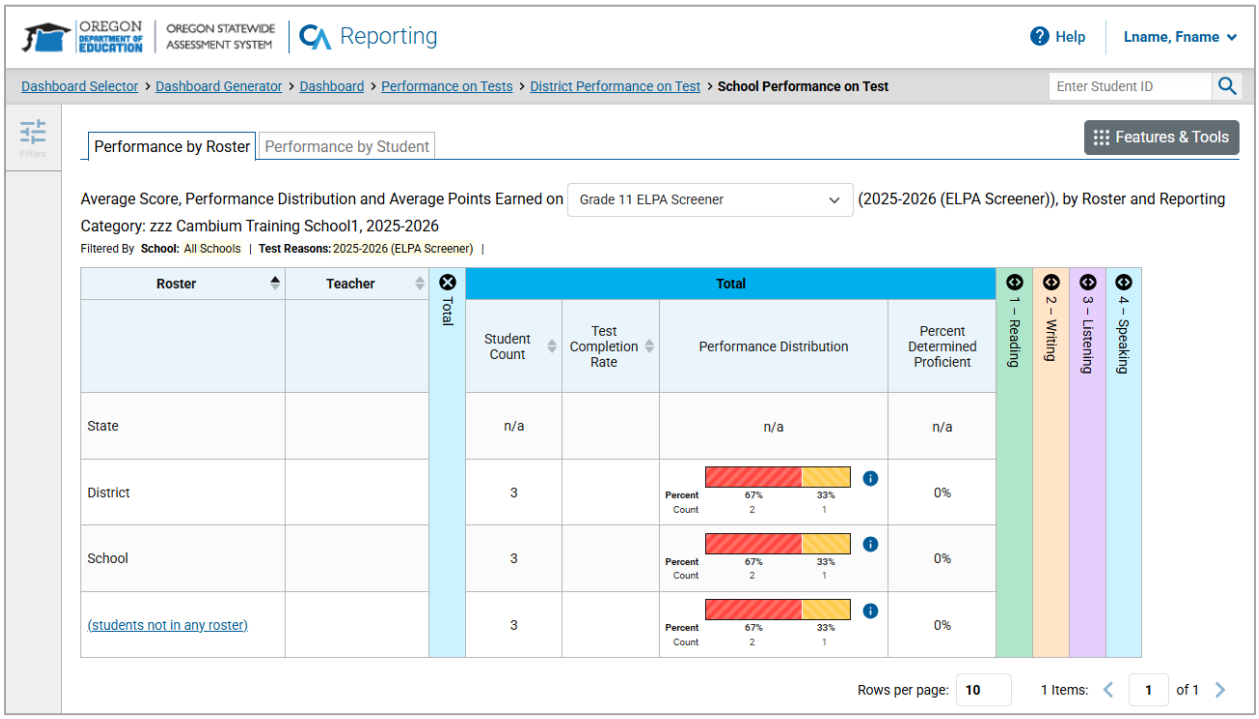
   Click a test name in the table of assessments. A table listing test results by school appears.

   Click the name of the school for which you would like to see results. The test results for the school appear.

   Note that district-level users can also access the test results from a school directly from the Performance on Tests report, by first filtering by school.

The **Performance by Roster** tab opens by default, as in Figure 7. It lists the classes (rosters) in the school. The first few rows also show aggregate performance data for your state, district, and whole school.

Figure 7. School Performance on Test Report: Performance by Roster Tab



Teachers and School-Level Users: Access Student-Level Data for All Your Students

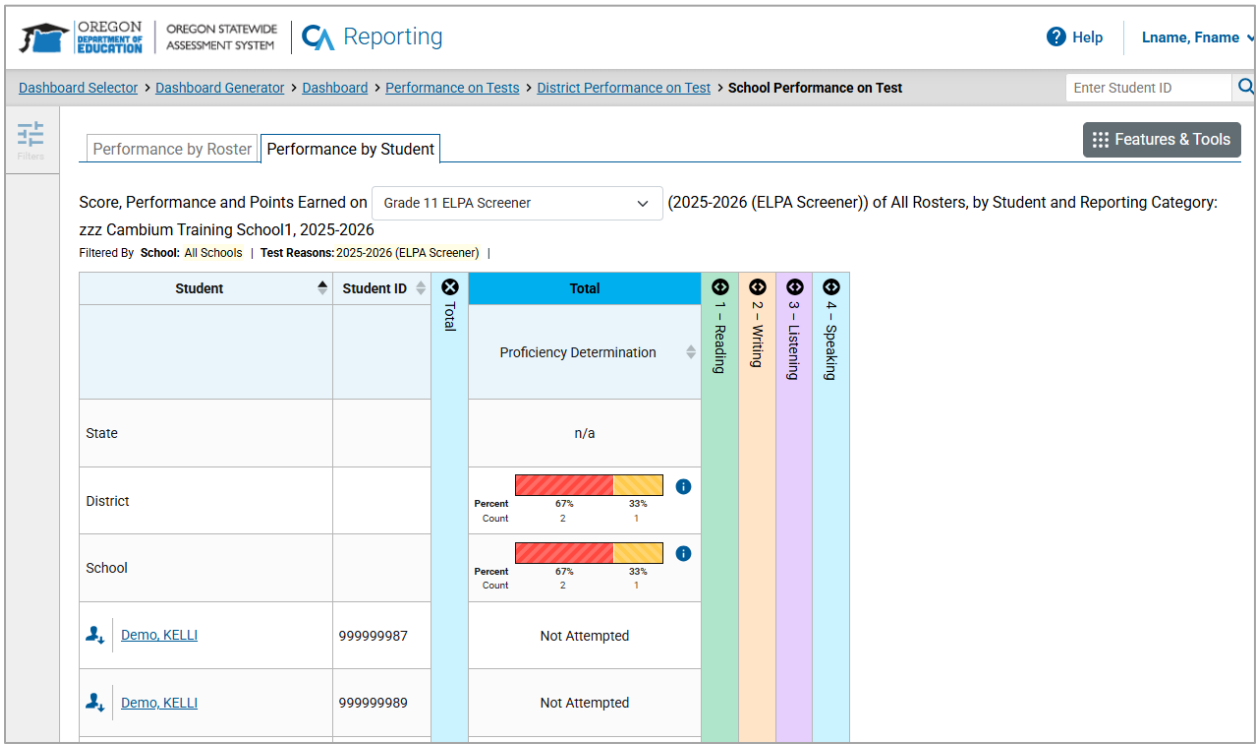
The **Performance by Student** tab displays test results for each of your students across classes (rosters). Follow the instructions below to see the results for all your students.

1. Generate a **Dashboard** and click a test group name.

2. Click a test name in the assessments table at the top of the page.

3. In the report that appears, select the **Performance by Student** tab, as in Figure 8. The results that appear list all your students. The first few rows also show aggregate performance data for your state, district, and school.

Figure 8. School Performance on Test Report: Performance by Student Tab



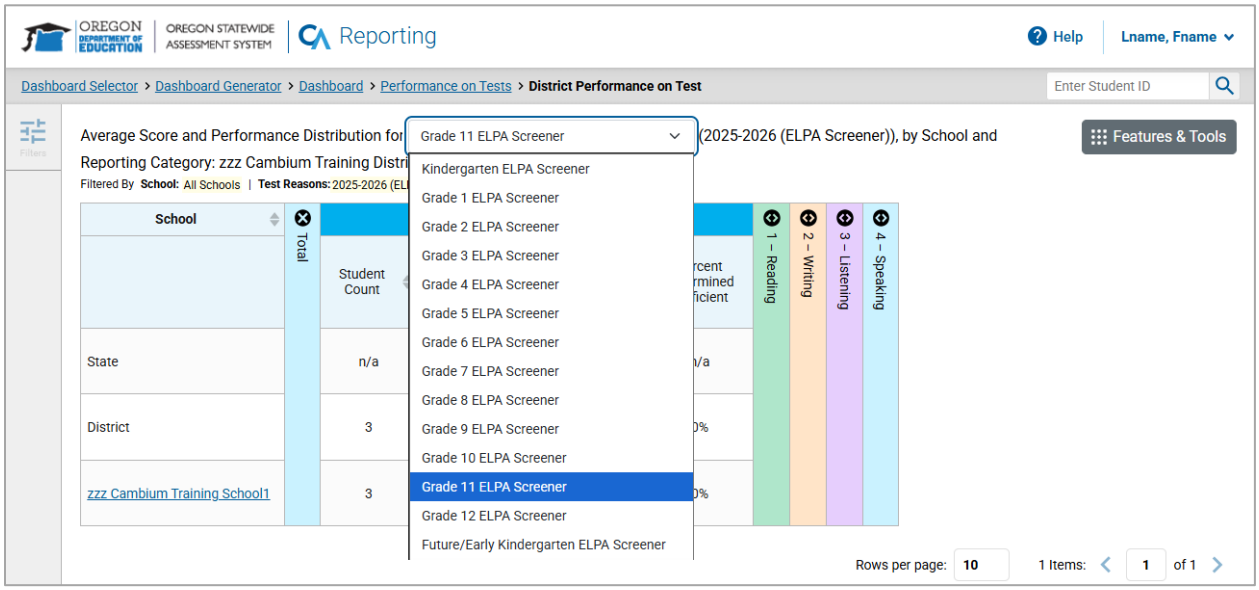
To find out which students performed best, click the Performance Distribution column to sort them.

You can access your students' performance in each area of the test by clicking the reporting category section bars to expand them.

Switch to Another Assessment Report

Assessment reports for groups of students may display a dropdown list in the heading of each report table. This dropdown list, shown in Figure 9, allows you to switch to the report for any other assessment in the same top-level test group that was taken with the same test reason. Examples of top-level test groups are Summative and Interim.

Figure 9. My Students' Performance on Test Report: Performance by Roster Tab with Assessment Switching Dropdown List Expanded



You may find it easier to navigate using the assessment dropdown list than by returning to the Performance on Tests page to find a different assessment. For example, A school-level user may want to quickly navigate from a summative mathematics assessment to a summative English language arts (ELA) assessment taken in the same test window.

Access Classes (Rosters) Performance on a Test

You can access a list of classes (rosters) that took a particular test, and you can also access the test results for a particular class.

Access Test Results for All Your Classes (Rosters)

The **Performance by Roster** tab displays test results for each class (roster). To access this tab, follow the instructions for your user role below.

Teachers and school-level users:

1. Generate a ***Dashboard*** and click a test group name.

1. 2. Click a test name in the table of assessments. The School Performance on Test report appears. It is open to the **Performance by Roster** tab.

District-level users can access all classes (rosters) in a school. To do so, follow these instructions:

Generate a ***Dashboard*** and click a test group name.

2. Click a test name in the table of assessments. A page of district test results appear, listing schools within the district.

3. Click a school name. The School Performance on Test report appears, open to the **Performance by Roster** tab.

Determine Which Classes (Rosters) Performed Well on This Assessment

To find out which classes performed best on the test, look at the bars in the Performance Distribution column to see where the percentage of students at or above proficient is high.

Determine Which Classes (Rosters) Had the Highest Test Completion Rates

To find out which classes had the highest test completion rate, click the Test Completion Rate column header to sort the column.

Determine How Well Classes (Rosters) Performed in Each Area on the Test

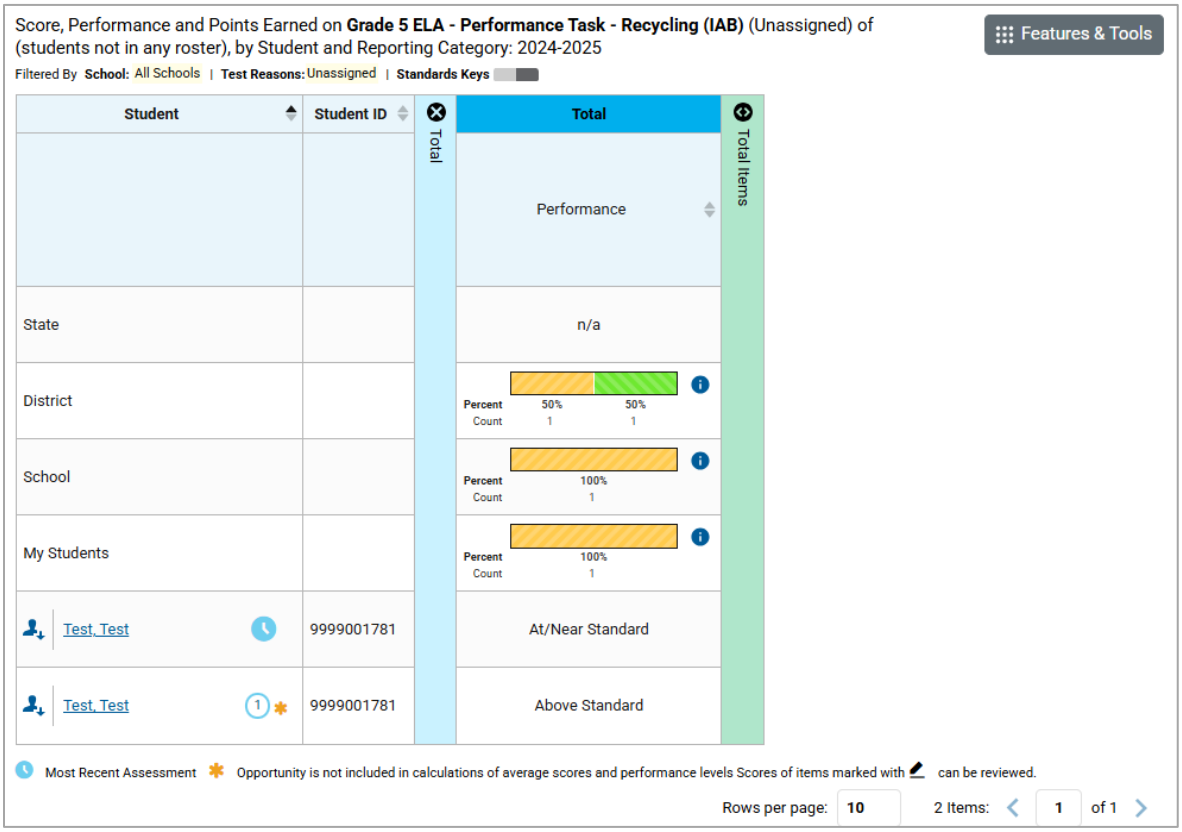
For tests with reporting category sections, you can compare the performance of your students in each area of the test. Click each vertical section bar to expand or collapse it.

Summative and interim tests assess multiple reporting categories, while a benchmark test assesses only one.

Access Test Results for an Individual Class (Roster)

Prior sections explained how to access test results for all your classes (rosters). To access results for one specific class, click the name of a class that appears in the first column of the report. The class results listed by student appear (Figure 10).

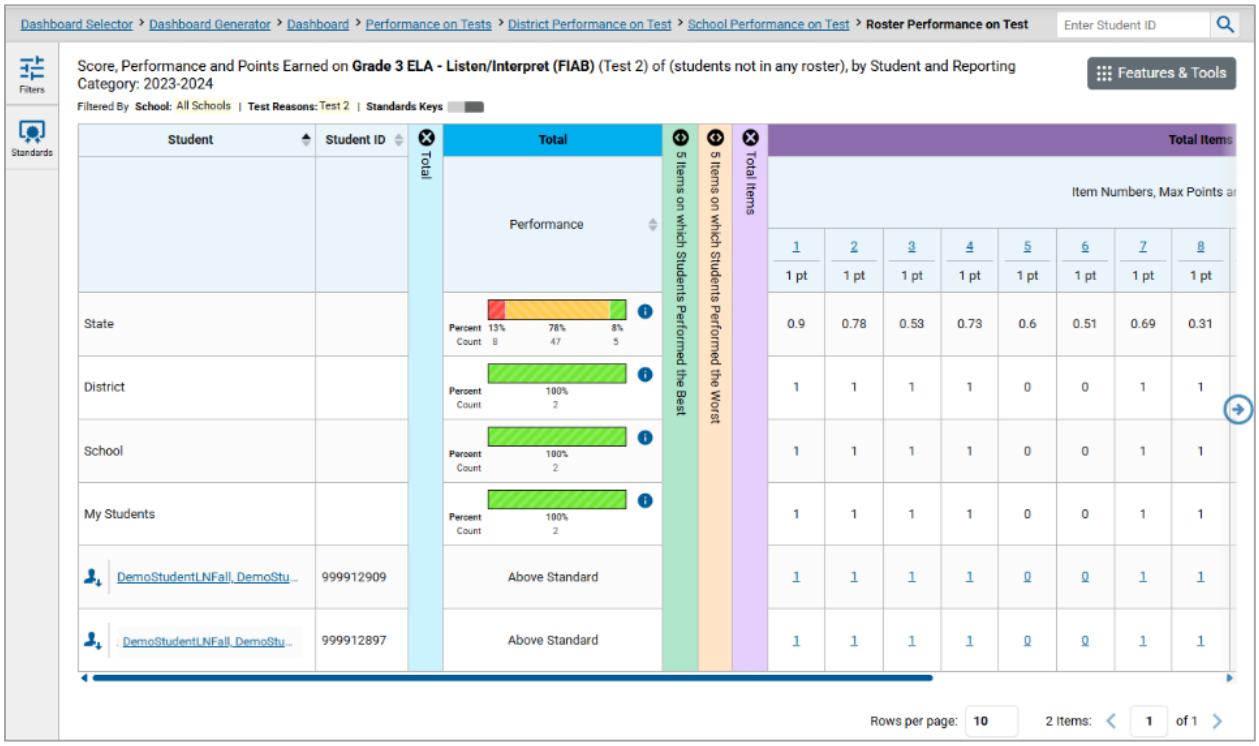
Figure 10. School-Level User Access: Roster Performance on Test Report



Access Class (Roster) Performance in Each Area of the Test

You can compare your students' performance in each area of the test using the reporting category sections, as shown in Figure 11. Click the vertical section bar to expand each section.

Figure 11. School-Level User Access: Roster Performance on Test Report with Expanded Reporting Category Section



Access an Individual Student's Performance

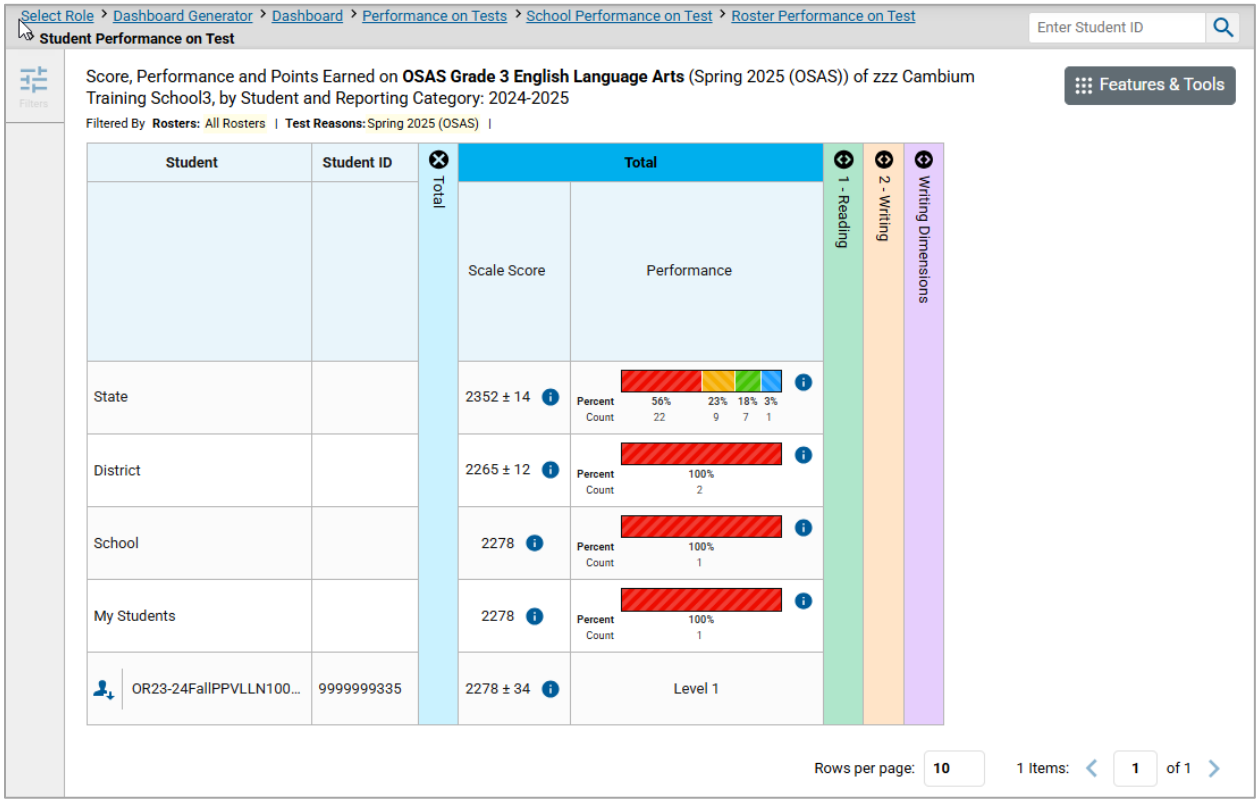
You can find out how well an individual student understands the material included on a specific completed assessment. You can also access a report for all the assessments a student has taken.

Access Student Performance on Test Report

You can access the Student Performance on Test report (Figure 12) by doing any of the following:

- selecting the name of a student in the Performance by Student tab of a School or My Students' Performance on Test report;
- selecting the name of a student in a Roster Performance on Test report; or
- selecting the name of a test in the Student Portfolio report.

Figure 12. School-Level User Access: Student Performance on Test Report



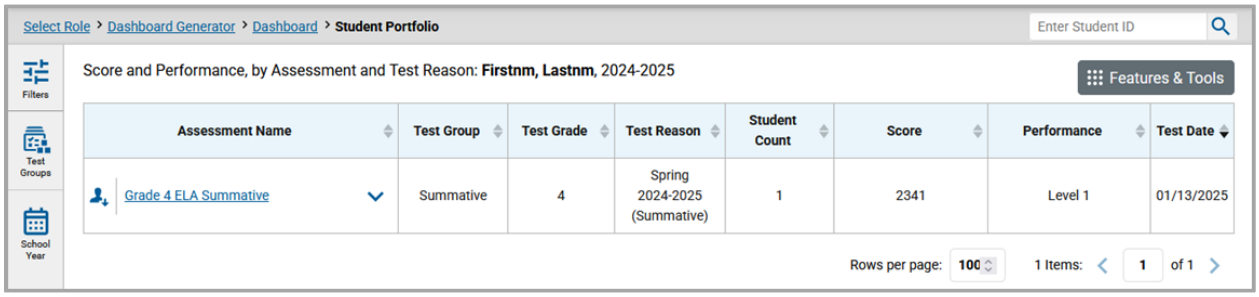
Depending on the test, you can access the student's performance in each area of the test using the reporting category vertical section bars, which you can click to expand.

Access Student Portfolio Report on All Assessments a Student has Completed

The Student Portfolio report allows you to access all the assessments an individual student has completed over time. This is useful for viewing performance on tests that have multiple opportunities and interim tests that were administered multiple times throughout the year.

To access this report, enter the student's Secure Student Identifier (SSID) in the search field in the upper-right corner and click the search button. (When you are accessing the ***Dashboard Generator*** and data are available, the same field appears to the right of the *Dashboard* generation controls.) The Student Portfolio Report appears (Figure 13).

Figure 13. Student Portfolio Report



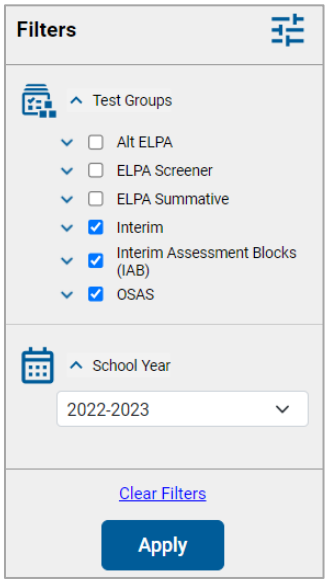
To access individual test results for the student, click a test name.

Use the Student Portfolio Report to Access Only the Tests You're Interested In

You can temporarily filter which tests you want to see in the Student Portfolio Report. You may want to do this, for example, if you are an ELA teacher and you don't want to see a student's math scores. By default, the data for those math assessments appear in the report, but you can exclude them.

1. In the **Filters** panel on the left side of the Student Portfolio Report (Figure 13), click the **Test Groups** button. The **Filters** panel expands (Figure 14).

Figure 14. Expanded Filters Panel



2. Mark as many selections as you like in the **Test Groups** section of the **Filters** panel. Tests are organized by test type, subject, and grade.

3. Click **Apply**. The Student Portfolio Report updates to show only data for those tests.

4. *Optional*: To revert all filters to their defaults, open the filters panel again and click **Clear Filters**. Click **Apply**. Filters also revert when you log out, switch user roles, or switch systems.

Access Student Portfolio Report for a Previous School Year or Multiple Years

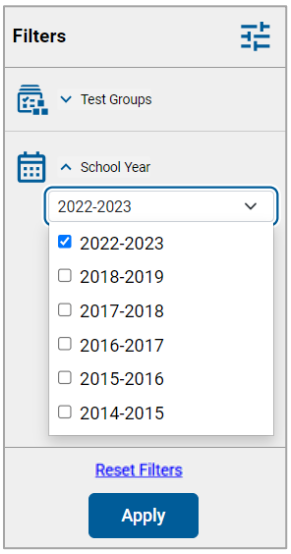
If there are multiple years of data for a student, the Student Portfolio report can look back at previous years. This gives you a high-level look at the student's progress. Student Portfolio reports can show student performance from a time when the student was not yet associated with you. For example, if you are a seventh-grade teacher, you can use these reports to access a current student's performance on last year's sixth-grade tests.

1. On the left side of the page, click the **School Year** button. The **Filters** panel expands.

2. Select a year or years (Figure 15).

3. Click **Apply**.

Figure 15. Expanded Filters Panel with School Year Drop-Down Expanded



To switch back to the current year:

1. Open the *Filters* panel again.

2. Click **Reset Filters**.

3. Click **Apply**.

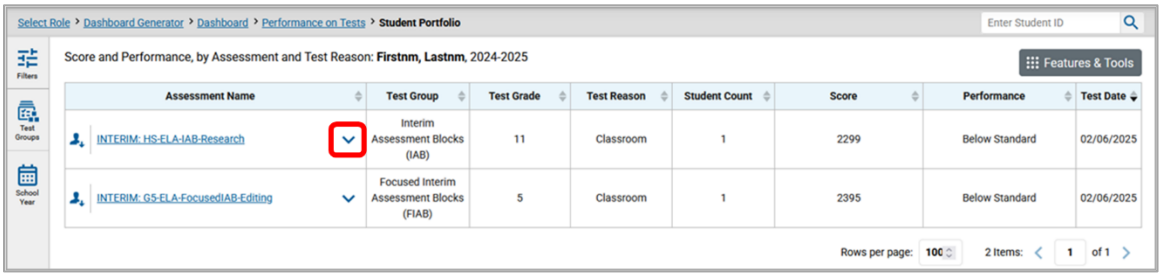
Compare a Student's Performance on Any of Their Tests with Larger Groups'

In the Student Portfolio Report, you can compare a student's performance on any test with that of your state, district, school, and/or total students.

1. Enter the student's SSID in the search field in the upper-right corner and click the search button. (When you are accessing the Dashboard Generator and data are available, the same field appears to the right of the dashboard generation controls.) The Student Portfolio Report appears.

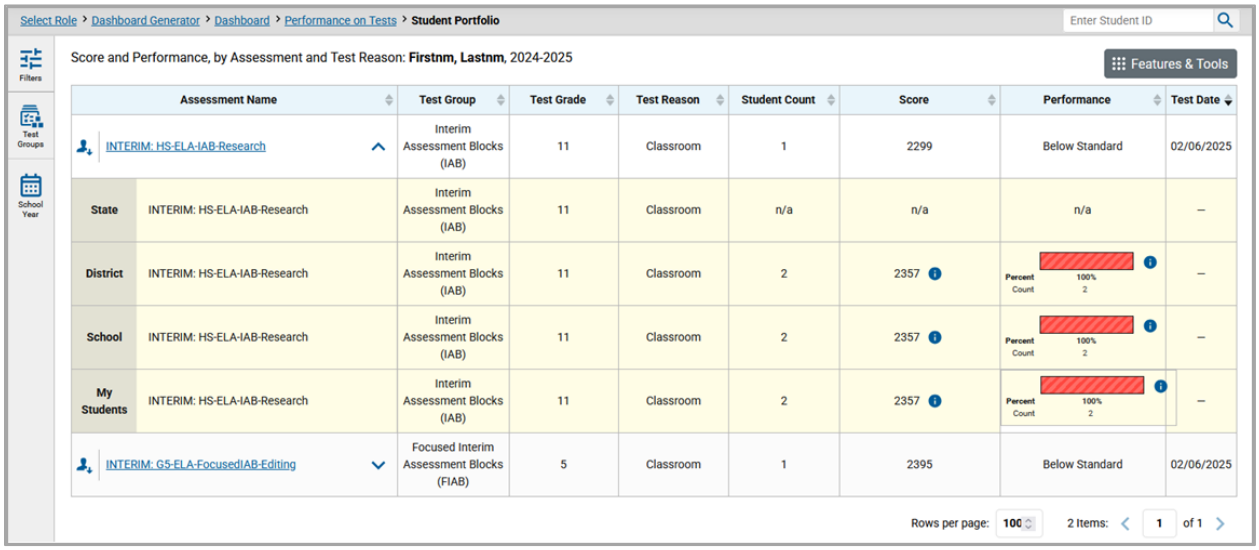
2. Click ⌄ to the right of a test name (Figure 16).

Figure 16. Student Portfolio Report



Rows containing data for your state, district, school, and/or total students appear below, as in Figure 17.

Figure 17. Student Portfolio Report with Expanded Comparison Rows



To hide the comparison rows, click ^ to the right of the test name.

Interpret Performance Data

Reports may display different kinds of performance data.

Performance Data

Depending on the test, a report may display different kinds of performance data:

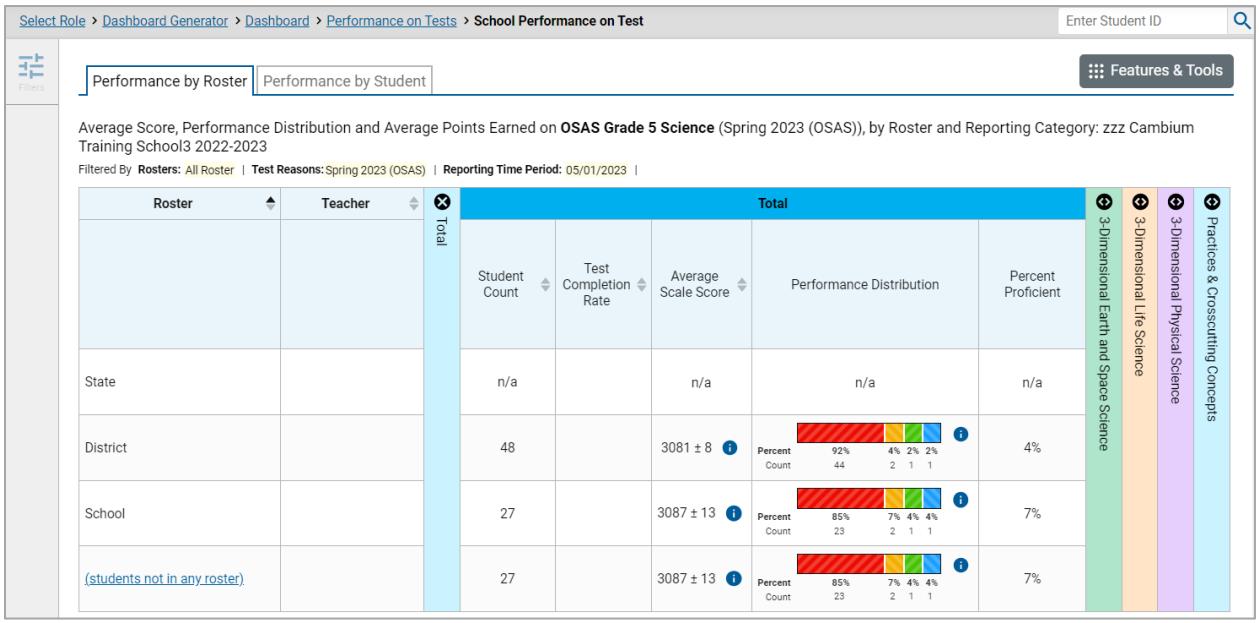
- Score data:
  - Scale scores
  - Raw scores, which may be in the form of percentages or fractions
- Standard error: After an individual student's score, you may see a number with "±" before it. This is the standard error of measurement (SEM). A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. As an example, if a student receives a test score of 75 with an SEM of 4, that tells us that the student's knowledge and skills fall between 71 and 79. For average scores at aggregate levels, the number following "±" is the standard error of the mean.
- Performance level data, which are used for tests with performance levels (also known as proficiency levels). Performance levels provide qualitative measurements of students' proficiency in relation to a particular standard or set of standards. Some aggregate reports include performance distribution bars, as in Figure 18, showing the percentage and number of students who achieved each performance level. These bars are color-coded, with three performance levels being coded red-

yellow-green, four being coded red-yellow-green-blue, and five being coded red-yellow-green-blue-purple.

- Percent proficient, also shown in some aggregate reports (Figure 18), represents the total percentage of students who achieved proficiency. It typically includes those who fell into the top one to three performance levels.
- Measures in aggregate reports for adaptive tests may also include **Strength?**, **Proficient?**, and **% Correct**.

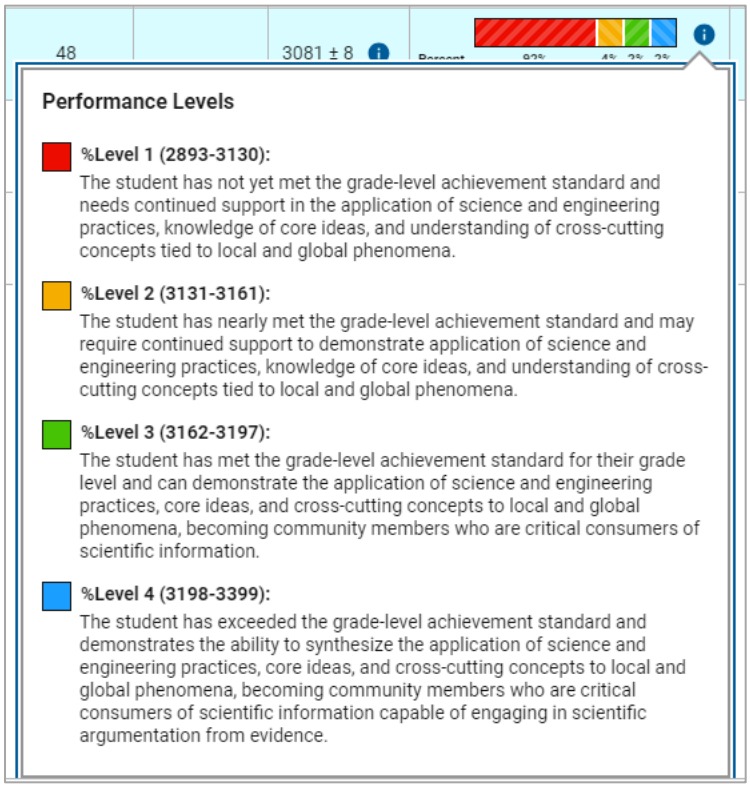
In a report, click the more info button in the score or Performance Distribution columns.

Figure 18. School-Level User Access: School Performance on Test Report



A legend appears (Figure 19), explaining what the scores or performance levels indicate.

Figure 19. Expanded Performance Distribution Legend



You will find similar buttons in reports throughout the Reporting System.

Standard Measures

Aggregate test results for adaptive tests may include detailed performance measures within reporting categories.

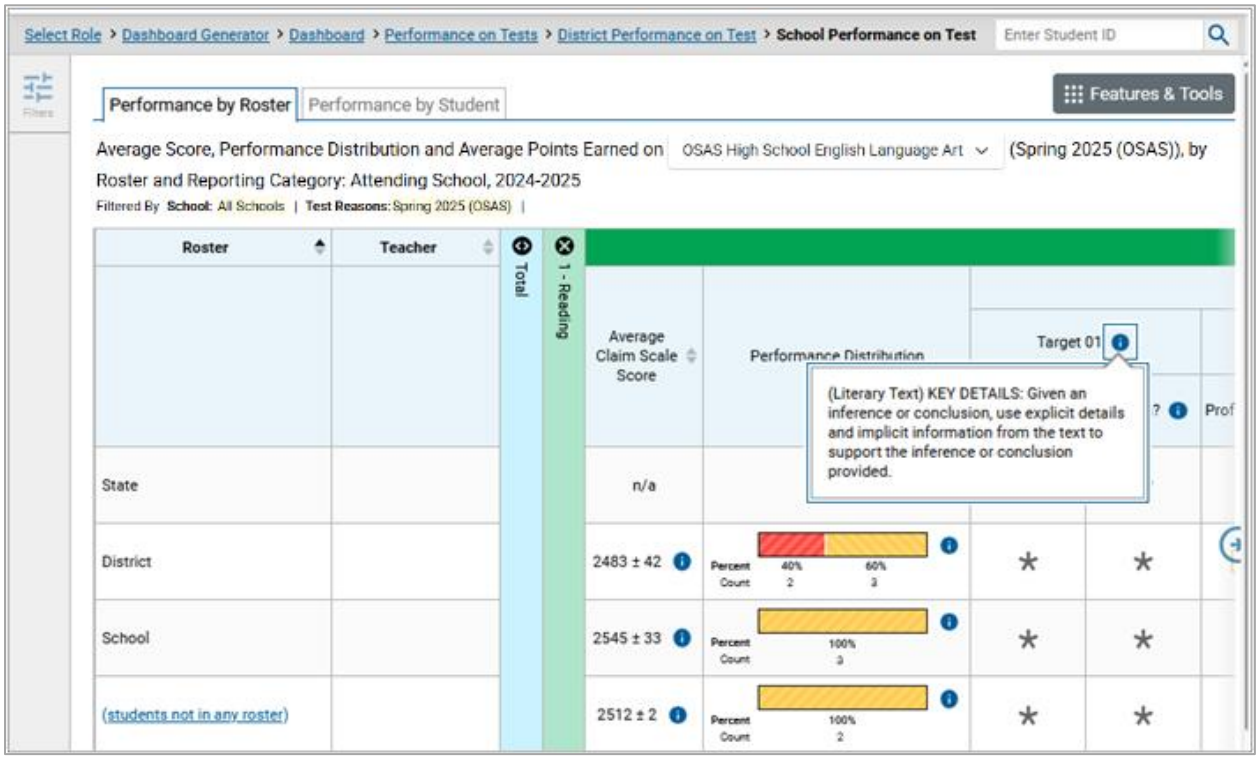
- The Targets sub-section (shown in Figure 20) contains the following:

  Claims within the reporting category.

  - **Targets** within each cluster.

To learn more about each standard, click the more info button to the right of the standard name.

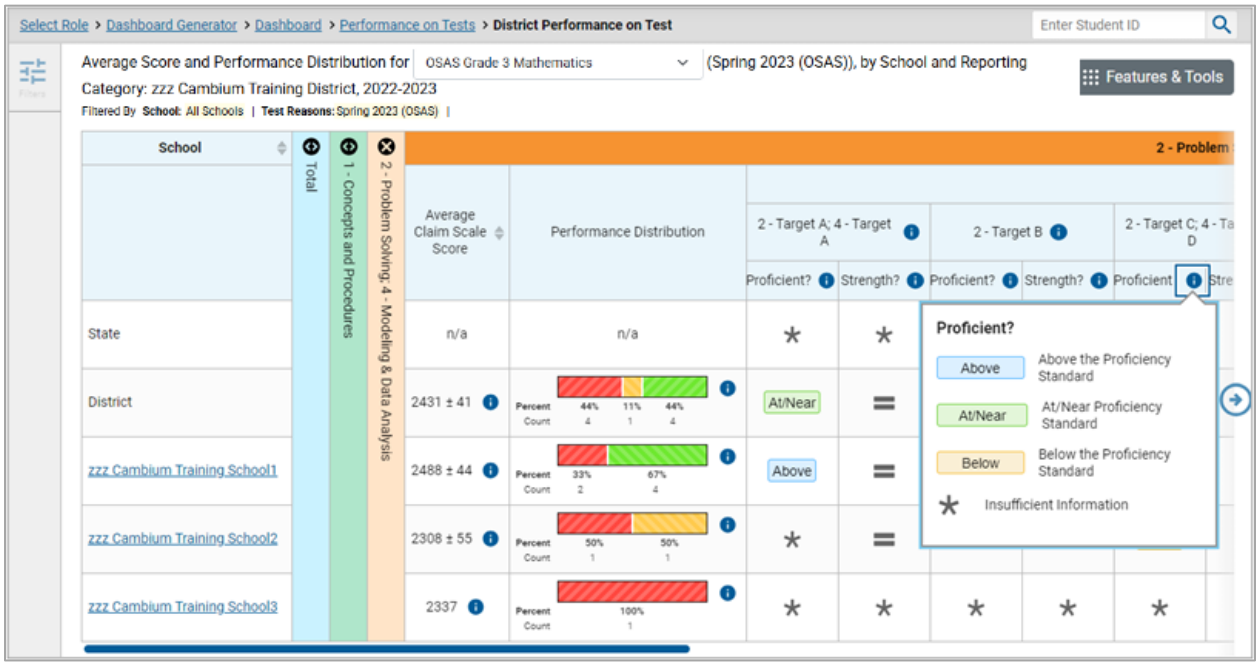
Figure 20. School Performance on Test Report: Performance by Roster Tab with Expanded Reporting Category Section



Each target column consists of sub-columns displaying performance measures:

- **Proficient?:** This column displays icons indicating whether students have, on average, attained proficiency in the assessment target.
- **Strength?:** This column identifies targets which are strengths or growth areas within the reporting category. The measures indicate how students' average performance on the ***target*** compares with their average performance on the ***overall test***. Note that these icons indicate only relative performance and not proficiency.

Figure 21. District Performance on Test Report: Reporting Category Section



To learn more about these measures and the symbols they use, click the more info button to the right of each measure.

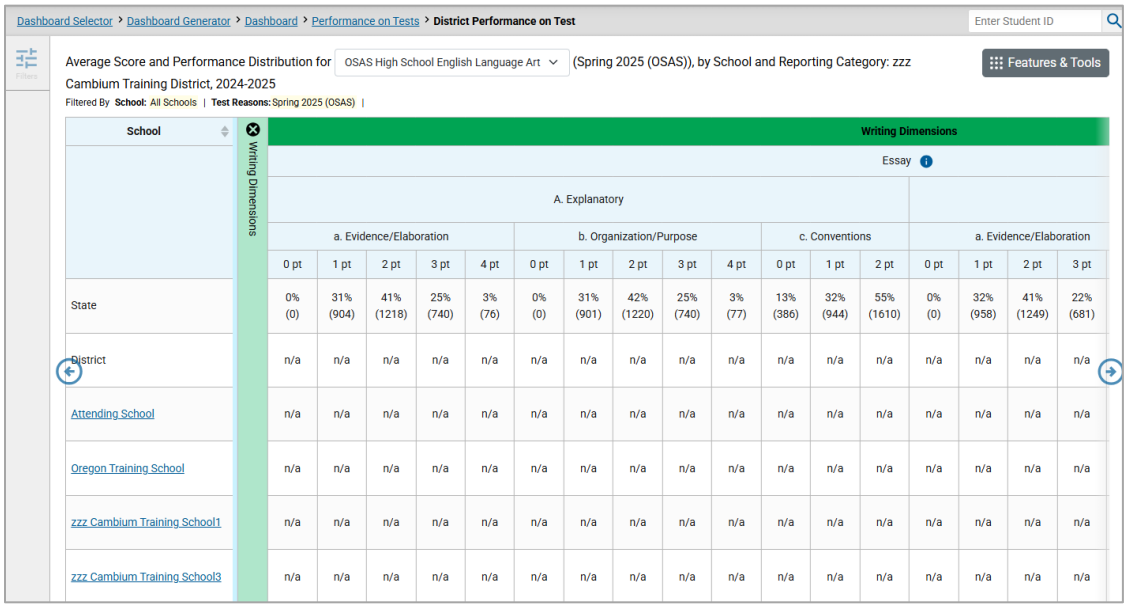
Writing Dimension Measures

Test results for some assessments may also include a **Writing Dimensions** section to the right of the expandable sections in the report table. You can expand it by clicking the vertical bar, just as with the reporting category sections. This section helps you understand how students performed on different aspects of writing.

The **Writing Dimensions** section (Figure 22) contains the following under the Essay header:

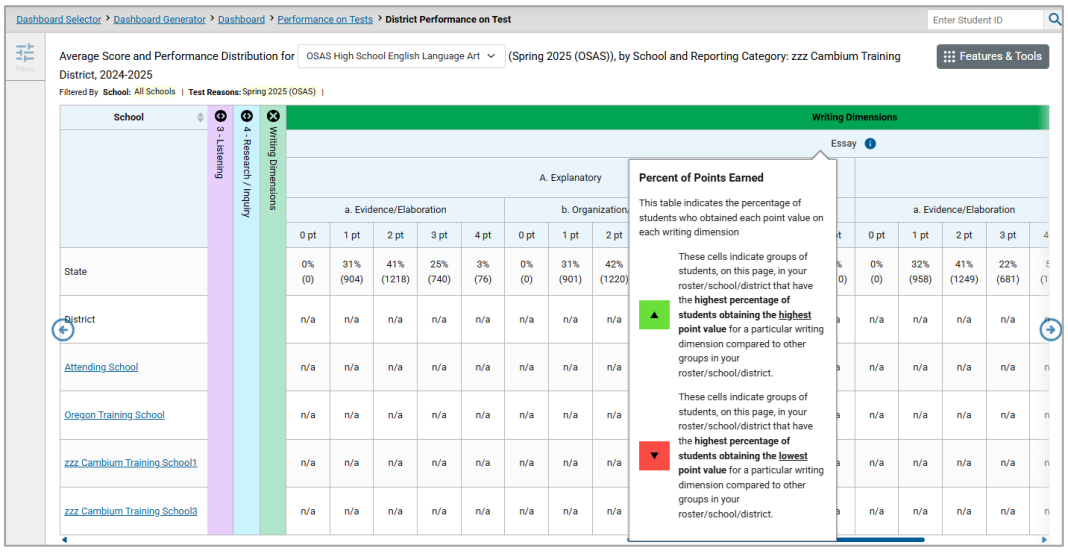
- **Essay type**. For example, Informative/Explanatory, Opinion, and Narrative.
- **Writing dimension** within the essay type, as listed in item rubrics. For example, Purpose, Focus, and Organization; Evidence and Elaboration; and Conventions of Standard English.
    - **Point value**. A sub-column for each possible item point value for the writing dimension. Each point value sub-column displays the percentage and number of students who earned that number of points
    - For each dimension, the lowest ▼ and highest ▲ point values are sometimes highlighted and marked with arrow icons in the rows with the highest percentages. This allows you to quickly identify groups of students who are performing well and those who may need additional support.
    - Note that highlighting and arrow icons do not appear where they are not useful. A report containing only one row of data does not have them, and neither does a row in which the percentages are “n/a” or are all the same.

Figure 22. District Performance on Test Report with Expanded Writing Dimensions Section



To learn about the highlighting and arrow icons, click the more info button in the Essay header. A legend expands, as in Figure 23.

Figure 23. District Performance on Test Report with Expanded Legend



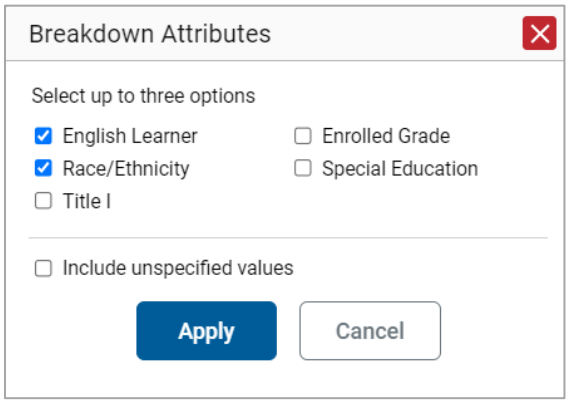
Break Down Test Results by Student Groups

You can use the **Breakdown By** button in the **Features & Tools** menu to compare performance between different student groups. This button is available for most aggregate test results.

Break Down Test Results by Student Groups

1. Click **Breakdown By** in the **Features & Tools** menu. The ***Breakdown Attributes*** window opens (Figure 24).

Figure 24. Breakdown Attributes Window



2. Select up to three student demographic categories.

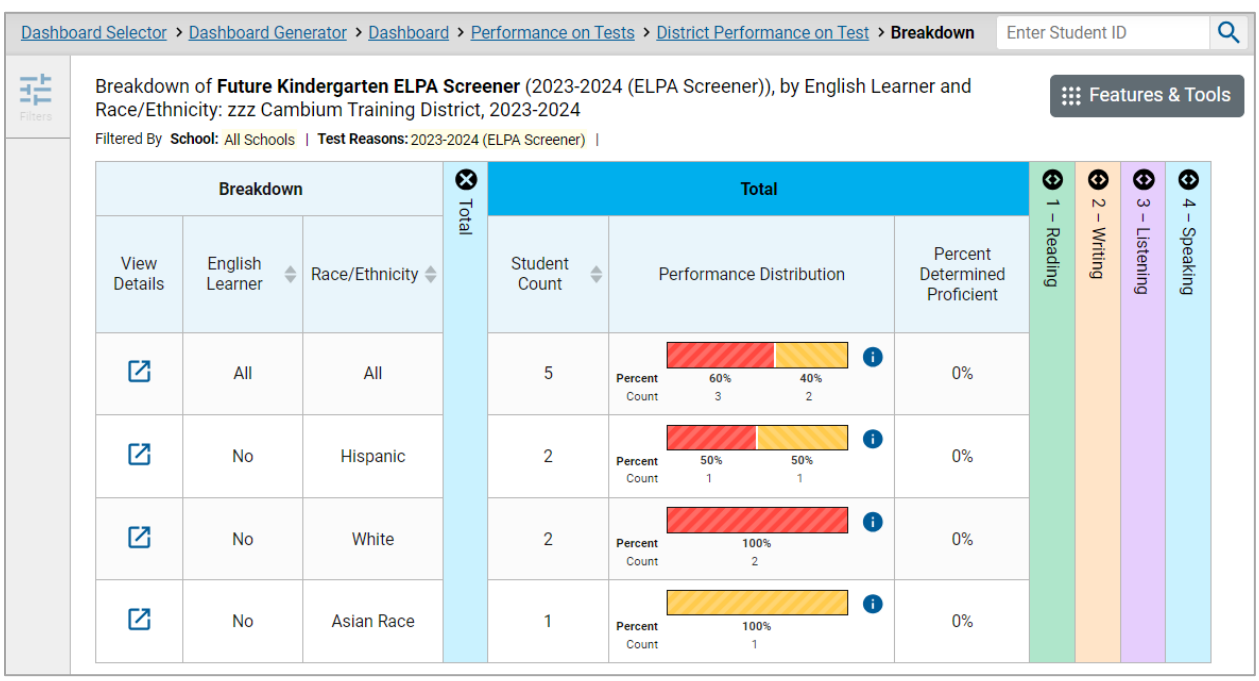
   There is also an **Include unspecified values** checkbox, explained below:

   - Some students who complete tests do not have specific demographic information in the Test Information Distribution Engine (TIDE). These students are considered to have unspecified values.
   - To include data for these students, select the checkbox.

3. Click **Apply**.

Data for each group selected are displayed in the report (Figure 25).

Figure 25. Demographic Breakdown of a Performance on Test Report

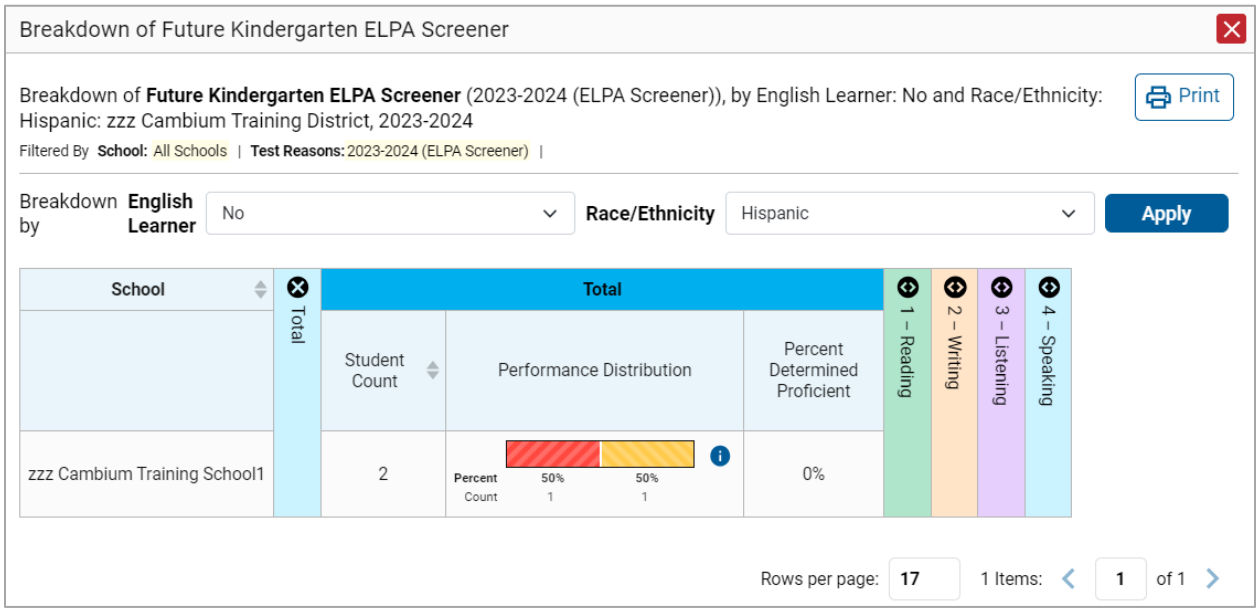


Access Test Results for a Particular Student Group or Combination

When accessing test results broken down by groups, go to the row for the demographic combination you want to access and click the view button in the View Details column on the left (Figure 25).

A window opens, displaying detailed results for that combination. The report table is now laid out the same way as the original report, before you viewed it broken down by groups (Figure 26).

Figure 26. Demographic Combination Breakdown Window



At the top of the report table are filter menus for each demographic category you chose. To change the demographic combination displayed, use the filters to select the student groups you want to see and click **Apply**. The new combination is displayed.

You can use this window to gain an in-depth understanding of specific groups of students. For example, you may want to determine which classes (rosters) have the highest performing EL students in the first grade.

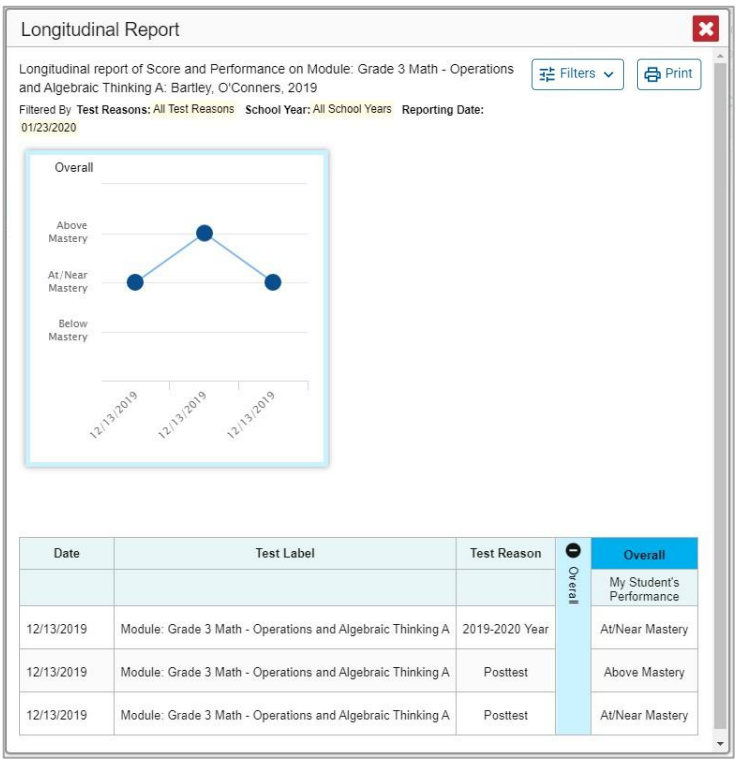
Track Student Performance Using Longitudinal Report

You can access your students' performance over time across multiple related assessments or across multiple test opportunities of a single assessment. This lets you see how students' performance has improved or declined.

Each Longitudinal Report displays performance data for one of the following:

- A group of students who have completed every assessment available in the report. Note that a certain percentage of students must have taken *all* the related assessments in order for you to generate a Longitudinal Report.
- An individual student (Figure 27).

Figure 27. Longitudinal Report Window: Report for a Single Student with a Single Reporting Category



Access a Longitudinal Report Comparing Related Assessments

If the student(s) in your test results have completed multiple related assessments, the **Build Longitudinal Reports** button allows you to access a Longitudinal Report for any of those assessments.

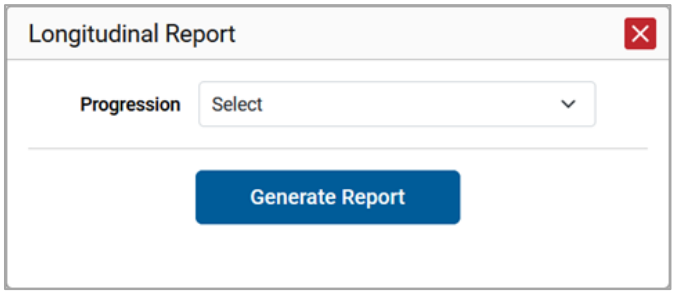
Click the **Build Longitudinal Report** button in the **Features & Tools** menu.

The ***Longitudinal Report*** window appears. Depending on your role, the test types, and the number of students in the report, it may display an error message or a report options page rather than the Longitudinal Report itself. The contents of the report options may vary.

- If an error message appears saying that no trend report is available, that means one of the following:
  - If you are trying to build a report on a group of students, then the assessment report does not include enough students who took related assessments. Try starting from a different assessment report, such as one for an individual student.
  - If you are trying to build a report on a single student, then the student has not taken any related assessments.

- If you are accessing a Longitudinal Report for which both interim and summative tests are available, the **Progression** dropdown list (Figure 28) appears. Use it to select which test types to access in the Longitudinal Report: summative, interim, or a combination. This dropdown list does not appear when only one test type is available.

Figure 28. District-Level User View: Longitudinal Report Window: Report Options Page with Progression Dropdown List Only



- If you're accessing report options, click **Generate Report** at the top of the window to access the Longitudinal Report. (You can modify your selections and regenerate the report later using the **Change Selections** button.)

Access Students' Overall Performance on These Assessments Over Time

Look at the graph in the upper-left corner of the Longitudinal Report (Figure 27). It shows the scores or performance levels of the student(s) each time they took the test(s). Score data are plotted along a line.

Performance level data are shown either the same way or, for multiple students, in performance distribution bars.

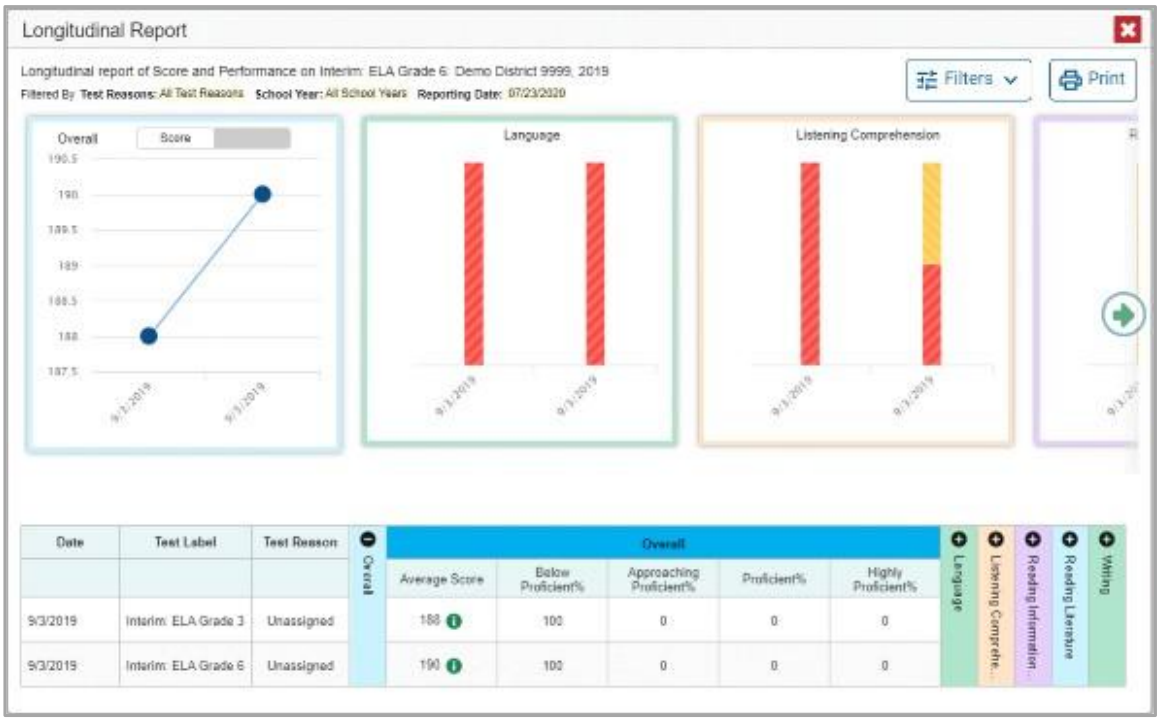
Mouse over the data points in a line graph or the sections in a bar to get more information.

Alternatively, in the table at the bottom of the report, look at the **Overall** section.

Switch Between Score Data and Performance Level Data

When a graph offers both score and performance level data, a switch bar appears at the top, as in Figure 29. Click the toggle to switch. You may want to do this if you find performance level data easier to read, or if you prefer the precision of score data. Sometimes a test includes only one type of data.

Figure 29. Longitudinal Report Window: Report for Multiple Students with Multiple Reporting Categories



Access Students' Performance in Different Areas Over Time

Read the reporting category graphs to the right of the overall performance graph or read the expandable reporting category sections in the table at the bottom (Figure 29). Here, you can understand easily how students are improving or declining in each area, and you can compare their trajectories in different areas.

Distinguish Different Types of Tests in the Graphs

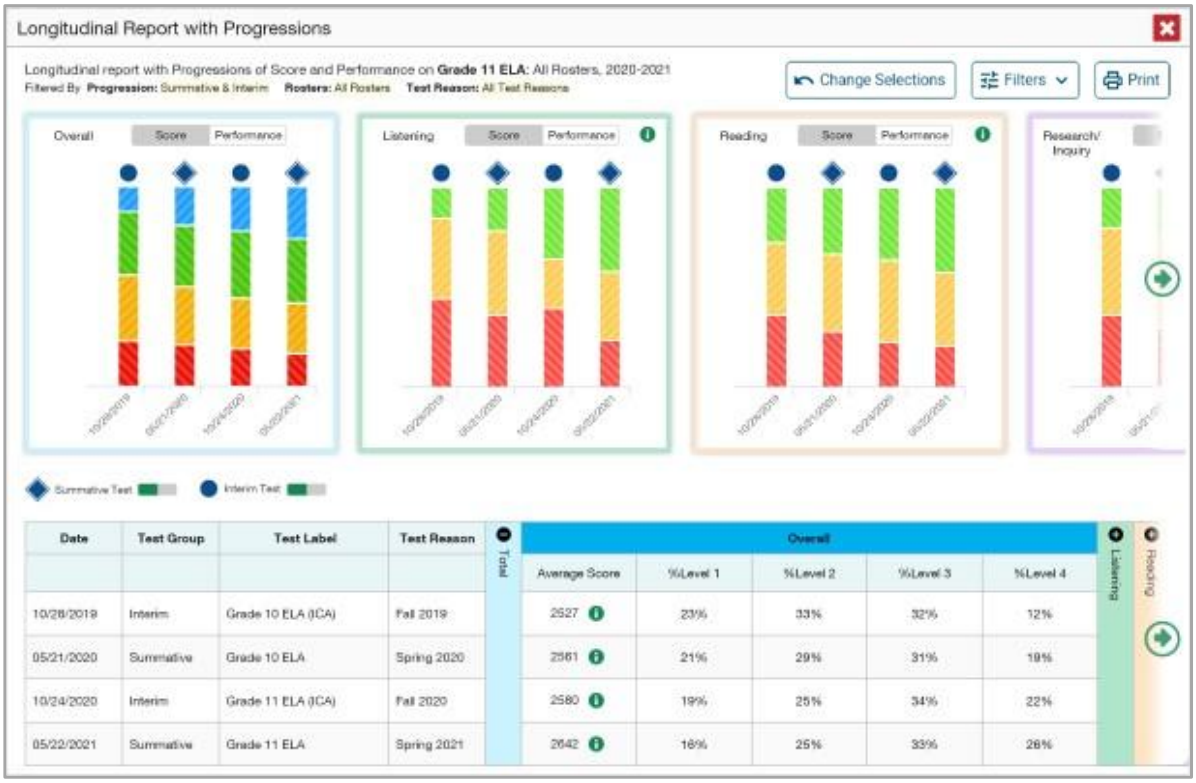
A symbol appears on each data point. When multiple test types are present, refer to the legend immediately below the graphs (Figure 30) to find out which symbols correspond to which types.

Modify the Test Groupings You've Selected

If you generated the report from the report options page, click the **Change Selections** button in the upper-right corner of the window. The report options page reappears, allowing you to change your selection of test type or types. Click **Generate Report** again.

Alternatively, if your report contains multiple test types, click the test type switches in the legend immediately below the graphs (Figure 30) to hide and show data for each one. Note that these switches do not affect report printouts or exports.

Figure 30. Longitudinal Report Window: Summative & Interim Report for Multiple Students with Multiple Reporting Categories



Filter Test Opportunities to Show Some and Not Others

You may want to filter a Longitudinal Report in order to focus on some test opportunities and not others.

Note that filtering tests may affect the set of students whose data is included in the report.

1. Open the *Filters* menu at the upper-right corner and select the filter options you prefer from the dropdown lists.

    - You may want to filter by a particular school year or years. Note that years are not calendar years. “2025” refers to the 2024–2025 school year. By default, Longitudinal Reports show data for all years.

    Longitudinal Reports can show student performance from a time when the students were not yet associated with you. For example, if you are a seventh-grade teacher, you can use these reports to access your current students’ performance on last year’s sixth-grade tests.

- If the report includes interim assessments, you may wish to filter by a test reason (a category of test), which means excluding all other test reasons from the data. For example, you may want to narrow the report down to show only tests taken in the spring. For summative assessments, test reasons are the same as test windows and are not useful.

- Finally, you may find that certain individual tests are less relevant than others. In that case, you can use the **Test Label** options to deselect the names of the tests you don't want to access.

2. Click **Apply**.

3. *Optional*: To revert all filters to their defaults, open the **Filters** menu again and click **Clear Filters**. Click **Apply**.

A row of filter details appears below the report header, showing the test reasons and school years included in the report.

Access Trends in Target Performance ("Cross-Sectional Report")

When the Cross-Sectional Report is available, you can access an institution's performance, irrespective of enrolled students, for a test family across multiple test reasons. Here, an institution can refer to either a teacher, a school, or a district. This report helps you understand how the institution's performance has improved or declined across student populations.

Unlike the Longitudinal Report, the Cross-Sectional Report does not track a particular set of students. The set of students may vary across test reasons, depending on which ones belonged to your institution and took the tests at the time.

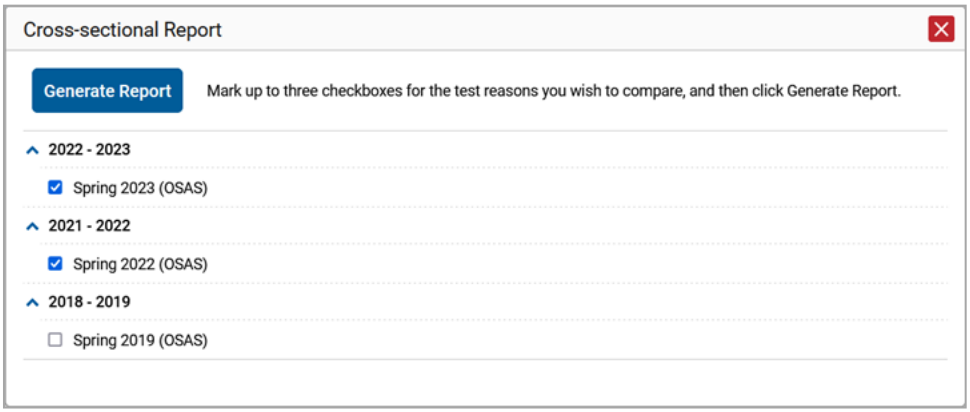
- A teacher or school-level user can access a report for their school.
- A district-level user can access a report for their district or any school within it.

Access a Cross-Sectional Report for an Institution and Test Family

When you're accessing either a School or a District Performance on Test Report for a test that has a Cross-Sectional report available, you can access the report using the **Build Cross-Sectional Report** button in the **Features & Tools** menu.

1. Click **Build Cross-Sectional Report** in the **Features & Tools** menu. The ***Cross-Sectional Report*** window opens, displaying report options (Figure 31).

Figure 31. Cross-Sectional Report Window: Report Options Page



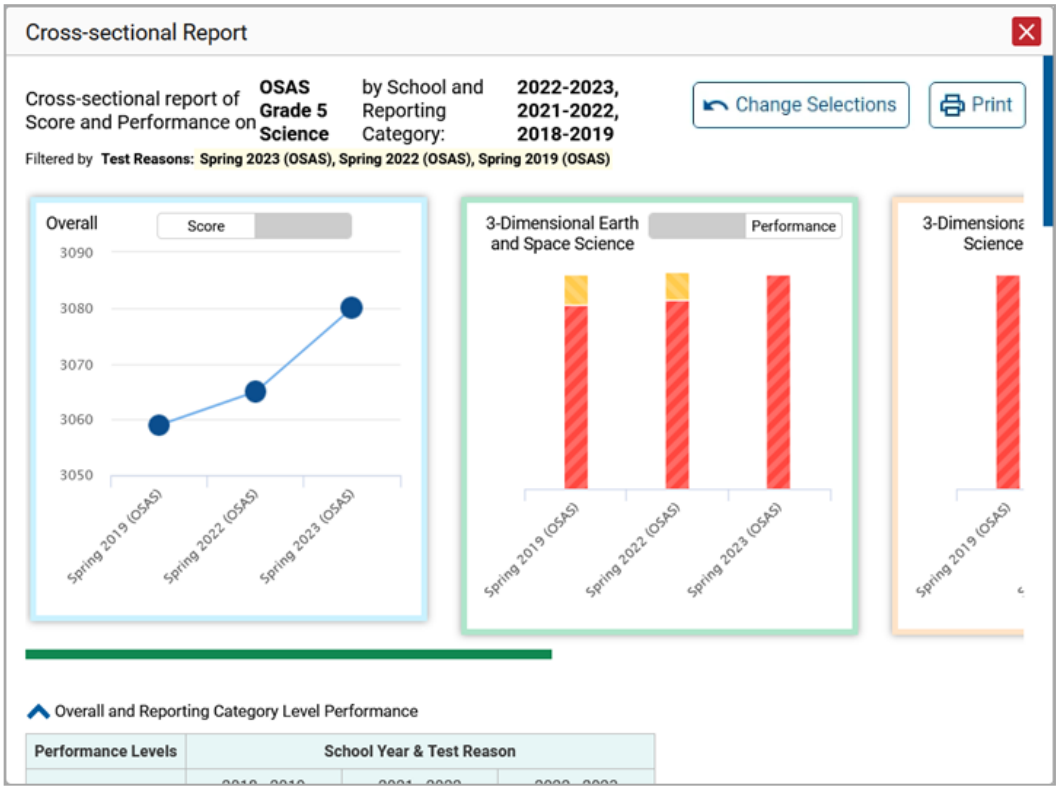
2. From the list of school years and test reasons, select up to three test reasons you wish to compare.

3. Click **Generate Report**. The report appears (Figure 32), displaying data for the test family to which the test belongs.

Access the Institution's Overall Performance on This Test Family Over Time

Look at the graph in the upper-left corner of the Cross-Sectional Report (Figure 32). It shows the scores or performance levels of the institution for each test reason.

Figure 32. Cross-Sectional Report Window (Scrolled to Top)



Score data is plotted along a line. Performance level data is shown in performance distribution bars.

Hover over the data points in a line graph or the sections in a bar to get more information.

Alternatively, in the first table at the bottom of the report (Figure 33), read the **Overall** section.

Figure 33. Cross-Sectional Report Window (Scrolled Down)

Cross-sectional Report

Overall and Reporting Category Level Performance

Performance Levels	School Year & Test Reason		
	2018 - 2019	2021 - 2022	2022 - 2023
	Spring 2019 (OSAS)	Spring 2022 (OSAS)	Spring 2023 (OSAS)
Overall			
Average Score	3065	3070	3082
%Level 1	100%	97%	92%
%Level 2	0%	3%	4%
%Level 3	0%	0%	2%
%Level 4	0%	0%	2%
3-Dimensional Earth and Space Science			
Average Score	3079	3112	3105
%Below Standard	94%	86%	84%
%At/Near Standard	6%	14%	13%
%Above Standard	0%	0%	3%
3-Dimensional Life Science			
Average Score	3071	3092	3097
%Below Standard	100%	95%	94%

Switch Between Score Data and Performance Level Data

When a graph offers both score data and performance level data, a switch appears at the top. Click the switch to change the type of data displayed. You may want to do this if you find performance level data easier to read, or if you prefer the precision of score data. Sometimes tests include only one type of data.

Access the Institution's Performance in Different Areas Over Time

You can access the institution's performance by reporting category or by target.

- Access the reporting category graphs to the right of the overall performance graph (Figure 32), or access the expandable reporting category sections in the first table below the graphs (Figure 33). Here, you can understand easily how the district or school is improving or declining in each area, and you can compare its trajectory in different areas.
- Find the second table below the graphs (Figure 34), which breaks down performance by target. Again, this helps you understand easily how the district or school is improving or declining in each area.

Figure 34. Cross-Sectional Report Window (Scrolled Down)

Target Level Performance

Targets	School Year & Test Reason					
	2021 - 2022		2022 - 2023		2023 - 2024	
	Spring 2022 (OSAS)		Spring 2023 (OSAS)		Spring 2024 (OSAS)	
	Proficient?	Strength?	Proficient?	Strength?	Proficient?	Strength?
1 - Concepts and Procedures						
A. Algebraic Reasoning						
6.AEE.A	At/Near	=	Below	−	Below	−
6.AEE.B	Below	=	At/Near	=	Below	−
6.AEE.C	At/Near	=	At/Near	+	Above	+
B. Proportional Reasoning						
6.RP.A	At/Near	=	At/Near	=	At/Near	=
C. Numeric Reasoning						
6.NS.A	Below	=	At/Near	=	At/Near	=
6.NS.B	At/Near	=	At/Near	=	Above	+
6.NS.C	Below	−	Below	=	Below	−
D. Geometric Reasoning and Measurement						
6.GM.A	Below	−	Below	−	At/Near	=
E. Data Reasoning						
6.DR.A	Above	+	Above	=	At/Near	=
6.DR.C	At/Near	=	At/Near	=	At/Near	=
2 - Problem Solving; 4 - Modeling & Data Analysis						
3 - Communicating Reasoning						
Communicating Reasoning						
3 - Target A	At/Near	−	At/Near	=	At/Near	=
3 - Target B	At/Near	=	Below	−	Above	+
3 - Target C	At/Near	=	At/Near	=	Below	−
3 - Target D	Above	+	At/Near	=	Below	=

Modify the Test Reasons You've Selected

Click the **Change Selections** button in the upper-right corner of the window. The report options page reappears, allowing you to change your selection of test reasons. Click **Generate Report** again.

Access Item-Level Data on Interims

Unlike summative assessments, interim and benchmark assessments contain non-secure, non-public items. Users can see item-level data for Interim IABs for ELA/Math and Science Interims. Reports for individual interim and benchmark tests include the following:

- Item-level data.
- Access to the items themselves.
- Access to student responses to the items.
- Test results for adaptive assessments include item-level data only on the individual student level.

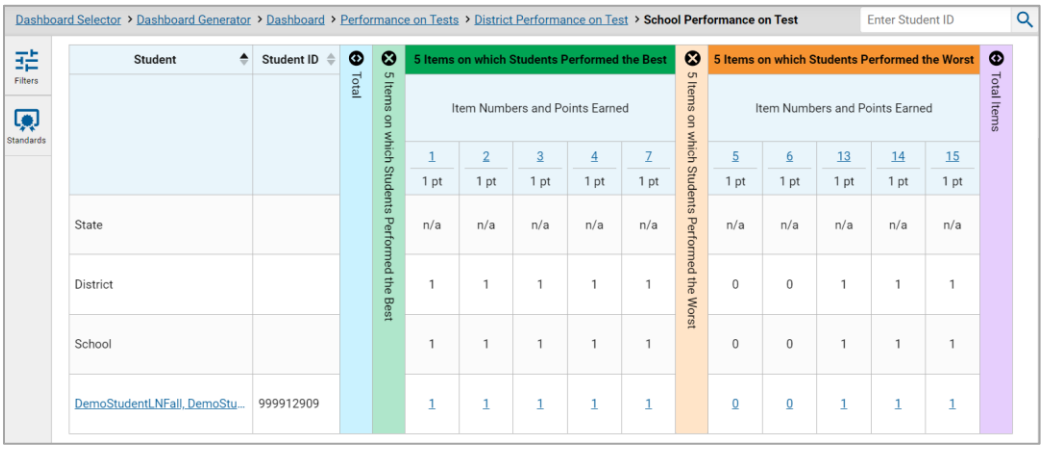
Access Item Scores

To expand sections containing item data, select the vertical section bars.

Find the Five Items On Which Students Performed the Best or Worst

Find the sections **5 Items on Which Students Performed the Best** and **5 Items on Which Students Performed the Worst** (Figure 35). You can select the vertical section bars to expand them, just like other sections.

Figure 35. School Performance on Test Report with Expanded 5 Items on Which Students Performed the Best and Worst Sections



Display Standards for Each Item

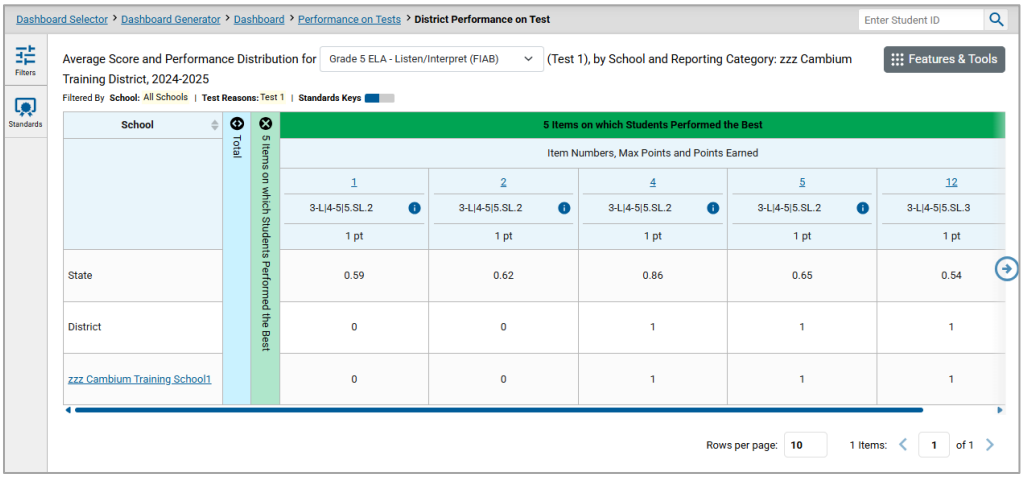
In a report displaying item-level data, you can display the standard or standards to which each item is aligned. This allows you to quickly determine what the item measures.

An educational standard, sometimes called an assessment target, describes the skill the item measures. An example of a math standard is “At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)”

To show and hide item standards, turn on the **Standards Keys** switch in the row of filter details below the report table heading. Under each item number appears a standard key or list of standard keys

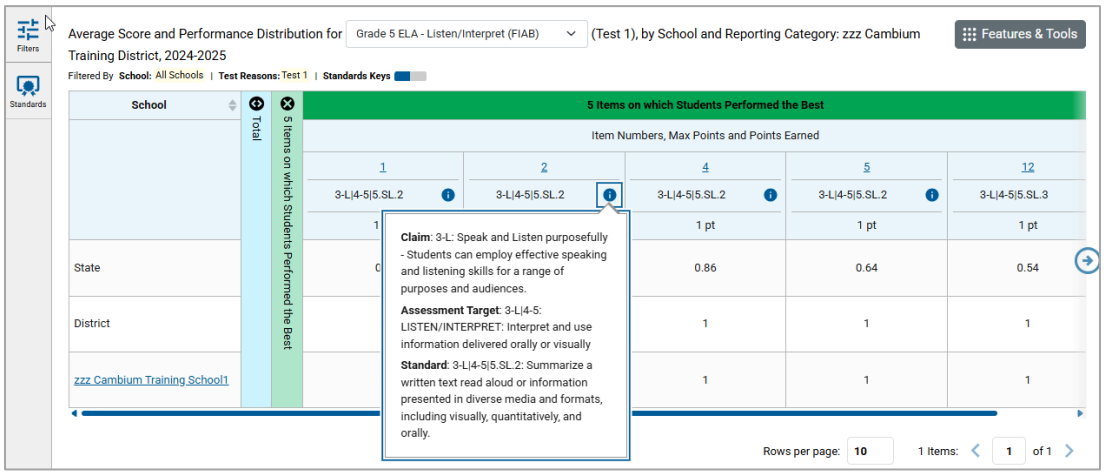
(Figure 36). Note that this switch does not affect printouts or exports, which always include the standard keys when they include item-level data.

Figure 36. District Performance on Test Report with Expanded Total Items Section



Select the more info buttons beside the standard keys to open legends displaying the full text of each cluster (category of standards) and each standard, as in Figure 37. This full text is not included in printouts or exports.

Figure 37. District Performance on Test Report with Opened Legend



Filter Item-Level Data on Interims by Standards and Clusters of Standards

You may want to see how your students performed on a particular standard or cluster of standards. In certain reports, you can filter by the standard to which items are aligned. That way you can access your students' performance in just one skill area. Then you can switch filters to compare it with their performance in another skill. If you don't filter by standard, the reports will show results for all standards by default. You may find that switching between different sets of standard data and comparing them helps you understand students' abilities better.

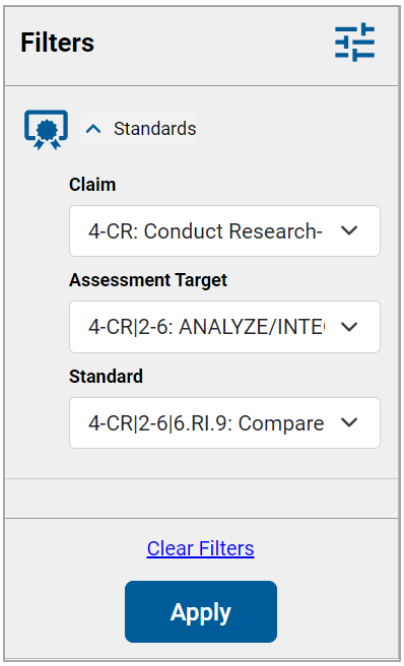
Standard filters are available in any report showing item-level data. The available standards vary by assessment.

1. On the left side of the page, click the **Standards** button. The *Filters* panel expands.

2. Use the dropdown list in the **Standards** section (as in Figure 38) to select a cluster. An additional dropdown list appears.

3. *Optional*: Keep making selections from the dropdown lists as they appear.

Figure 38. Expanded Filter from School Performance on Test Report



4. Select **Apply**. The affected report updates to show only the items that belong to the selected cluster or standard.

5. *Optional*: To revert all filters to their defaults, open the filters panel again and click **Clear Filters**. Click **Apply**. Filters will also revert when you log out, switch user roles, or switch systems.

All the reports accessible from this page will be filtered the same way.

The row of filter details below the table header specifies the standards selected, if any.

Access an Item

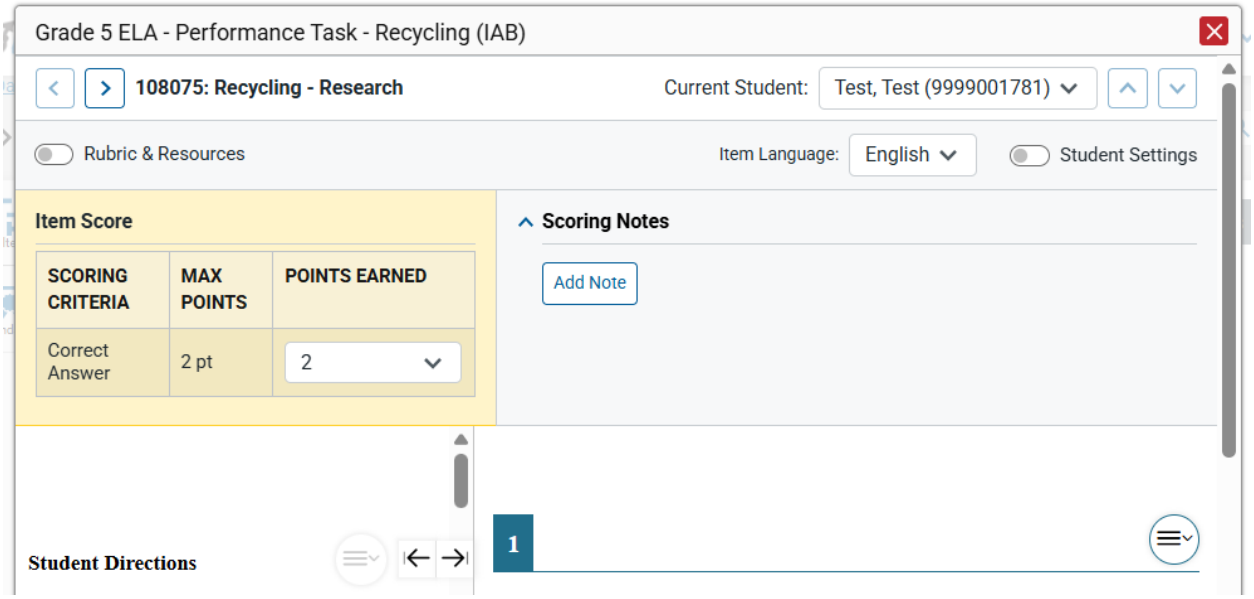
You can open the actual items themselves, along with student responses to those items.

Do either of the following:

- To access the item in a blank state, click the item number in the first row of the report table.
- To access the student's response to the item, find that student's name in the Student column on the left. Then click the score the student obtained on that item.

The item window appears (Figure 39). A banner at the top of the window displays the item's number, score (when the item includes the student's response), and confidence level (when a machine-suggested score has a low confidence level). The item is displayed below and may include a particular student's response.

Figure 39. Item Window: Item with Student Response (Item Partly Cropped Out)

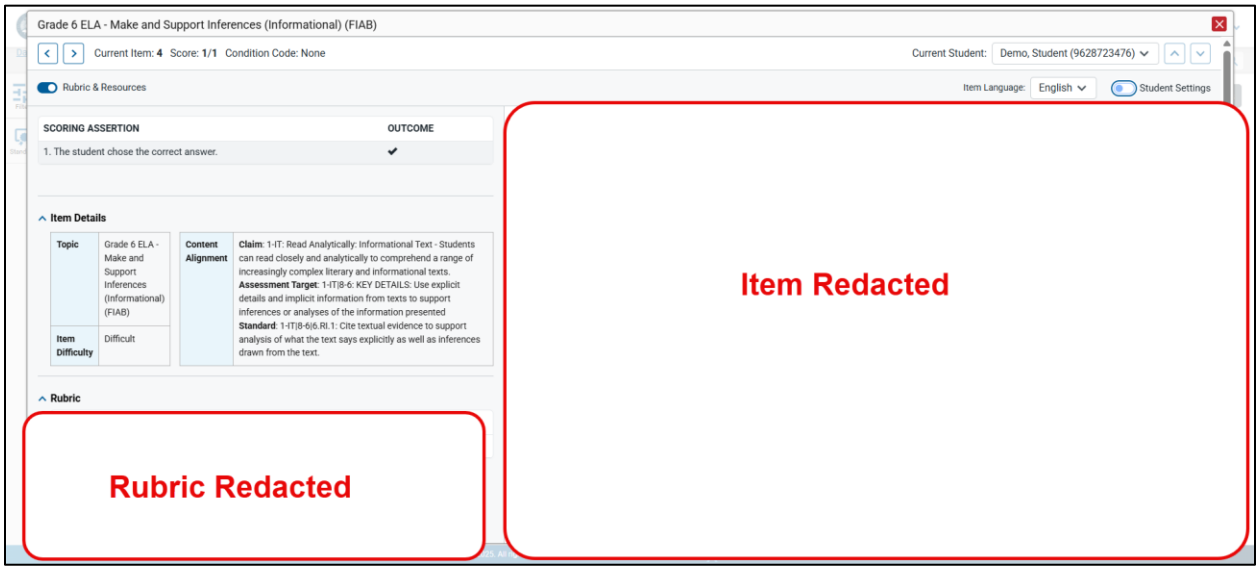


The **Item** window may include the following sections.

- **Item Score:** When you're accessing a student's response and the item has scoring criteria, the *Item Score* table lists the name, maximum points, and points earned or condition codes for each scoring criterion. This table also allows you to modify scores for items with editable scores.
- **Scoring Assertion:** Each scoring assertion contains both a statement that provides information about what the student did in their response, and the content knowledge, skill, or ability that is evidenced by their response. When you're accessing a student's response and the item has scoring assertions, the Scoring Assertion table appears, listing each assertion and outcome.
- **Item:** Displays the item as it appeared on the assessment in the Student Testing Site. For items associated with a passage, the passage also appears.

The **Rubric & Resources** toggle (Figure 40) may include the following sections, which you can expand and collapse by clicking ⌄ and ⌃, respectively.

Figure 40. Item View Window: Rubric & Resources Displayed (Item Redacted)



- **Item Details**: May provide the following information:
  - **Topic**: Skill area to which the item belongs.
  - **Item Difficulty**: Indicates whether the item is intended to be easy, moderate, or difficult.
  - **Content Alignment**: Describes the standard to which the item is aligned.
- **Resources**: Provides links to any exemplars or training guides available for the item.
- **Rubric**: Displays the criteria used to score the item. This section may also include a score breakdown, a human-readable rubric, or an exemplar, which provides an example of a response for each point value.
- **Frequency Distribution of Student Responses**: The table in this section provides a breakdown of how many students in the school earned each possible point value available for the item.

Access Items with and without the Students' Visual Settings

When accessing items with students' responses, you may or may not want to display the items exactly the way the students saw them on the test. For example, some students' tests are set to use large fonts, different color contrast, or Spanish.

You can show or hide visual settings from the item window. To do so, use the **Student Settings** switch at the upper right of the item.

You can also show or hide visual settings from the *Features & Tools* menu.

1. From the **Features & Tools** menu, select **Set Student Setting on Item View**. The ***Set Student Setting on Item Access*** window appears. Please note this option will be visible on the dashboard but is only available for interim items.

2. Select **Yes** to show students' visual settings on all items or **No** to hide them.

3. Click **Save**.

This setting persists across all items and login sessions regardless of where you set it.

Access an Item in a Different Language

Items are displayed in English by default. If an item is available in multiple languages, you can use the **Item Language** drop-down list at the upper-right corner to select a language.

What It Means When a Student Response Contains Highlighted Text

When a student's text response contains too much text copied from the item prompt and a condition code of Insufficient Original Text to Score has been applied, the copied portion is automatically highlighted.

Navigate to Other Items from the Item Access Window

To access another item, select < or > at the top-left corner.

Access Another Student's Response to the Current Item

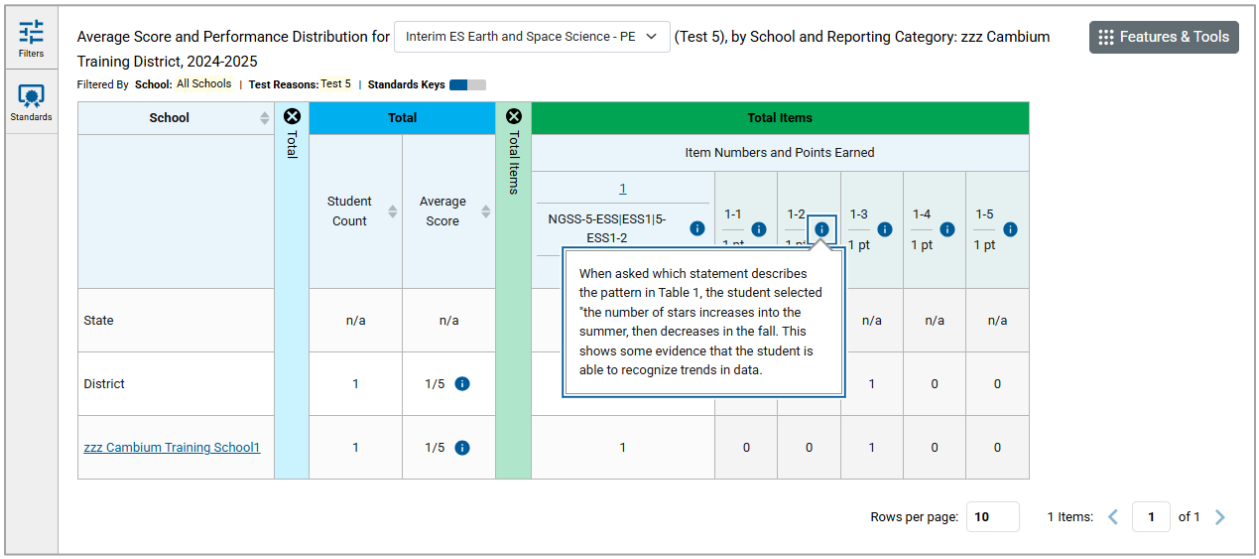
If you have accessed the student's response from a report showing multiple students, you can use the dropdown list of student names above the item or select ^ or ˇ to the right of the dropdown to access another student's response.

What It Means When Items Are Labeled "1-1", "1-2", and So On

On the Science interims, sub-items are listed separately because they belong to an item cluster. Clusters are broken down into sub-items because they have multiple scoring assertions. Each sub-item has its own column to the right of the main item column. Sub-items are labeled "[item number]-[sub-item number]", for example, "1-1", "1-2", "1-3."

To read the text of a scoring assertion, click the more info button ⓘ to the right of the sub-item number, as in Figure 41.

Figure 41. Roster Performance on Test Report with Expanded Total Items Section and Sub-Item Assertion



What It Means When an Item Score Reads "n/a"

You may sometimes see "n/a" instead of a score for an item. In some cases, the student did not respond to the item, or the item was not included in that form of the test.

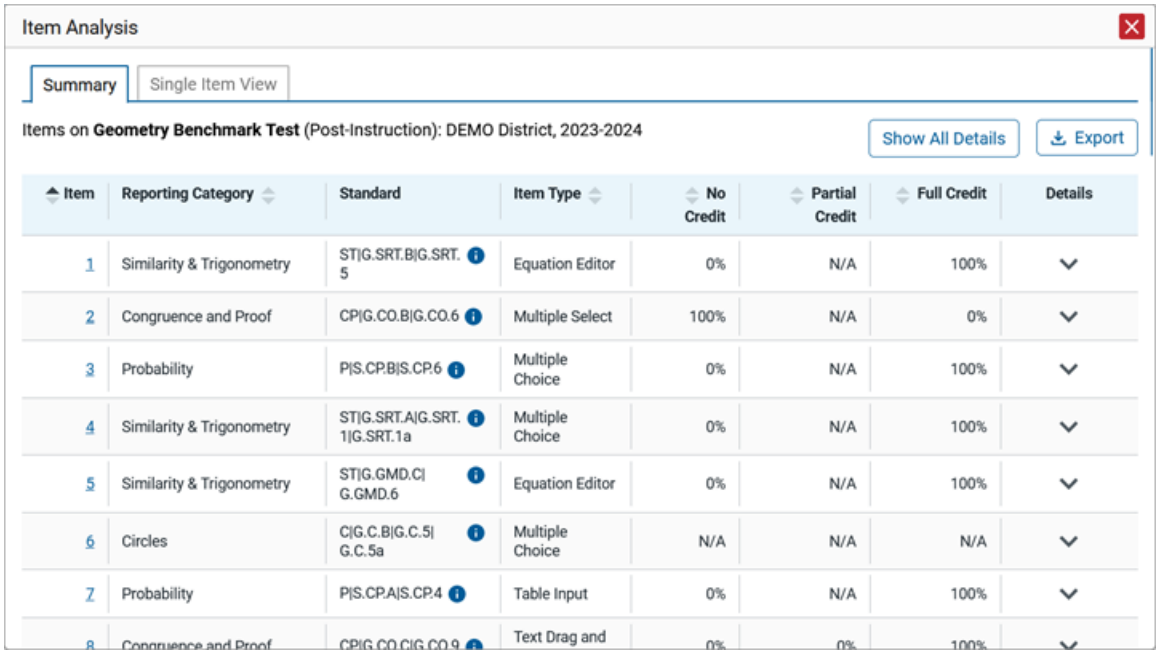
Access Aggregate Item Data in the Item Analysis Report

An Item Analysis Report is available for every fixed-form assessment that reports item data at the district, school, and class (roster) levels. Highlights of the Item Analysis Report include the following:

- Item reporting categories and standard alignments
- Item types (for example, multiple choice)
- The percentage of the group of students who earned full, partial, and no credit on each item; if an item does not allow partial credit, "N/A" displays instead of a percentage

To access the report, navigate to a District, School, or Roster Performance on Test report. In the **Features & Tools** menu, select **Build Item Analysis Report**. The ***Item Analysis*** window appears, open to the **Summary** tab (Figure 42).

Figure 42. Item Analysis Window: Summary Tab

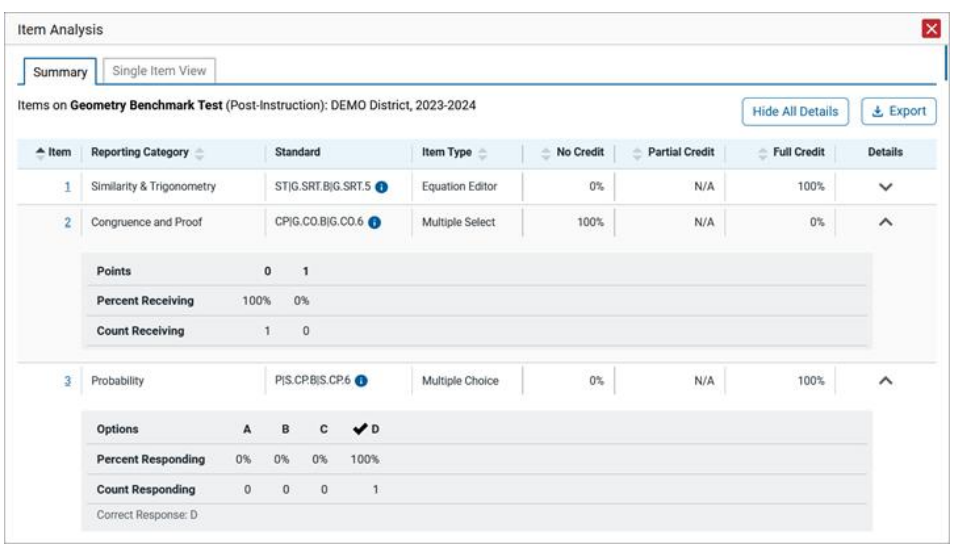


To learn more about a standard, click ⓘ beside the standard key.

To expand a table row and display more detailed data, as in Figure 43, click ⌄ on the right. Click **Show All Details** to expand all rows. Click ⌃ or **Hide All Details** to collapse rows.

- For multiple-choice items, the detailed data includes the distribution of students who selected each option, with the correct answer flagged with a checkmark ✔.
- For items that are not multiple choice or are multi-part, the detailed data includes the distribution of points earned.

Figure 43. Item Analysis Window: Summary Tab with Expanded Data Rows



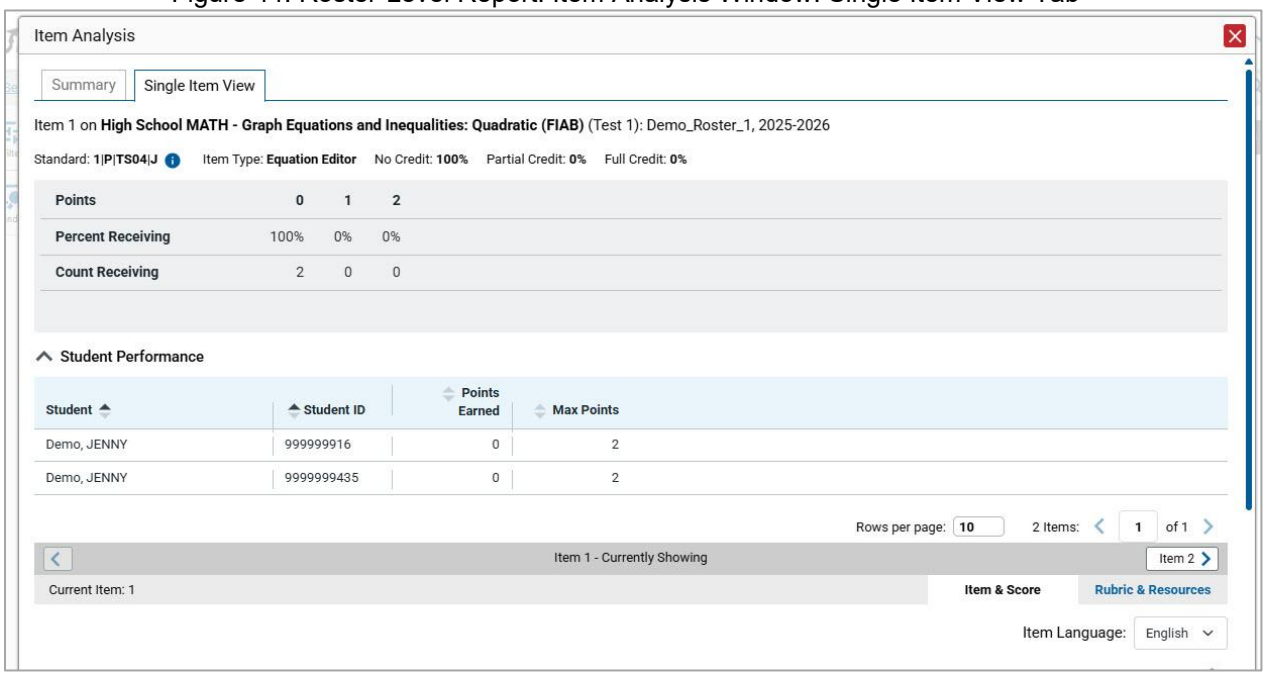
You can export a comma-separated values (CSV) file of the **Summary** tab information using the **Export** menu at the top right. Select **Basic Summary** to include only the default table rows or **Detailed Summary** to include all the details in the expandable rows.

If item access is available for this test, you can navigate to the **Single Item View** tab (Figure 44) either by selecting it or by selecting the number to the left of a listed item.

- At the top of the **Single Item View** tab is information on the item, including the same table shown in the expanded details in the **Summary** tab.
- Roster level only: Below the basic item information is a *Student Performance* table listing the class's students, the points earned by each student on the item, and the maximum points for the item. This table is available only in a report on a roster.
- At the bottom of the **Single Item View** tab is the item itself.
    - The **Item & Score** sub-tab displays the item as it appeared to the students.
    - The **Rubric & Resources** sub-tab contains the same information as the *Rubric & Resources* section in an item window.

You can navigate between items using the item number buttons on the left and right.

Figure 44. Roster-Level Report: Item Analysis Window: Single Item View Tab



Set Up Reports to Suit Your Needs

You can set up your reports so it's easier to access the data that are most important to you. For example, if you're a teacher, you may want to hide certain tests in subjects you don't teach, or you may want to narrow down your reports to a single roster.

This section explains how to make several different adjustments to reports: showing only the tests you're interested in; showing only the classes (rosters) you're interested in; showing only the schools you're interested in; assigning and filtering by interim test reasons; filtering item-level data on interims by standards and clusters of standards; and accessing data from a previous point in time.

Change Time Period to Access Previous Data

Changing the reporting time period allows you to access test results from a previous point in time. There are two time period settings:

- When you set a school year from which to access tests, the reports show data for test opportunities completed *in the selected school year*.
- When you set a date from which to access students, the reports show data only for the students who were associated with you on the selected date and only for tests taken as of that same date. Students' enrollment and demographic information is all given as of the selected date as well. You can use this setting to access data for students who have left or recently entered your classes (rosters), school, or district. You can even access students who have left your state.

If you don't change the reporting time period, or if you reset it to the default, most reports show test opportunities only for the current school year, with current student and test data. The exceptions are Longitudinal reports, Cross-Sectional reports, and Student Portfolio reports, which always retain the ability to look back to previous years.

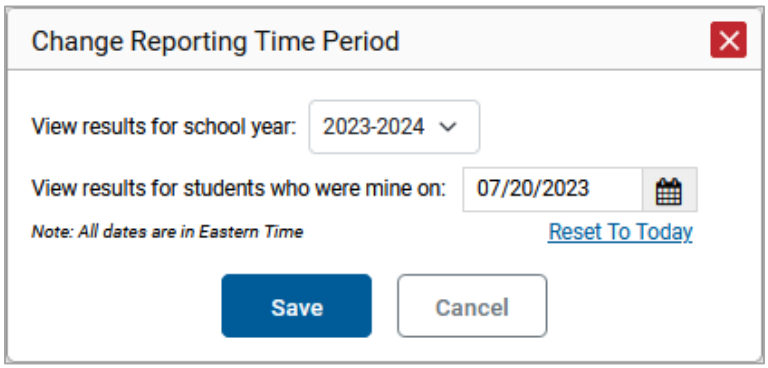
Some examples of how you can use this feature:

- You may want to access the past performance of your current students, including new transfer students. In that case, set a school year in the past and keep the date set to today.
- You may want to access the past performance of your former students in order to compare them with that of your current students. In that case, set the date to a time when your former students

were associated with you and had tested, and set the school year to the same time. Then switch back to the present to compare.

From the **Features & Tools** menu, select **Change Reporting Time Period**. (If you're accessing the Dashboard Generator page, click **Change the reporting time period.** The ***Dashboard*** also offers this link when no assessments are available to display.) The ***Change Reporting Time Period*** window appears (Figure 45).

1. Figure 45. Change Reporting Time Period Window



2. From the school year dropdown list, select a school year. This is the year for which you will access test results.

3. In the *View results for students who belonged to me and had tested on* field, use the calendar tool to select a date, or enter it in the format `mm/dd/yyyy`. You will access all the students who were associated with your school on and had completed testing by that date, and only those students.

   - To access your current students' past performance, keep the date set to today.
   - To access the past performance of your former students, set the date to a day when those students were associated with you and had tested.

4.

5. Click **Save**. All reports are now filtered to show only data for the selected school year and date. The selected date displays in the filter details below the report headings. All other filters are cleared.

   Optional: To go back to accessing the latest data, open the ***Change Reporting Time Period*** window again, click **Reset To Today** in the lower-right corner, then click **Save**. The date resets and all filters are cleared. The reporting time period also resets when you log out but persists when you switch roles.

Filter Tests to Display

You can filter the tests you want to access in reports. You may want to do this, for example, if you are an ELA teacher and you do not want to view your students' math scores.

Filtering tests to display begins on the ***Dashboard Generator*** page. This is where you can select the test groups you want to access on the dashboard and, as an option, set those selections as defaults. You can also temporarily filter the tests that appear in the reports you are currently accessing, as described below.

1. On the left side of the ***Dashboard*** or the Performance on Tests report, click the **Test Groups** button. The **Filters** panel expands (Figure 46).

2. Select as many test as you like (Figure 46). Tests are organized by test type, subject, and grade.

Figure 46. Dashboard with Expanded Filters Panel

3. Click **Apply**. The report updates to show only data for those tests.

4. *Optional*: To revert all filters to their defaults, open the *Filters* panel again and click **Reset Filters**. Click **Apply**. Filters also revert when you log out, switch user roles, or switch systems.

Teachers and School-Level Users: Filter Classes (Rosters) to Display

Rosters usually represent classes, but can represent any group that's meaningful to users, such as students who have taken honors courses. Each roster is associated with a teacher. To learn how to create and modify rosters in the Reporting System, see Class (Roster) Management.

In the Performance on Tests report, teachers and school-level users can filter by a particular roster. When you filter, you eliminate students not in the selected class from the data displayed.

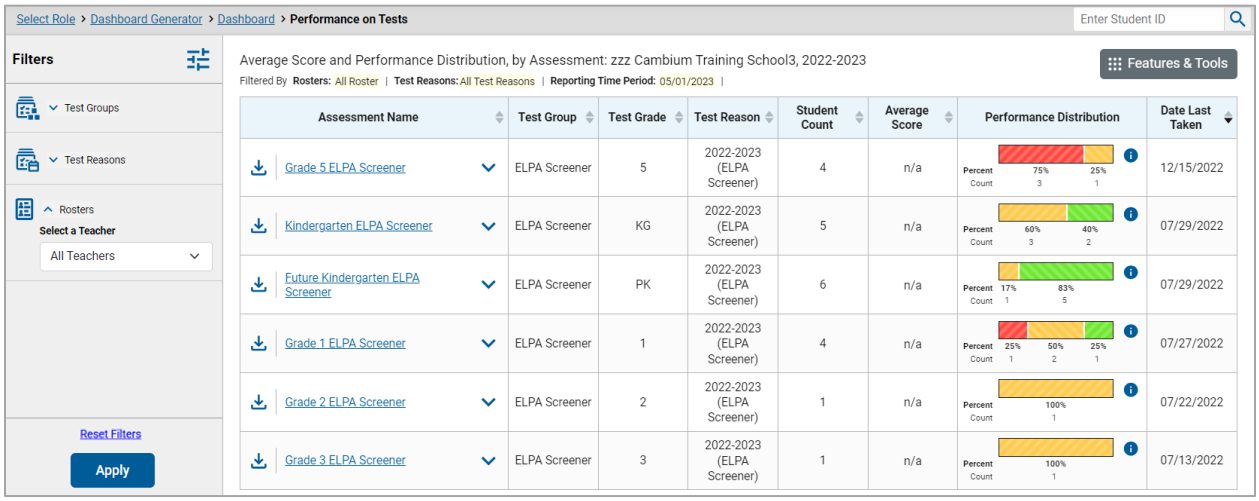
Filtering by roster makes it easy to focus on a particular class's performance. And by switching filters, you can easily compare one class with another. If you don't filter by roster, the reports default to showing data for all classes. You may find data for a single class easier to understand.

1. On the left side of the Performance on Tests report, click the **Rosters** button. The *Filters* panel expands (Figure 47).

2. Make a selection from the **Rosters** dropdown list (Figure 47).

   - You must first select a teacher from the dropdown list, and then select a particular class (roster) from the second dropdown list that appears. By default the first class listed is selected.

Figure 47. Performance on Tests Report with Expanded Filters Panel



3. Click **Apply**. The report updates to show only data for that class (roster).

4. *Optional*: To revert all filters to their defaults, open the filters panel again and click **Reset Filters**. Click **Apply**. Filters also revert when you log out, switch user roles, or switch systems.

All the reports accessible from this page will be filtered the same way.

The row of filter details below each table header shows the classes (rosters) you're accessing.

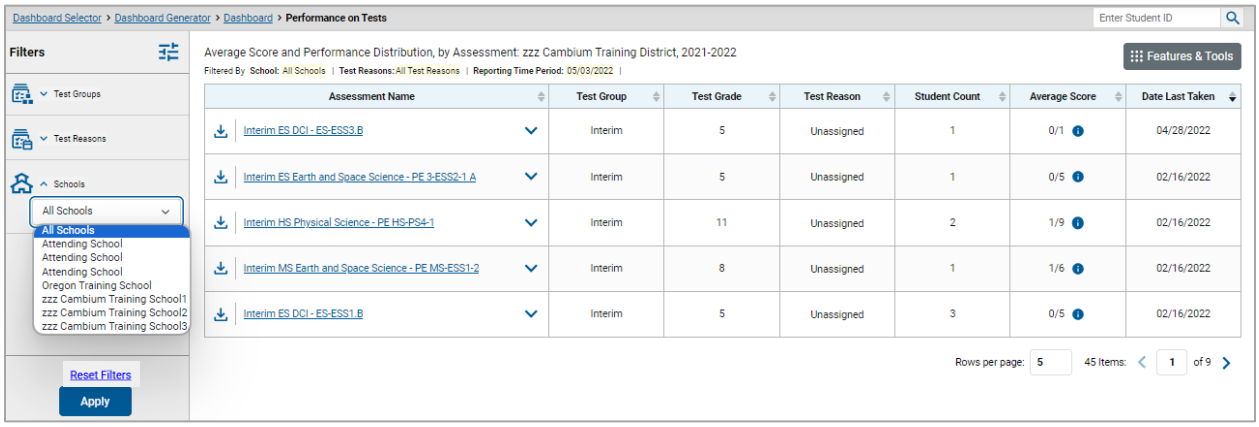
District-Level Users: Filter Schools to Display

Filtering the Performance on Tests report by school makes it easy to focus on a particular school's performance. And by switching filters, you can easily compare it with another school. If you don't filter by school, the Performance on Tests report defaults to showing data for all schools. You may find data for a single school easier to understand.

1. On the left side of the Performance on Tests report, click the **Schools** button. The *Filters* panel expands (Figure 48).

2. Make a selection from the dropdown list in the **Schools** section (Figure 48).

Figure 48. District-Level User Access: Performance on Tests Report with Expanded Filters Panel



3. Click **Apply**. The report updates to show only data for that school.

4. *Optional*: To revert all filters to their defaults, open the filters panel again and click **Reset Filters**. Click **Apply**. Filters also revert when you log out, switch user roles, or switch systems.

If you click the name of a test when you've filtered by a single school, the link will take you to the School Performance on Test report and not to the District Performance on Test report.

The row of filter details below the table header shows the schools you're accessing.

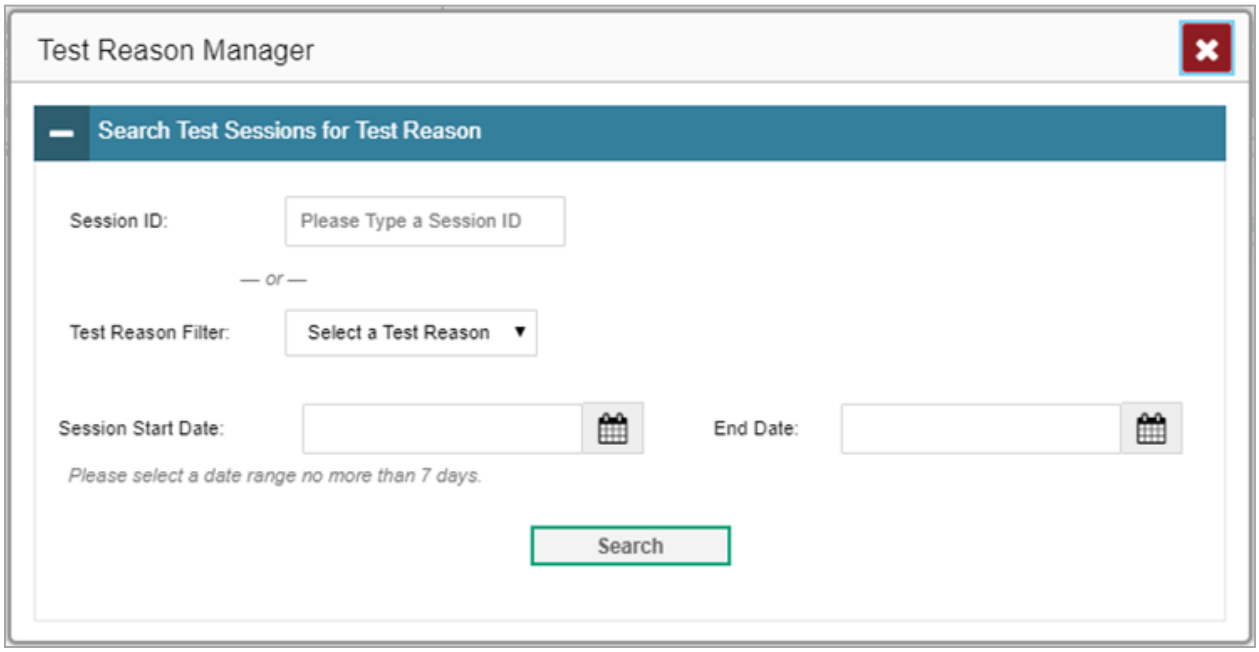
Assign Test Reasons (Categories) to Interim Test Opportunities

Test reasons are categories used to classify test opportunities for reporting purposes. They typically indicate the timeframe in which tests were taken, and they're a good way to organize tests into groups.

Test reasons should ideally be assigned in the Test Administration Interface at the time of testing. However, you can use the Test Reason Manager in the Reporting System to assign a different test reason to an interim or benchmark test opportunity completed in the present school year. Summative test reasons cannot be reassigned.

1. From the **Features & Tools** menu**,** select **Manage Test Reasons**. The ***Test Reason Manager*** window opens (Figure 49).

Figure 49. Test Reason Manager Window



2. To search for the test opportunities you wish to categorize, do either of the following (Figure 49):

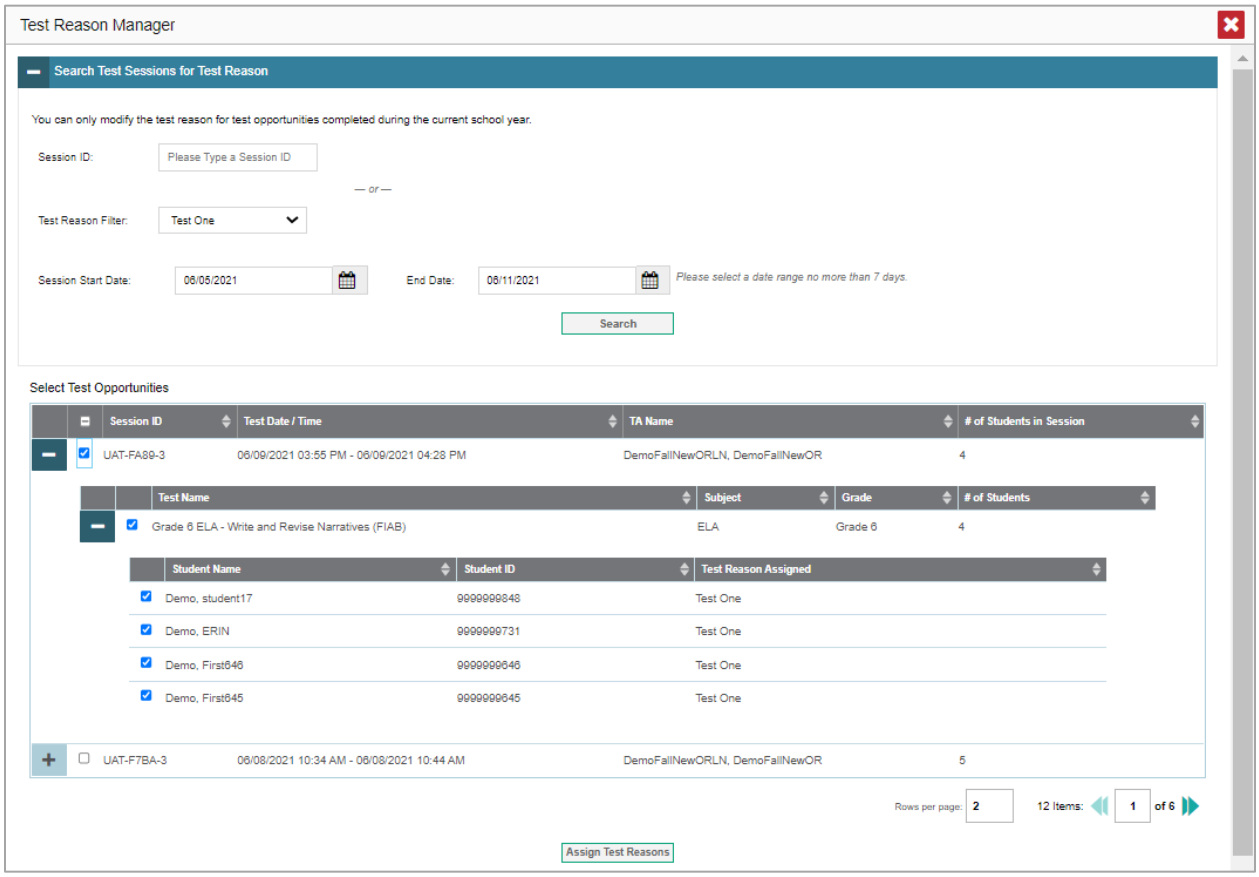
   - In the *Session ID* field, enter the session ID in which the opportunities were completed in TDS.

   - Select the test reason associated with the opportunities you want to edit. Then select a range of dates during which the test session was administered. The date range cannot exceed seven days.

3. Click **Search**.

4. A list of retrieved test sessions appears in the section *Select Test Opportunities* (Figure 50). You can click the + buttons to expand the list of tests in each session and the list of students who took each test (that is, individual test opportunities). To navigate through a long list, use the controls in the upper-right and lower-right corners.

Figure 50. Test Reason Manager Window: Select Test Opportunities

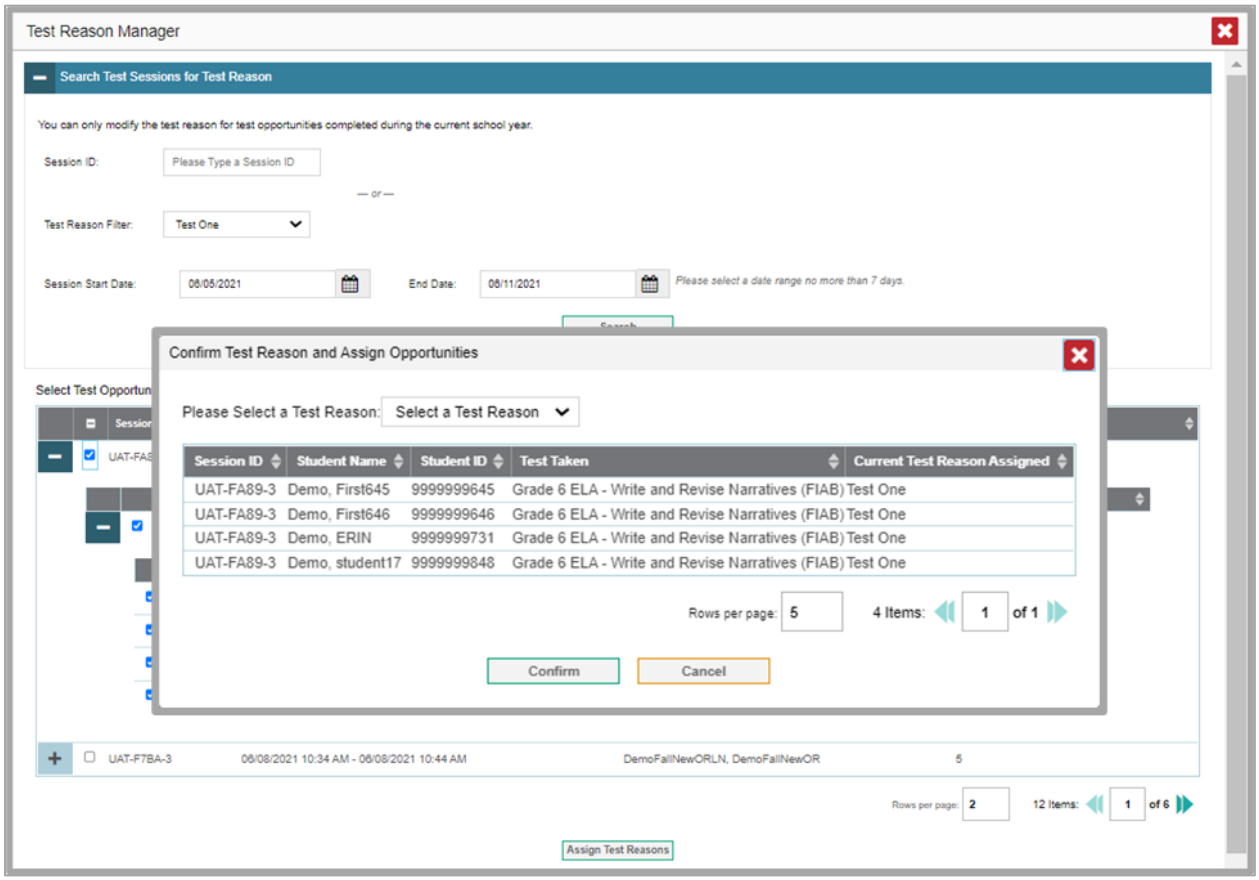


5. Mark the checkboxes for each session, test, or opportunity that you wish to assign to a test reason.

6. Click **Assign Test Reasons** below the list of retrieved sessions.

7. In the window that appears (Figure 51), select a new test reason to assign to the selected opportunities and click **Confirm**.

Figure 51. Confirm Test Reason and Assign Opportunities Window



Filter by Test Reason (Category)

Test reasons are categories used to classify test opportunities for reporting purposes. They typically indicate the attempt number for an interim test and they can be a good way to focus on specific groups of tests. For summative assessments, test reasons are simply test windows and are not useful.

When your test opportunities have test reasons, you can filter reports by a single test reason. For example, you may want to filter by Fall and look at ELA performance, then filter by Spring and find out if students have improved on ELA material. If you don't filter, you'll access data for all different test reasons. This will allow you to compare multiple test reasons side by side rather than a single test reason. You may find reports easier to understand when you're accessing only a single test reason.

The **Test Reasons** filter is available on the ***Dashboard*** and Performance on Tests reports for teachers, and school- and district-level users.

1. On the left side of the dashboard or Performance on Tests report, click the **Test Reasons** button. The **Filters** panel expands.

2. Make a selection from the drop-down list in the **Test Reasons** section.

3. Click **Apply**. The report updates to show only data for that test reason.

4. *Optional*: To revert all filters to their defaults, open the **Filters** panel again and click **Clear Filters**. Click **Apply**. Filters will also revert when you log out, switch user roles, or switch systems.

All the reports accessible from this page will be filtered the same way.

The row of filter details below the table header shows the test reason selected, if any.

Export and Print Data

You can export or print most of the data you see in the Reporting System. Some reports on individual tests can be exported directly from the Performance on Tests report. You may want to export or print to save a snapshot of data to consult later, or to share data. Different options will be available depending on the report you are accessing. Some interim and benchmark reports can be exported with item-level data.

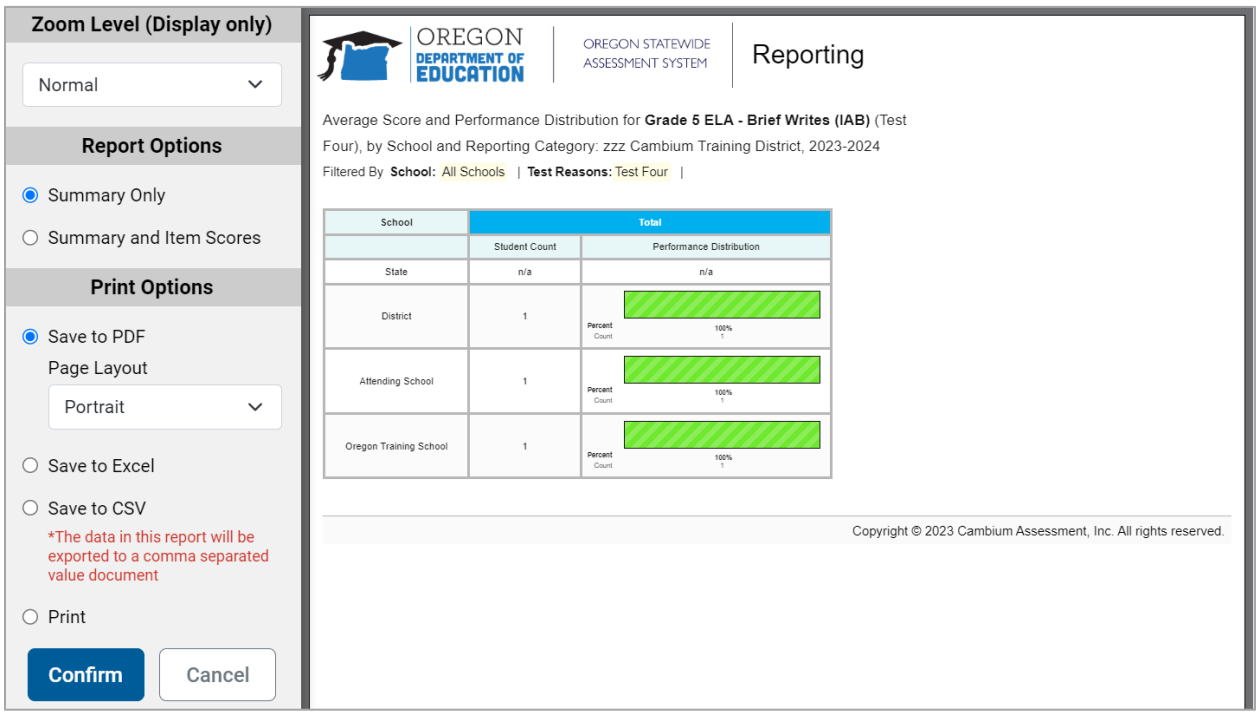
Export or Print a Report from the Report Page

1. Select the print button from the **Features & Tools menu** or, in some reports, from the upper-right corner. If there are multiple report tables on the page, multiple print buttons appear.

   A print preview page opens (Figure 52).

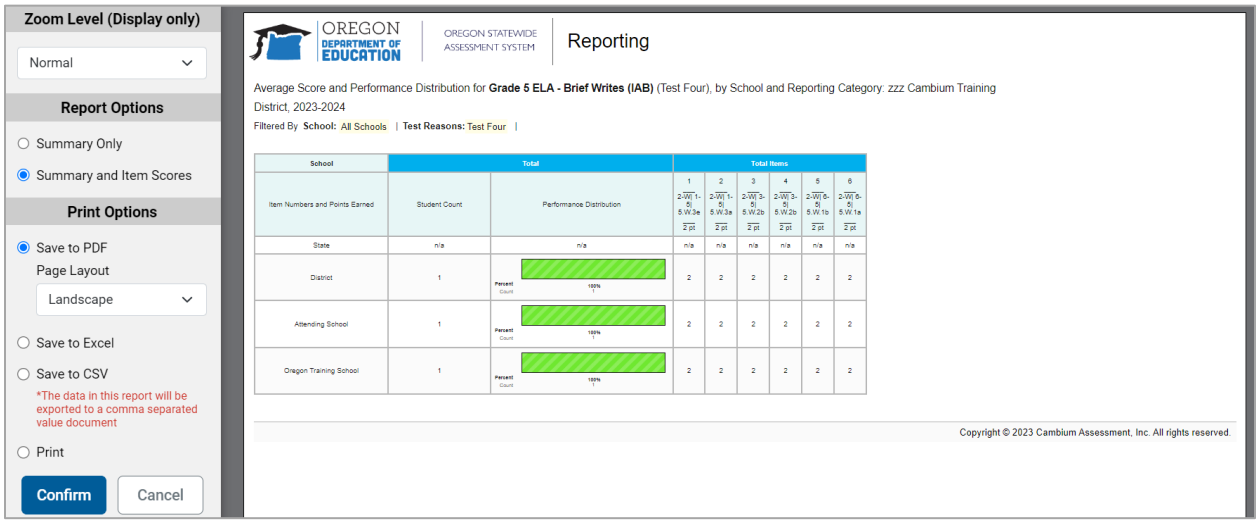
   - To zoom in on the print preview, use the dropdown list under the *Zoom Level (Display only)* section. This setting affects the preview only.

Figure 52. Print Preview Page



2. For interim assessments, if an aggregate report provides data for individual items, the *Report Options* section appears. Select either **Summary Only** or **Summary and Item Scores**. If you select the latter option, as in Figure 53, the printed report includes data for the individual assessment items. Printouts of the Student Performance on Test report always include item data if available.

Figure 53. Print Preview Page with Summary and Item Scores Option Selected



3. To download the report, select **Save to PDF**, **Save to Excel** (.xlsx), or **Save to CSV** (comma-separated values). To print it, select the **Print** radio button.

   - *Optional*: If a printout or PDF is for a particular student and the report includes items, you can select the **Include Items and Responses (takes extra time)** checkbox. The resulting report includes the actual items and the student's responses.

   - If you selected **Save to PDF**, choose an option from the **Page Layout** dropdown list that appears.

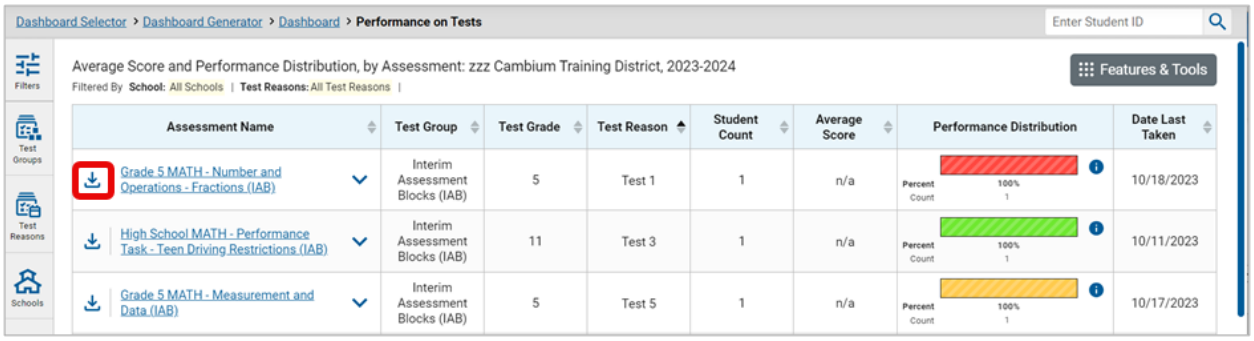
4. Click **Confirm**.

If you saved the report as a PDF, Excel, or CSV, the ***Secure File Center*** window appears, displaying the generated report.

Export an Assessment Report Directly from the Performance on Tests Report

1. Click to the left of the name of the assessment whose report you wish to export. (Figure 54)

Figure 54. Performance on Tests Report

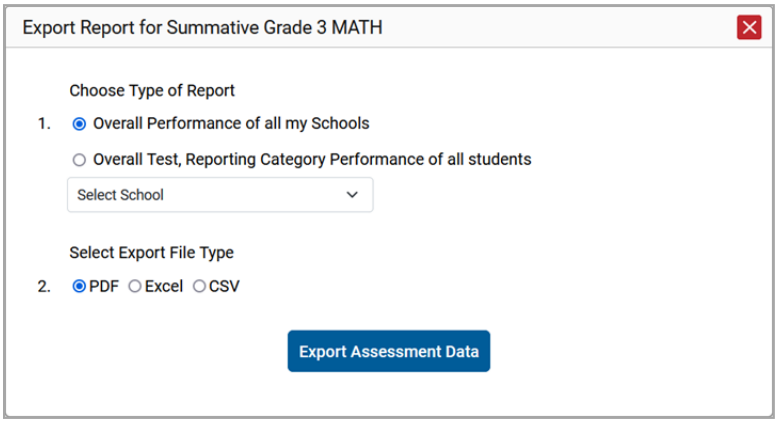


The ***Export Report*** window opens. The options in this window vary according to your user role.

2. If necessary, select which report to export for the assessment (Figure 55).

- **District-level users:**
  - To export the district test results for the assessment, select the **Overall Performance of all my Schools**.
  - To export school test results (excluding data for individual items), select the **Overall Test & Reporting Category Performance of all my Students for [School Name]**, then select a school from the dropdown list.
  - To export school test results (including data for individual items), select the **Overall Test, Reporting Category and Item Performance of all my Students for [School Name]** , then select a school from the dropdown list.

Figure 55. District-Level User View: Export Report Window



- **School-level users and teachers:**
  - To export results for all your associated students (excluding data for individual items), select the **Overall Test, Reporting Category Performance of all students**.
  - To export results for all your associated students (including data for individual items), select the **Overall Test, Reporting Category and Item Performance of all students**.

3. Choose from the **PDF**, **Excel**, and **CSV formats**.

4. Click **Export Assessment Data**. A confirmation window appears.

Click **Yes** to export or **No** to return to the ***Export Report*** window. When you've exported a file, the ***Secure File Center*** window appears with the generated file available for download.

Use Individual Student Reports (ISR)

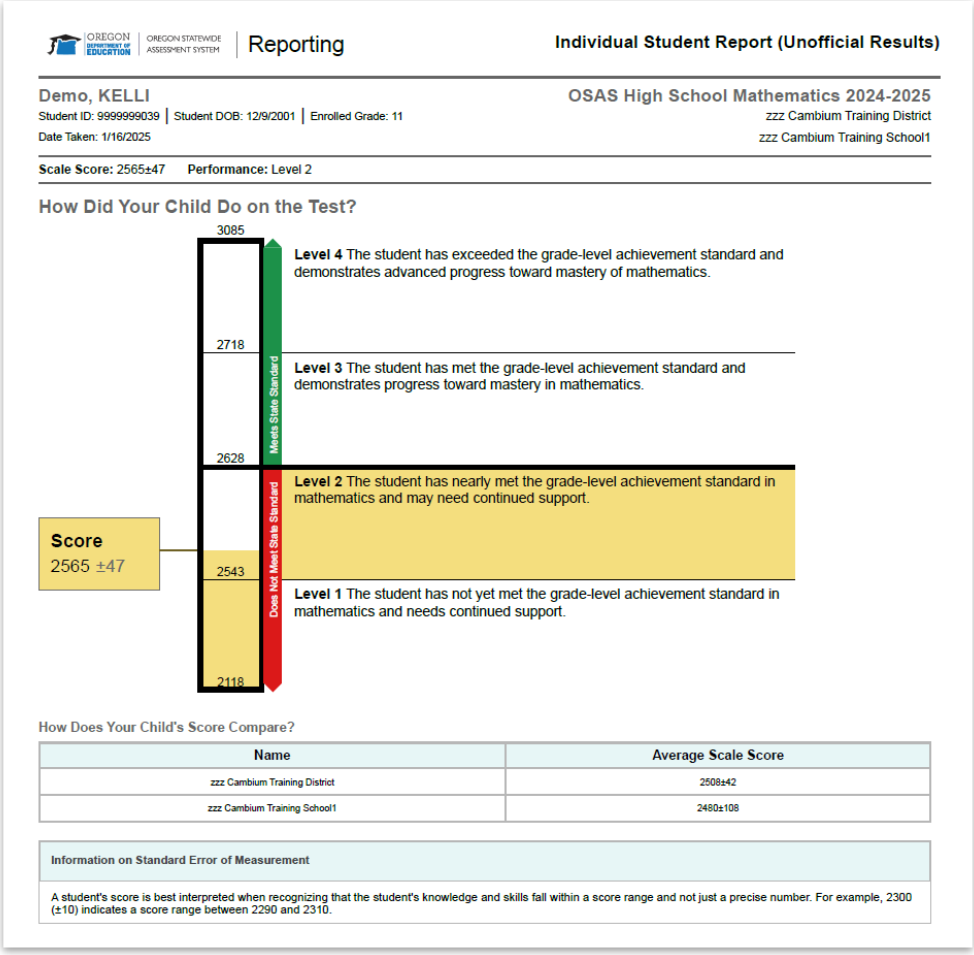
This section discusses Individual Student Reports (ISR), each of which provides easy-to-read performance data on a student's test. If a student took tests multiple times, an ISR will be available for each test opportunity (an instance of a test the student took). ISRs are useful for sharing performance information with students and their parents and guardians. ISRs may be generated in Spanish for some assessments.

Understand an Individual Student Report (ISR)

An ISR is a PDF that shows results for a test opportunity. It may consist of a single page or multiple pages. ISR layouts vary according to the type of test. Details of sample ISRs are shown below in Figure 56, Figure 57, Figure 58, Figure 59, Figure 60 and Figure 61.

- At the top of each ISR are the student name and SSID, the name of the test, district, and school, and any other relevant information.
- Below that is a summary of the student's performance. An ISR for a scale-scored test displays the student's performance on a vertical scale that includes all the cut scores and performance levels.
- Each ISR includes a comparison table showing the average performance of the district and/or school.
- Some ISRs include a table detailing the student's performance in each reporting category (as in Figure 56 and Figure 57).
- Some ISRs include item-level data (as in Figure 58), scoring assertions, and/or scoring assertion outcomes (as in Figure 59).
- Many ISRs include a table detailing the student's performance in each reporting category (as in Figure 60).
- Some ISRs include longitudinal graphs (as in Figure 61).

Figure 56. Detail of Individual Student Report (ISR): Math Summative



OREGON DEPARTMENT OF EDUCATION | OREGON STATEWIDE ASSESSMENT SYSTEM | Reporting

Individual Student Report (Unofficial Results)

Demo, KELLI
Student ID: 9999999039 | Student DOB: 12/9/2001 | Enrolled Grade: 11
Date Taken: 1/16/2025

OSAS High School Mathematics 2024-2025
zzz Cambium Training District
zzz Cambium Training School1

Scale Score: 2565±47 **Performance:** Level 2

How Did Your Child Do on the Test?

3085

Level 4 The student has exceeded the grade-level achievement standard and demonstrates advanced progress toward mastery of mathematics.

2718

Level 3 The student has met the grade-level achievement standard and demonstrates progress toward mastery in mathematics.

Meets State Standard

2628

Level 2 The student has nearly met the grade-level achievement standard in mathematics and may need continued support.

Does Not Meet State Standard

Score
2565 ±47

2543

Level 1 The student has not yet met the grade-level achievement standard in mathematics and needs continued support.

2118

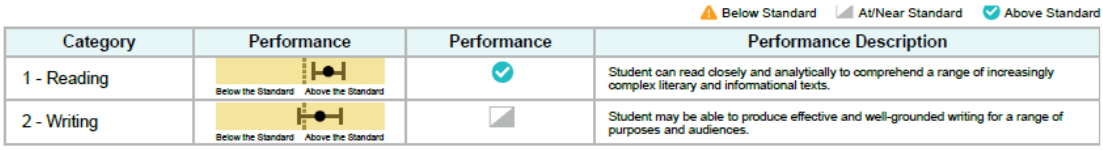
How Does Your Child's Score Compare?

Name	Average Scale Score
zzz Cambium Training District	2508±42
zzz Cambium Training School1	2480±108

Information on Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (±10) indicates a score range between 2290 and 2310.

Figure 57. Detail of Individual Student Report (ISR) with Reporting Categories



Below Standard | At/Near Standard | Above Standard

Category	Performance	Performance	Performance Description
1 - Reading	Below the Standard / Above the Standard		Student can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
2 - Writing	Below the Standard / Above the Standard		Student may be able to produce effective and well-grounded writing for a range of purposes and audiences.

Figure 58. Detail of Individual Student Report (ISR): ELA (IAB) with Standard-Level Data

Grade 6 ELA - Read Literary Texts (IAB)		
Question #	**Standard**	**Points Earned/Points Possible**
1	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	0/1
2	Explain how an author develops the point of view of the narrator or speaker in a text.	0/1
3	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	0/1
4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	0/1
5	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	0/1
6	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	0/1
7	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	1/1
8	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1/1
9	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	1/1
10	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2/2
11	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	1/1
12	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	1/1

Figure 59. Detail of Individual Student Report (ISR): Science Interim with Scoring Assertions

OREGON DEPARTMENT OF EDUCATION | OREGON STATEWIDE ASSESSMENT SYSTEM | Reporting

Individual Student Report

test, test

Interim MS Earth and Space Science - PE MS-ESS1-1 2024-2025

Student ID: ORT-319 | Student DOB: 12/1/2002 | Enrolled Grade: 1

zzz Cambium Training District

Date Taken: 4/1/2025

zzz Cambium Training School1

Score: 1/7

What we can learn from your child's response?

Information on Scoring Assertion

Each scoring assertion contains both a statement that provides information about what the student did in their response, and the content knowledge, skill or ability that is evidenced by their response. For example, an assertion for a mathematics graphing item might be: The student correctly graphed the correct function, showing evidence of the ability to model relationships between two quantities.
To ensure we capture every meaningful piece of information about a student's knowledge, skill or ability from his or her responses, each test item (question) is typically scored with several scoring assertions.

Question #	Scoring Assertion	Outcome
1-1	The student ran at least two trials in which they kept Earth's tilt constant and changed the tilt of the moon's orbit. This provides evidence of an ability to manipulate a model to investigate the relationship between Earth, the sun, and the moon that causes lunar eclipses.	✖
1-2	The student ran at least two trials in which they changed Earth's tilt and kept the tilt of the moon's orbit constant. This provides evidence or an ability to manipulate a model to investigate the relationship between Earth, the sun, and the moon that causes lunar eclipses.	✖
1-3	The student selected the "tilt of the moon's orbit" as the input with the greatest effect on the number of lunar eclipses and selected this will cause the number of lunar eclipses on Earth each year to "decrease" when the moon intersects the the shadow of "Earth less often" OR "the moon" intersects the shadow of "Earth more often" causing the number of lunar eclipses on Earth each year to "increase", OR "the moon" intersects the shadow of "Earth just as often" causing the number of lunar eclipses on Earth each year to "stay the same". This provides evidence of an ability to describe the relationships between the sun, moon, and Earth that lead to a lunar eclipse.	✔
1-4	The student selected "the moon intersects the shadow of Earth" as what causes a lunar eclipse. This provides evidence of an ability to describe the relationships between the sun, moon, and Earth that lead to a lunar eclipse.	✖
1-5	The student selected as the "tilt of the moon's orbit" increases, "the moon" intersects the shadow of "Earth less often", OR as the "tilt of Earth" increases, "the moon" intersects the shadow of "Earth just as often". This provides evidence of an ability to describe the relationships between the sun, moon, and Earth that lead to a lunar eclipse.	✖
1-6	The student selected the tilt of Earth as being "Between 0 and 30" or "not enough information" and the tilt of the moon's orbit as being "5". This provides evidence of an ability to assemble a model that shows the cause of how often lunar eclipses occur.	✖
1-7	The student selected "not enough information" to determine if the tilt of Earth has changed and the tilt of the moon's orbit "decreased". This provides evidence of an ability to make predictions about the effects of changing the relationship between Earth, the moon, and the sun within a model that determines the number of lunar eclipses seen from Earth each year.	✖

Figure 60. Detail of Individual Student Report (ISR): ELPA (Screener)

1 Level 1 2 Level 2 3 Level 3 4 Level 4 5 Level 5

Domain Performance

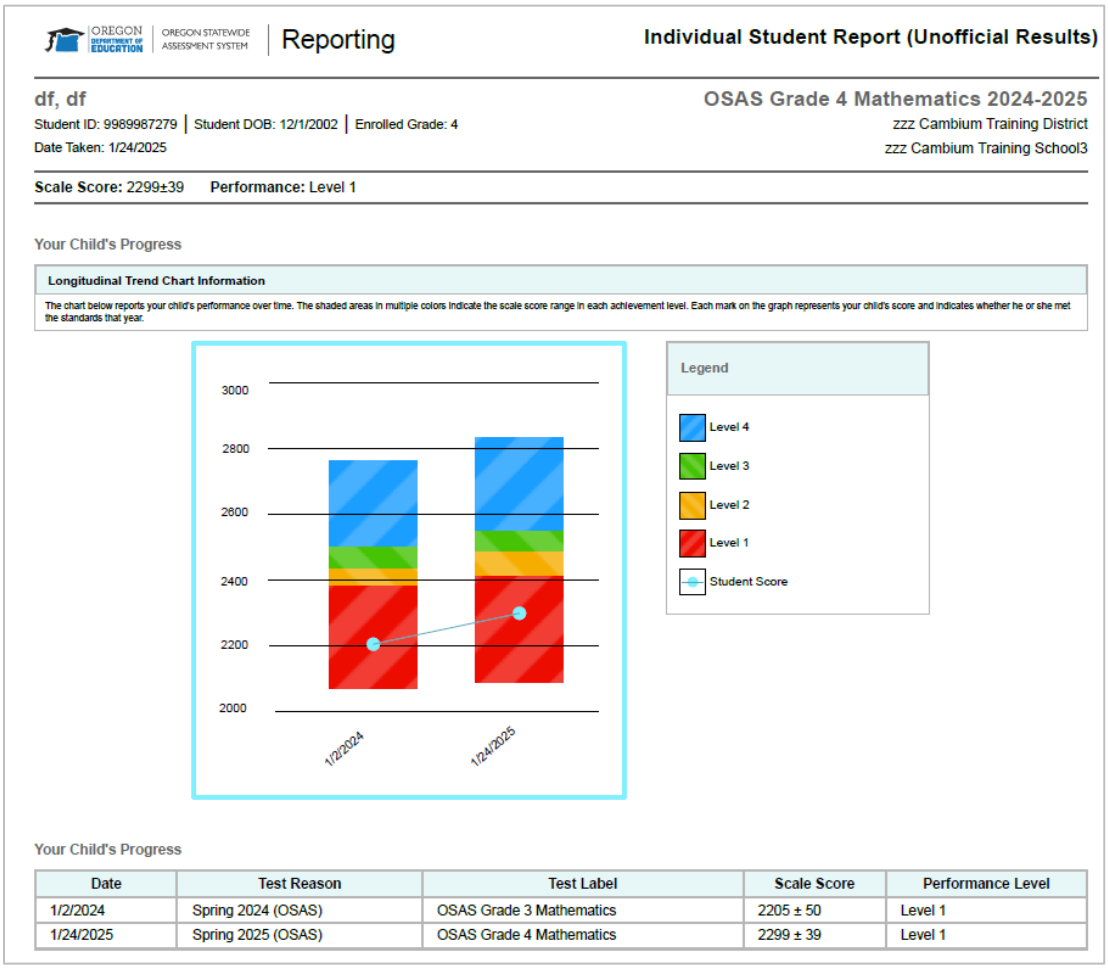
Domain	Performance Level	Domain Description
Listening	4	When listening, the student at Level 4 is working on: determining the meaning of general academic and content-specific words and phrases, and idiomatic expressions; participating in conversations and discussions, answering relevant questions and building on the ideas of others; determining the main idea or theme and explaining how it is supported by key details.
Reading	3	When reading grade-appropriate text, the student at Level 3 is working on: determining the meaning of key words, phrases and some idiomatic expressions; reading short literary or informational texts and identifying the main idea or theme and one or two supporting details; gathering information from written sources and identifying key information.
Speaking	4	When speaking, the student at Level 4 is working on: participating in conversations and discussions about a variety of topics, building on the ideas of others, expressing own ideas, and adding relevant information and evidence; recounting a detailed sequence of events with a beginning, middle and end; developing a topic with facts and details, using transitional words and phrases to connect events, ideas, and opinions.
Writing	3	When writing, the student at Level 3 is working on: producing and expanding simple and compound sentences; composing brief narratives or informational texts, including a few details; constructing a claim about a familiar topic, introducing the topic and providing a few supporting reasons or evidence; asking and answering questions, responding to others' comments, and adding own comments.

Information on Standard Error of Measurement

Like all test scores, these results potentially include some error. However, they are the best available estimate of the student's English proficiency, given the student's test performance on the ELPA21 Screener.

Note: While unofficial ELPA Summative and Alt ELPA results can be found in the Centralized Reporting System, official results can only be obtained from ODE data applications – ODE Central Login page.

Figure 61 Detail of Individual Student Report (ISR): Math Summative with Longitudinal Graph



OREGON DEPARTMENT OF EDUCATION | OREGON STATEWIDE ASSESSMENT SYSTEM | Reporting

Individual Student Report (Unofficial Results)

df, df

Student ID: 9989987279 | Student DOB: 12/1/2002 | Enrolled Grade: 4

Date Taken: 1/24/2025

OSAS Grade 4 Mathematics 2024-2025

zzz Cambium Training District

zzz Cambium Training School3

Scale Score: 2299±39 **Performance:** Level 1

Your Child's Progress

Longitudinal Trend Chart Information

The chart below reports your child's performance over time. The shaded areas in multiple colors indicate the scale score range in each achievement level. Each mark on the graph represents your child's score and indicates whether he or she met the standards that year.

Your Child's Progress

Date	Test Reason	Test Label	Scale Score	Performance Level
1/2/2024	Spring 2024 (OSAS)	OSAS Grade 3 Mathematics	2205 ± 50	Level 1
1/24/2025	Spring 2025 (OSAS)	OSAS Grade 4 Mathematics	2299 ± 39	Level 1

Generate and Export Individual Student Reports (ISR)

There are two ways to generate and export Individual Student Reports (ISR), with each ISR detailing a student's performance on a test opportunity:

- Select the button beside any listed individual student test opportunity to download a quick-printed ISR with a single click directly to your computer (not to the Secure File Center). This button is found beside each student name in the **Performance by Student** tab and the Student Performance on Test report, as well as beside each assessment name in the Student Portfolio report. An advantage of the quick print button is that it allows you to quickly download an ISR for any test opportunity in these reports, even if a student took the same assessment multiple times with the

same test reason. All quick-printed ISRs are detailed and in English. They do not include supplemental materials.

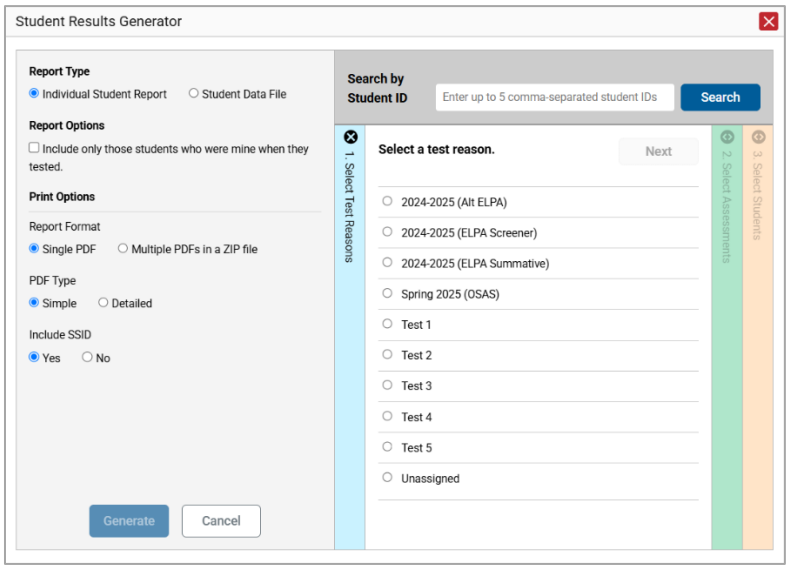
- **WARNING: This report contains Personally Identifiable Information (PII). Follow security protocols for handling secure materials when downloading and storing this report.**
- Use the Student Results Generator to export single or multiple ISRs to the ***Secure File Center***. You can select any combination of a test reason, assessments within a subject, and students to generate either a single ISR or multiple ISRs at once.

To use the Student Results Generator to export ISRs:

Click the **Download Student Results** button in the **Features & Tools** menu. The ***Student Results Generator*** window opens (Figure 62).

1. Depending what page you open the Student Results Generator from, the options available to you may be prepopulated or preselected; for example, the Student Portfolio Report prepopulates a single student, and the Student Performance on Test Report preselects a single test opportunity. (The filters applied to the page have no effect, however.) You can change the selections.

Figure 62. Student Results Generator Window with Default Selection



2. In the panel on the left, select **Individual Student Report**. Always do this before you make other selections. Switching between the **Individual Student Report** and **Student Data File** options may revert some selections.

3. *Optional*: Select **Include only those students who were mine when they tested.** This setting allows you to include students who were associated with you at the time of testing (regardless of their current associations). If you mark this checkbox, students who were not associated with you at the time of testing are excluded. Note: This option appears only if the reporting school year and time are set to the present in ***Change Reporting Time Period***.

4. If you're generating multiple ISRs, then under Report Format, choose either a single PDF for all the ISRs, or a ZIP file containing a separate PDF for each one. If you select **Single PDF**, the Student

Results Generator may nonetheless create a ZIP file of multiple PDFs depending on the number of schools, grades, and opportunities included. **Note: ISR files can be generated for a maximum of three schools at one time (in one zip file).**

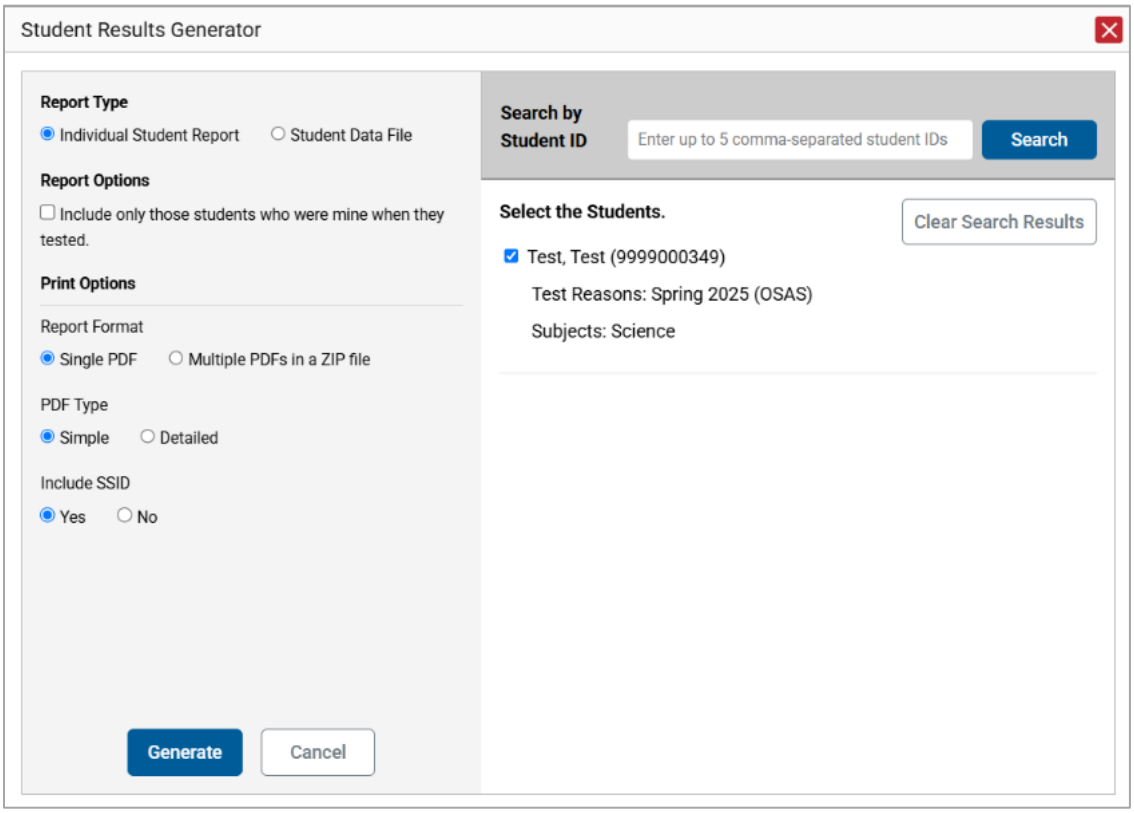
5. Under PDF Type, select either a simple or detailed PDF.

6. Select whether to include SSID on the ISR. Note that a student's SSID is considered Personally Identifiable Information and must be handled securely when downloaded, printed, or stored.

7. If the test opportunity options are not preselected, or if you want to change them, there are two ways to make selections:

   - Search for students. In the search field at the upper-right corner, enter up to 5 comma-separated student IDs and click **Search**. The resulting list of students and all the tests they've taken will replace any previous selections, as in **Error! Not a valid bookmark self-reference.**.

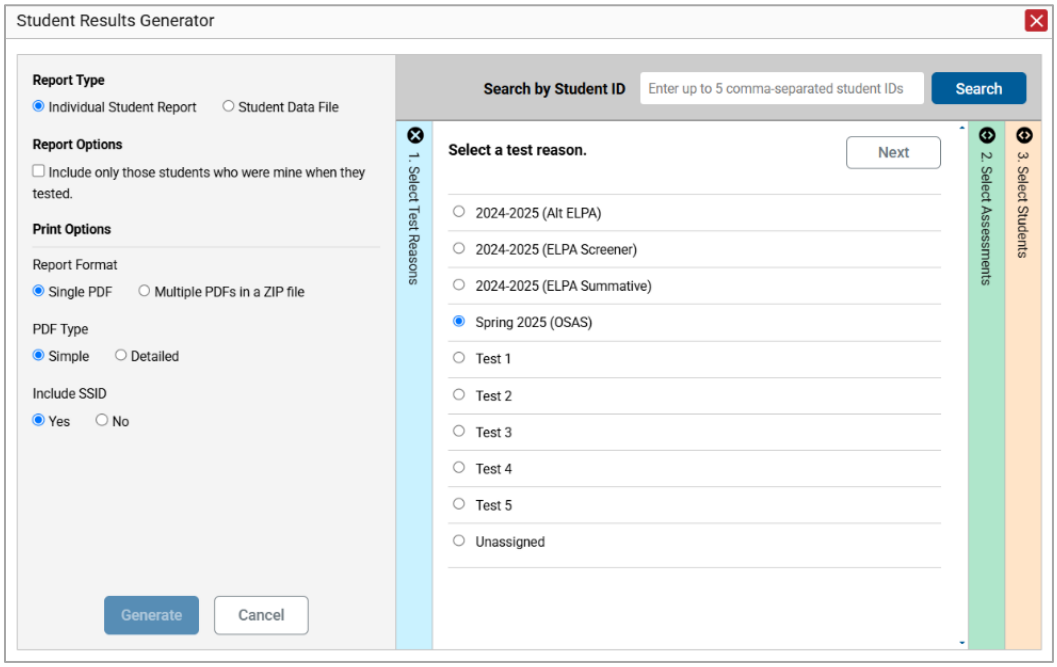
     Figure 63. Student Results Generator Window: Student Search Results



   - Make selections from the three sections with the vertical section bars. (If a student is prepopulated by the Student Portfolio Report, first remove the student by clicking **Clear Search Results**.) Starting from the left, click the section bars to expand them or use the **Next** and **Previous** buttons to navigate. Within each section you must make selections using the radio buttons and checkboxes:

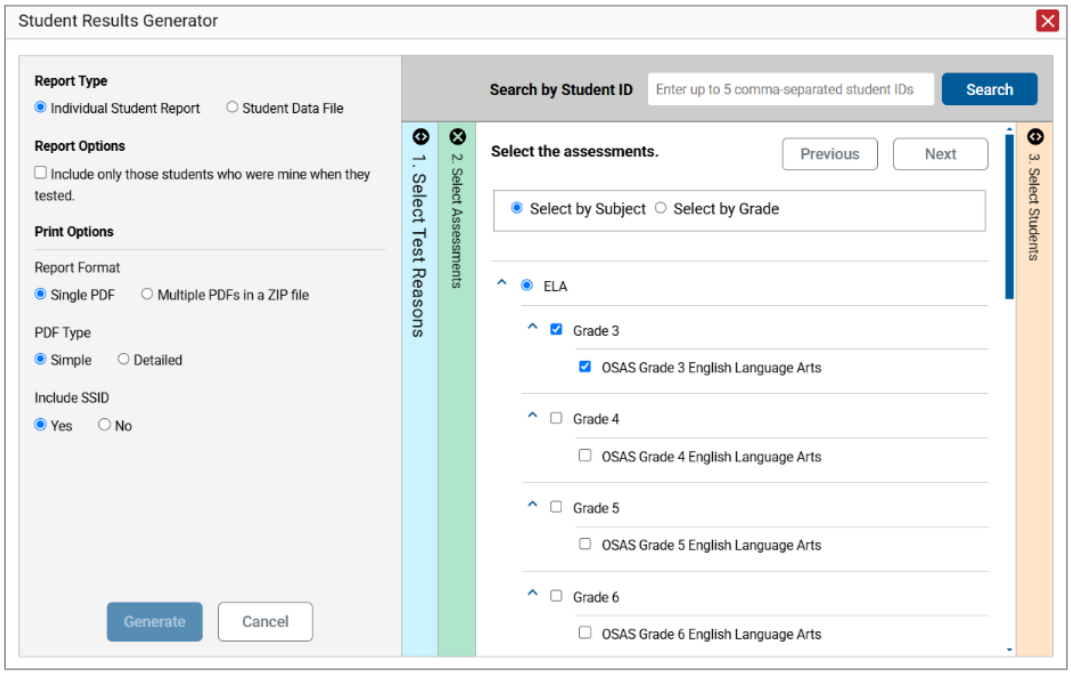
i. In the **Select Test Reason** accordion section (Figure 64), choose a test reason. Test reasons are either test windows or test categories.

Figure 64. Student Results Generator Window: Select Test Reasons Selection



ii. In the **Select Assessments** section (Figure 65), choose any number of tests or grade levels within a single subject.

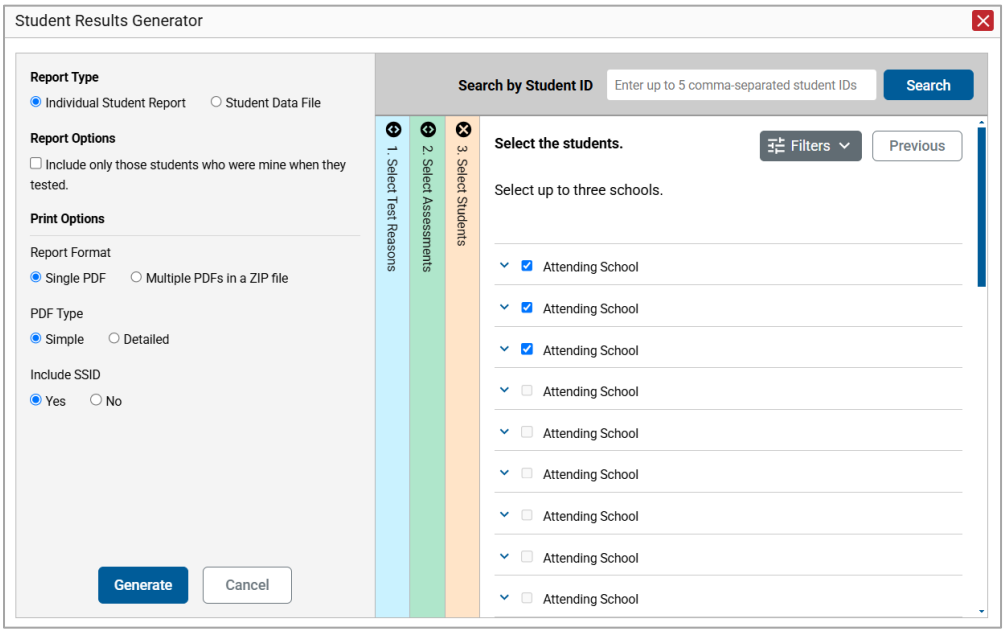
Figure 65. Student Results Generator Window: Select Assessments Section



iii. In the **Select Students** section (Figure 66), choose students from the expandable school and/or class (roster) options. If you're a district-level user, you may choose students from up to three schools.

- Sometimes the list of students is truncated. You can display the entire list by clicking **Click to Load More**.
- Note that marking the checkbox for a student in one class (roster) or school also marks it anywhere else the student appears, and the same goes for clearing the checkbox.

Figure 66. District-Level User Access: Student Results Generator Window: Select Student Selection



8. *Optional*: If you used the accordion sections to make your selections, then to set a range of processing dates for which to generate results, use the filter menu as follows:

   - Open the **Filters** menu. The menu displays two date fields (Figure 67).
   - Use the calendar tools to select dates, or enter them in the format `mm/dd/yyyy`.

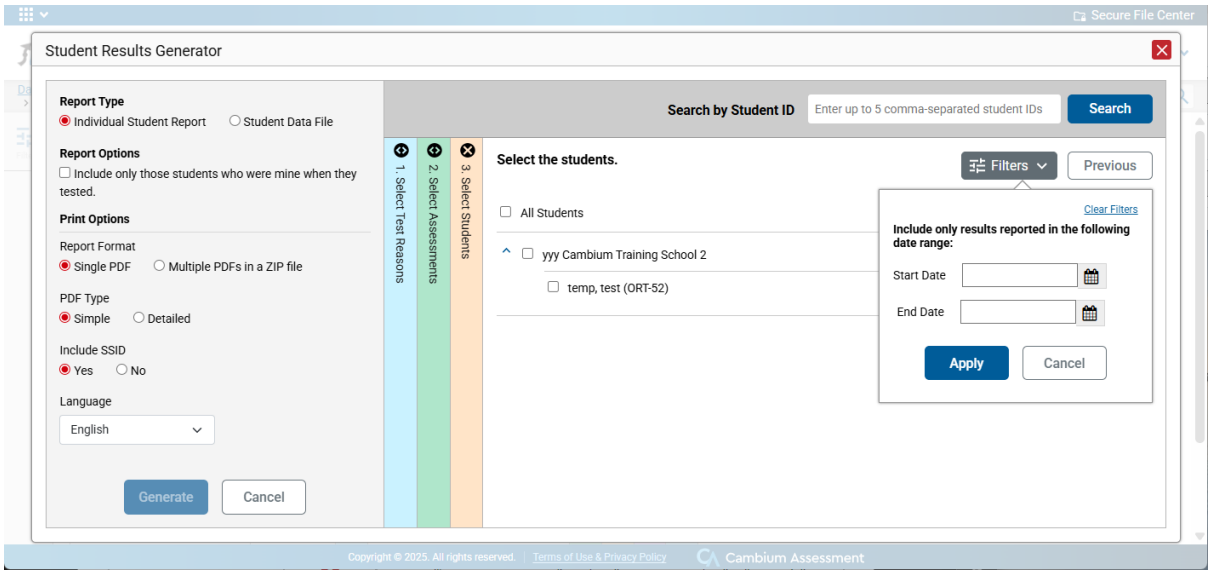
9. Click **Apply**.

10. From the Language dropdown list, select a language for the ISR.

11. *Optional*: To revert to including results for all available dates, reopen the filter menu, click **Clear Filters**, then click **Apply**.

    Note that due to hand scoring on some tests, the processing date is not always the same date the test was submitted.

Figure 67. School-Level User Access: Student Results Generator Window: Select Students Selection with Filter Menu Open



12. Click **Generate**. Once ISR generation is finished, the ***Secure File Center*** contains the new ISR(s) available for download.

Note that if a student took a test multiple times with the same test reason, only the most recent test opportunity will be included. You can create an ISR for another test opportunity by navigating directly to the report for that opportunity. Past test opportunities are marked with numbers (1) in reports, starting with the earliest.

Generate and Export Student Data Files

This section discusses student data files, which are useful for analysis.

To generate and export student data files, use the Student Results Generator. You can select any combination of a test reason, assessments, and student(s) to generate and export the files.

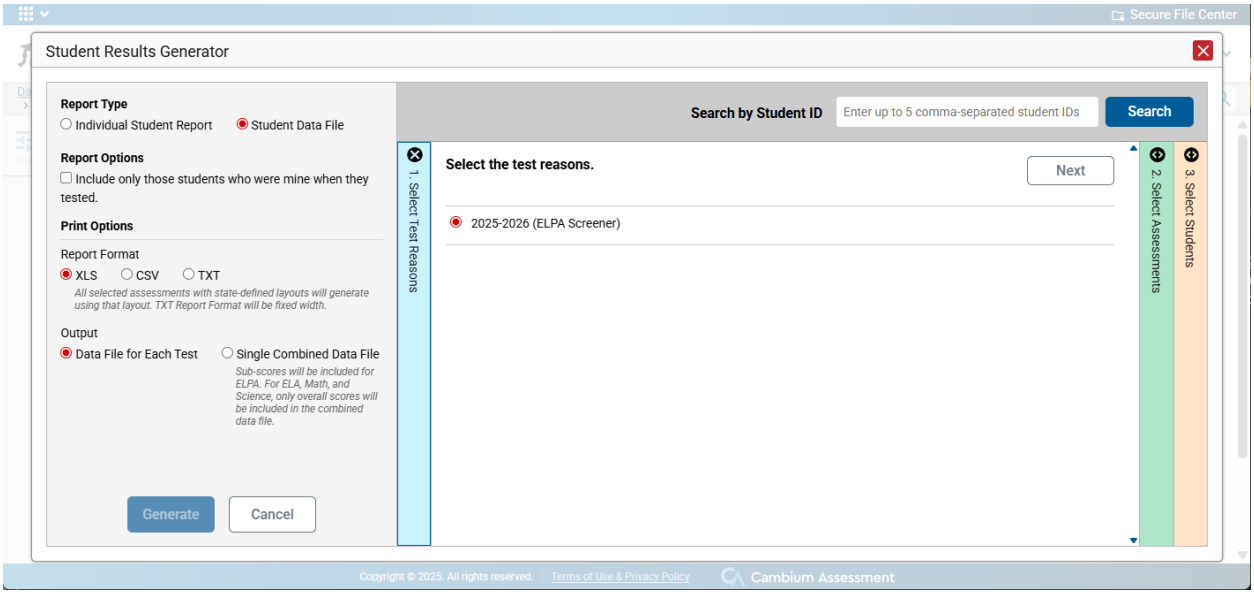
You can generate student data files from almost any report page.

1. Click the **Download Student Results** button in the *Features & Tools* menu. The ***Student Results Generator*** window opens.

Depending from which page you open the Student Results Generator, the options available to you may be prepopulated or preselected; for example, the Student Portfolio report prepopulates a single student, and the Student Performance on Test Report preselects a single test opportunity. (The filters applied to the page have no effect, however.) You can change the selections.

2. In the panel on the left, select **Student Data File**, as shown Figure 68. Always do this before you make other selections. Switching between the **Individual Student Report** and **Student Data File** options may revert some selections.

Figure 68. Student Results Generator Window



3. *Optional*: Select **Include only those students who were mine when they tested.** This setting allows you to include students who were associated with you at the time of testing (regardless of their current associations). If you select this checkbox, students who were not associated with you at the time of testing are excluded. Note that when you generate student data files using this setting, district and school associations and non-encrypted attributes reflect the testing date of each opportunity, not the reporting date.

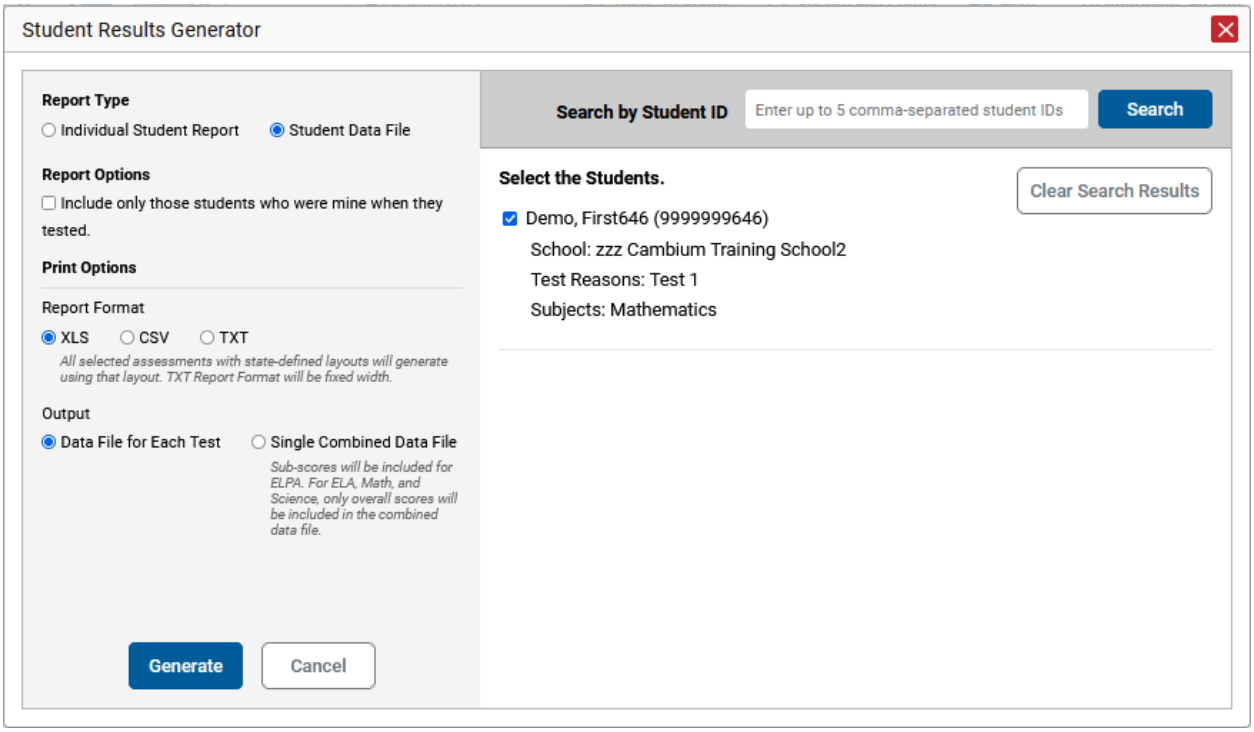
4. Under Report Format, select **XLS** (Excel .xlsx), **CSV** (comma-separated values), or **TXT** (tab-delimited text).

5. Under Output, select either **Data File for Each Test** or **Single Combined Data File**. Note that a single combined file does not include reporting categories. Large files may be split by school.

6. If the test opportunity options are not preselected, or if you want to change them, there are two ways to make selections:

    - Search for students. In the search field at the upper-right corner, enter up to 5 comma-separated student IDs and click **Search**. The resulting list of students and all the tests they've taken will replace any previous selections, as in Figure 69. To deselect and clear results, click **Clear Search Results**.

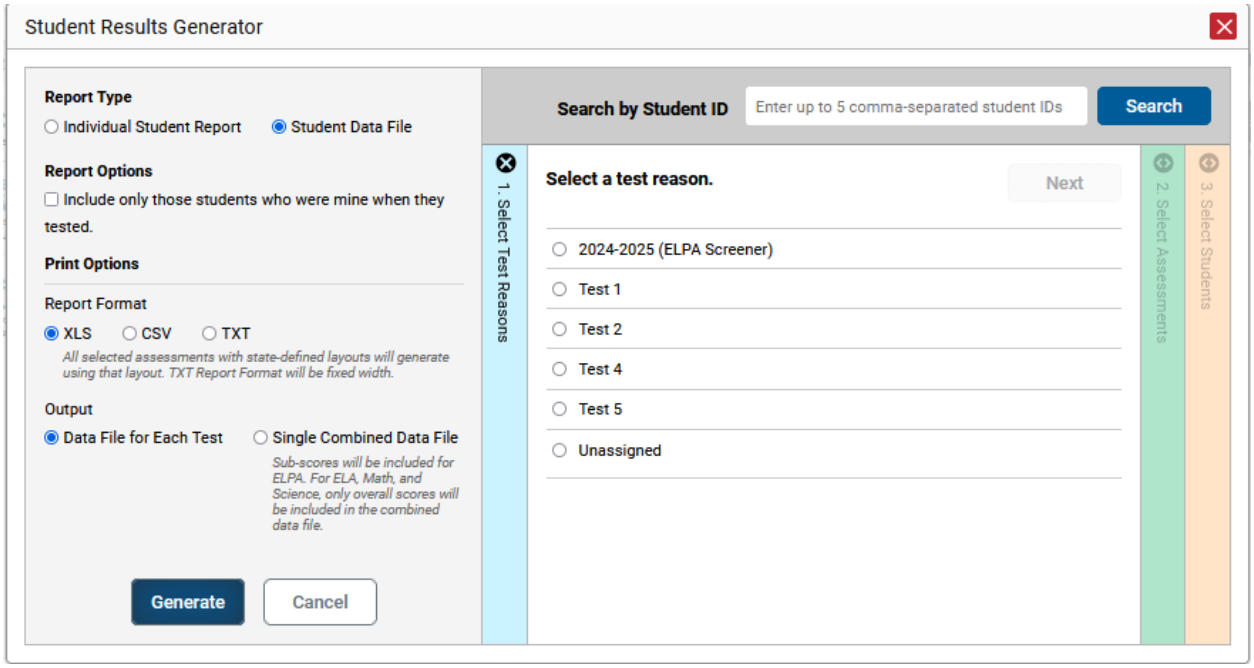
Figure 69. District-Level User Access: Student Results Generator Window: Student Search Results



- Use the three accordion sections. (If a student is prepopulated by the Student Portfolio report, first remove the student by clicking **Clear Search Results**.) Starting from the left, click the section bars to expand them or use the **Next** and **Previous** buttons to navigate. Within each section, you must make selections using the radio buttons and checkboxes:

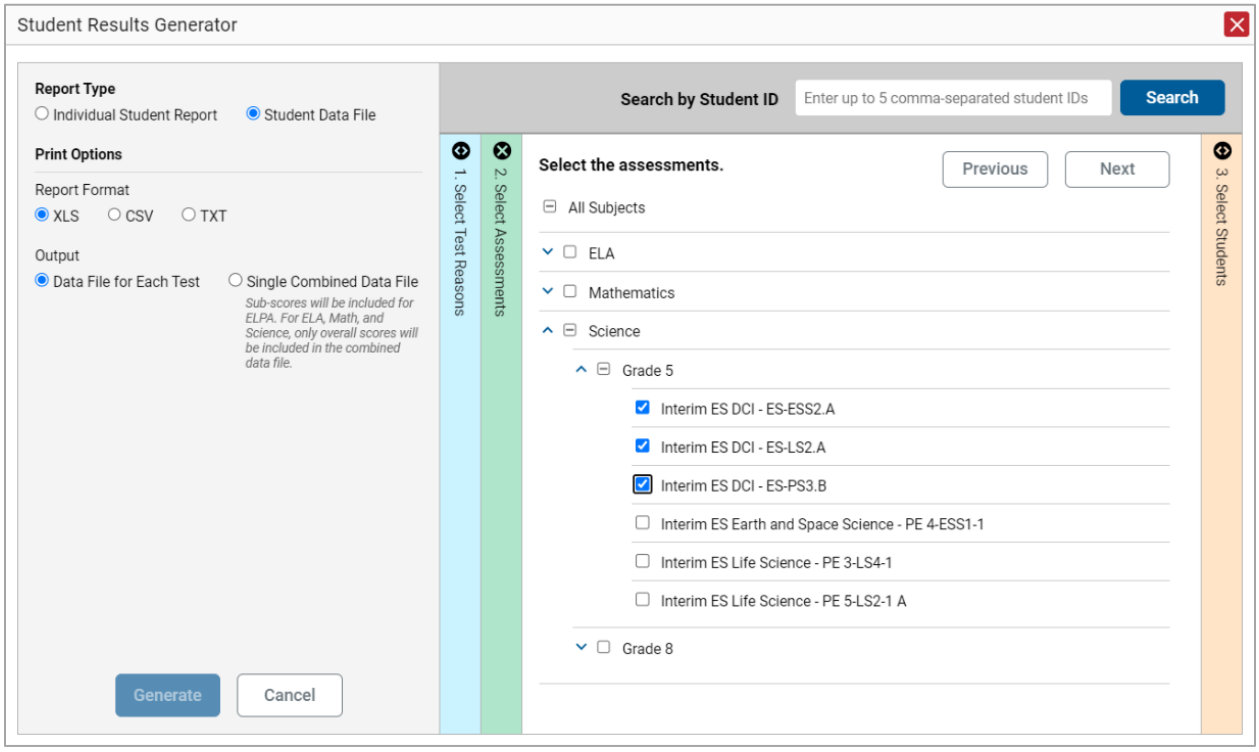
    i. In the **Select Test Reason** section (Figure 70), choose a test reason. Test reasons are either test windows or test categories.

Figure 70. Select Results Generator: Select Test Reason Section



ii. In the **Select Assessments** section (Figure 71), choose either **Select by Subject** or **Select by Grade**. Select the checkboxes beside the tests or groups of tests you want to include in the report or select **All Subjects**.

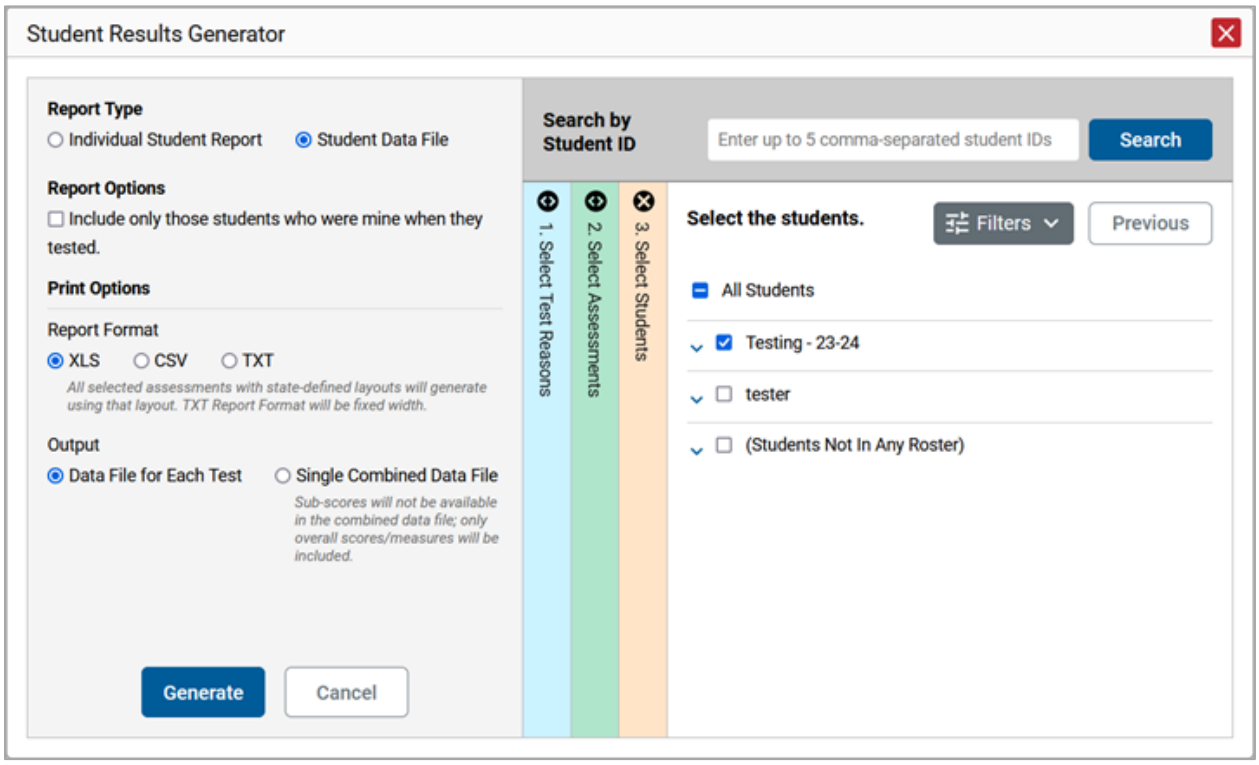
Figure 71. Student Results Generator Window: Select Assessments Section



iii. In the **Select Students** section (Figure 72), select any number of students from the expandable school and/or class (roster) options.

- Sometimes a list of students is truncated. You can display the entire list by clicking **Click to Load More**.
- Marking the checkbox for a student in one class (roster) or school also marks it anywhere else the student appears, and the same goes for clearing the checkbox.

Figure 72. District-Level Access: Student Results Generator Window: Select Students Section



7. *Optional*: If you used the accordion sections to make your selections, then to set a range of processing dates for which to generate results, use the filter menu as follows:

8. Open the *Filters* menu (Figure 73). The menu displays two date fields.

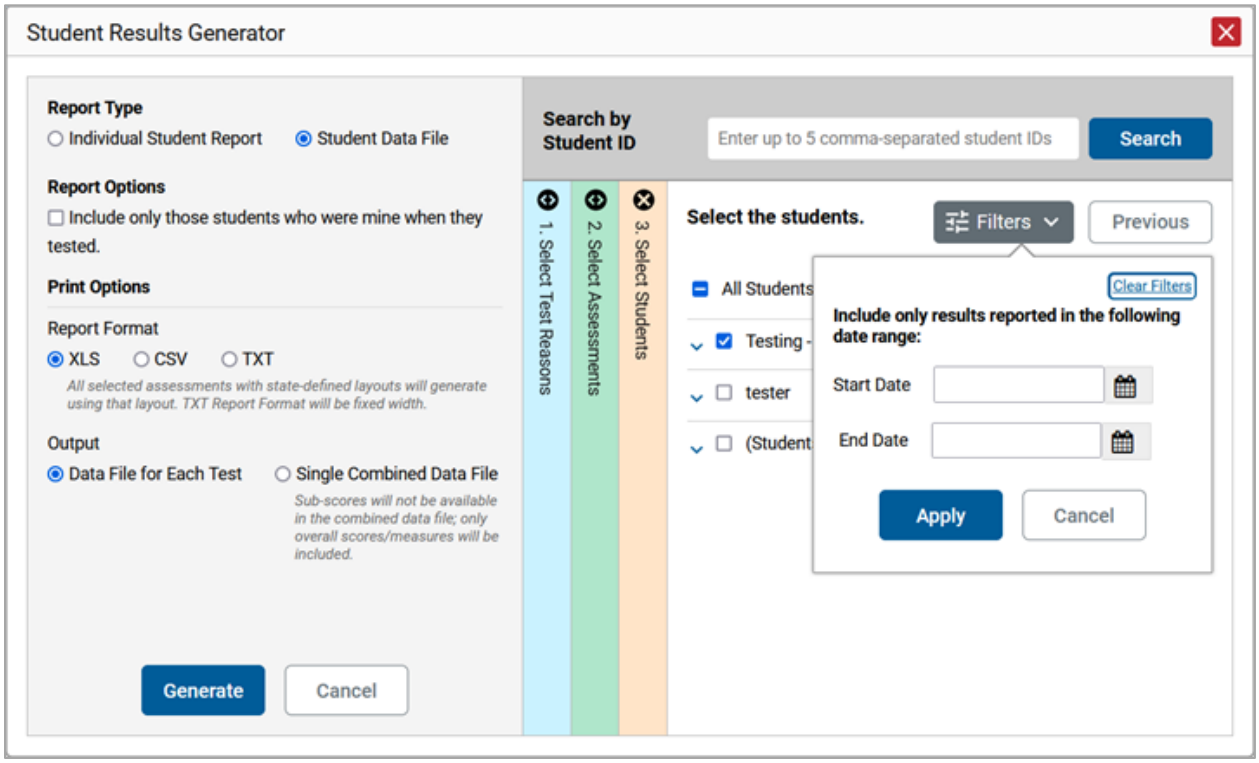
9. Use the calendar tools to select dates, or enter them in the format `mm/dd/yyyy`.

10. Click **Apply**.

11. *Optional*: To revert to including results for all available dates, reopen the filter menu, click **Clear Filters**, then click **Apply**.

Note that due to hand scoring on some tests, the processing date is not always the same date the test was submitted.

Figure 73. District-Level User Access: Student Results Generator Window: Select Students Section with Filter Menu Options



12. Click **Generate**. Once data file generation is finished, the Secure File Center contains the new student data file(s) available for download.

Note that if a student took a test multiple times, the files will include each test opportunity.

The data file values are formatted as text, and you may want to convert them to number format as you work with these data.

Generate and Export Student Writing Responses

You can export PDFs listing students' responses to certain writing items. Each page in these PDFs contains details about a student and item, including the score or condition code, followed by the student's response. Writing response PDFs may help you evaluate students' writing in greater depth.

To generate and export writing response PDFs, use the Student Results Generator. You can select any combination of a test reason, eligible assessments containing writing items (as determined by your assessment program), and students. Writing response PDFs can be exported from almost any report page.

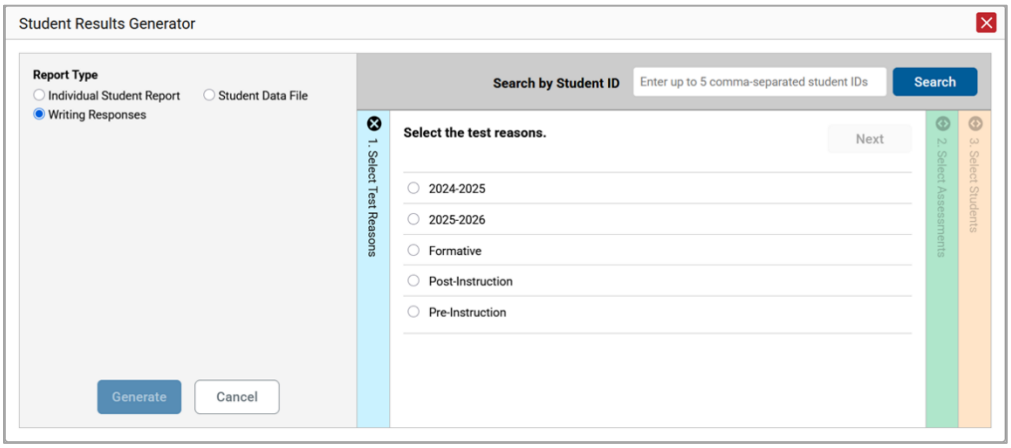
3. Click the **Download Student Results** button in the *Features & Tools* menu. The ***Student Results Generator*** window opens.

Depending what page you open the Student Results Generator from, the options available to you may be prepopulated or preselected; for example, the Student Portfolio report prepopulates a

single student, and the Student Performance on Test report preselects a single test opportunity. (The filters applied to the page have no effect, however.) You can change the selections in a later step.

4. In the panel on the left, select **Writing Responses**, as in Figure 74. Always do this before you make other selections. Switching between the options may revert some selections.

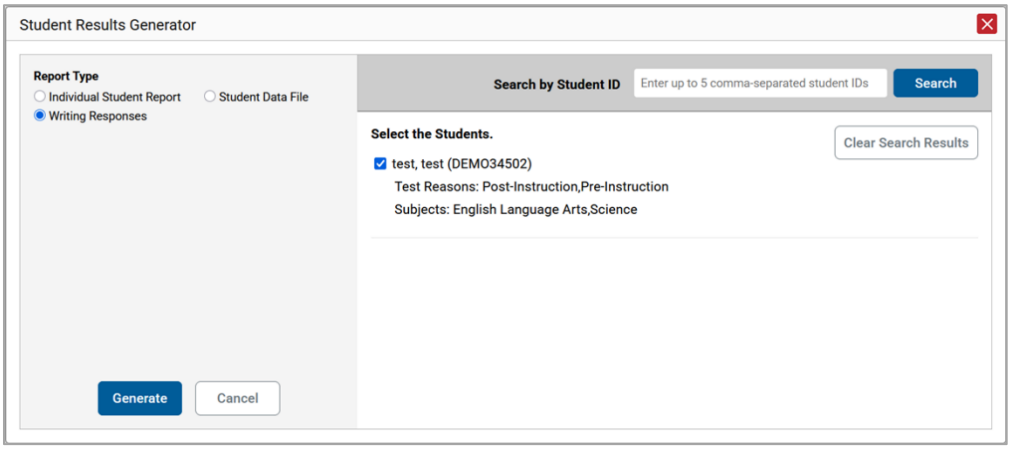
Figure 74. Student Results Generator Window



7. If the test opportunity options are not preselected, or if you want to change them, there are two ways to make selections:

- Search for students. In the search field at the upper-right corner, enter up to 5 comma-separated student IDs and click **Search**. The resulting list of students and all the tests they've taken will replace any previous selections, as in Figure 75**Error! Reference source not found.**. To deselect and clear results, click **Clear Search Results**.

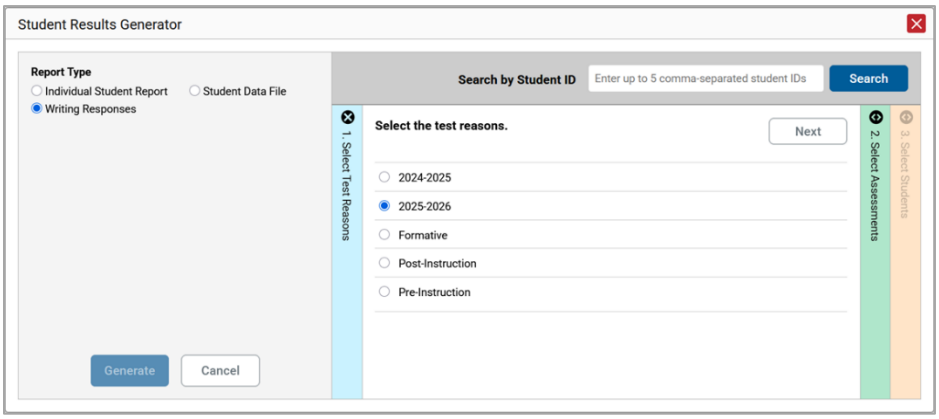
Figure 75. Student Results Generator Window: Student Search Results



- Use the three accordion sections. (If a student is prepopulated by the Student Portfolio Report, first remove the student by clicking **Clear Search Results**.) Starting from the left, click the section bars to expand them or use the **Next** and **Previous** buttons to navigate. Within each section, you must make selections using the radio buttons and checkboxes:

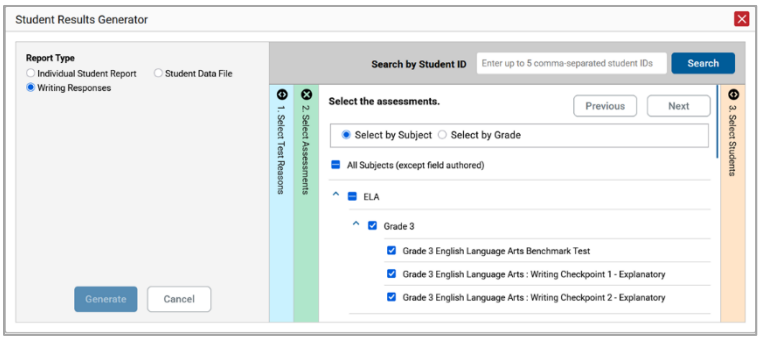
i. In the **Select Test Reasons** section (Figure 76**Error! Reference source not found.**), choose a test reason. Test reasons are either test windows or test categories.

Figure 76. Student Results Generator Window: Select Test Reason Section



ii. In the **Select Assessments** section (Figure 77**Error! Reference source not found.**), choose either **Select by Subject** or **Select by Grade**. Select the checkboxes beside the tests or groups of tests you want to include in the report, or select **All Subjects** or **All Grades**.

Figure 77. Student Results Generator Window: Select Assessments Section



iii. In the **Select Students** section (Figure 78**Error! Reference source not found.**), select any number of students from the expandable school and/or class (roster) options.

- Before choosing students, you may filter by a date range. Open the *Filters* menu, select start and end dates (Figure 79**Error! Reference source not found.**), and click **Apply**. Students are filtered by Reporting processing date, which is not always the same as the date a test was taken. Clicking **Clear Filters** and then **Apply** clears the filter.
- Sometimes a list of students is truncated. You can display the entire list by clicking **Click to Load More**.
- Selecting the checkbox for a student in one class (roster) or school also selects it anywhere else the student appears, and the same goes for clearing the checkbox.

Figure 78. Teacher View: Student Results Generator Window: Select Students Section

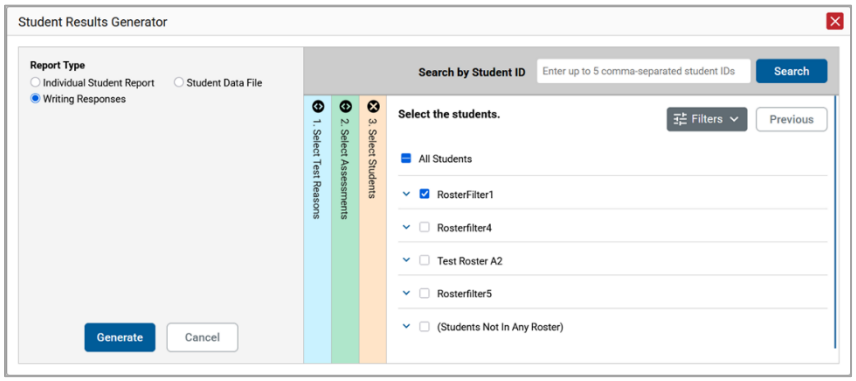
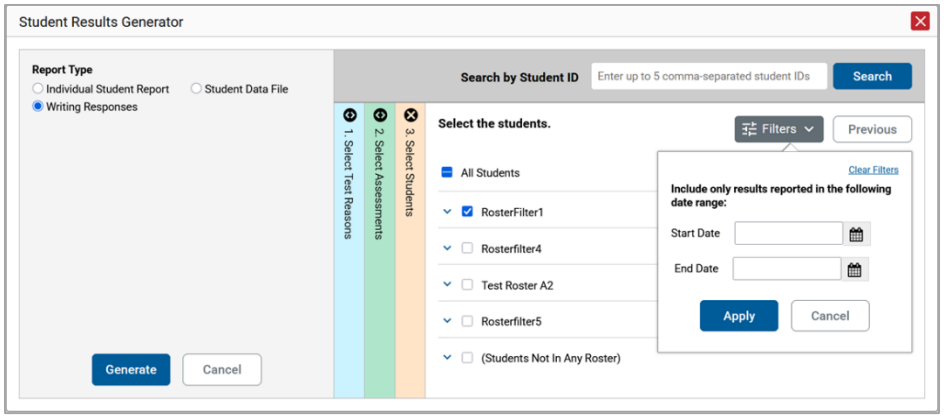


Figure 79. Teacher View: Student Results Generator Window: Select Students Section with Filters Menu Open



5. Click **Generate**. Once file generation is finished, the Secure File Center contains the writing response PDF(s) available for download.

Note that if a student took a test multiple times, the files may include each test opportunity, depending on your selections.

Score Items

The Reporting System allows authorized users to score certain items on interim and benchmark tests.

- Some items that require hand scoring arrive in the Reporting System without any scores. For example, all short answer items on ELA/Math Interims require hand scoring. If a test contains unscored items, its performance data is excluded from your reports until an authorized user scores all the unscored items in at least one opportunity of that test.
- Other items arrive in the Reporting System with automated scores suggested by the machine scoring system, which authorized users can override if necessary. For example, all full write ELA Interim items have machine-suggested scores that can be overridden.

Navigate Scoring Mode and Use Filters

When you have tests with unscored items, a **Tests To Score** notification appears in the banner.

1. In the banner, click **Tests To Score**.

2. If the ***Select School*** page appears, make a selection and click **Continue**. The ***Scoring Mode*** window opens and the scoring ***Dashboard*** appears.

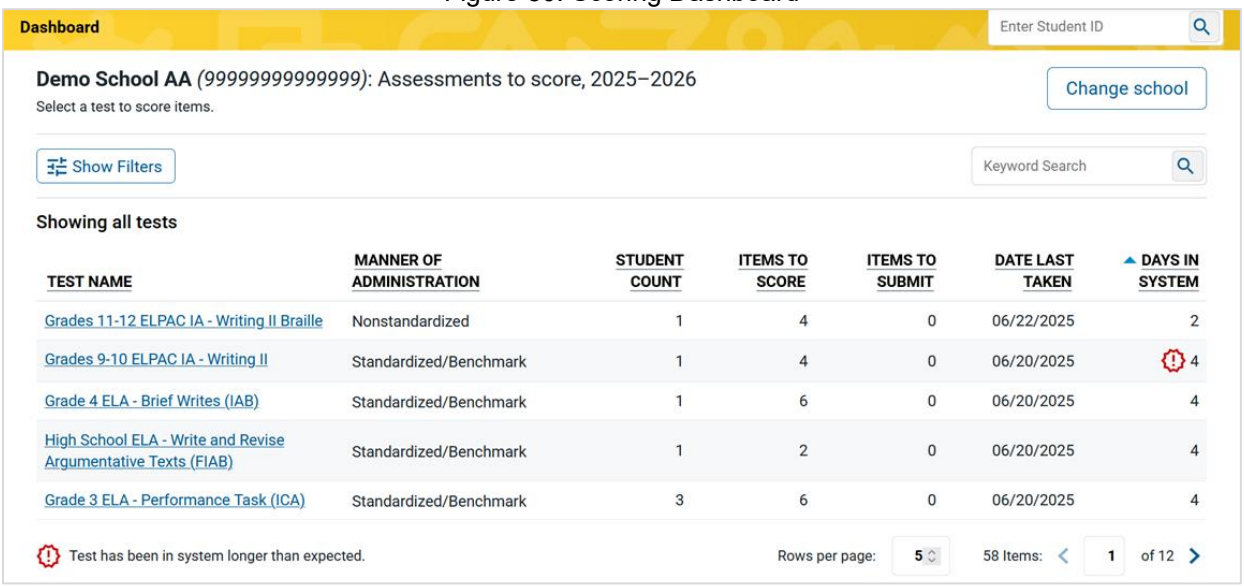
The scoring ***Dashboard***, ***Test Scoring*** page, and pages of student search results all contain tables. You can sort most table columns by selecting the headers, customize tables using the *Rows per page* box at the bottom of each, and navigate tables using the page number box and arrow buttons beside *Rows per page*.

To return to reports, select ☒ at the top-right corner. The ***Scoring Mode*** window closes.

Use the Dashboard

The scoring ***Dashboard*** (Figure 80) displays a table of assessments.

Figure 80. Scoring Dashboard



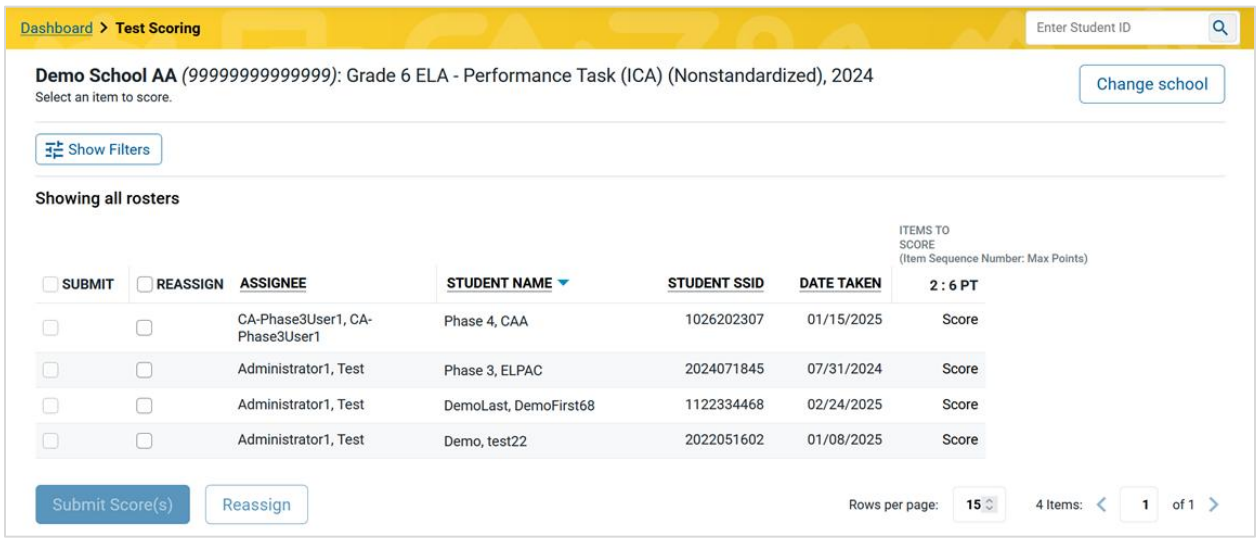
TEST NAME	MANNER OF ADMINISTRATION	STUDENT COUNT	ITEMS TO SCORE	ITEMS TO SUBMIT	DATE LAST TAKEN	DAYS IN SYSTEM
Grades 11-12 ELPAC IA - Writing II Braille	Nonstandardized	1	4	0	06/22/2025	2
Grades 9-10 ELPAC IA - Writing II	Standardized/Benchmark	1	4	0	06/20/2025	4
Grade 4 ELA - Brief Writes (IAB)	Standardized/Benchmark	1	6	0	06/20/2025	4
High School ELA - Write and Revise Argumentative Texts (FIAB)	Standardized/Benchmark	1	2	0	06/20/2025	4
Grade 3 ELA - Performance Task (ICA)	Standardized/Benchmark	3	6	0	06/20/2025	4

For each assessment, this table displays the test name, test reason, number of your students whose opportunities need to be scored, number of item responses that need scoring or are scored and ready for submission, most recent date of test completion, and number of days each assessment has been awaiting hand scoring.

- A red exclamation icon indicates that an assessment's scores have not been entered within the expected time frame. You should prioritize scoring and submitting these assessments.
- To search the table, type part of a test name or manner of administration in the *Keyword Search* text box at the top right, then select . To clear, select **Clear Search Results**.
- Selecting a test name opens the ***Test Scoring*** page.

Use the Test Scoring Page

Figure 81. Test Scoring Page



To navigate to the ***Test Scoring*** page from the scoring ***Dashboard*** (Figure 80), select the name of a test.

The ***Test Scoring*** page (Figure 81) displays a list of students and items awaiting scoring for the selected test, along with the date the test was taken. It also lists the user to whom each item is assigned. The *Items to Score* columns contain each item's sequence number in the header, followed by the maximum number of points for the item.

Each item is listed with the word **Score** (if unscored) or the current numeric score of the item (if scored but unsubmitted). Both link to the ***Item Scoring*** page, except when the item is not assigned to you. Condition codes are represented by the score **0**.

You can use the ***Test Scoring*** page to submit scored items for processing, as described in Submit Scored Test Opportunities for Processing or to reassign items for scoring, as described in Reassign Test Opportunities to Be Hand-Scored.

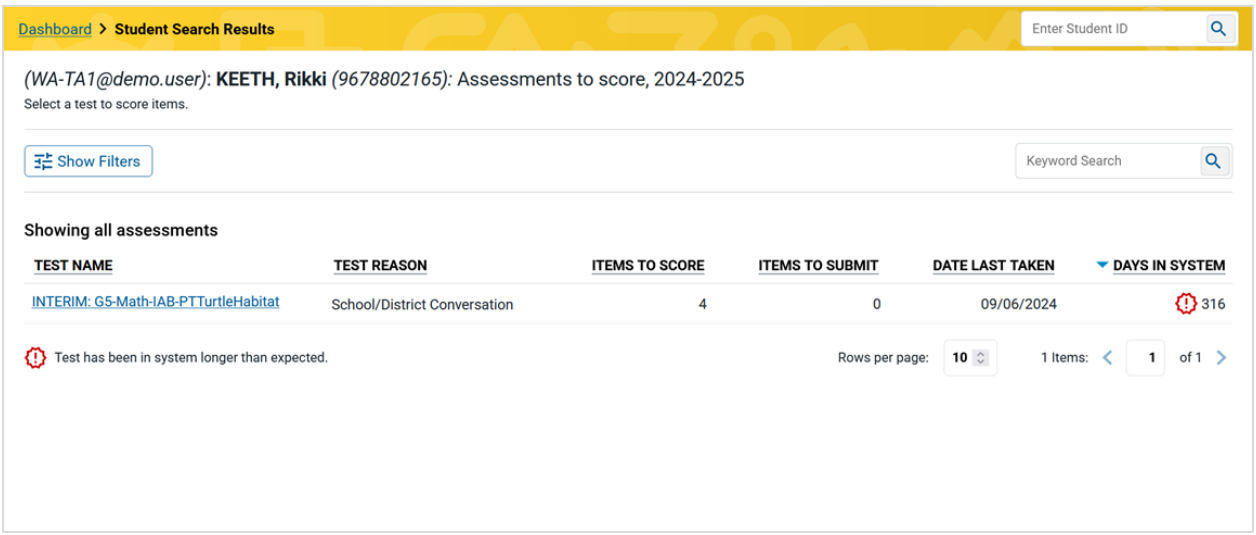
To return to the scoring ***Dashboard***, select the **Dashboard** link at the top left.

Search for a Student

To access a table with a student's hand-scorable assessments, enter their ID in the *Enter Student ID* search box at the top-right corner of any page. Select . Search results appear (Figure 82) The table has the same features as the ***Dashboard***, as described in Use the Dashboard.

You can select a test name to navigate to the ***Test Scoring*** page.

Figure 82. Page of Student Search Results



From any page of student search results, select the **Dashboard** link at the top left to return to the ***Dashboard***.

Filter the Dashboard, Test Scoring Page, or Search Results

The *Filters* panel available on the scoring ***Dashboard***, ***Test Scoring*** page, and pages of student search results allows you to filter the tables.

1. Select **Show Filters** at the top left. The panel expands.

2. Make your selections from the dropdown lists. The dropdowns available vary by page.

    - *Test Groups* allows you to select test types, subjects, and test grades using the checkboxes. You can select ⌄ to expand test group hierarchies.

        - *Optional*: Select the checkbox labeled **Make these my default selections** to make your test group choices persist across login sessions.

    - *Test Reasons* allows you to filter by a test reason or by **All Test Reasons**.

    - *Rosters* allows you to filter by a class (roster) or by **All Rosters**.

2. *Optional*: To clear your selections, select **Reset Filters**.

3. Select **Apply Filters**. The table updates. All the pages you can navigate to from the current page are now filtered in the same way.

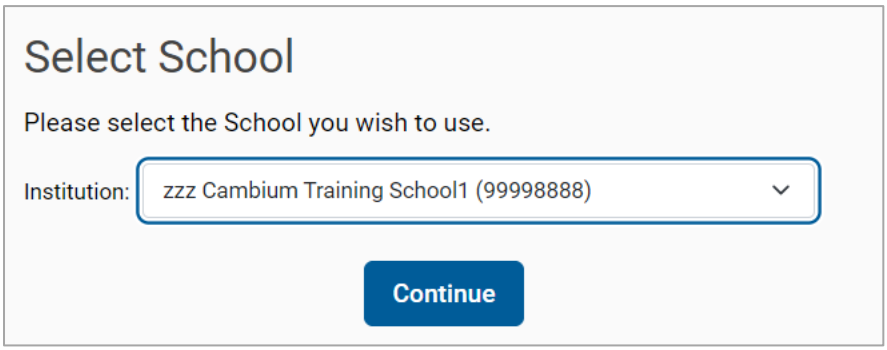
You can also reset the filters by selecting **Reset Filters** above the table.

Change the Selected School

Scoring mode allows you to score the item responses for only one school's test opportunities at a time. If you are associated with multiple schools, you may change the selected school in order to score the test opportunities from other schools.

1. To change the selected school, click **Change School** in the top-right corner of the ***Dashboard***. The ***Select School*** page appears.

Figure 83. Select School Page



2. From the **Institution** drop-down menu, select the school whose student responses you wish to score.
3. Click **Continue**. The ***Dashboard*** page appears, displaying the tests available for the selected school.

State- and District-Level Users: Download Reports on Assessments Awaiting Hand Scoring

On the ***Select School*** page, state- and district-level users may have the option to download Excel (XLSX) reports listing opportunities that have been in the system that are awaiting hand scoring. The information in these reports calculates overnight, not on demand.

- A state-level user downloads a single report that lists opportunities by district and by school.
- A district-level user associated with just one district downloads a single report that lists opportunities by school in that district.
- A district-level user associated with more than one district downloads one report for each district, each listing opportunities by school in that district.

The ***Select School*** page appears when you log in or select **Change School**. On the right side of the page, select the download button to download the report or reports to your computer.

Score Unscored Items

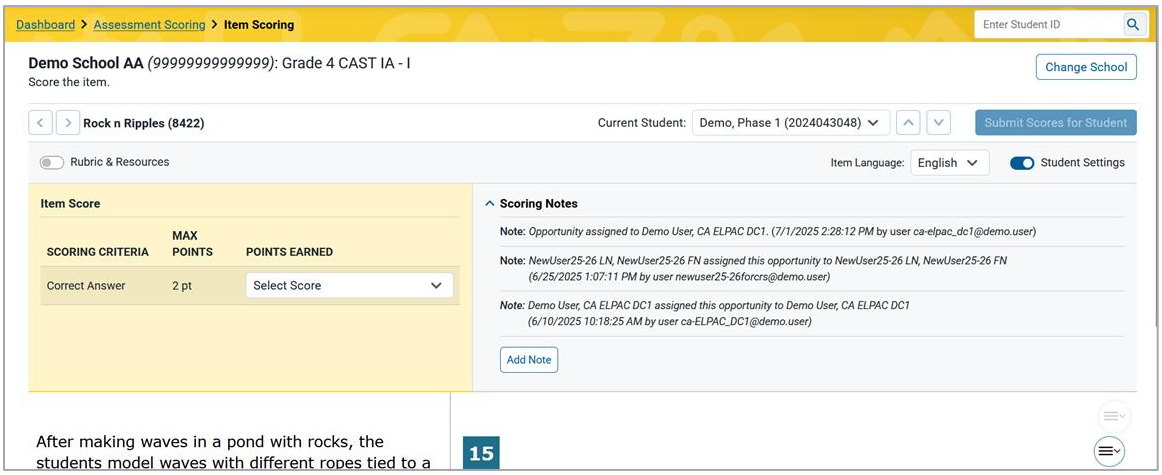
In order for a student's test performance to be recorded, you need to score all hand-scorable item responses on that test.

1. To enter scores for an item response, select the item scoring link in the student's row on the ***Test Scoring*** page. The ***Item Scoring*** page appears (Figure 84).

   This page contains an *Item Score* section, a *Scoring Notes* section, and the item itself with the student's response, along with some other controls.

2. *Optional*: When the **Rubric & Resources** switch is turned on, you can review the item's scoring rubric and any other available resources. The switch setting persists across login sessions.

Figure 84. Item Scoring Page



3. *Optional*: When the **Student Settings** switch is turned on, any visual settings the student used during the test, such as large font, are shown on the item. The switch setting persists across login sessions.

4. Scroll down to review the student's entered response. From the *Item Score* section dropdown list, select a number of points or a condition code. For more information about condition codes, refer to Condition Codes.

   - If the item has multiple scoring criteria, select a number of points or condition code for each. When assigning condition codes to multiple scoring criteria, note that some related criteria may require the codes to be the same.

5. *Optional*: If you wish to provide an explanation to other users for why you assigned the given score or condition code, click **Add Note** in the *Scoring Notes* section, then enter your comment. Scoring notes save automatically.

   - You can edit or delete any note you create here by selecting ✎ or 🗑. Reassignment notes cannot be edited or deleted on this page.

   - All notes will be deleted when scores are submitted, as described in

6. To continue scoring items, do one of the following:

   - To view another item for the same student, select < or > at the top-left corner.
   - To view the same item for another student, use the dropdown list of student names above the item or select ^ or v to the right of the dropdown.
   - To select another item manually from the ***Test Scoring*** page, use the **Test Scoring** link at the top-left corner.

   If you need to change the entered score for an item response, you can return to that item by clicking its numeric score on the ***Test Scoring*** page.

Once scores are entered for all unscored items in a test opportunity, you may submit that opportunity for processing, as described in Submit Scored Test Opportunities for Processing.

In order for a test opportunity's scores to be recorded, you will need to submit it for processing. You may only submit an opportunity once scores or condition codes have been entered for every hand-scored item on the test.

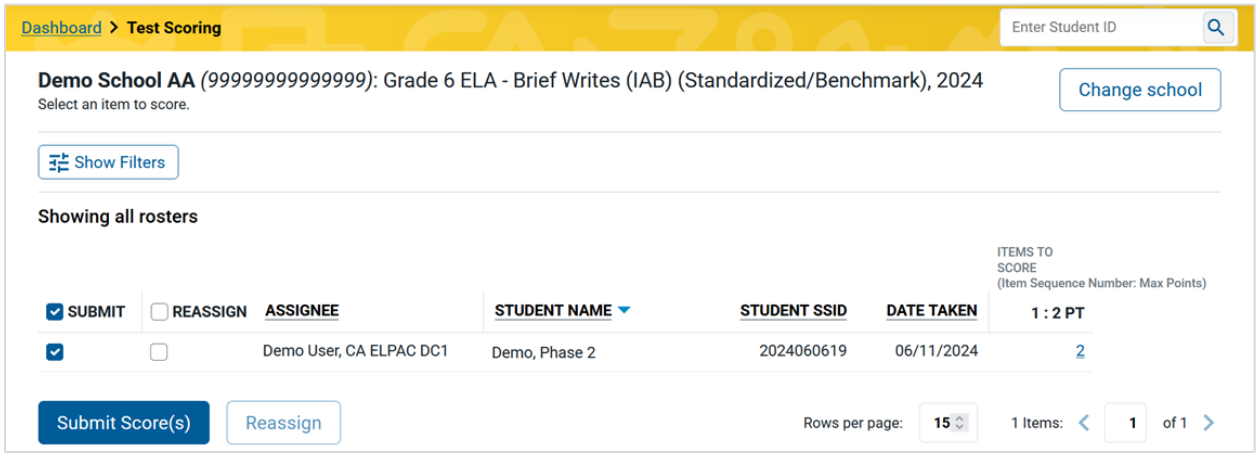
To submit a fully scored test opportunity directly from the ***Item Scoring*** page, select **Submit Scores for Student** at the top-right corner. In the confirmation pop-up, select **Continue**. The opportunity is submitted for processing and removed from hand scoring. If another student who took this test has an opportunity available in the system, an ***Item Scoring*** page for that opportunity appears.

You can also submit test opportunities from the ***Test Scoring*** page, as described below.

1. From the ***Test Scoring*** page (Figure 85), select the checkbox in the *Submit* column for each opportunity you wish to submit.

   - You can select the checkbox at the top of the *Submit* column to select all fully scored opportunities at once.

Figure 85. Test Scoring Page: Submitting an Opportunity



2. Click **Submit Score(s)** in the bottom-left corner of the page.

3. In the confirmation window that pops up, click **Continue**. The selected opportunities are submitted for processing and removed from hand scoring.

Submit Scored Test Opportunities for Processing

In order for a test opportunity's scores to be recorded, you will need to submit it for processing. You may only submit an opportunity once scores or condition codes have been entered for every hand-scored item on the test.

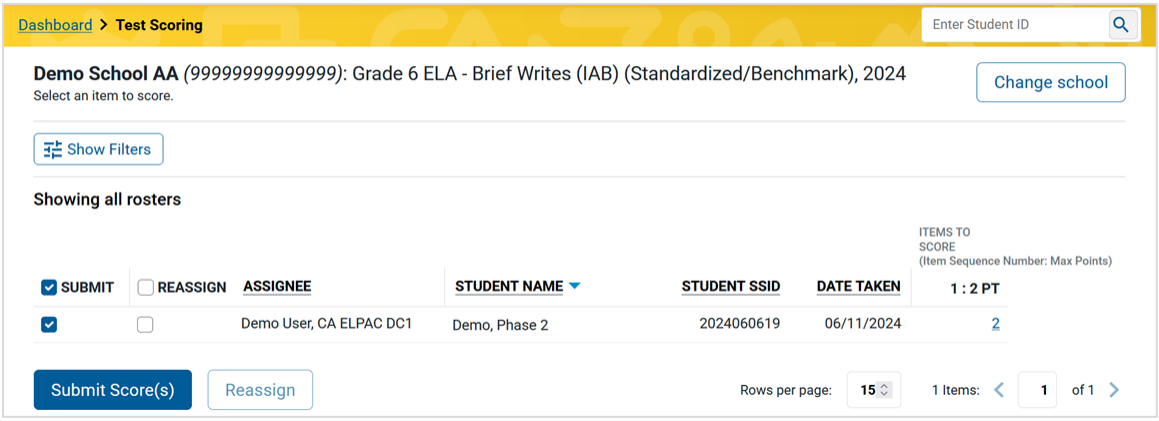
To submit a fully scored test opportunity directly from the ***Item Scoring*** page, select **Submit Scores for Student** at the top-right corner. In the confirmation pop-up, select **Continue**. The opportunity is submitted for processing and removed from hand scoring. If another student who took this test has an opportunity available in the system, an ***Item Scoring*** page for that opportunity appears.

You can also submit test opportunities from the ***Test Scoring*** page, as described below.

1. From the ***Test Scoring*** page (Figure 86), select the checkbox in the *Submit* column for each opportunity you wish to submit.

    - You can select the checkbox at the top of the *Submit* column to select all fully scored opportunities at once.

Figure 86. Test Scoring Page: Submitting an Opportunity



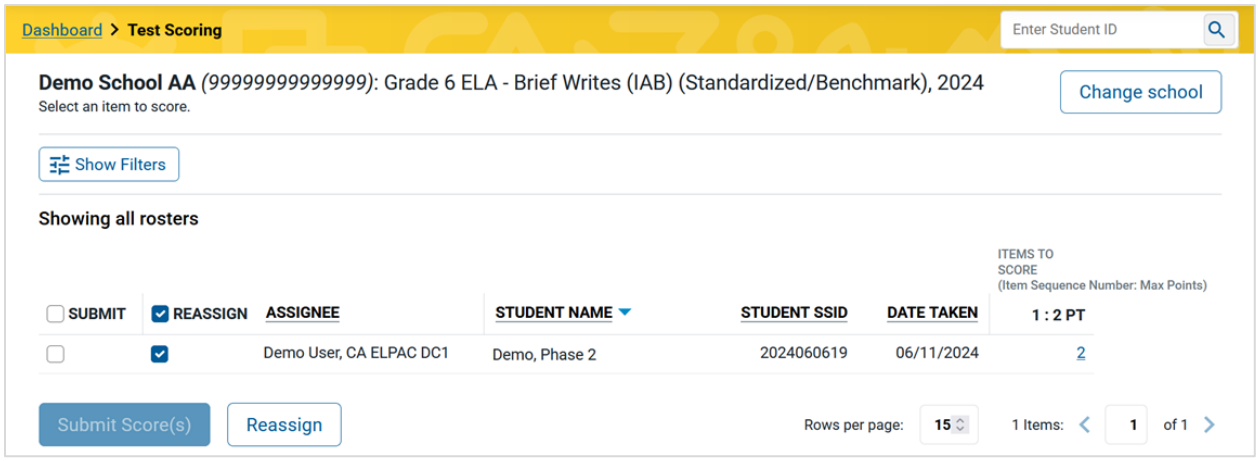
2. Click **Submit Score(s)** in the bottom-left corner of the page.

3. In the confirmation window that pops up, click **Continue**. The selected opportunities are submitted for processing and removed from hand scoring.

Reassign Test Opportunities to Be Hand-Scored

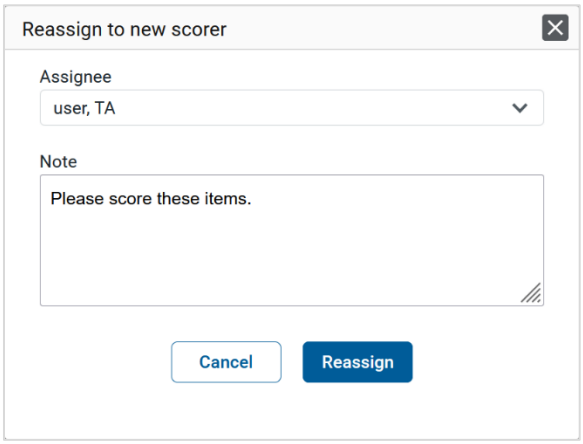
On the ***Test Scoring*** page (Figure 87), you may reassign test opportunities to different users for scoring. Non-administrators will not be able to view any opportunities not assigned to them. If you are an administrator, you may assign opportunities to yourself.

Figure 87. Test Scoring Page: Reassign an Opportunity



1. Select the test opportunities you want to reassign using the checkboxes in the *Reassign* column. Select the **Reassign** button. A pop-up appears (Figure 88).

Figure 88. Reassign to New Scorer Pop-Up



2. From the dropdown list, select an assignee. You can select yourself by selecting **Assign to me**.

3. Enter any notes you would like to address to the assignee. These notes will appear in the *Scoring Note* section of each reassigned item. Regardless of whether any notes are entered, an automatically generated note indicates who reassigned the item to whom.

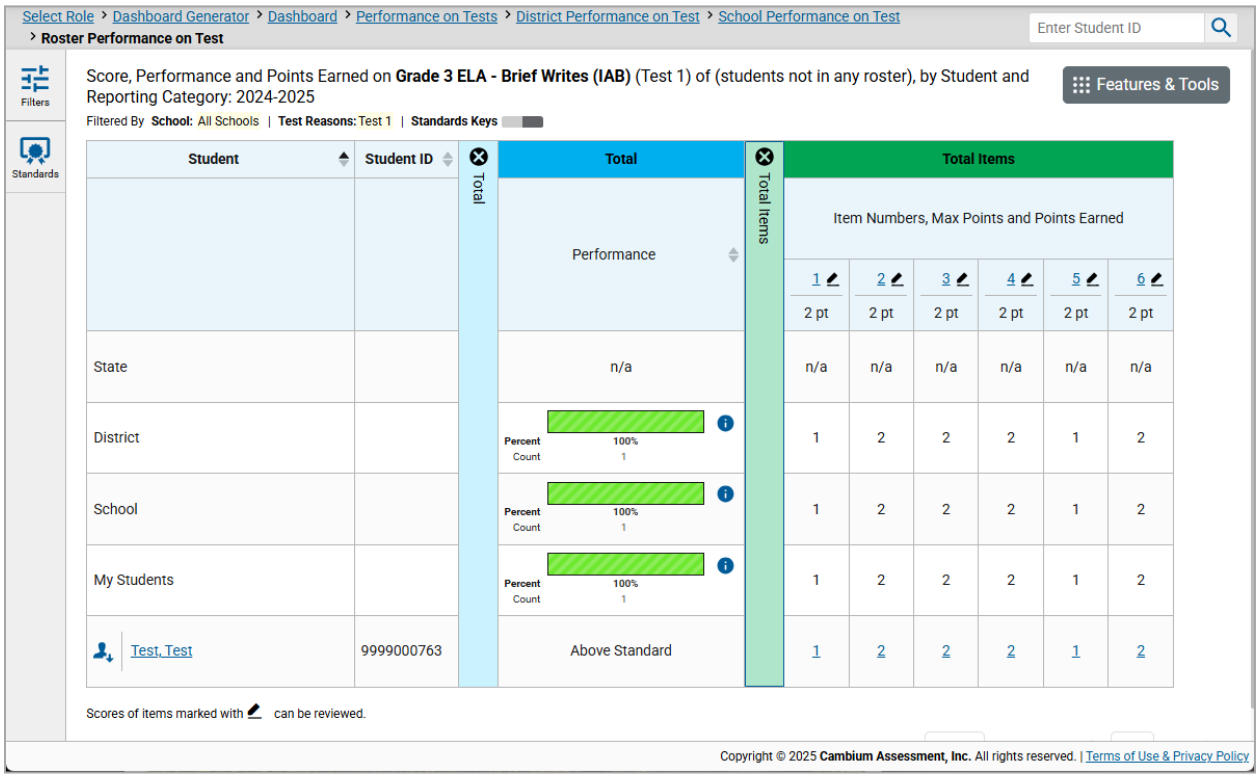
4. Click **Reassign**. The test opportunities you reassigned are now available to the assignee.

Modify Scores for Items in Reports

You can modify scores for some items directly from the item window that opens from a report.

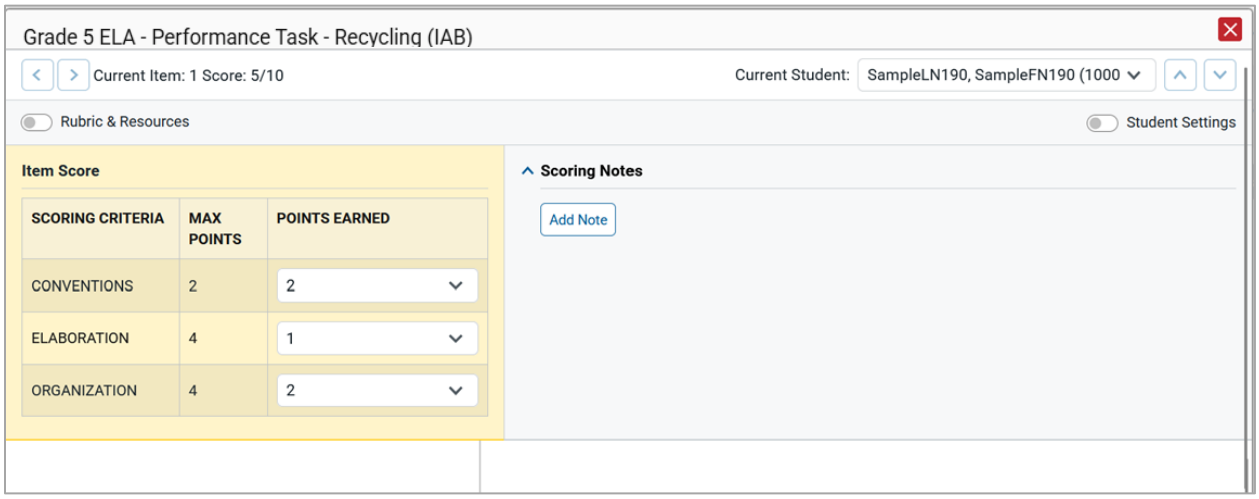
Reports display a pencil icon in the column header for each item with a modifiable score (Figure 89). When a machine-suggested score has a low confidence level, or when a condition code of Non-Specific or Uninterpretable Language has been assigned by machine, displays next to the score. It is highly recommended that you review items flagged with this icon.

Figure 89. Item with a Modifiable Score



1. On a report with modifiable scores, select the item score link in the student's row of the report. The item window opens.

Figure 90. Item Window with Modifiable Scores (Item and Stimulus Partly Cropped Out)



2. *Optional*: When the **Rubric & Resources** switch is turned on, you can review the item's scoring rubric and any other available resources. The switch setting persists across login sessions.

3. *Optional*: When the **Student Settings** switch is turned on, any visual settings the student used during the test, such as large font, are shown on the item. The switch setting will persist across login sessions.

4. Scroll down to review the student's entered response. From the *Item Score* section dropdown list, select a number of points or a condition code. For more information about condition codes, refer to Condition Codes.

    - If the item has multiple scoring criteria, select a number of points or condition code for each. When assigning condition codes to multiple scoring criteria, note that some related criteria may require the codes to be the same.

5. *Optional*: If you wish to provide an explanation to other users for why you assigned the given score or condition code, click **Add Note** in the *Scoring Notes* section, then enter your comment. Scoring notes save automatically.

6. You can edit or delete any note you create here by selecting ✎ or 🗑. Reassignment notes cannot be edited or deleted on this page.

7. To continue scoring items, do one of the following:

    - To view another item for the same student, select < or > at the top-left corner.

    - To view the same item for another student, use the dropdown list of student names above the item or select ^ or v to the right of the dropdown.

    - Close the item window and return to the report. Again, select any item score and repeat the process.

The performance data in the test results update automatically when you close the item window.

Appendix

Appendix sections are alphabetized for your convenience.

C

Class (Roster) Management

Classes (rosters) are groups of students. Each user-defined class is associated with a teacher. Each is also associated with a single administrative year. They typically represent entire classrooms in lower grades, or individual classroom periods in upper grades. They can also represent any group that is meaningful to users. A student may belong to more than one class.

Teachers, school-level users, and district-level users can add, edit, and delete user-defined classes (rosters). Classes are a great way to organize students, allow teachers to access their students' performance, and allow users to compare the performance of different classes. Changes to rosters may take a few minutes to appear in reports.

When creating classes, follow the guidelines below:

- Classes should ideally include about 25–30 students. If a class is too large or too small, it may affect the credibility and usefulness of the data available in reports.
- When naming classes, a clear and consistent naming convention should be used that indicates the grade, class name, teacher, and/or period as applicable. For example, an elementary school class may be named "Gr3Jones25-26" and a secondary school class may be named "AikenPeriod3Eng9A25-26".

A few restrictions to be aware of when creating rosters:

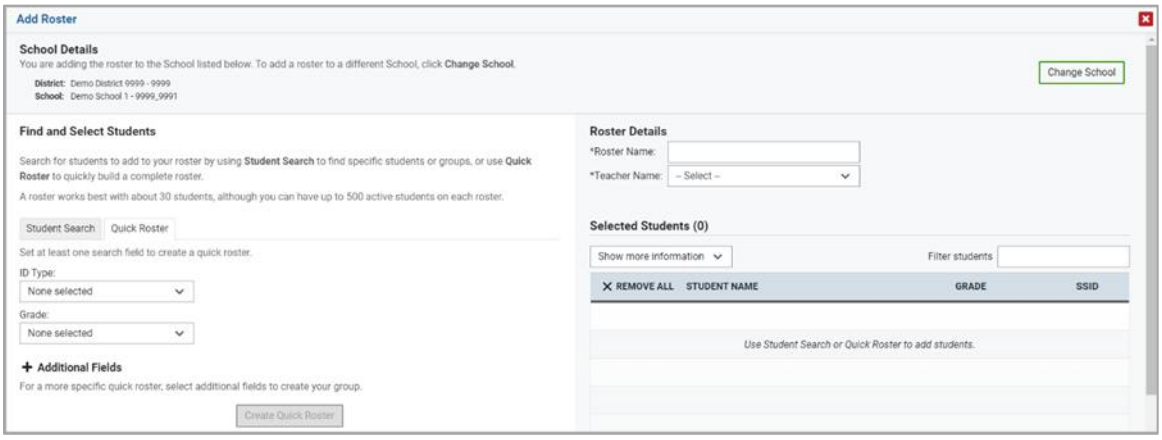
- Each user-defined class can only be associated with one school.
- You can only add students who are enrolled in the school or district associated with your user account.
- Only 500 active students can be included in one class.

Add a Class (Roster)

You can create new classes (rosters) from students associated with a school.

1. From the **Features & Tools menu**, select **Add Roster**. The ***Roster Manager*** window appears, showing the Add Roster form (Figure 91).

Figure 91. Roster Manager Window: Add Roster Form



2. If necessary, select the district and school for the roster from the dropdown lists.
3. Add a roster name and select a teacher.
4. Decide how you want to add students:

   - **Quick Roster** tab (search adds students automatically, manually remove students to edit)

     - Use the **Quick Roster** tab to create a roster from a group of students. Once you select the search criteria, all students who meet those criteria are automatically added to the roster after you select **Create Quick Roster**. You can remove students manually by selecting ✕ next to individual students or select **Remove All** from the top of the grid. Selecting **Save** creates your roster.

   - **Student Search** tab (search finds students that you add and remove manually)

     - Use the **Student Search** tab for a more traditional search function, including the option to find specific students by ID or name. After you return results, select + to add individuals or select **Add All** from the top of the grid.

   Tip: To return fewer students, limit your search by adding more criteria. Expand the *Additional Fields* section to add student information criteria as available.

7. *Optional*: After results appear under *Selected Students*, change the information that displays about students.

   - **Show more information** dropdown: Select or clear additional columns under Available/Selected Students grids.

   - Use the *Filter* field to limit students to those who match the text you enter.

   This keyword search only finds text in the grid. Be aware if you enter 11 to find students in 11th grade, any content with the text “11” will display. This could potentially pull in results you did not intend to find.

- After you save, rosters may be changed from the Edit Rosters screen.

Modify a Class (Roster)

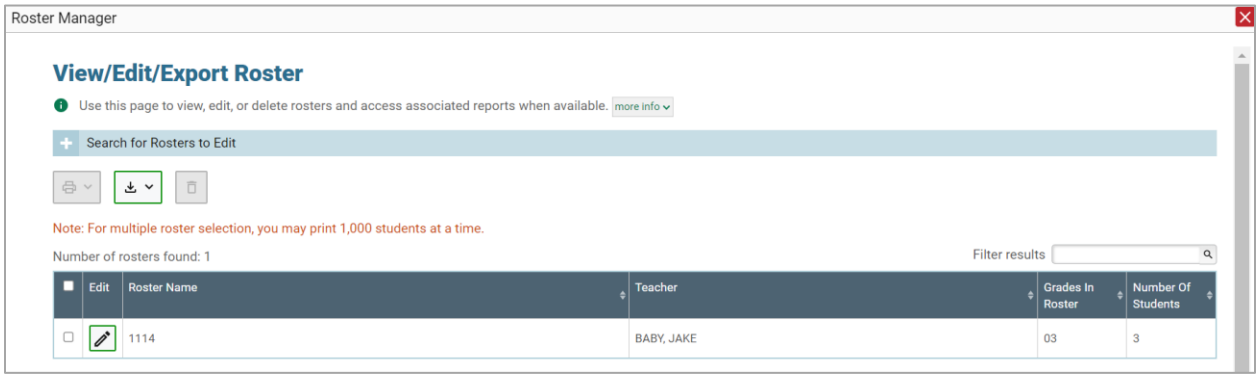
You can modify a user-defined class (roster) by changing its name, changing its associated teacher, adding students, or removing students.

1. From the **Features & Tools menu**, select **View/Edit Roster**. The ***Roster Manager*** window appears, showing the View/Edit form (Figure 92).

2. Select the school year, district, school, and roster type as needed for the roster you wish to edit. Optionally, select a teacher.

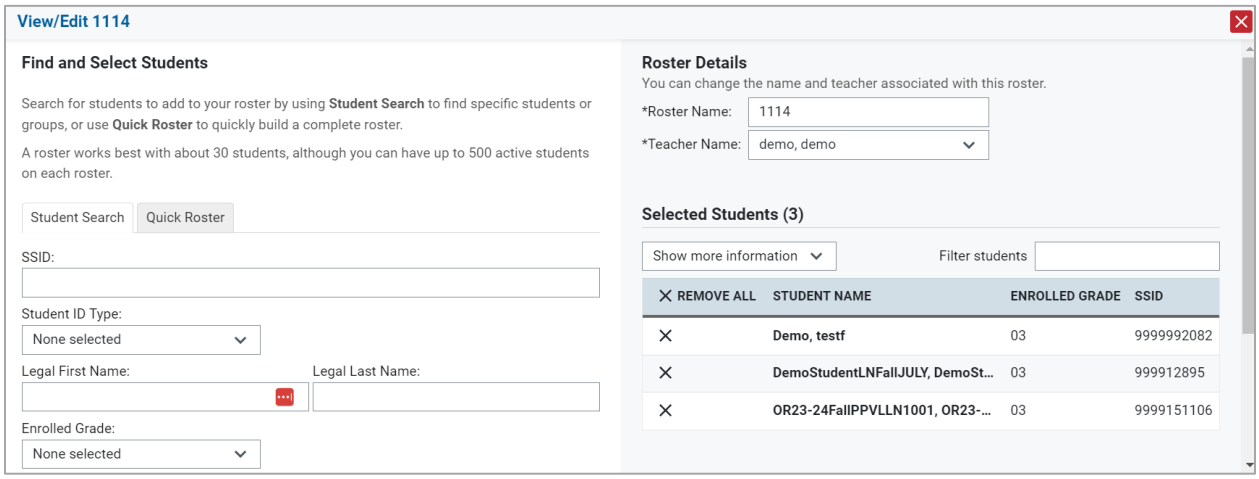
3. Click **Search**. Click **View Results** to view the results in your browser.

Figure 92. Roster Manager Window: View/Edit/Export Roster Form Showing Retrieved Rosters



4. In the list of retrieved rosters, click for the roster whose details you want to view. The ***View/Edit*** window for the roster opens.

Figure 93. Roster Manager Window: View/Edit Roster Form



5. To add students, select **Find Students**. Select the **Student Search** tab to add individual students manually, or select the **Quick Roster** tab to add a group of students and then remove individual students who do not need to be on the roster. After you return results, select + to add individuals or select **Add All** from the top of the grid.

   Note: Each user-defined roster can only be associated with one school, so the search options do not include a way to search for a school.

6. To remove students, click ✕ next to an individual student or select **Remove All** from the top of the grid.

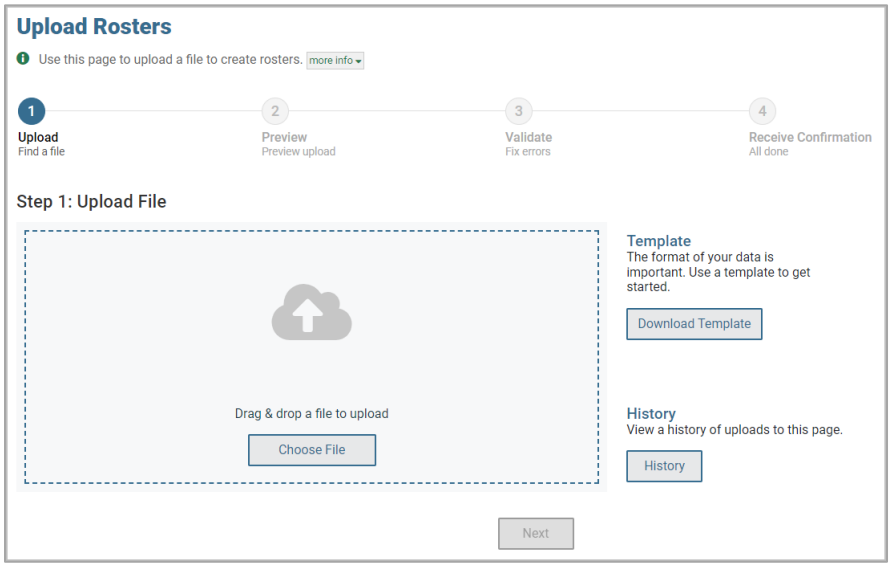
7. Select **Save**, and in the affirmation dialog box select **Continue**.

Upload Classes (Rosters)

If you have many classes (rosters) to create, it may be easier to perform those transactions through file uploads. This task requires familiarity with composing comma-separated value (CSV) files or working with Microsoft Excel.

1. From the **Features & Tools menu**, select **Upload Rosters**. The ***Roster Manager*** window appears, showing the Upload Rosters: Upload page (Figure 94).

Figure 94. Roster Manager Window: Upload Rosters: Upload Page



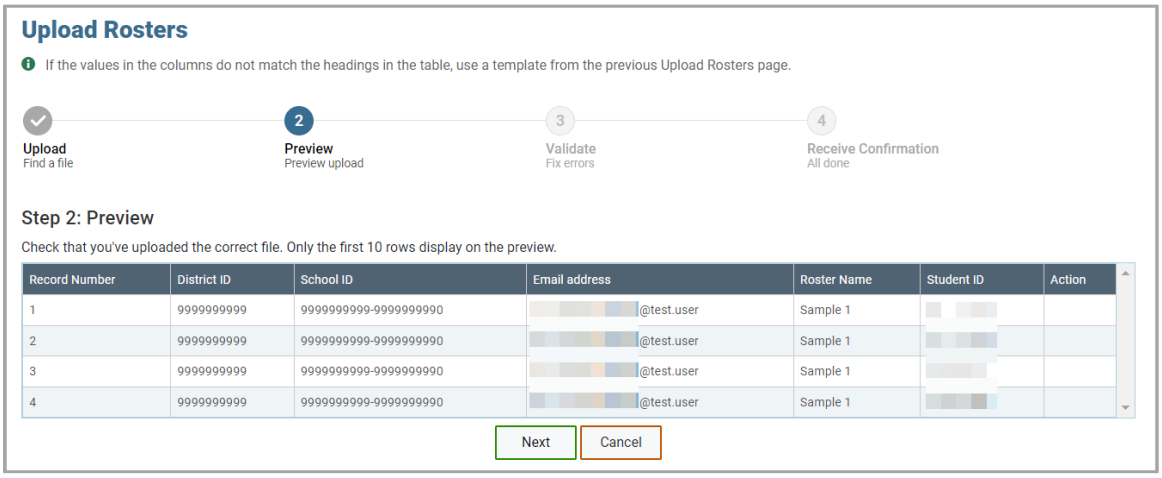
2. Click **Download Templates** on the right and select the appropriate file type.

3. Open the template file in a spreadsheet application, fill it out, and save it.

4. On the Upload Rosters: Upload page, click **Choose File** and select the file you created in the previous step.

5. Click **Next**. The Upload Rosters: Preview page appears (Figure 95). Use the file preview on this page to verify you uploaded the correct file.

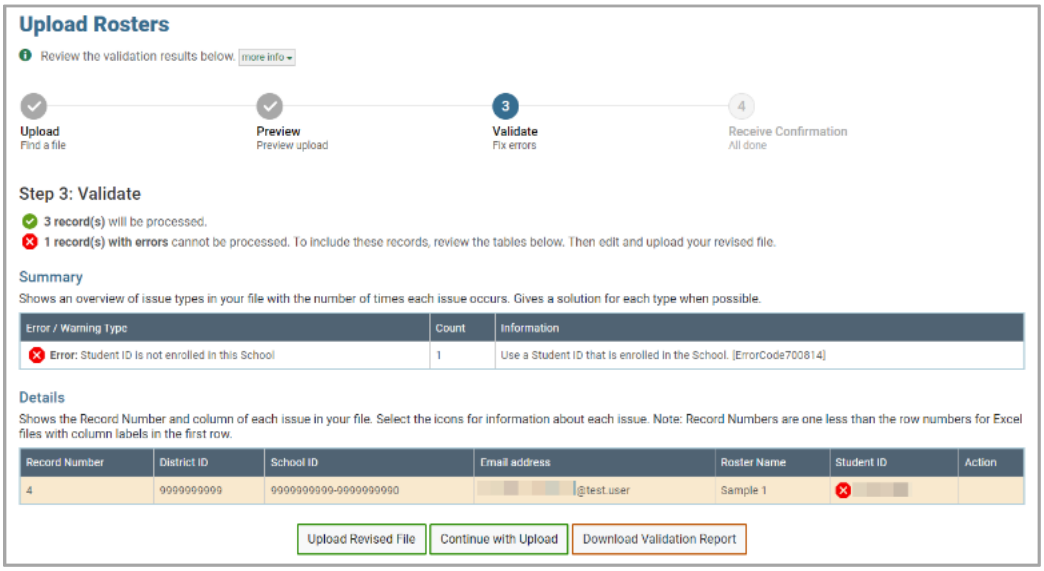
Figure 95. Roster Manager Window: Upload Rosters: Preview Page



6. Click **Next** to validate the file.

Any errors or warnings are displayed on the Upload Rosters: Validate page (Figure 96). If a record contains an error, that record will not be included in the upload. If a record contains a warning, that record will be uploaded, but the field with the warning will be invalid.

Figure 96. Roster Manager Window: Upload Rosters: Validate Page



- To revise the file before uploading, select **Upload Revised File**.
- To view a list of issues with the file, select **Download Validation Report**.
- To continue with the upload regardless of errors or warnings, select **Continue with Upload**. The confirmation screen appears (Figure 97).

Figure 97. Upload Rosters: Confirmation Page

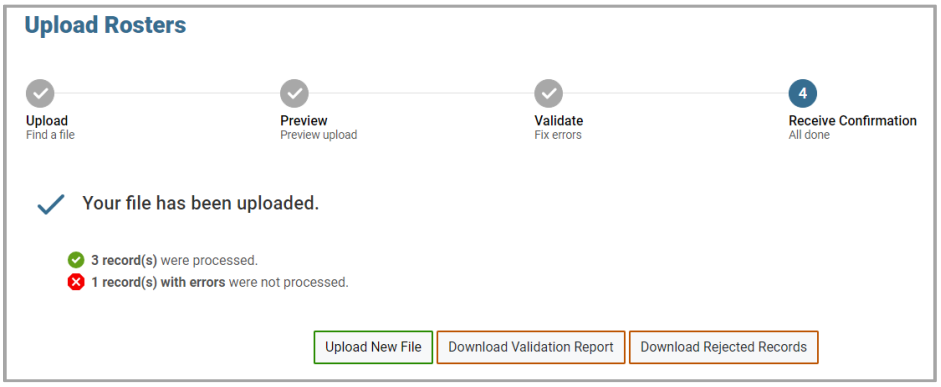


Table 1 provides the guidelines for filling out the Roster template that you can download from the Upload Roster page.

Table 1. Columns in the Rosters Upload File

Element	Description	Valid Values
8 Digit District School ID*	School associated with the roster.	School ID that exists in TIDE. Four-digit numerical district ID followed by the four-digit numerical school ID.
User Email ID*	Email address of the teacher or school personnel associated with the roster.	Email address of a teacher or school personnel existing in TIDE.
Roster Name*	Name of the roster.	Up to 20 characters.
SSID*	Secure Statewide Student Identifier number.	Up to 10 numeric characters.
Action	Action to be taken on the student, either adding them to or deleting them from the roster. If blank, the student will be added.	Add or Delete.

*Required field.

Condition Codes

Table 2 provides an overview of the various condition codes that may be entered for a machine- or hand-scored item when a traditional score cannot be entered for the student's response.

Table 2. Condition Codes

Source of Code	Condition Code	Description
Human	Blank	• The student did not enter a response.

Source of Code	Condition Code	Description
Human	Insufficient Text	• The student has not provided a meaningful response. Some examples: ▪ Random keystrokes ▪ Undecipherable text ▪ “I hate this test” ▪ “I don’t know”, “IDK” ▪ “I don’t care” ▪ “I like pizza!” (in response to a reading passage about helicopters) ▪ Response consisting entirely of profanity • For ELA Full Writes, use the “Insufficient Text” code for responses described above and also if ▪ The student’s original work is insufficient to make a determination whether the student is able to organize, cite evidence/elaborate, and use conventions as defined in the rubrics. ▪ The response is too brief to make a determination regarding whether it is on purpose or on topic.
Human	Non-Scorable Language	• ELA/literacy: Language other than English. • Mathematics: Language other than English or Spanish.
Human	Off Purpose	• For ELA Full Writes only: ▪ A writing sample will be judged off purpose when the student has clearly not written to the purpose designated in the task. ▪ An off-purpose response addresses the topic of the task but not the purpose of the task. ▪ Note that students may use narrative techniques in an explanatory essay or use argumentative/persuasive techniques to explain, for example, and still be on purpose. ▪ Off-purpose responses are generally developed responses (essays, poems, etc.) clearly not written to the designated purpose.
Human	Off Topic	• For ELA Full Writes only: ▪ A writing sample will be judged off topic when the response is unrelated to the task or the sources or shows no evidence that the student has read the task or the sources (especially for informational/explanatory and opinion/argumentative). ▪ Off-topic responses are generally substantial responses.
Machine	Blank	• The student did not enter a response.

Source of Code	Condition Code	Description
Machine	Insufficient Text (Duplicated Text)	• The response contains a significant amount of text repeated over and over.
Machine	Insufficient Text (Too Few Words)	• The response contains too few words to be considered a valid attempt.
Machine	Insufficient Text (Copied Text from the Prompt)	• The response is largely composed of text copied from the prompt.
Machine	Insufficient Text (Refused to Answer)	• The response is a refusal to respond, in a form such as “idk” or “I don’t know.”
Machine	Non-Specific	• This condition code is assigned to machine-scored responses when TDS identifies that the response requires a condition code but cannot determine which specific condition code it requires.
Machine	Non-Scorable Language (Spanish Response)	• The response is in Spanish.
Machine	Non-Scorable Language (Uninterpretable Language)	• The response is in a language other than English or Spanish.

H

Help

The Reporting System includes an online user guide.

Access the Online User Guide

In the banner, click **Help**. The guide opens in a pop-up window, showing the help page specific to the page you’re on. For example, if you click **Help** while on the ***Dashboard***, you’ll see the Overview of the ***Dashboard*** page.

L

Login Process

This section describes how to sign in to the Reporting System.

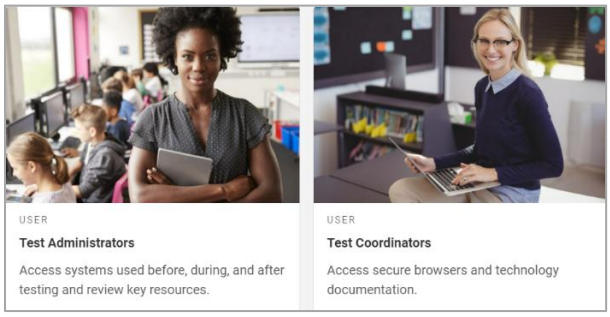
Do not share your sign-in information with anyone. All OSAS systems provide access to student information, which must be protected in accordance with federal privacy laws.

Log In to the Reporting System

1. Navigate to the portal.

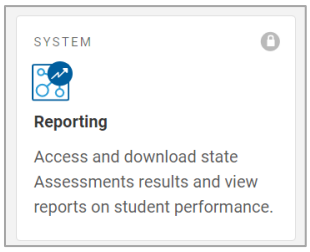
2. Select your user role from the cards displayed (Figure 98).

Figure 98. User Role Cards



3. Click the **Reporting System** card (Figure 99). The login page appears.

Figure 99. Reporting System Card



4. On the login page (Figure 100), enter the email address and password you use to access all CAI systems.

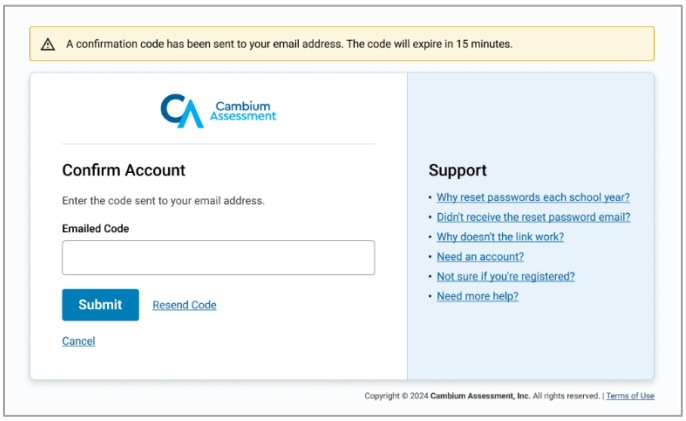
Figure 100. Login Page

5. Click **Sign In**.

6. If the ***Confirm Account*** page appears (Figure 101), an authentication code is automatically sent to your email address. You must enter this code in the *Emailed Code* field and click **Submit** within 15 minutes.

7. If the authentication code has expired, click **Resend Code** to request a new code.

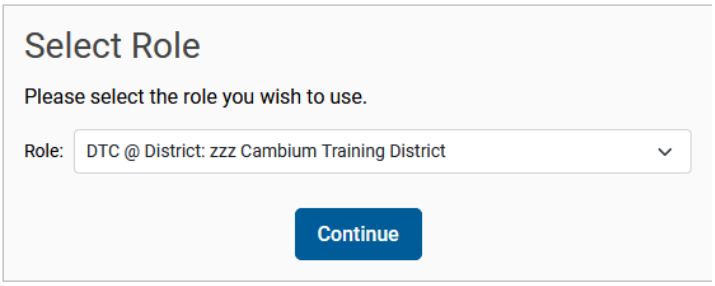
Figure 101. Enter Code Page



8. If the ***Terms and Conditions*** page appears, you should review the terms on this page and click **Accept** to proceed.

9. If your account is associated with multiple institutions, you are prompted to select a role, as in Figure 102. From the **Role** dropdown list, select the role and institution combination you wish to use. You can also change your institution after signing in.

Figure 102. Select Role Window



The Dashboard Generator for your user role appears.

Set or Reset Your Password

Your username is the email address associated with your account in TIDE. When you are added to TIDE, you receive an activation email containing a temporary link to the ***Reset Your Password*** page (Figure 103). To activate your account, you must set your password within 15 minutes.

All users are required to do a one-time password reset at the beginning of every school year, for security purposes.

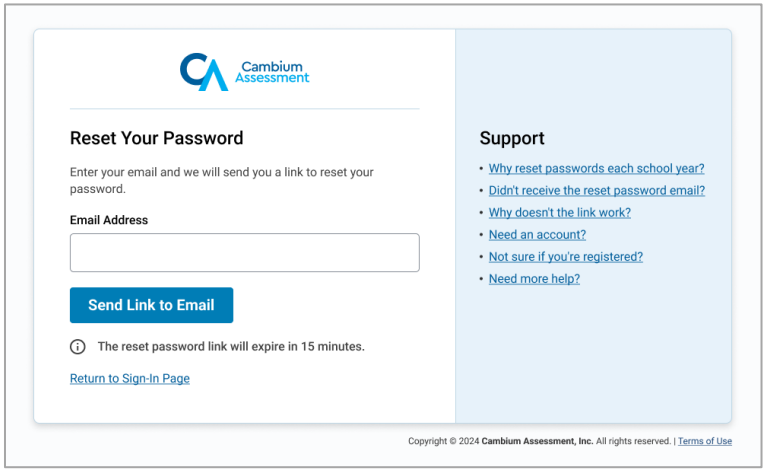
- If your first temporary link expired:

  In the activation email you received, click the second link provided and request a new temporary link.

- If you forgot your password:

  On the ***Login*** page, click **Reset Password** and enter your email address in the *E-mail Address* field. Click **Send Link to Email**. You will receive an email with a new temporary link to reset your password.

Figure 103. Reset Your Password Page



- If you did not receive an email containing a temporary link or authentication code:

  Check your spam folder to make sure your email program did not categorize it as junk mail. If you still do not see an email, contact your School or District Test Coordinator to make sure you are listed in TIDE.

- Additional help:

  If you are unable to sign in, contact your Helpdesk for assistance. You must provide your name and email address.

Switch Between Systems

Depending on your role, when you sign in to Reporting you can also switch to other systems. Select the menu on the left side of the banner, then select the other system you want to use from the list that appears.

M

Multiple Interim Test Opportunities

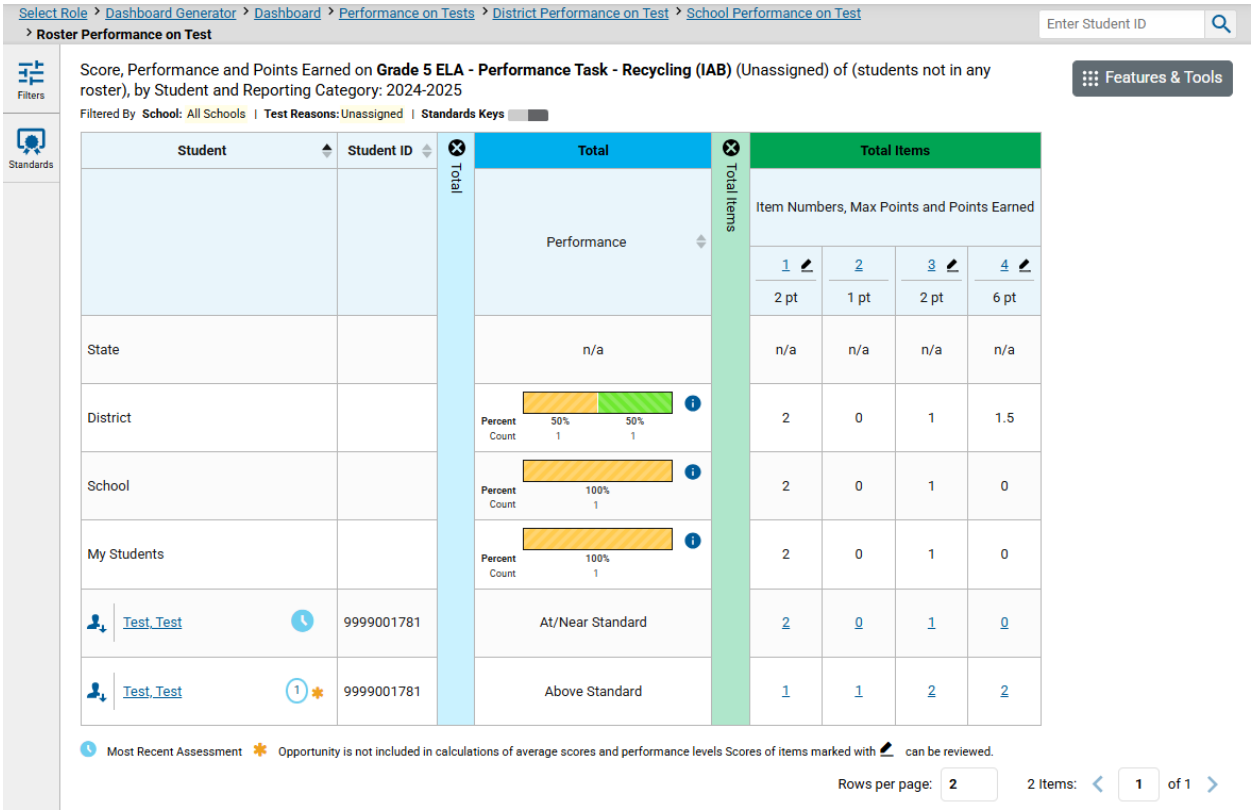
Sometimes interim test results include multiple rows for the same student.

When a student completes multiple test opportunities for a single assessment, as in Figure 104, reports display a row of data for each opportunity. A clock icon appears next to the most recent

opportunity. Previous opportunities are marked with numbers (1), starting from the earliest test taken. For example, if the sequence of testing opportunities begins with clock icon and proceeds through opportunities 1, 2, 3, 4, and 5, that means the opportunity with the clock icon is the most recent and opportunity 5 is the least recent.

An asterisk icon ✱ indicates that an opportunity is not included in calculations of average scores or performance distributions.

Figure 104. Roster Performance on Test Report



N

Non-Scorable Test Opportunities

The reports in Reporting do not include data for non-scorable test opportunities. A student's test opportunity cannot be scored when it has a test status of "Expired" or "Invalidated", or when it includes blank or empty reporting categories (reporting categories without items). If a test opportunity is non-scorable, a notification appears below the report for that assessment.

You can click **More Info** on the notification to access the ***Students with Other Test Statuses*** window. This window lists the students who have non-scorable test opportunities for the given assessment, as well as the status code and completion date for each.

R

Report Tables

Sort a Table

1. To sort by descending order, click the header of the column you wish to sort by. The bottom arrow in the header is shaded darker when the column is sorted in descending order.

2. To sort by ascending order, click the column header again. The top arrow in the header is shaded darker when the column is sorted in ascending order.

Specify the Number of Rows Displayed

In the *Rows per page* field below a table, enter the number of rows you want the table to display per page. Your specifications persist for each table.

You can click the arrow buttons in this field to increase or decrease the number of rows displayed in increments of one.

Access Additional Table Rows

- To move to the next and previous pages in a table, click the arrow buttons at the lower-right corner of the table.

- To jump to a specific table page, enter the page number in the field 1 at the lower-right corner of the table.

Access Additional Table Columns

To scroll the table to the right or left, click the arrow buttons on the right and left sides of the table. Alternatively, click and drag the horizontal scrollbar at the bottom of the table.

If a table contains expandable and collapsible accordion sections, you can click the section bars to expand and collapse them.

Expand All Accordion Sections in a Table

If you're navigating the page by tabbing through it, you may want to expand all the expandable accordion sections of a table at once. This feature, which is available in most test results, will make the table accessible to a screen reader.

1. Navigate to the table by tabbing through the page in your browser. When the “Load Accessible Table” message appears, press the **Enter** key. All the accordion sections expand.

2. *Optional*: To collapse the sections again, navigate back to the table. When the “Hide Accessible Table” message appears, press the **Enter** key. All the accordion sections collapse, except the **Total** section.

S

Secure File Center

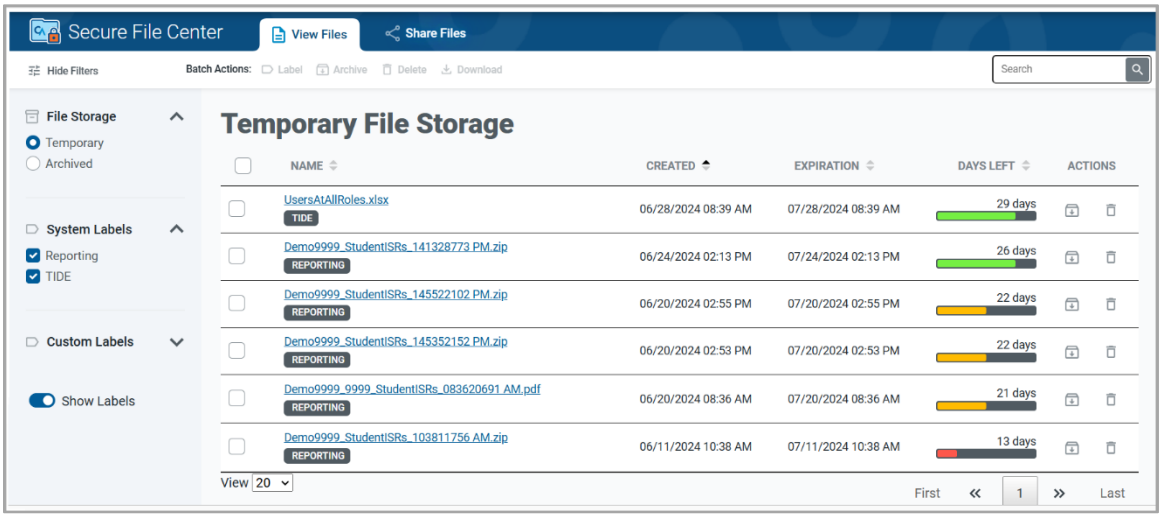
Reporting allows you to access a Secure File Center that is integrated with other online assessment systems, such as TIDE, and accessible from your portal. The Secure File Center serves as a central repository for secure documents uploaded by administrators (such as state personnel) or shared between users, files exported by users, and hotline alerts.

Each user's Secure File Center is personal and not shared among other users. The files are categorized into storage folders to allow users to access non-archived and archived files. Users can also search for files by keyword. By default, files are listed in the order in which they were created. The file creation and file expiration dates appear, if applicable, and the number of days remaining until a file expires is also displayed. By default, exported files are available for 30 days while secure files are available for the period specified by ODE. Users can archive or delete files as needed, except for secure files uploaded by administrators. Users can also share files to other users' Secure File Centers.

Access and Manage Files in the Secure File Center

1. In the banner, click **Secure File Center**. The ***Secure File Center*** window appears (Figure 105). By default, the Secure File Center displays the **Files** tab.

Figure 105. Secure File Center Window: Access Files Tab: Temporary



2. *Optional*: To filter the files displayed, enter a search term in the text box in the upper-right corner.

3. *Optional*: Click **Show Filters** at the top left to open the *Filters* panel.

4. Expand the **File Storage** section and choose either of the available folders (Figure 105):

   - **Temporary**: Displays all files except those that have been archived.

   - **Archived**: Displays files that have been archived.

5. To hide or display files by system label, expand the **System Labels** section and use the checkbox for each label.

6. To hide or display files by custom label, click the **Custom Labels** switch and use the checkbox for each label.

7. To hide or display all labels, use the **Show Labels** switch.

8. *Optional*: Do any of the following:

   - To download files, click the name of a file or select the checkboxes and then select **Download**.

   - To add a new custom label or apply an existing custom label, select the checkbox beside the file, then select **Label**. The ***Manage & Assign Labels*** pop-up appears.

8. To create a new custom label, select **Create New Label**, enter the label name, and click **Add**.

9. To apply existing custom labels, select the checkboxes beside the labels, then select **Apply Selected Labels**.

   - To archive files, select the checkboxes beside them, then select **Archive**. To unarchive a file from the **Archived** folder, select .

   - To delete files, select the checkboxes beside them, then select **Delete**.

Share Files to Other Users' Secure File Centers

You can share up to 10 files at a time from the ***Secure File Center*** window to individual recipients by email address or to groups of recipients by user role. The files appear in each recipient's ***Secure File Center*** window. Your ability to share files may be limited by your user role.

1. From the banner, select **Secure File Center**. The ***Secure File Center*** page appears. By default, the **View Files** tab displays.

2. To share files from your Secure File Center, you must either save them to your computer first or forward them from the **View Files** tab. You can forward files by selecting the checkboxes beside them and then selecting **Forward** at the top of the tab.

3. If necessary,

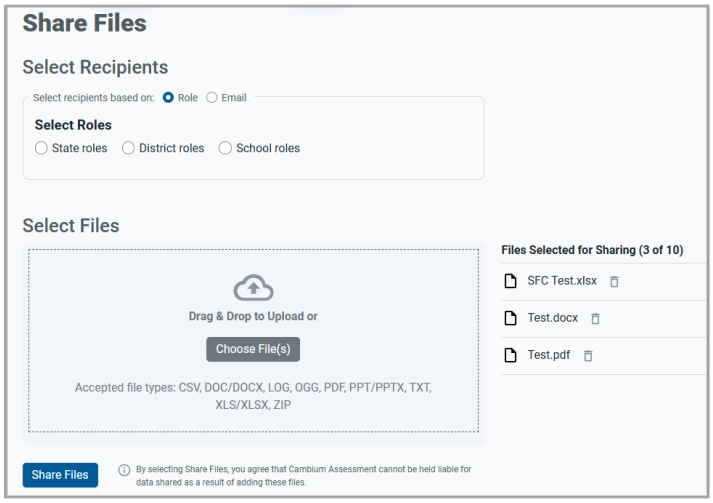
   Select the **Share Files** tab (Figure 106). If you chose to forward files in the previous step, this tab opens automatically and the files are listed in the section *Files Selected for Sharing*.

   In the *Select Recipients* section, do one of the following:

   - Select **Role** to share a file or files with a group of users by user role.

   - Select **Email** to share a file or files with up to 25 users at a time by email address. If you select **Email**, skip to step7.

Figure 106. Secure File Center Window: Share Files Tab: Role



5. In the *Select Roles* field, select the role group to which you want to share a file or files. A dropdown list appears.

6. From the dropdown list, select the role or roles to which you want to share a file or files. The options adhere to the user role hierarchy. For example, district-level users will be able to filter at their role level and below.

7. If you selected **Role** in step 4, skip this step. If you selected **Email**, enter up to 25 email addresses for the recipients with whom you wish to share a file or files.

8. To select a file or files to share, in the *Select Files* section, select **Browse**. A file browser appears. Select a file. Repeat for up to 10 files. Alternatively, drag and drop files into the field.

9. Select **Share Files**. Files display in the Secure File Center after you share them.

Secure Notifications in Reporting

The Secure Notification Banner displays alerts, warnings, and informational messages from your Program Management Team at Cambium Assessment, Inc. (CAI). The banner displays at the top of every page in Reporting when active notifications are published (Figure 107). Often, the messages will contain time-sensitive information, such as the date by which certain test scores will be available. These secure notifications can only be accessed after logging in to Reporting.

All user roles can access all secure notifications. Only CAI staff can add notifications to Reporting.

Figure 107. Example of One Notification Type on the Secure Notification Banner

How to distinguish notification types

Notifications are ranked based on importance, differentiated by an icon and the background color.

- **Info** notifications denote minimum severity. They are selected with and appear over blue backgrounds.
- **Warnings** denote medium severity. They are selected with and appear over yellow backgrounds.
- **Alerts** denote maximum severity. They are selected with and appear over red backgrounds.

How to interact with secure notifications

Active notifications appear each time you log in to Reporting and can be dismissed once read. However, depending on how you dismiss the notification, the same notification may display the next time you log in if it is during the notification's scheduled display period. Access information about **Mark as Read** and the icon to understand the difference.

Mark as Read Removes the notification from the top of the page and closes the notification window if open. These notifications can be viewed again by clearing your browser cache during the scheduled display period for the individual notification or if the same notification is unpublished and republished by CAI.

View More Displays a window with the full contents of the notification.

Close Icon Removes the notification from the top of the page for the duration of your active session and closes the notification window if open. Notifications closed using return when you refresh the page or the next time you log in during the scheduled display period for the individual notification.

Arrows Moves to next or previous notification. Only appears when multiple notifications are active, indicated by current/total notifications beside the notification name.

T

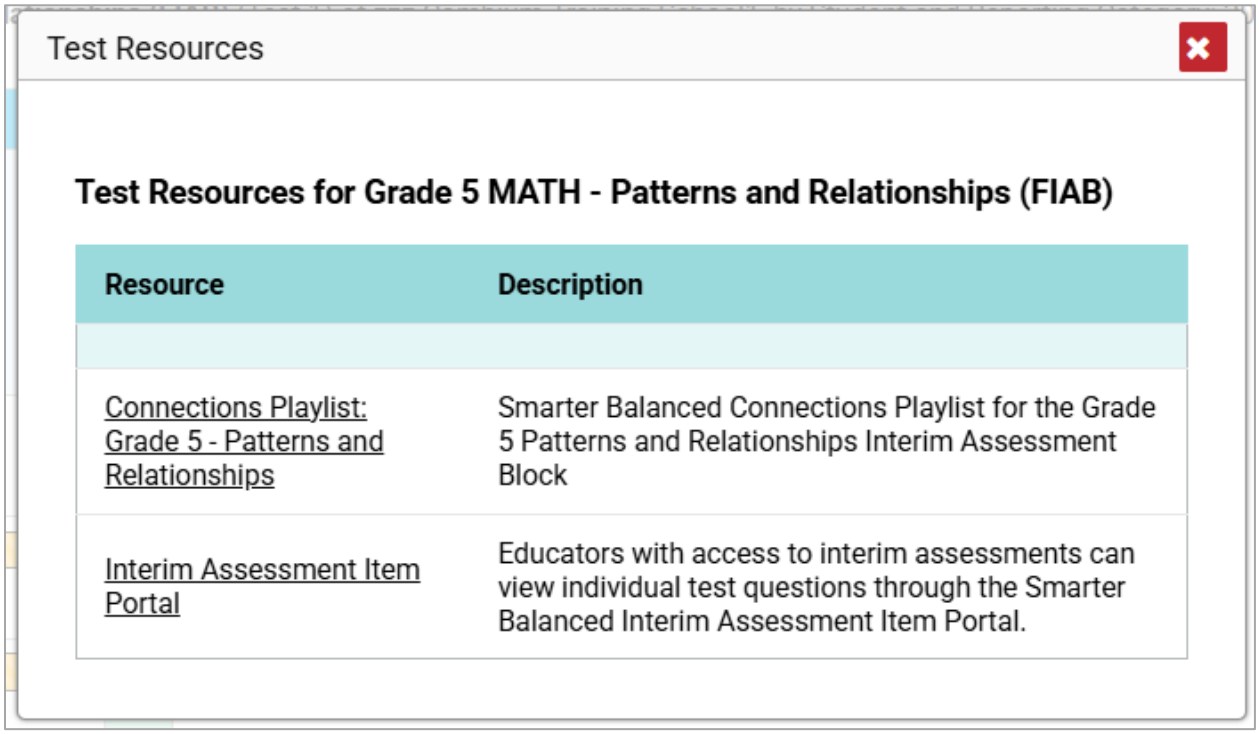
Test Resources

Some test results in the Reporting System include supplementary information that you can access, such as resources provided for the assessment in Tools for Teachers.

If additional assessment information is available, click **Get Instructional Resources** in the **Features & Tools menu.**

A window opens (Figure 108), displaying resource links that either download or open in a new browser tab or window.

Figure 108. Test Resources Window



U

User Role Change

If your account is associated with multiple institutions, you can switch between them. The following instructions do not apply to switching schools for hand scoring purposes, as described in the Change the Selected School.

1. From the banner menu, select **Change Role**. (Alternatively, click the **Select Role** link in the path at the upper-left corner.) The ***Change Role*** window appears.
2. From the **Role** dropdown list, select the desired institution (entity name).
3. Click **Continue**. The window closes and the Dashboard Generator page appears.

User Support

For additional information and assistance in using the Reporting System, contact the OSAS Help Desk.

The Help Desk is open 7:00 a.m. to 5:00 p.m. PT (except holidays or as otherwise indicated on the OSAS portal).

OSAS Help Desk

Toll-Free Phone Support: 1-866-509-6257

Email Support: osashelpdesk@cambiumassessment.com

Please provide the Help Desk with a detailed description of your problem, as well as the following:

- If the issue pertains to a student, provide the student's SSID and associated district or school. Do not provide the student's name.
- If the issue pertains to a Test Information Distribution Engine (TIDE) user, provide the user's full name and email address.
- Any error messages and codes that appeared, if applicable.
- Operating system and browser information, including version numbers.

Change Log

Change	Date
Updated some text for better clarity in “Navigate Scoring Mode and Use Filters” and “Access Aggregate Item Data in the Item Analysis Report”.	October 2025
Updated to reflect change in functionality in “Access a Longitudinal Report Comparing Related Assessments”. New feature “roster report listing students” added.	October 2025
New feature added called “Generate and Export Student Writing Responses”.	October 2025
New feature and section added called “State- and District-Level Users: Download Reports on Assessments That Have Been in the System Longer Than Expected”	October 2025
“State- and District-Level Users: Download Reports on Assessments That Have Been in the System Longer Than Expected” section has been updated to “State- and District-Level Users: Download Reports on Assessments Awaiting Hand Scoring”. Reports now include all test opportunities awaiting hand scoring regardless of how long they have been in the system.	December 2025
Updated Secure File Center section to reflect the new feature allowing a user to forward files directly from the Secure File Center’s **View Files** tab, along with some additional information.	January 2026