Hawai'i Statewide Assessment Program

CENTRALIZED REPORTING SYSTEM

2023–2024 **User Guide**

For Interim, Checkpoint, and Summative Assessments

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Cambium Assessment

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INTRODUCTION TO THE USER GUIDE 3

LOGIN PROCESS 3

Logging In to the Centralized Reporting System 3

Set or Reset Your Password 5

NAVIGATE REPORTS 6

Understand Which Students Appear in Your Reports 6

Start Viewing Reports 6

Use the Dashboard Generator Page 6

Use the Dashboard to View Aggregate Test Results 8

Teachers: View Student-Level Data for All Your Students 10

School-Level Users: View Student-Level Data for All Your Students 12

View Test Results for Classes (Rosters) on a Particular Test 12

Access Test Results for All Your Classes (Rosters) 12

Determine Which Classes (Rosters) Performed Well on This Assessment 14

Determine Which Classes (Rosters) Had the Highest Test Completion Rates 14

Determine How Well Classes (Rosters) Performed in Each Area on the Test 14

View and Interpret Standard Measures Within Reporting Category Sections 14

View and Interpret Writing Dimension Measures 16

Access Test Results for an Individual Class (Roster) 18

Determine How Well Students in Your Class (Roster) Performed in Each Area of the Test 18

School- and Complex-Level Users: View Test Results for a School on a Particular Test 19

Access Test Results for a School 19

Determine Which Classes (Rosters) Performed Well on This Assessment 20

Complex-Level Users: View Test Results for a Complex on a Particular Test 20

Access Test Results for a Complex 20

Determine Which Schools in the Complex Performed Well on This Assessment 20

Determine How Well Schools in the Complex Performed in Each Area of the Test 21

View Test Results Broken Down by Demographic Sub-Groups 21

View Test Results Broken Down by Demographic Sub-Groups 21

View Test Results for a Particular Demographic Sub-Group or Combination 24

Track Student Performance Over Time 25

Access a Longitudinal Report Comparing Related Assessments 26

View Students' Overall Performance on These Assessments Over Time 27

Switch Between Score Data and Performance Level Data 28

View Students' Performance in Different Areas Over Time 28

Distinguish Different Types of Tests in the Graphs 28

Modify the Test Groupings You've Selected 29

Filter Test Opportunities to Show Some and Not Others 29

Complex-Level Users: View a Cross-Sectional Report 30

Access a Cross-Sectional Report for an Institution and Test Family 30

View the Institution's Overall Performance on This Test Family Over Time 31

Switch Between Score Data and Performance Level Data 32

View the Institution's Performance in Different Areas Over Time 32

Modify the Test Reasons You've Selected 32

View Test Results for Individual Students 32

Access Test Results for an Individual Student on a Particular Test 33

View a Report for All the Assessments a Student Has Completed Over Time 34

Use the Student Portfolio Report to View Only the Tests You're Interested In 34

View a Student's Performance on Tests Taken in a Previous School Year or Years 35

Access Item-Level Data 35

View Item Scores 36

Find Out Which Items Students Performed on the Best or Struggled with the Most 36

View Standards for Each Item 37

View an Item 38

View Items with and Without the Students' Visual Settings 41

View an Item in a Different Language 41
What It Means When a Student Response Contains Highlighted Text 41
Navigate to Other Items from the Item View Window 41
View Another Student's Response to the Current Item 42
What It Means When Items Are Labeled "1-1", "1-2", and So On 42
What It Means When an Item Score Reads "n/a" 43
Use Individual Student Reports (ISR) 43
What an Individual Student Report (ISR) Looks Like and How to Read It 44
Generate and Export Individual Student Reports (ISR) 46
Generate and Export Student Data Files 51
Compare Students' Data with Data for Your State, Complex, School, and/or Total Students 55
Compare All Your Students' Performance on Any Test with Larger Groups' 55
Compare a Student's Performance on Any of Their Tests with Larger Groups' 55

SET UP REPORTS TO SUIT YOUR NEEDS 57

Filter Tests to Display 57
Teachers and School-Level Users: Filter Classes (Rosters) to Display 58
Complex-Level Users: Filter Schools to Display 59
Assign Test Reasons (Categories) to Interim Test Opportunities 59
Filter by Test Reason (Category) 61
Filter Item-Level Data on Interims by Standards and Clusters of Standards 62
View Data from a Previous Point in Time 63

EXPORT AND PRINT DATA 66

Export or Print a Report You're Viewing 66
Export an Assessment Report Directly from the Performance on Tests Report 68

SCORE ITEMS 70

Score Unscored Items 70
Change the Selected School 73
Submit Scored Test Opportunities for Processing 74
Modify Scores for Items in Reports 75

APPENDIX 77

CHANGE LOG 88

Introduction to the User Guide

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

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

It includes the following sections:

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

Login Process

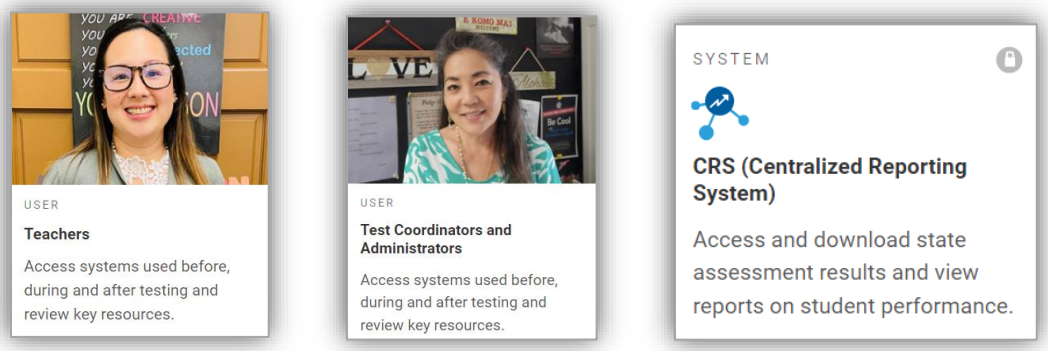
This section describes how to log in to the Centralized Reporting System.

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

Logging In to the Centralized Reporting System

1. Navigate to the HSAP portal at alohahsap.org and select your assessment program.
2. Select your user role from the cards displayed (see Figure 1).
3. Under the **After Testing** section, click the **Centralized Reporting System** card.

Figure 1. User Role Centralized Reporting System & Cards



4. On the Login Page (see Figure 2), enter the email address and password you use to access all HSAP systems.

Figure 2. Login Page Figure

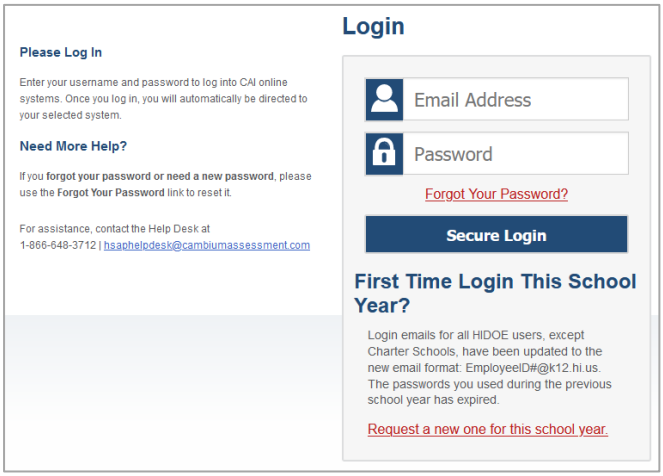
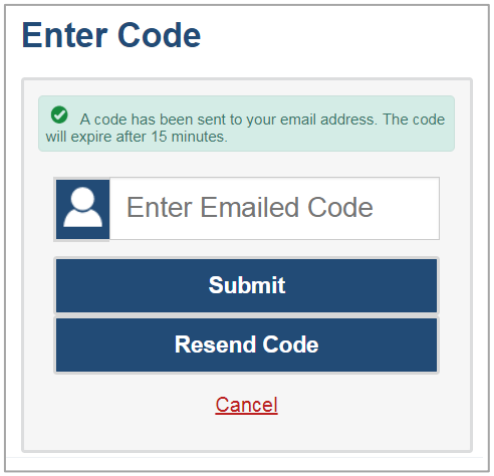


Figure 3. Enter Code Page



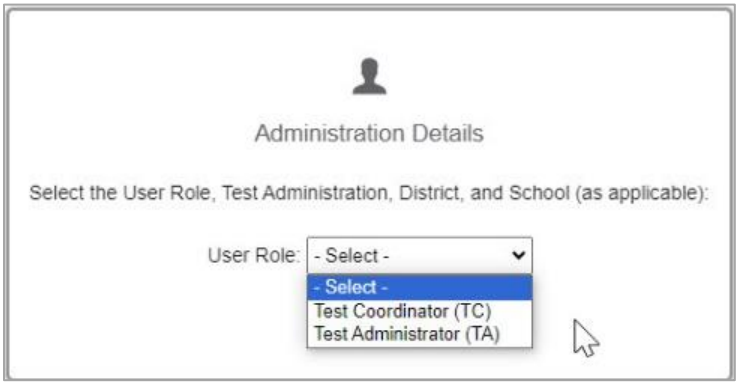
a. Click **Secure Login**.

b. If the Enter Code page appears, an authentication code is automatically sent to your email address. You must enter this code in the *Enter Emailed Code* field and click Submit within 15 minutes.

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

c. If your account is associated with multiple institutions, you are prompted to select a role, as in Figure 4. From the **Role** drop-down list, select the role and institution combination you wish to use. You can also change your institution after logging in.

Figure 4. Select Role Window



The dashboard for your user role appears.

Note: For Hawai'i, any references to "district-level users" represents HIDOE users who are in the TIDE system with the Complex user role. Please see the *TIDE User Guide* on the alohsahsap.org portal page for additional information about user roles.

Set or Reset Your Password

Your username is the email address associated with your account in Test Information Distribution Engine (TIDE). If you are a user who was recently added to TIDE, you should receive an email from DoNotReply@cambiumast.com that contains a link to the ***Reset Your Password*** page (see Figure 5). 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.

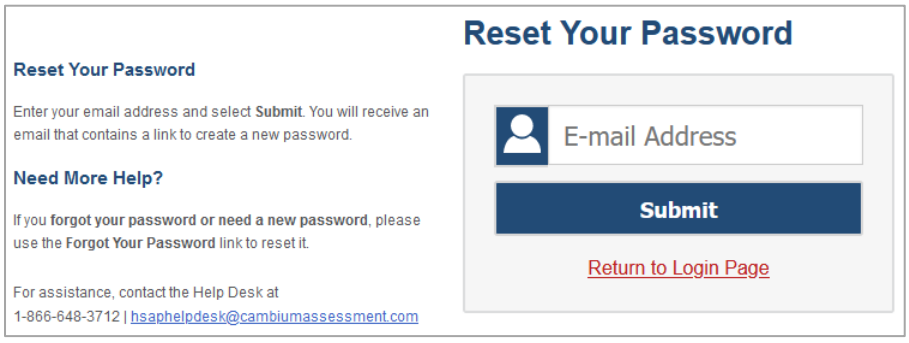
- **If your first temporary link expired:**

  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 Forgot Your Password? and enter your email address in the E-mail Address field. Click Submit. You will receive an email with a new temporary link to reset your password.

Figure 5. 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 Test Coordinator to make sure you are listed in TIDE.

- **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 Test Coordinator to make sure you are listed in TIDE.

- **Additional help:**

  If you are unable to log in, contact the HSAP Help Desk for assistance. You must provide your name and email address. Contact information is available in the User Support section of this user guide.

Navigate Reports

This section explains how to navigate your reports for your assessments.

Understand Which Students Appear in Your Reports

- Teachers can view data for all students in their classes (rosters) who have completed assessments. They can also view data for students to whom they have administered assessments in the current school year.
- School-level users can view data for all students in their schools who have completed assessments.
- Complex-level users can view data for all students in their complex who have completed assessments.

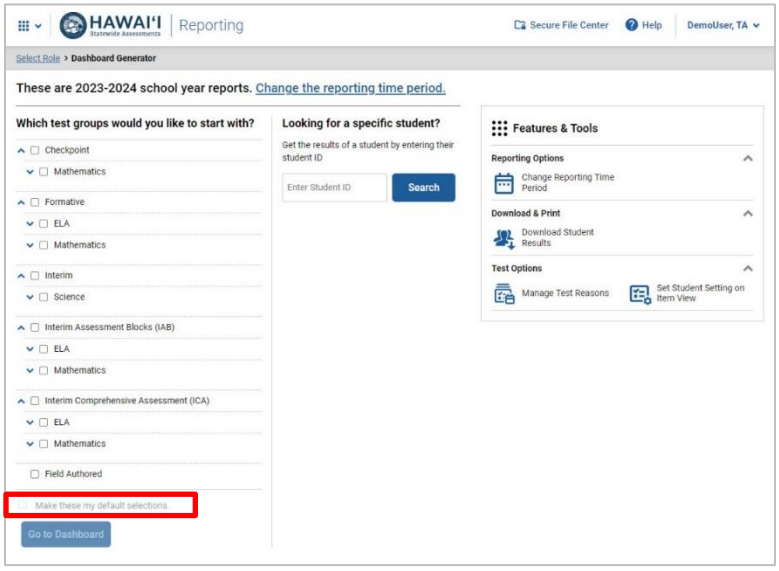
Note: Any reference you may see to "district-level users" refers to HIDOE users who are in the TIDE system with the Complex user role. Please see the *TIDE User Guide* on the alohsahsap.org portal page for additional information about user roles.

Start Viewing Reports

Use the Dashboard Generator Page

When you log in to the Centralized Reporting System, the Dashboard Generator page appears (Figure 6). The controls on the left let you select from the groups of tests that have been processed in your state for the school year. Typically, you may choose test types, subjects within the test types, and grades within the subjects.

Figure 6. 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 student ID to view all that student's test results.

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. Dashboard features & tools will vary based on user role.

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

1. *Optional*: To change the test groups listed in the Dashboard Generator, change the reporting time period.
2. Select the tests you want to view, expanding the **test groups** as needed.
    - **End Of Course Exams (EOC)** – the EOC Exams for Algebra 1, Algebra 2, and Biology 1 (NGSS) are designed to measure students' levels of performance for the Common Core State Standards (CCSS). Students enrolled in Algebra 1, Algebra 2, or Biology courses may be required by their school to take the corresponding EOC Exam(s).
    - **Formative** – these are Formative Assessments created by Cambium Assessment, Inc. (CAI). These tests are the pre-loaded Checkpoint assessments and are available for educators to administer in the TA Live Site.
    - **HSA-Alt CEA** – Hawai'i summative alternate assessments (HSA-Alt) in English Language Arts (ELA), Mathematics and Science, and the HSA-Alt Classroom Embedded Assessments (CEAs) pilot in ELA, Mathematics and Science offer an alternative assessment for qualified students. The Hawai'i Department of Education and Cambium Assessment, Inc. (CAI), developed online alternate assessments that allow students to use computers or tablets to access the assessments.
    - **Interim** – Fixed-Form Assessments that can be administered throughout the year to help teachers monitor student progress. Because each student responds to the same test items, teachers may more easily interpret their students' performance on a common set of items. Interim Assessments can provide educators with data to help them target instruction to meet students' individual learning needs. Students have up to five opportunities to take the IAB, FIAB and ICAs throughout the school year.
        - **Science** – the NGSS-aligned interim assessments (IAs) are designed to support teaching and learning throughout the year. In addition, these assessments can be used to prepare students for this year's summative assessments.
        - **Interim Comprehensive Assessments (ICA)** – the ICAs assess the same range of standards as the summative assessments and provide scores on the same scale. ICAs are simulations of the full-length summative assessments and address the same range of standards as the current summative assessments.
        - **Interim Assessment Blocks (IAB) & Focused Interim Assessment Blocks (FIAB)** – short assessment blocks on smaller sets of Hawai'i Common Core Standards that provide more detailed target information within a claim for instructional purposes. Educators can use IABs and FIABs during the school year more consistently with the sequence of their instruction.

- **Smarter Summative Assessments** – Smarter Balanced Assessments (SBAs) provide aggregate data to schools to help inform school and program improvement goals. Summative assessment results are also used as an accountability measure, at the end of the year to determine students' progress toward college and career readiness in English language arts/literacy (ELA) and mathematics.
- **Field Authored –** Field Authored tests are created in the content creation site known as the Hawai'i Checkpoint system. Educators can create items that align to standards, and they can be added to original tests. The tests created in Checkpoint (Authoring) can be published to the TA Live Site, where they can be administered to students. When seeking the results of a teacher-created checkpoint test, refer to the Field Authored Test Group. Checkpoint items and test forms are to be used formatively, in other words, not for grading purposes and only for instructional next steps.

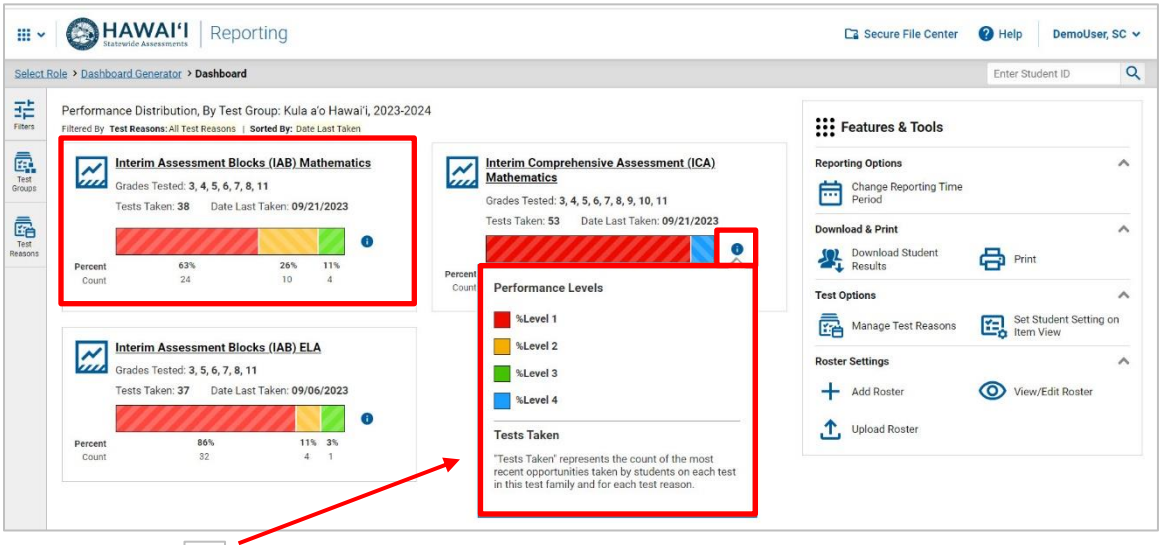
3. *Optional*: To save your selections, mark the checkbox **Make these my default selections**. These selections will be set in the Dashboard Generator whenever you log in. You can change the defaults at any time.
4. Click **Go to Dashboard**. The dashboard appears, displaying any data available for your selections.

Use the Dashboard to View Aggregate Test Results

All users can view the standard dashboard. It displays an aggregation card 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 7 is for Summative Mathematics).

Each aggregation card displays the test group name, a list of grades, the number of students who took tests 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.

Figure 7. Dashboard



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

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. If you are a teacher, you may also be able to view more students' data by managing your classes (rosters).

To change the test groups and test reasons that appear, use the **Filters** panel on the left. For more information on filtering, refer to 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.

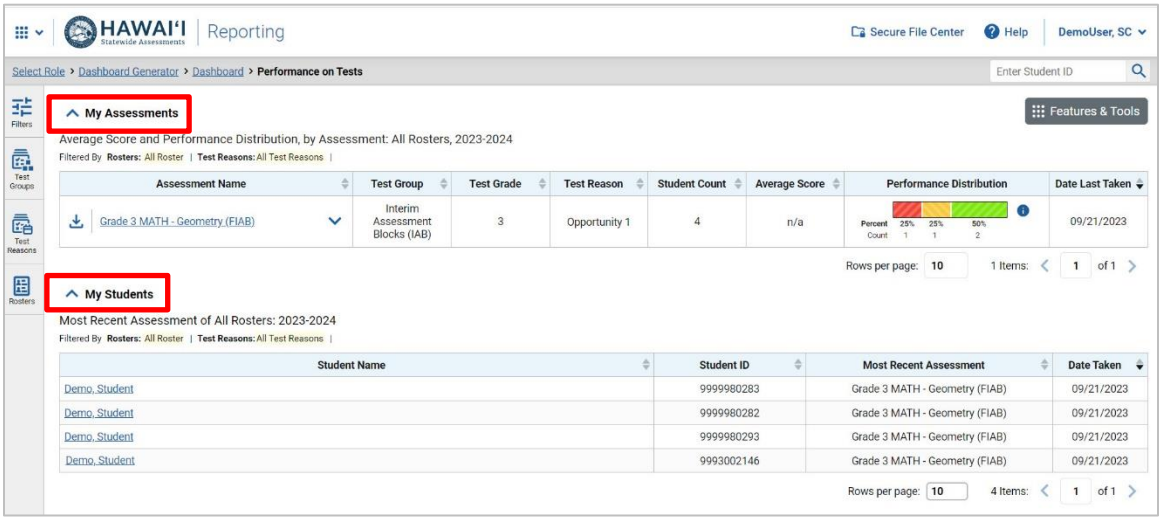
View More Detailed Data on a Particular Test Group

To view 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, **teachers** view two tables, as in Figure 8.

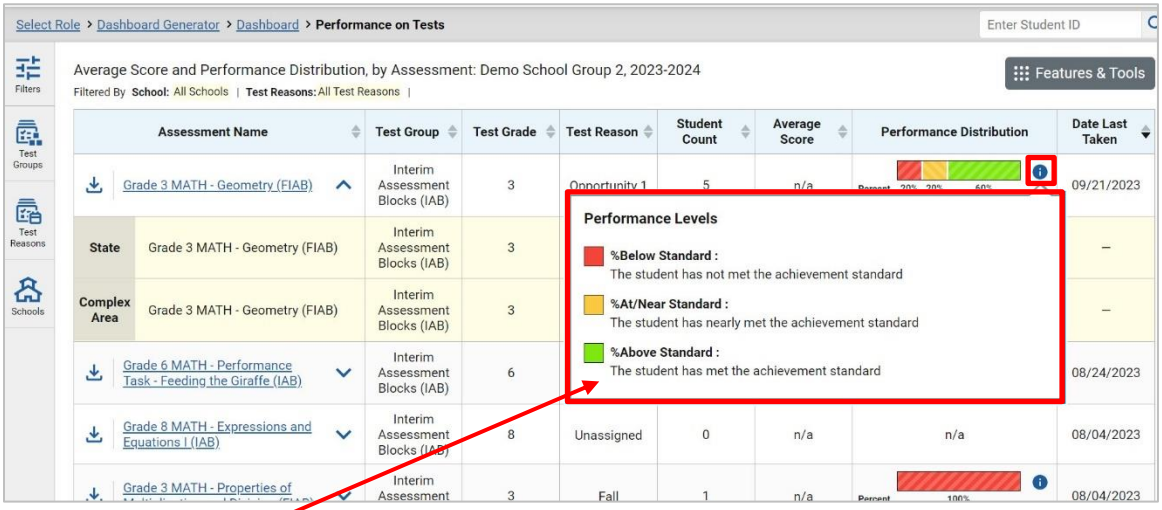
- The **My Assessments** table, listing all the assessments in the filtered test group or groups.
- The **My Students** table, listing all your students who took the assessments.

Figure 8. Teacher View: Performance on Tests Report



Complex (District) and school-level users view just one table, as in Figure 9. Like the first table on the teacher Performance on Tests report, this table lists all the assessments in the test group.

Figure 9. Complex-Level User View: Performance on Tests Report



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

For each test, the assessments table shows the test group, 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 view a different set of assessments. For more information on filtering, refer to Set Up Reports to Suit Your Needs.

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.

Teachers: View Student-Level Data for All Your Students

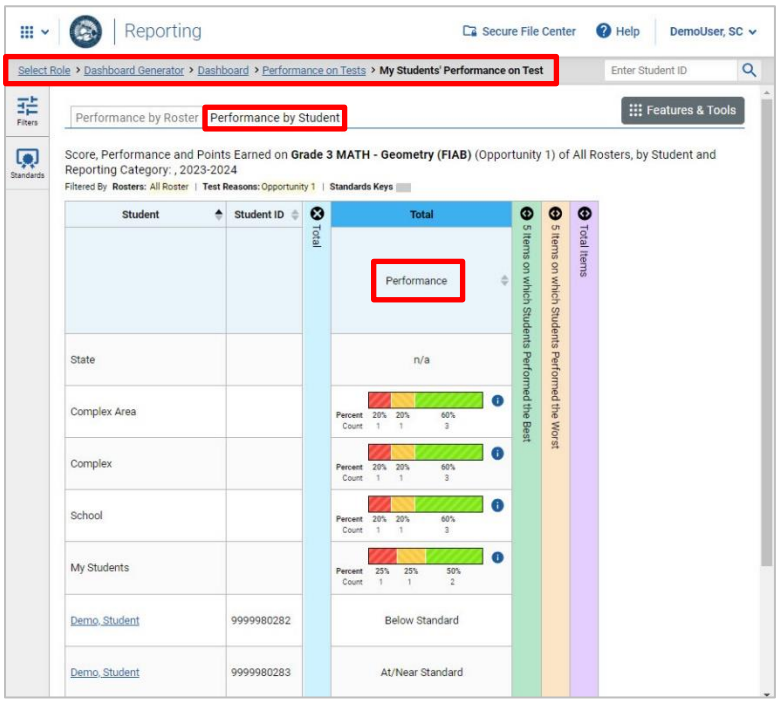
The **Performance by Student** tab of the My Students' Performance on Test report displays test results for each of your students across classes (rosters). In order to view the results for all your students, follow the instructions below.

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. A page of test results appears.

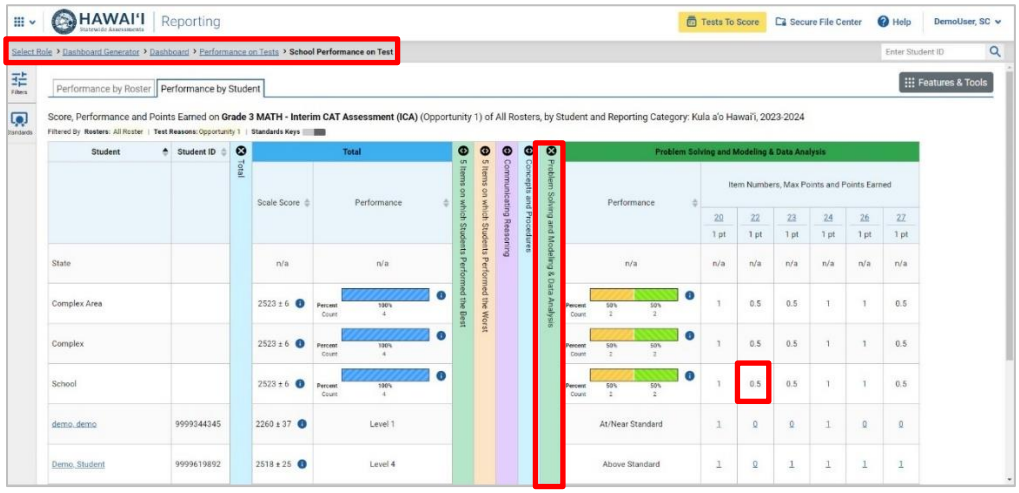
3. In the My Students' Performance on Test report that appears, select the **Performance by Student** tab, as in Figure 10. The results that appear list all your students. The first few rows also show aggregate performance data for your state, complex area, complex, school, and total students.

Figure 10. Teacher View: My Students' Performance on Test by Student Tab



- To see which students performed best, click the **score** or **Performance** column header to sort them.
- You can view your students' performance in each area of the test by clicking the reporting category section bars to expand them, as shown in Figure 11. In the figure below, the categories for a Math Interim CAT Assessment (ICA) include: 5 Items on which Students Performed the Best, 5 Items on which Students Performed the Worst, Communicating Reasoning, Concepts and Procedures, and Problem Solving and Modeling & Data Analysis.
- The row of numbers below the item point value indicates the average number of points earned for that particular item (the column), in that particular group (the row). In Figure 11, you can see that the average score for students within the school for item number 22 is .5 out of 1 point.

Figure 11. School Performance on Test by Student Tab with Expanded Reporting Category Section



School-Level Users: View Student-Level Data for All Your Students

You can follow the same procedure as in School-Level Users: View Student-Level Data for All Your Students to view the **Performance by Student** tab of the School Performance on Test report.

View Test Results for Classes (Rosters) on a Particular Test

You can view a list of classes (rosters) that took a particular test, and you can also view 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 view 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.
2. Click a test name in the table of assessments. Either the **My Students' Performance on Test** or the **School Performance on Test** report appears, depending on your role. It is open to the **Performance by Roster** tab.

The report shown in Figure 12 displays a list of one teacher's classes (rosters) and each rosters' performance. The first few rows also show aggregate performance data for the state, complex area, complex, school, and all their students.

Figure 12 Teacher View: My Students' Performance on Test by Roster Tab

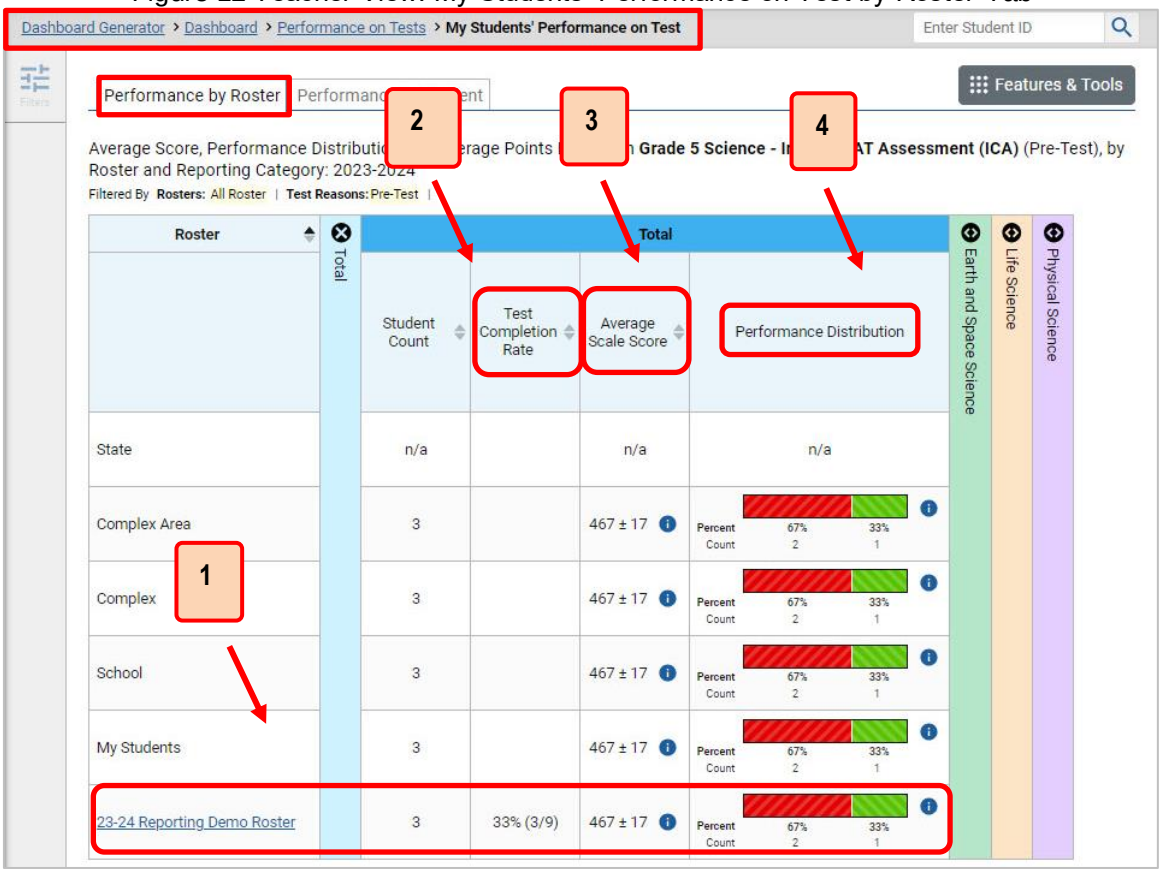


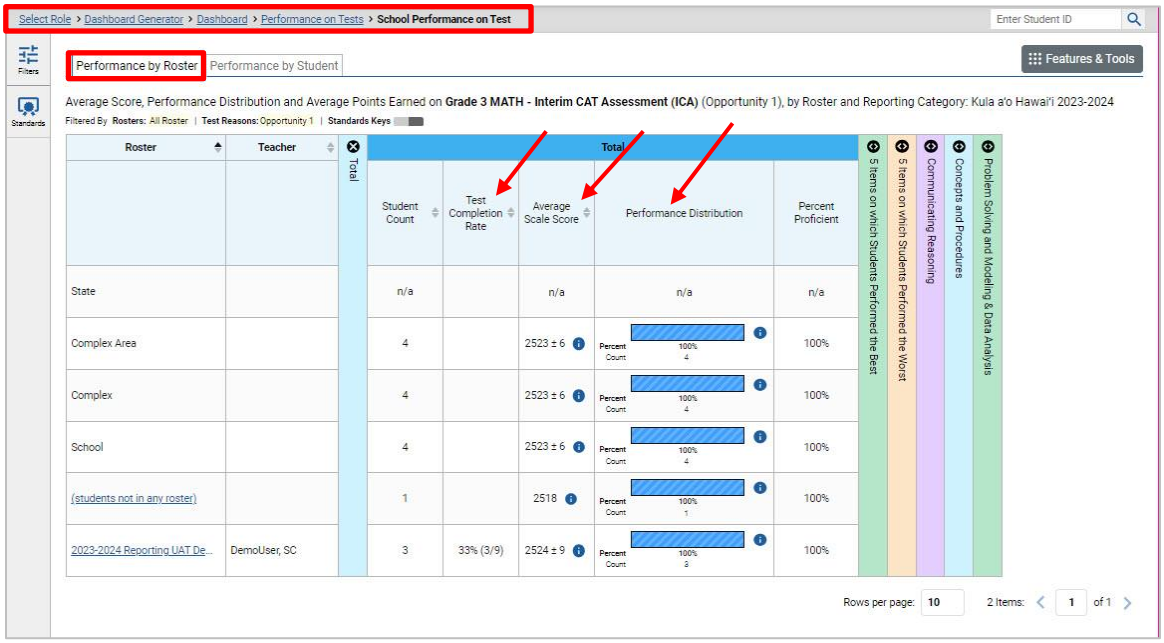
Table 1. My Students' Performance on Test Report: Performance by Roster Tab Elements

#	Element
1	Class (Roster) Performance Data
2	Test Completion Rate Column (click to sort)
3	Scale Score Column (click to sort)
4	Performance Distribution Column (click to sort)

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

1. Generate a dashboard and click a test group name.
2. Click a test name in the table of assessments. A page of the complex test results appear, listing schools within the complex.
3. Click a school name. The School Performance on Test report appears, open to the **Performance by Roster** tab.

Figure 13. Complex-Level User View: School Performance by Roster Tab



The report shown in Figure 13 displays a list of classes (rosters) and each class's performance. The first few rows also show aggregate performance data for your state, complex area, complex, school, and students not in any roster.

Determine Which Classes (Rosters) Performed Well on This Assessment

To find out which classes performed best on the test, do either of these things:

- Click the **Average Scale Score** column header to sort by score and look for rosters with high average scores.
- Look at the bars in the Performance Distribution column to determine where the percentage of students at or above proficient is high.

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

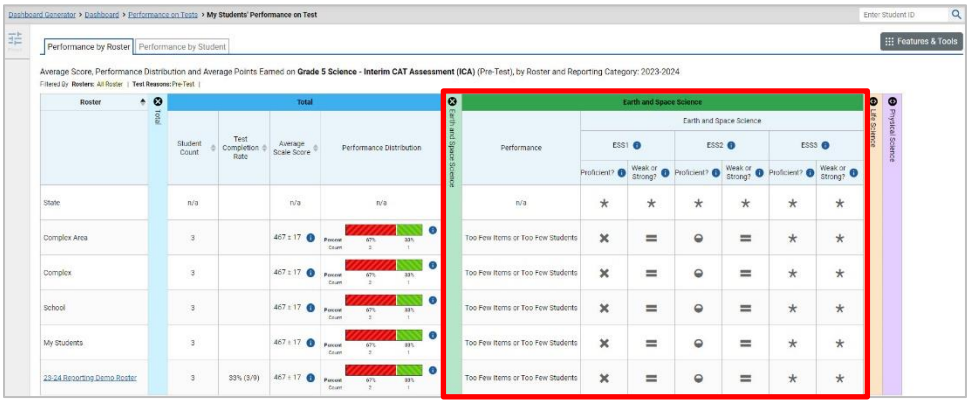
To find out which classes had the highest test completion rate:

- Click the **Test Completion Rate** column header to sort the column (see Figure 12).

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. In this example (Figure 14), you can view average score and a performance distribution bar for each class (roster) under the reporting category Earth and Space Science, Life Science, and Physical Science.

Figure 14. My Students' Performance by Roster with Expanded Reporting Category Section



Interim comprehensive tests cover multiple reporting categories, while a benchmark test such as a Checkpoint assessment or a Smarter IAB, covers only one.

View and Interpret Standard Measures Within Reporting Category Sections

Aggregate test results for adaptive tests may include detailed performance measures within standards within reporting categories. Please note, the information in this section applies to all Hawai'i assessments except for the Hawai'i Statewide Alternate Assessment (HSA-Alt), which only reports an overall scale score.

For the Smarter Balanced Summative Assessment, an educational standard, sometimes called an assessment target, describes at a more granular level than claim, the expectations of the knowledge, skills, and/or abilities assessed by the items and tasks within each claim. Standards are nested within clusters (groups of standards). A target can be aligned to one or more standards. For Smarter Balanced

Summative Assessments, target reports are available for ELA/L claims 1 and 2, and Mathematics claim 1 only.

> Note: 2023–2024For the Smarter Balanced ELA and Math assessments in Hawai'i, claim information will be available at the individual student level for claim 1 for Math and claims 1 and 2 for ELA. However, target reports are only available at the roster level for all reported claims for ELA but only in claim 1 for Math. This user guide provides instructions and figures (examples) showing how to access this information for SY 2023–2024 aggregates, and for all claims in past years' Smarter Balanced summative assessments at the student level, such as SY 2018-2019.

An educational standard or groups of standards, sometimes called an assessment target, describes the skill the item measures. Standards are nested within clusters (groups of standards).

- The Standards sub-section (shown in Figure 15) contains the following:
- **Clusters** within the reporting category.
  - **Standards** within each cluster.
    - **Measures** within each standard, such as "Proficient" and "Weak or Strong?"

To learn more about each standard for a particular test, or the measures reported for each standard, click the more information button to the right of the standard name and/or the measure.

Figure 15. School Performance on Test: Performance by Roster Tab with Expanded Reporting Category Section

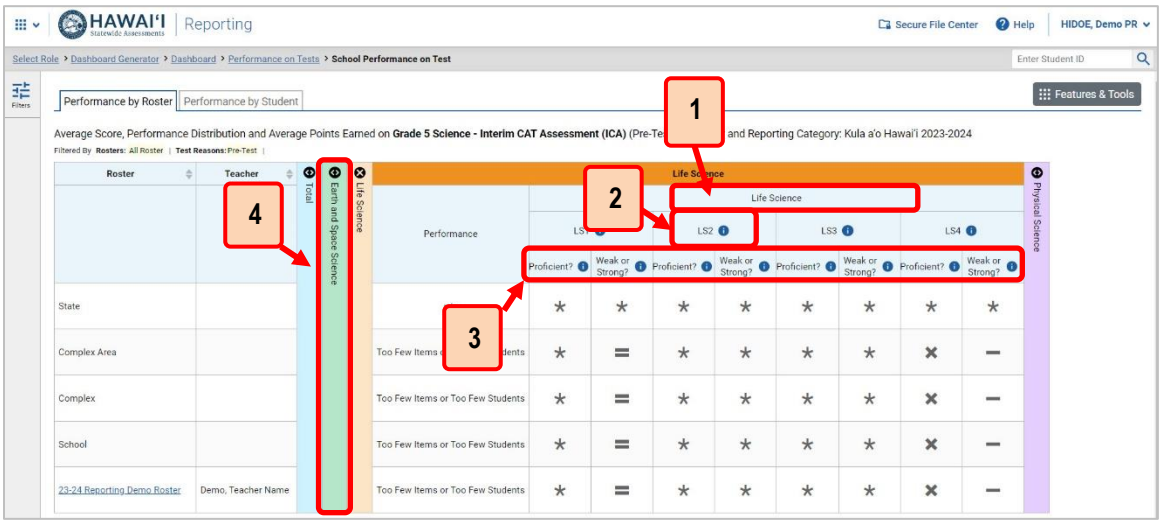


Table 2. Reporting Category Section Elements

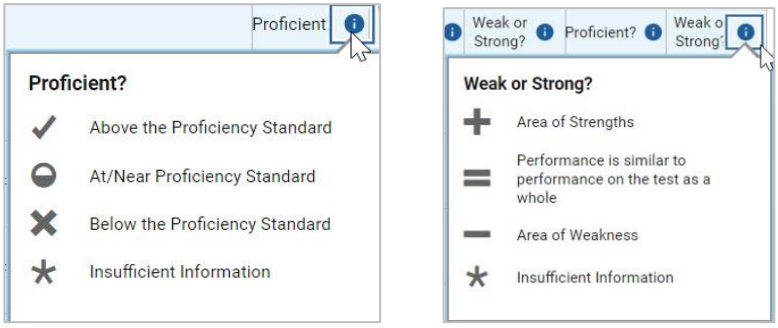
#	Element
1	Cluster header within a reporting category
2	Standard header within the cluster column
3	Performance measures within the standard
4	Additional reporting category section (not expanded)

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

- **"Proficient?":** This column displays icons indicating whether students have on average attained proficiency in the standard (see Figure 16).
- **"Weak or Strong?":** You may want to identify strengths and weaknesses in different standards within the reporting category so you can focus instruction on very specific areas where improvement is needed. This column displays icons indicating how students' average performance on the standard compares with their average performance on the overall test. Note that these icons indicate only relative performance and not proficiency.

To learn more about these performance measures, click the more info button (see Figure 16).

Figure 16. Legend for the Proficient? and Weak or Strong? Columns



Additional information specifically for Smarter Balanced Summative Assessment target reports can also be found in the *Smarter Balanced Target Report Fact Sheet*, available in the Reporting Resources section on the AlohaHSAP.org portal.

Note: The most granular level of target reporting is at the roster level. A target report of a roster with less than 10 students could be generated but may display insufficient information (*) for a majority of the targets. Having at least 10 students in a roster is recommended to generate meaningful results, although insufficient information (*) may still be displayed for some targets.

View and Interpret Writing Dimension Measures

Aggregate 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 17) contains the following under the Essay header:

- **Essay type**. For example, Informational, Narrative, and Opinion.
  - **Writing dimension** within the essay type, as listed in item rubrics. For example, Conventions, Evidence/Elaboration, and Organization/Purpose.
    - **Point value**. A sub-column for each possible item point value for the writing dimension. Each point value sub-column displays the percentage 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 wors with the highest percentages. This allows you to quickly identify groups of students who are performing well and those who may need additional support.

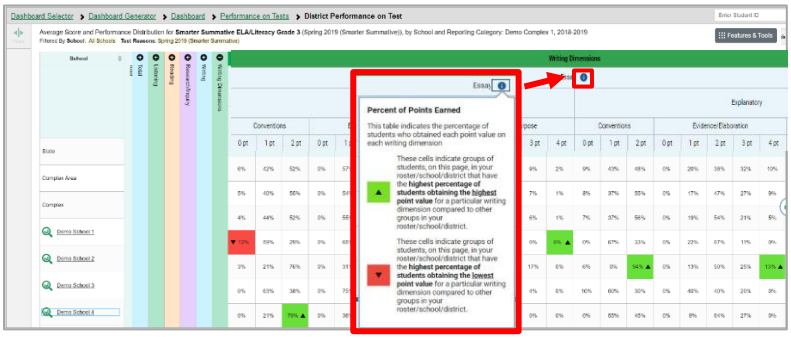
Note that highlighting and arrow icons do not appear when they are not useful. A report containing only one row of data does not have them, and neither does a row in which the percentages are "n/a" or all the same.

Figure 17. Complex Performance on Test Report with Expanded Writing Dimensions Section

Table 3. Complex (District) Performance on Test Report Elements

#	Element
1	Essay type header
2	Writing dimension header
3	Point value
4	Cell with highest percentage earning highlighted

Figure 18. Complex Performance on Test with Expanded Writing Dimensions Legend

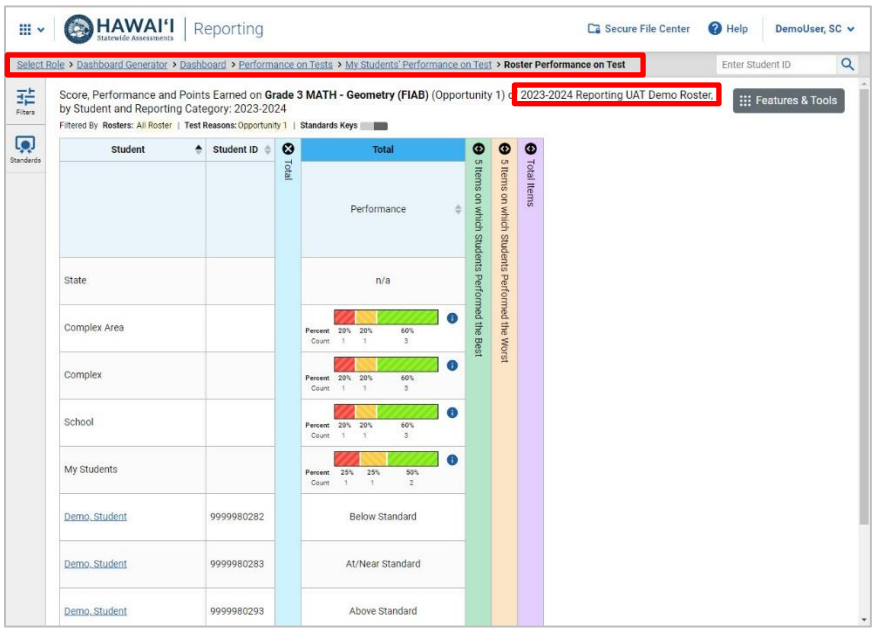


To learn about the highlighting and arrow icons, click the more information button in the Essay header. A legend expands, as in Figure 18.

Access Test Results for an Individual Class (Roster)

Prior sections explained how to access test results for all your classes (rosters). To view results for one specific class (roster), click the name of a class that appears in the first column of the report. The class results listed by student appear (Figure 19).

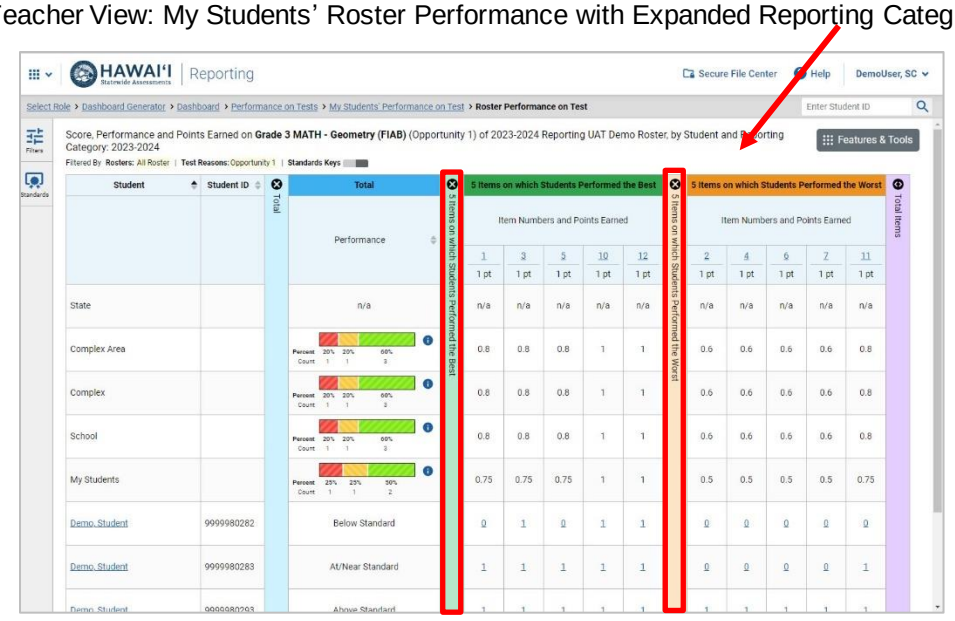
Figure 19. Teacher View: My Student's Performance: Roster Performance on Test



Determine How Well Students in Your Class (Roster) Performed in Each Area of the Test

You can compare the performance of your students in each area of the test using the reporting category sections, as shown in Figure 20. Click each vertical section bar to expand or collapse it.

Figure 20. Teacher View: My Students' Roster Performance with Expanded Reporting Category Sections



School- and Complex-Level Users: View Test Results for a School on a Particular Test

You can view 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 Test Results for a School

School-level users:

1. Generate a dashboard and click a test group name.
2. Click a test name in the table of My Assessments. **My Students' Performance on Test** report appears, with the school data shown.

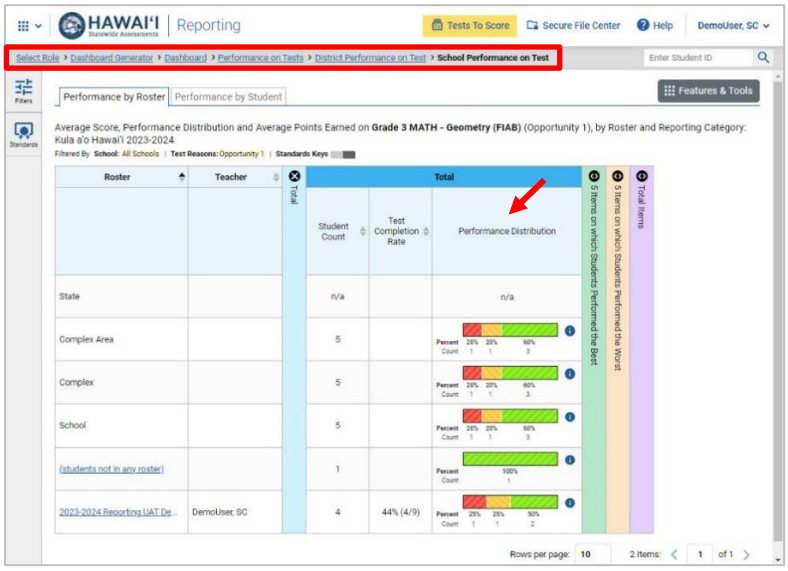
Complex-level users:

1. Generate a dashboard and click a test group name.
2. Click a test name in the table of assessments. A table listing test results by State, Complex Area, Complex and a list of schools appears.
3. Click the name of the school for which you would like to view results. The test results for the school appear organized by roster.

   Note that complex-level users can also access the test results from a school directly from the Performance on Tests report, by first filtering by school. See the section Complex-Level Users: Filter Schools to Display.

   The **Performance by Roster** tab is open by default, as in Figure 21.

Figure 21. Complex-Level User: School Performance on Test Report: Performance by Roster Tab



Determine Which Classes (Rosters) Performed Well on This Assessment

In the **Performance by Roster** tab, look at the **Performance Distribution** column and click the header of the score column to sort by score (see Figure 21). Rosters with a high average scale score, and with a high percentage of students performing at or above proficient in the performance distribution bar, performed well on the assessment. If certain classes (rosters) performed consistently well, you could use them as a model for the classes with lower performance.

Complex-Level Users: View Test Results for a Complex on a Particular Test

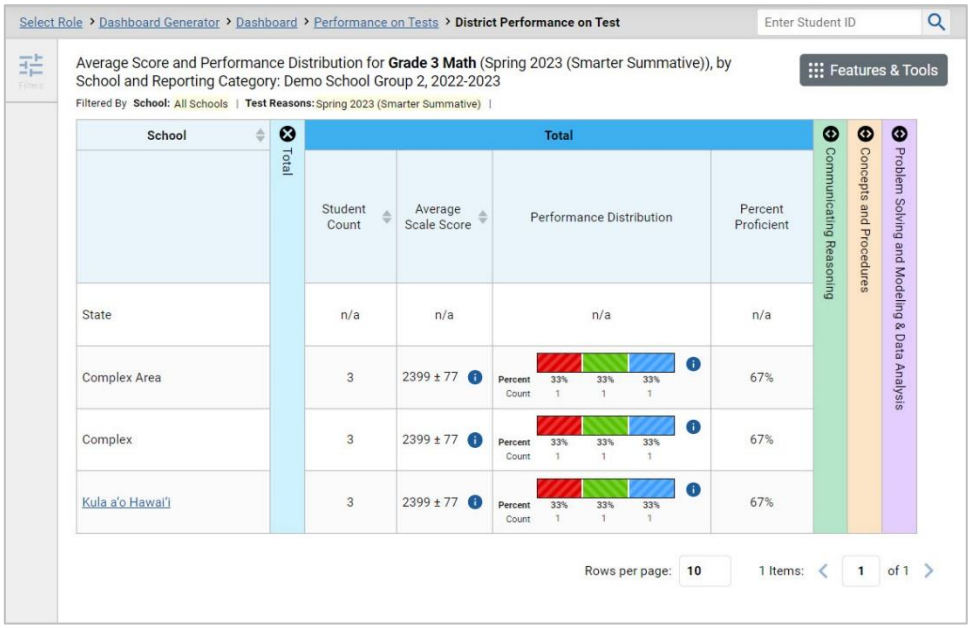
You can view test results for a complex on a particular test.

This gives you a high-level view of how the complex is performing.

Access Test Results for a Complex

1. Generate a dashboard and click a test group name.
2. Click a test name in the table of assessments. The Complex (District) Performance on Test report appears, listing all schools in the complex (Figure 22).

Figure 22. District-Level User: Complex (District) Performance on Test Report



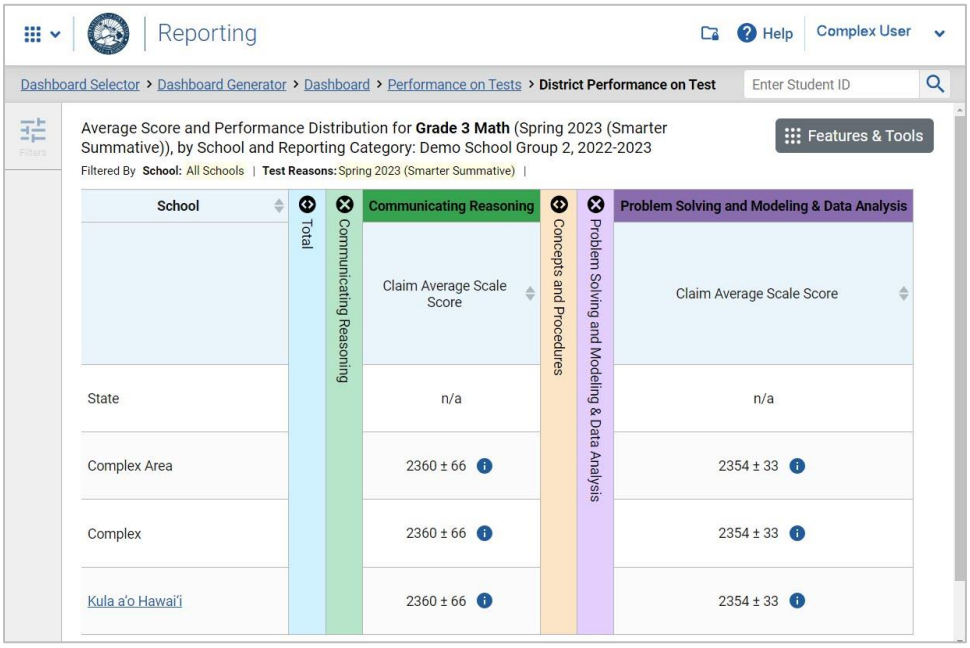
Determine Which Schools in the Complex Performed Well on This Assessment

Look at the Average Scale Score column and/or Performance Distribution column and click to sort by it (as in Figure 22).

Determine How Well Schools in the Complex Performed in Each Area of the Test

Click the vertical section bars to expand the reporting category sections (as in Figure 23).

Figure 23. Complex (District) Performance on Test Report with Expanded Reporting Category Sections



View Test Results Broken Down by Demographic Sub-Groups

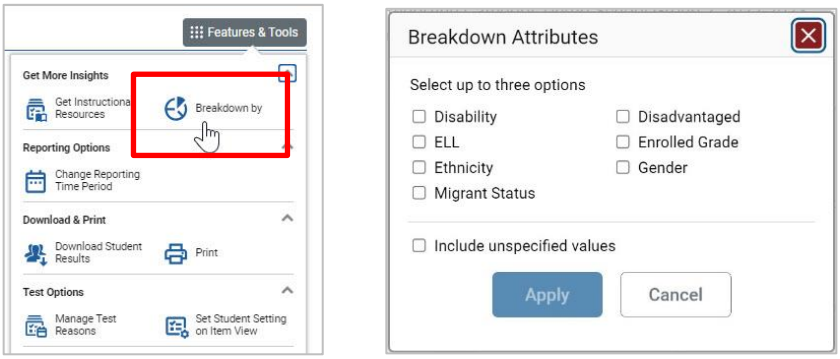
You can use the **Breakdown By** button in the **Features & Tools** menu to compare performance between different demographic sub-groups. This button is available for most aggregate test results.

View Test Results Broken Down by Demographic Sub-Groups

To view test results broken down by demographic sub-groups, do the following:

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

Figure 24. Breakdown by: Breakdown Attributes Window



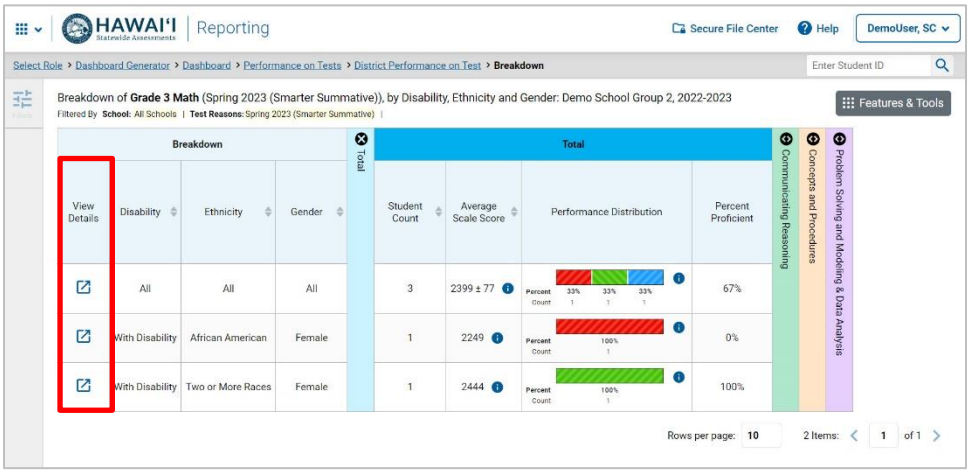
2. Select up to three student demographic categories.

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, mark the checkbox.

3. Click **Apply**.
   - Data for each sub-group selected are displayed in the report, as in Figure 25.

Figure 25. Demographic Breakdown of a Complex (District) Performance on Test Report



Please see Table 4 for a list of the breakdown attributes and labels for the demographic sub-groups available in CRS.

Table 4. Demographic Breakdown Attributes: Labels and Definitions

Category	Breakdown Attribute Label	Definition
Disability	01 – Autism	Autism
	02 – Deaf-Blindness	Deaf-Blindness
	03 – Deafness	Deafness
	04 – Developmental Delay (Age 3-5)	Developmental Delay (Age 3-5)
	05 – Developmental Delay (Age 6-8)	Developmental Delay (Age 6-8)
	06 – Emotional Disturbance	Emotional Disturbance
	07 – Hearing Impaired	Hearing Impaired
	08 – Mental Retardation	Mental Retardation
	09 – Multiple Disability	Multiple Disability
Disability (cont.)	10 – Orthopedic Impairment	Orthopedic Impairment
	11 – Other Health Impairment	Other Health Impairment
	12 – Specific Leaning Disability	Specific Learning Disability

	13 – Speech/Language Impairment	Speech/Language Impairment
	14 – Traumatic Brain Injury	Traumatic Brain Injury
	15 – Visual Impairment including Blindness	Visual Impairment including Blindness
	16 – Autism Spectrum Disorder	Autism Spectrum Disorder
	17 – Other Health Disability	Other Health Disability
	18 – Speech or Language Disability	Speech or Language Disability
	19 – Intellectual Disability	Intellectual Disability
	20 – Visual Disability Incl. Blindness	Visual Disability Incl. Blindness
	21 – Hard of Hearing	Hard of Hearing
	21 – Orthopedic Disability	Orthopedic Disability
Disadvantaged* (Lunch Status as related to the National School Lunch Program)	1	Free - Eligible
	2	Reduced - Eligible
	C	Certified by the Hawaii Department of Human Services
	F	Free
	R	Reduced
ELL	No	The student is not an English Language Learner.
	Yes	The student is an English Language Learner.
Enrolled Grade	Grade 00	Home Schooled
	Grade KG	Kindergarten
	Grade 01	Grade 1
	Grade 02	Grade 2
	Grade 03	Grade 3
	Grade 04	Grade 4
	Grade 05	Grade 5
	Grade 06	Grade 6
	Grade 07	Grade 7
	Grade 08	Grade 8
Enrolled Grade (cont.)	Grade 09	Grade 9
	Grade 10	Grade 10
	Grade 11	Grade 11

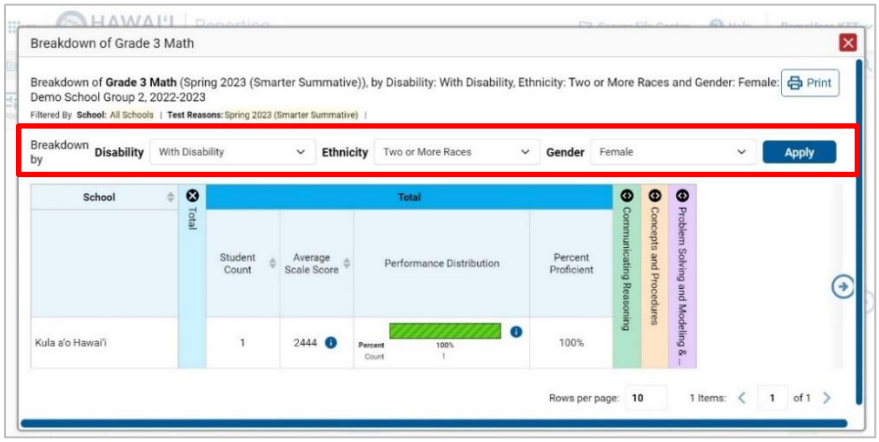
	Grade 12	Grade 12
	Grade 31 – 34	*Other
Ethnicity	African American	African American
	American Indian/Alaskan Native	American Indian/Alaskan Native
	Asian/Pacific Islander	Asian/Pacific Islander
	Declined to Report	Declined to Report
	Hawaii Pacific Islander	Hawaii Pacific Islander
	Hispanic	Hispanic
	Multi-Racial	Multi-Racial
	White	White
Gender	Female	Female
	Male	Male
Migrant Status	No	Student does not have migrant status.
	Yes	Student has migrant status.

*Please contact the Assessment Section if you have any questions about the demographic breakdown attributes.

View Test Results for a Particular Demographic Sub-Group or Combination

- When viewing test results broken down by sub-groups, go to the row for the demographic combination you want to view and click the **view** button in the **View Details** column on the left (see 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 sub-groups (Figure 26).

Figure 26. Demographic Combination Breakdown Window (from School Performance on Test Report)



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 demographic sub-groups you want to view and click **Apply**. The new combination is displayed.

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

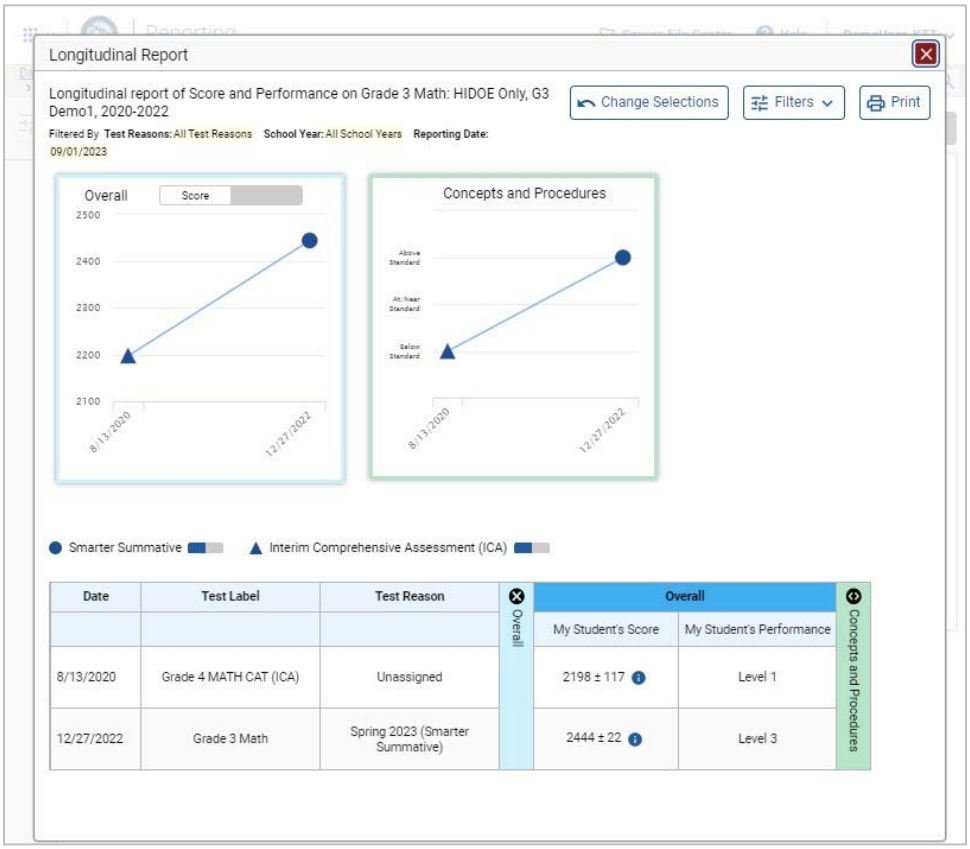
Track Student Performance Over Time

You can view your students' performance over time across multiple related assessments or across multiple test opportunities of a single assessment. This lets you understand 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.
    - If you are a Complex- or School-level user, note that a certain percentage of students must have taken *all* the related assessments in order for you to generate a Longitudinal Report. Teachers have the option of adjusting the pool of students, tests, and test reasons.
- An individual student who has completed the assessments (see Figure 27).

Figure 27. Longitudinal Report: Interim & Summative Report for an Individual Student



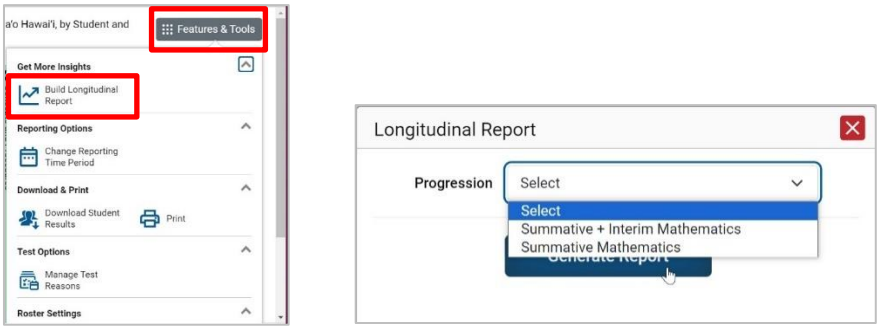
Access a Longitudinal Report Comparing Related Assessments

If the student(s) in your test results have completed multiple related assessments, the **Build Longitudinal Report** button allows you to access a Longitudinal Report in the reports for any of those assessments. If they haven't done so, then no Longitudinal Report is available. Some examples of situations where no Longitudinal Report is available include Grade 3 students who are completing interim testing for the first time, and students who are taking a different set of Interim Assessment Blocks (IABs) in the current school year compared to prior school year.

Click the **Build Longitudinal Report** button in the **Features & Tools** menu (see Figure 28).

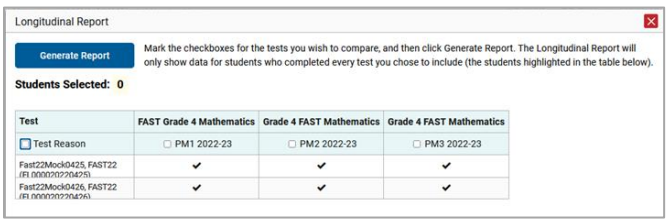
- The ***Longitudinal Report*** window appears. Depending on your role, the test types, and the number of students in the report, it may display a report options page rather than the Longitudinal Report itself. The contents of this page depend on your role and the number of students.
- If you are viewing a Longitudinal Report for which **both** interims and summatives are available, the **Progression** drop-down list (Figure 28) appears.
- Use it to select which test types to view in the Longitudinal Report: summative, interim, or a combination.
- This drop-down list does not appear when only one test type is available.

Figure 28. Features & Tools: Longitudinal Report Button & Progression Drop-Down List



- **Teachers only**: If the test results you're looking at are for multiple students, a table appears with a column for each test (Figure 29). This table does not appear if you're looking at an individual student.
  - A sub-column appears for each test reason (a category of test, or a test window).
  - The cells in the columns display checkmarks ✔ to indicate which students completed which test/test reason combinations.

Figure 29. Teacher View: Longitudinal Report Window: Detailed Report Options Page



- Mark the checkbox for each test/test reason combination you wish to include in the report. Mark the **Test Reason** checkbox on the left to include all or clear it to remove all. The test opportunities that will be included are highlighted in yellow.

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

View Students' Overall Performance on These Assessments Over Time

Look at the graph in the upper-left corner of the Longitudinal Report (Figure 30). 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.

Figure 30. Longitudinal Report: Summative Report for a Student with Multiple Reporting Categories

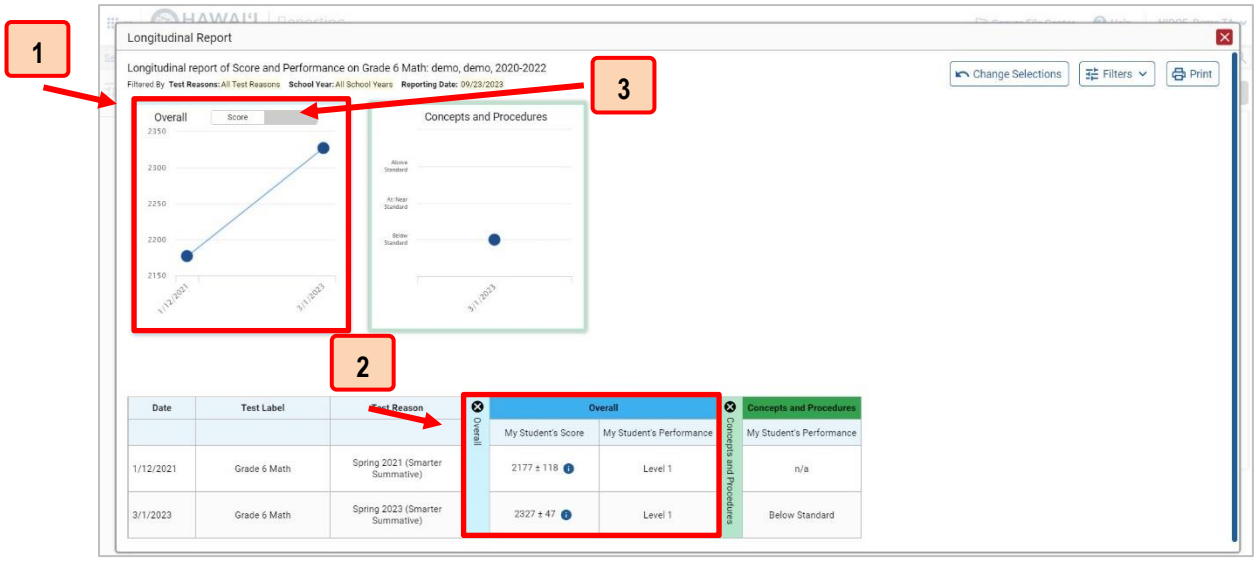


Table 5. Longitudinal Report Window Elements

#	Element
1	**Overall** performance graph
2	Overall performance section of **table**
3	Score/Performance **Toggle**

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

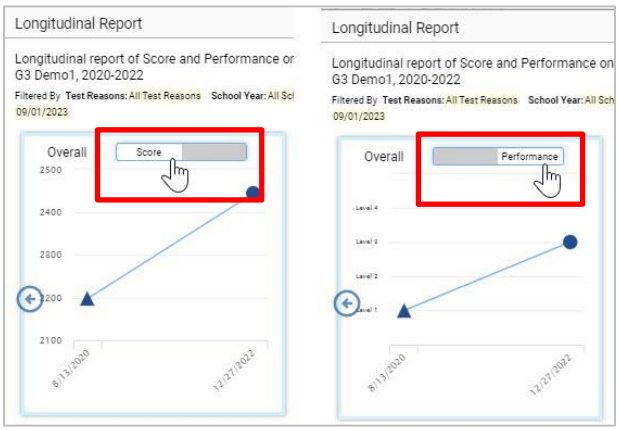
Mouse over the data points in a line graph or the sections in a bar to get more information.

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 **toggle bar** appears at the top of it (see Figure 31). 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 31. Longitudinal Report: Switch Data View



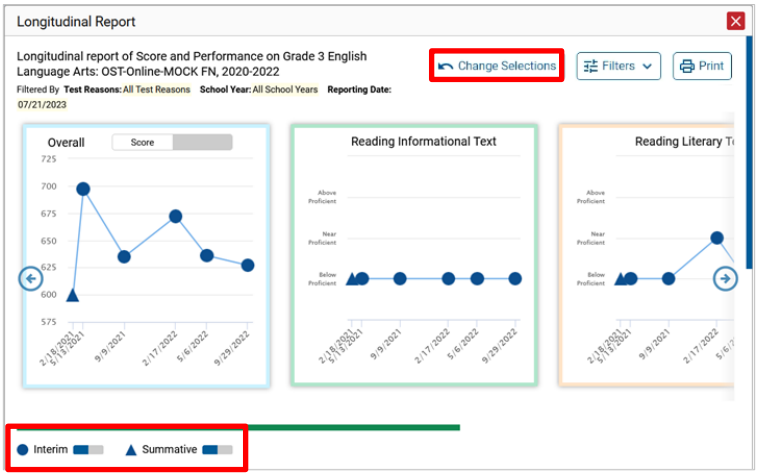
View Students' Performance in Different Areas Over Time

Look at the reporting category graphs to the right of the **overall** performance graph, or look at the expandable reporting category sections in the **table** at the bottom. Here, you can understand at a glance how students are improving or declining in each area, and you can compare their trajectories in different areas (see Figure 30).

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 (see Figure 32) to find out which symbols correspond to which types.

Figure 32. Longitudinal Report: Test Type Legend



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 and, if you are a teacher viewing multiple students, your selection of tests and test reasons as well. Click **Generate Report** again.

Alternatively, if your report contains multiple test types, click the test type toggles in the legend immediately below the graphs (see Figure 32) to hide and show data for each one. Note that these toggles do not affect report printouts or exports.

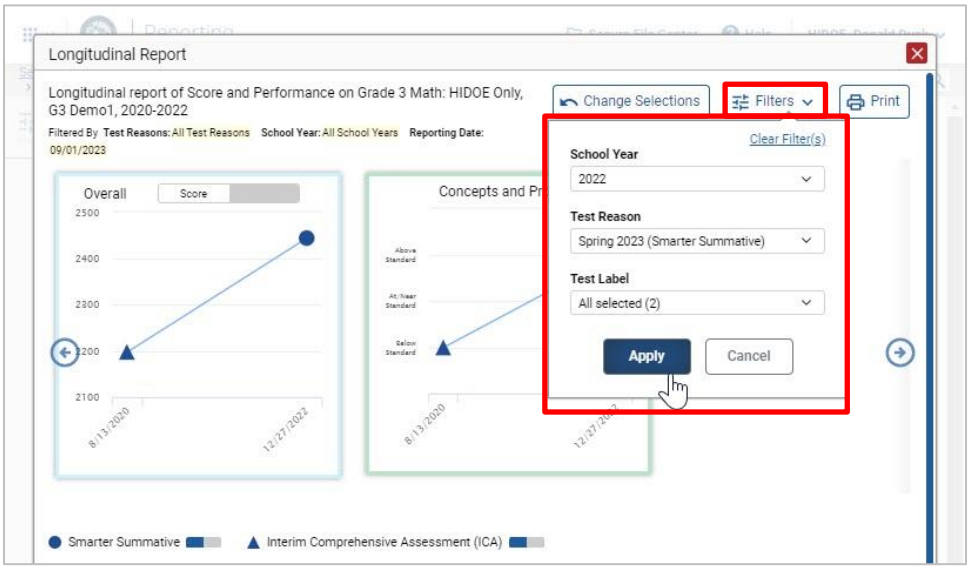
Filter Test Opportunities to Show Some and Not Others

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 are included in the report.

1. Oen the **Filters** menu at the upper-right corner and select the filter options you prefer from the drop-down lists.

Figure 33. Longitudinal Report: Filter by Test Opportunity and Year



- You may want to filter by a particular school year or years. Note that years are not calendar years. "2023" refers to the 2023–2024 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 view 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 view.

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.

Complex-Level Users: View a Cross-Sectional Report

When the Cross-Sectional Report is available, complex-level users can view a school or complex's performance, irrespective of enrolled students, for a test family across multiple test reasons. 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 were enrolled and took the tests at the time.

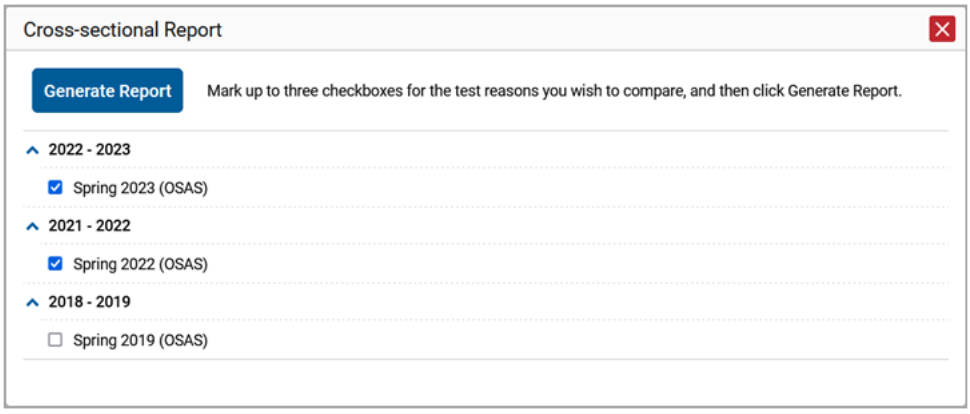
A complex-level user can view a report for their complex area, complex, or any school within it.

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

When viewing either a School Performance on Test Report or a Complex 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 34).

Figure 34. 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 35), displaying data for the test family to which the test belongs.

View 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 35). It shows the scores or performance levels of the institution for each test reason.

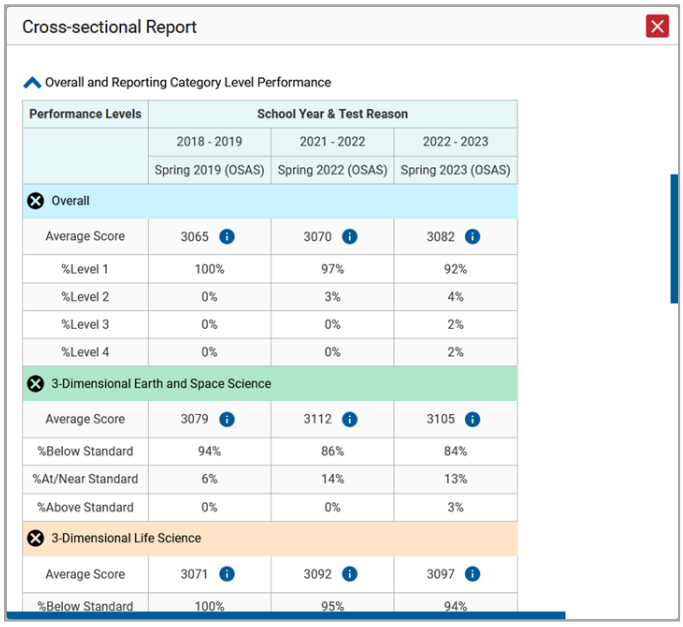
Figure 35. Cross-Sectional Report Window (Scrolled to Top)

Score data are plotted along a line. Performance level data are 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 36), look at the **Overall** section.

Figure 36. Cross-Sectional Report Window (Scrolled Down)



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

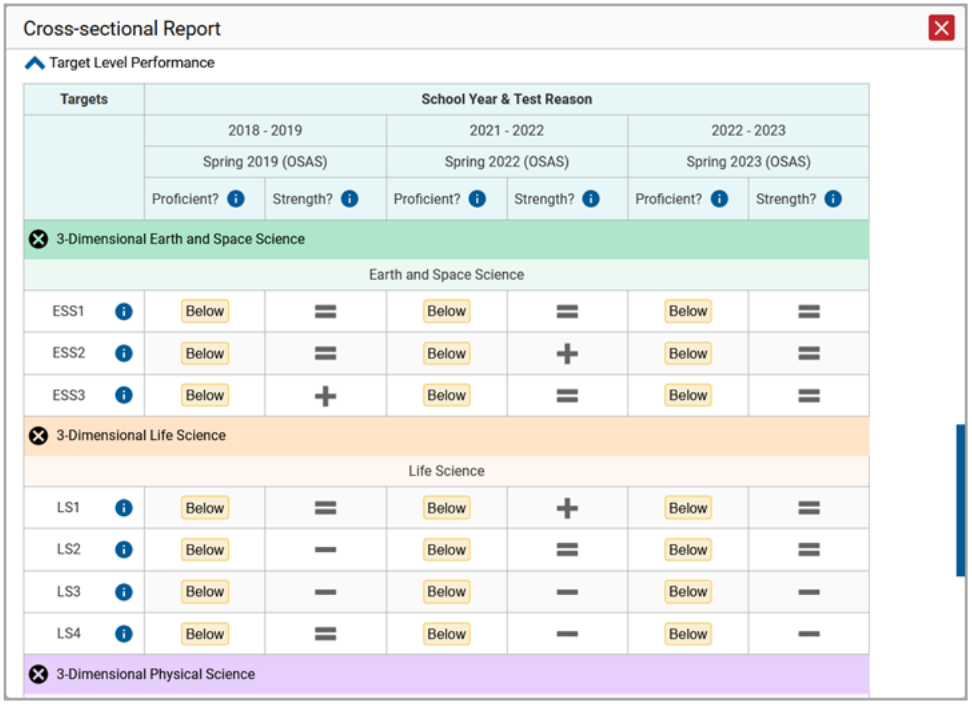
When a graph offers both score data and performance level data, a toggle bar appears at the top of it. Click the toggle to switch between data. You may want to do this if you find performance level data easier to read, or if you prefer the precision of score data. Sometimes tests include only one type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

View the Institution's Performance in Different Areas Over Time

You can view the institution's performance by reporting category or by standard.

- View the reporting category graphs to the right of the overall performance graph (Figure 35), or view the expandable reporting category sections in the first table below the graphs (Figure 36). Here, you can understand at a glance how the complex or school is improving or declining in each area, and you can compare its trajectory in different areas.
- Look at the second table below the graphs (Figure 37), which breaks down performance by standard. Again, this helps you understand at a glance how the complex or school is improving or declining in each area.

Figure 37. Cross-Sectional Report Window (Scrolled Down)



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.

View Test Results for Individual Students

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

Note: 2023–2024For the Smarter Balanced ELA and Math assessments in Hawai'i, student claim or target information is only available for claim 1 results for Math and claims 1 and 2 results for ELA at the individual student level. This user guide provides instructions and figures (examples) showing how to access this information for SY 2023–2024 aggregates, and for all claims in past years' Smarter Balanced summative assessments at the student level, such as SY 2018-2019.

Access Test Results for an Individual Student on a Particular Test

Teachers and school-level users:

1. Generate a dashboard and click a test group name.
2. Click a test name in the table of assessments. A page of test results appears.
3. Select the **Performance by Student** tab.
4. Click the **name of an individual student** in the report. The Student Performance on Test report appears (Figure 38).

Complex-level users:

1. Generate a dashboard and click a test group name.
2. Click a test name in the table of assessments. A page of test results by school appears.
3. Click a school name. The School Performance on Test report appears.
4. Perform the same steps as teachers and school-level users, starting at step 3.

Figure 38. Teacher View: Student Performance on Test Report

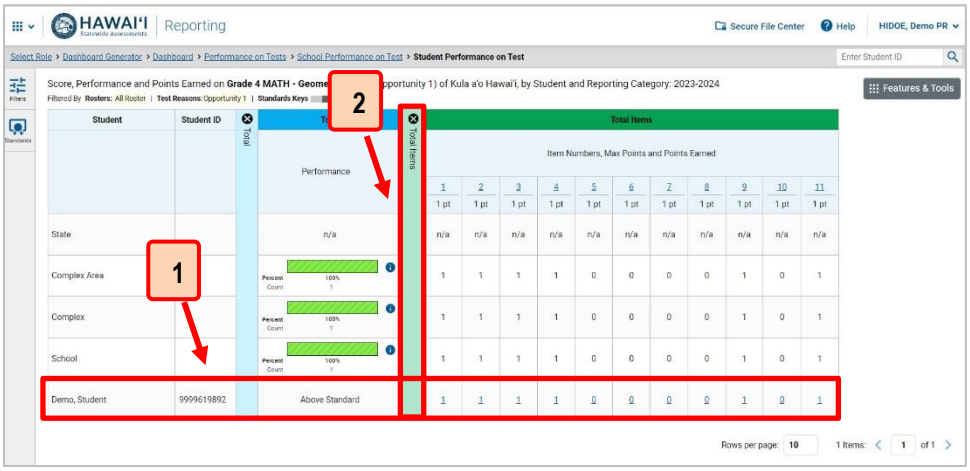


Table 6. Teacher View: Student Performance on Test Report Elements

#	Element
1	Row of data for the student
2	Reporting category section bar(s) (click to expand)

You can view the student's performance in each area of the test using the reporting category sections, which you can click to expand.

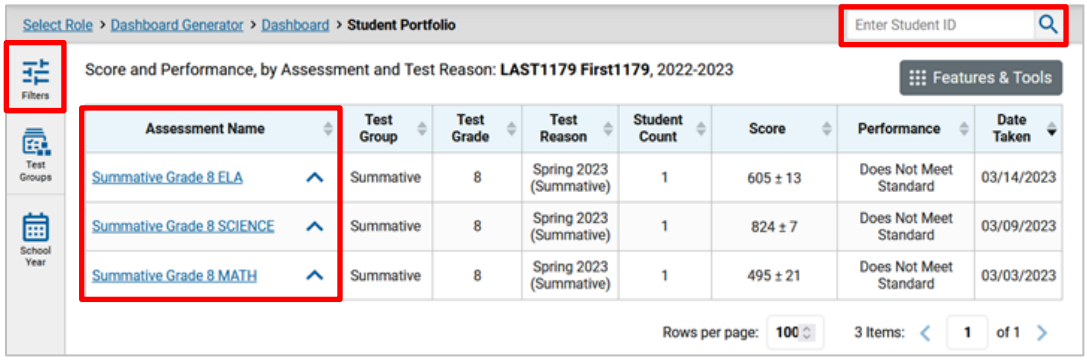
View a Report for All the Assessments a Student Has Completed Over Time

The Student Portfolio Report (Figure 39). allows you to view all the assessments an individual student has completed over time. This is useful for viewing performance on tests that have multiple opportunities, and for interim tests that were administered multiple times throughout the year.

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

Teachers can also access this report from the Performance on Tests report by going to the My Students table below the main assessments table and clicking a **student's name**.

Figure 39. Student Portfolio Report



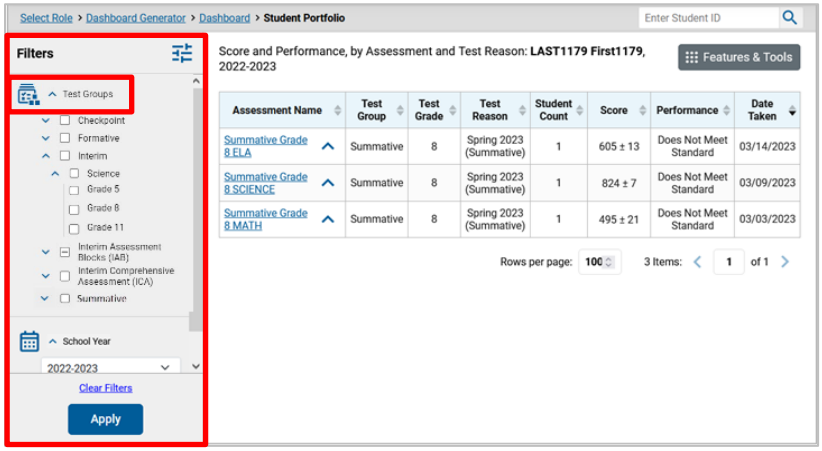
To view individual test results for this student, click a **test name** in the Assessment Name column.

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

You can temporarily filter which tests you want to view 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 view 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, click the **Test Groups** button. The **Filters** panel expands (Figure 40).

Figure 40. Student Portfolio Report with Expanded Filters Panel



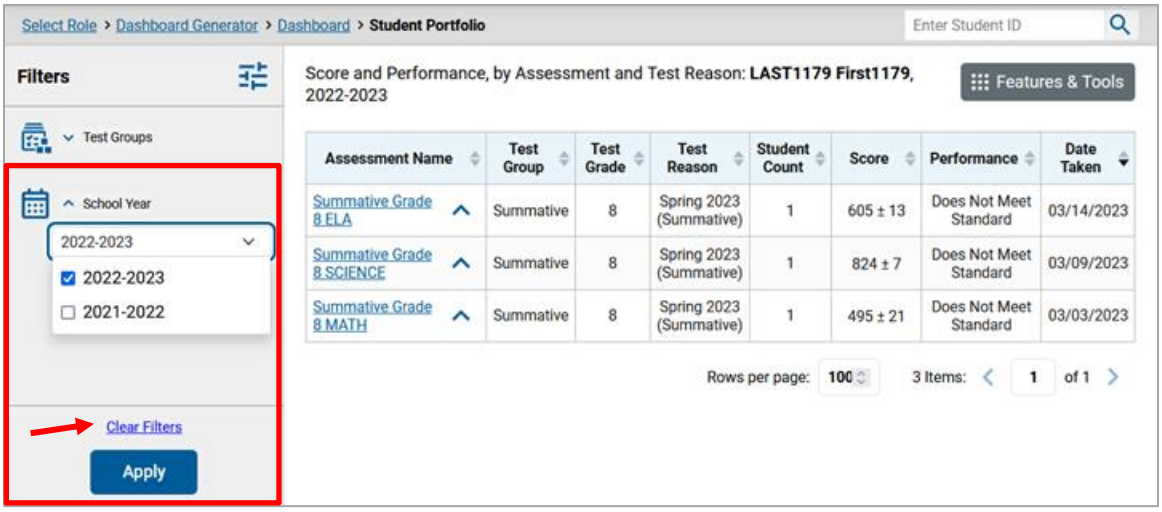
2. Mark as many selections as you like in the **Test Groups** section of the **Filters** panel. Tests are organized by test type, subject, and grade.
3. Click **Apply**. The Student Portfolio Report updates to show only data for those tests.
4. *Optional*: To revert all filters to their defaults, open the filters panel again and click **Clear Filters**. Click **Apply**. Filters also revert when you log out, switch user roles, or switch systems.

View a Student's Performance on Tests Taken in a Previous School Year or 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 students were not yet associated with you. For example, if you are a seventh-grade teacher, you can use these reports to view a current student's performance on last year's sixth-grade tests.

1. On the left side of the page, expand the Filters panel, and click the **School Year** button (see Figure 41).
2. Under **School Year**, select a year or years (see Figure 41).
3. Click **Apply**.

Figure 41. Student Portfolio Report with Expanded Filters Panel



To switch back to the current year:

1. Open the **Filters** panel again.
2. Click **Clear Filters**.
3. Click **Apply**.

Access Item-Level Data

Interim and benchmark assessments contain non-secure, non-public items. Reports for individual tests include the following:

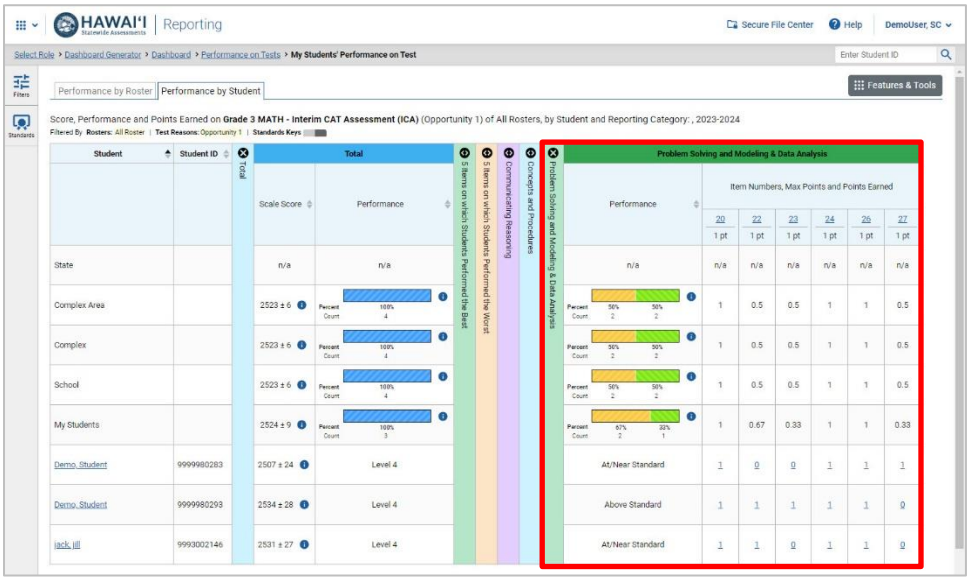
- Item-level data.
- Access to the items themselves.
- Access to student responses to the items.

Test results for adaptive assessments include item-level data only on the individual student level.

View Item Scores

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

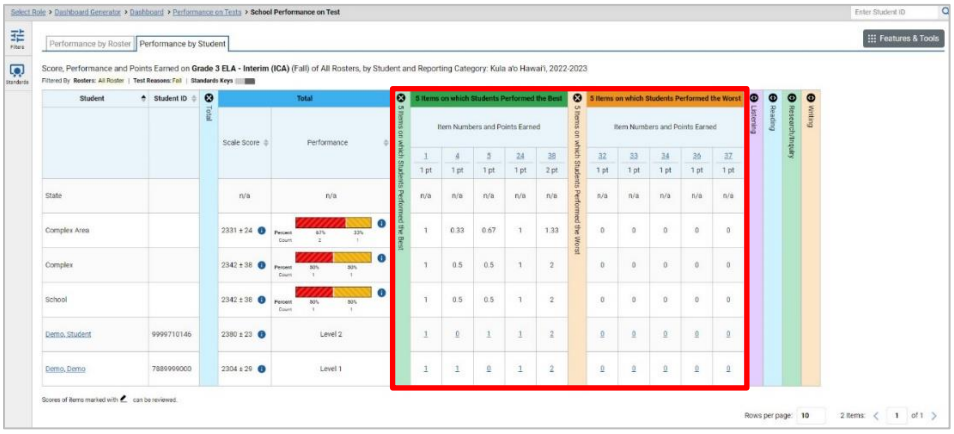
Figure 42. My Students' Performance on Test Report: by Student Tab with Expanded Reporting Category



Find Out Which Items Students Performed on the Best or Struggled with the Most

Look in the sections **5 Items on Which Students Performed the Best** and **5 Items on Which Students Performed the Worst** (Figure 43). You can click the vertical section bars to expand them, just like other sections.

Figure 43. School Performance by Student Tab: 5 Items on Which Students Performed the Best and the Worst Category Sections Expanded



View Standards for Each Item

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

To show or hide item standards, click the **Standards Keys** toggle 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 44). Note that this toggle does not affect printouts or exports, which always include the standard keys when they include item-level data.

Figure 44. School Performance on Test Report: Expanded Reporting Category Section

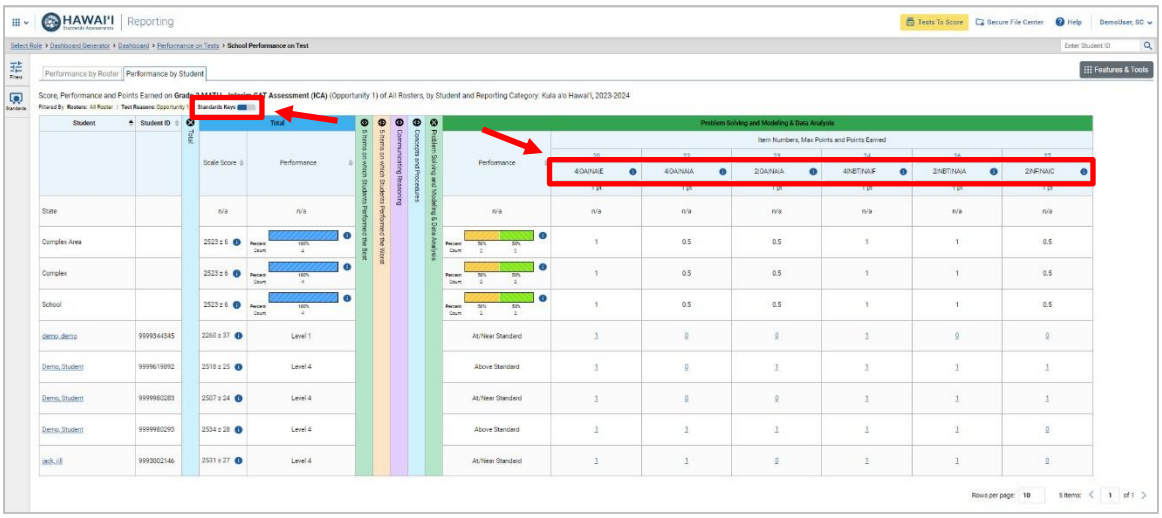
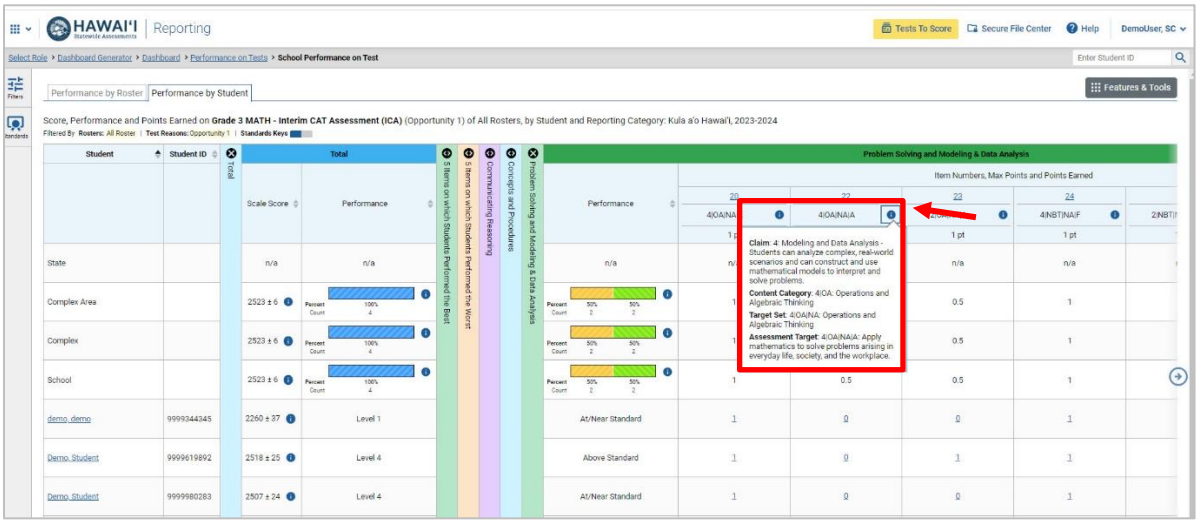


Figure 45. School Performance on Test Report with Expanded Reporting Category Legend



Click the more information button beside the standard keys to view legends displaying the full text of each cluster (category of standards) and each standard, as in Figure 45. This full text is not included in printouts or exports.

View an Item

On Interim and Checkpoint Assessments only, you can view the actual items themselves, along with student responses to those items.

Do either of the following (see Figure 46):

- To view the item in a blank state, click the item number in the first row of the report table.
- To view 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.

Figure 46. My Students' Performance on Test Report: Expanded Reporting Category Section

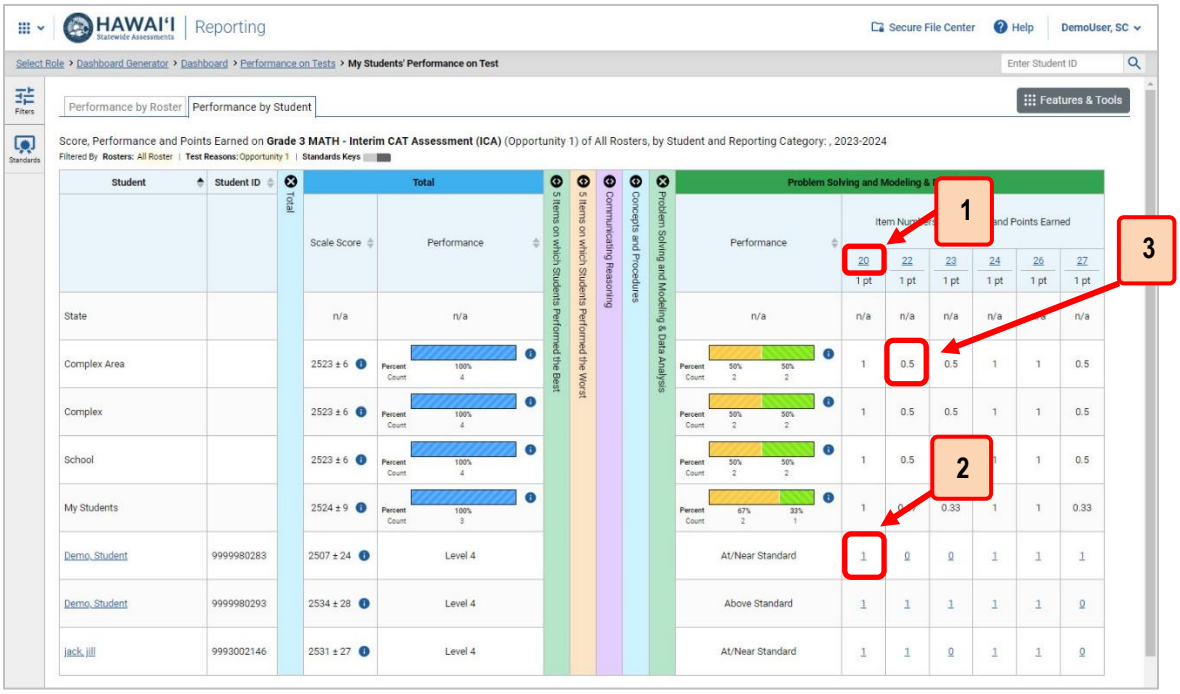


Table 7. My Students' Performance on Test Report: Expanded Reporting Category Section Elements

#	Element
1	Item number (click to view item without student response)
2	Item score for a particular student (click to view item with student response)
3	Average item score for the group (row) and the item number (column)

The ***Item View*** window appears (Figure 47). It contains an **Item & Score** tab and a **Rubric & Resources** tab. 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 & Score** tab shows the item and may include a particular student's response.

Figure 47. Item View Window: Item & Score Tab with Sample Student Response

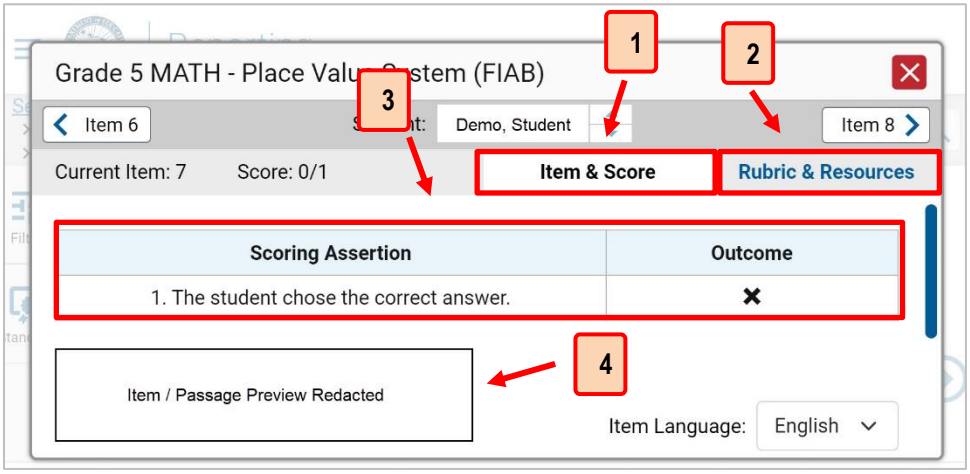


Table 8. Item View Window: Item & Score Tab with Student Response Elements

#	Element
1	Item & Score tab
2	Rubric & Resources tab
3	Scoring Assertion Table
4	Item Preview

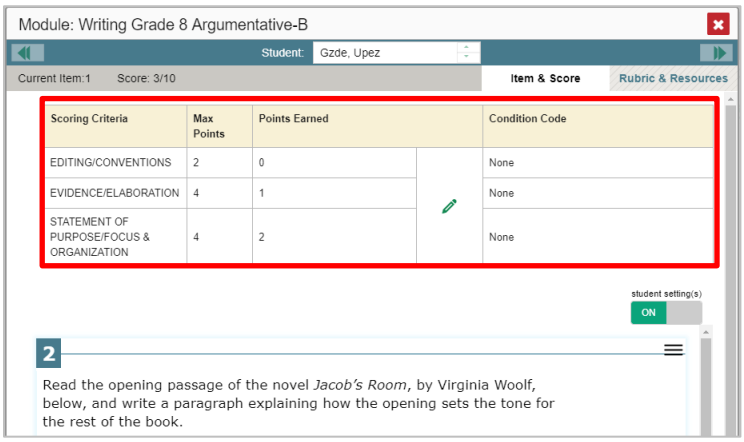
The **Item & Score** tab may include the following sections.

- **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 viewing a student's response and the item has scoring assertions, the Scoring Assertion table appears, listing each assertion and outcome (see Figure 47).

- **Item Preview:** Displays the item as it appeared on the assessment in the Student Testing Site. For items associated with a passage, the passage also appears (see Figure 47).

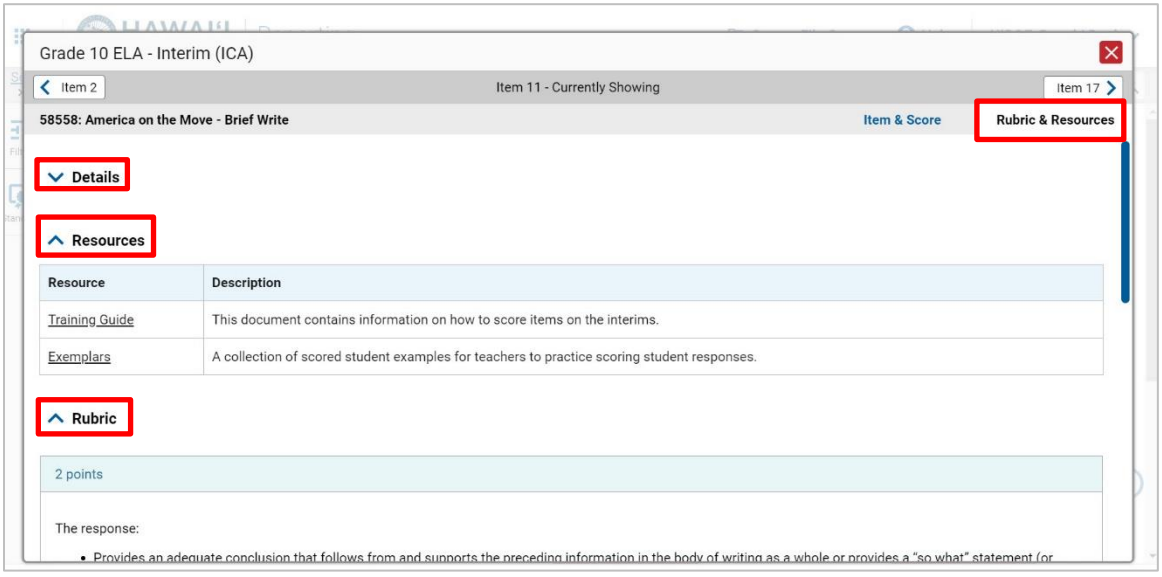
- **Scoring Criteria:** When you're viewing a student's response and the item has scoring criteria, the Scoring Criteria table (shown in Figure 48) lists the name, maximum points, points earned, and condition codes for each scoring criterion. This table also allows you to modify scores for items with editable scores. Note that for some items, a second Scoring Criteria table appears, displaying transformed scores.

Figure 48. Item View Window: Item & Score Tab with Student Response and Scoring Criteria Table



The **Rubric & Resources** tab (Figure 49) may include the following sections, which you can expand and collapse by clicking and , respectively.

Figure 49. Item View Window: Rubric & Resources Tab

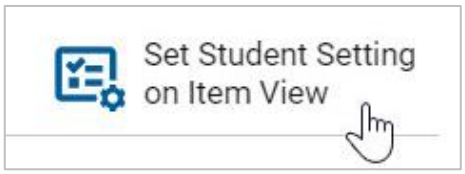


- **Details**: May provide the following information (if applicable to the test and/or item):
  - **Topic**: Skill area to which the item belongs.
  - **Difficulty**: Indicates whether the item is intended to be easy, moderate, or difficult.
  - **Content Alignment**: Describes the standard to which 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 a fixed-form test item.

View Items with and Without the Students' Visual Settings

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

1. From the **Features & Tools** menu, select **Set Student Setting on Item View**.



2. The ***Set Student Setting on Item View*** pop up window appears.

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

4. Click **Save**.

You can also show or hide visual settings on a per-item basis. To do so, click the toggle at the upper right of the item you're viewing. This action has no effect on your global setting.

View 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.

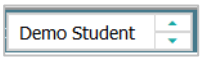
What It Means When a Student Response Contains Highlighted Text

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 View Window

Use the buttons labeled with the previous and next item numbers at the upper corners of the ***Item View*** window.

View Another Student's Response to the Current Item

If you have accessed the student's response from a report showing multiple students, you can click the arrows beside the *Student* field 

at the top of the window. The students are listed in the same order in which they are sorted in the report.

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

Those are sub-items belonging 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", as in Figure 50.

Figure 50. School Performance on Test: Performance by Roster Tab with Expanded Total Items Section

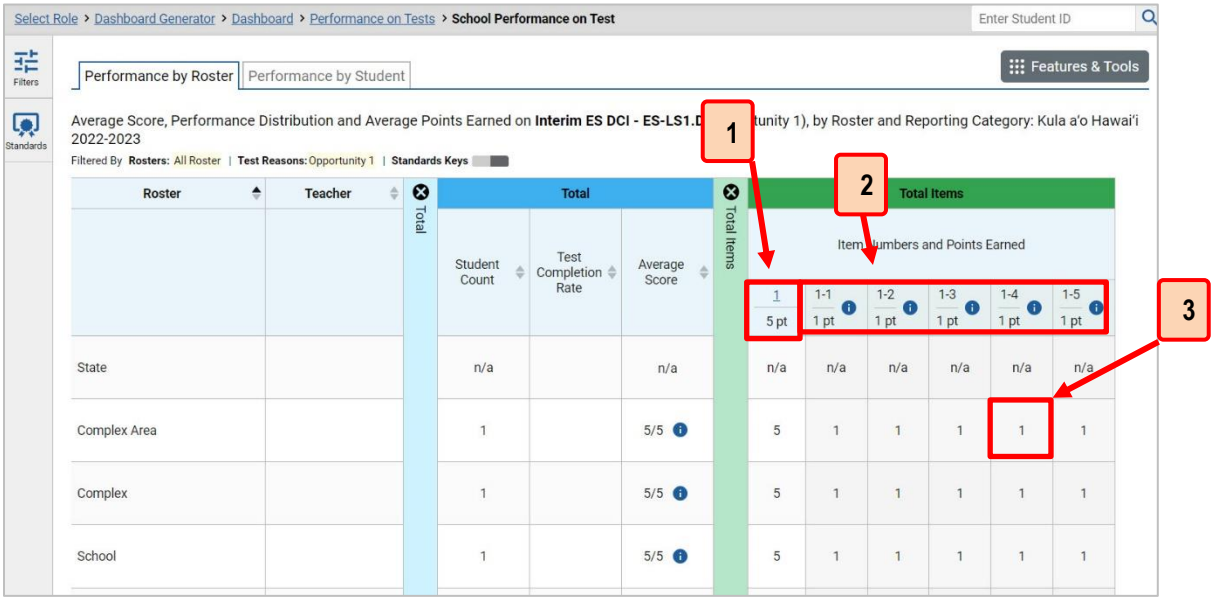
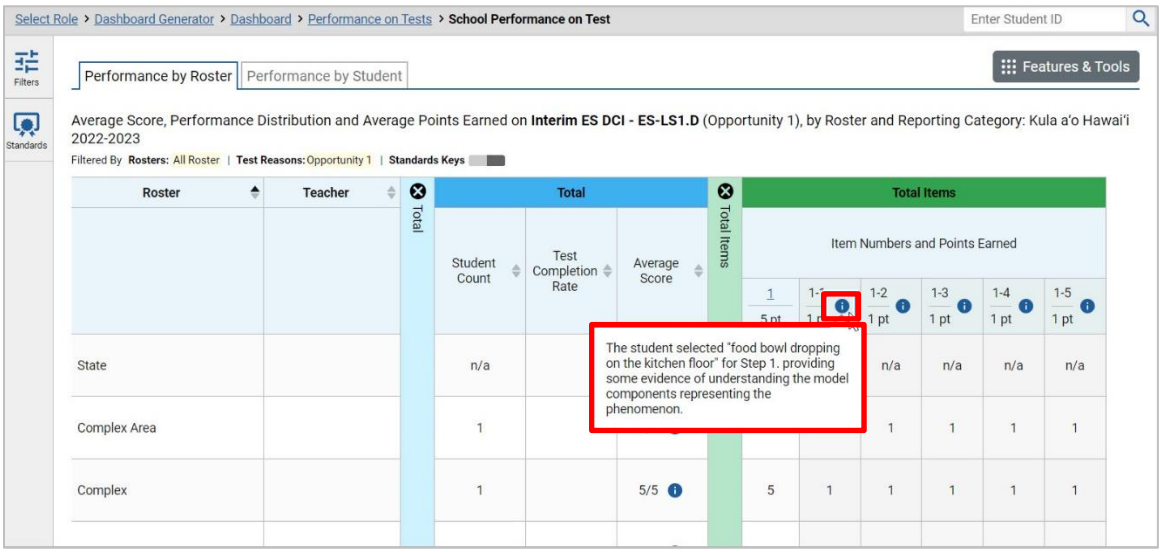


Table 9. Item View Window: Item & Score Tab with Student Response Elements

#	Element
1	Parent item with maximum number of points
2	Sub-item(s) with maximum number of points
3	Average number of points earned for that item, in the group

To view a scoring assertion, click the more info button to the right of the sub-item number, as in Figure 51.

Figure 51. School's Performance on Test: Performance by Roster with Expanded Sub-Item Assertion



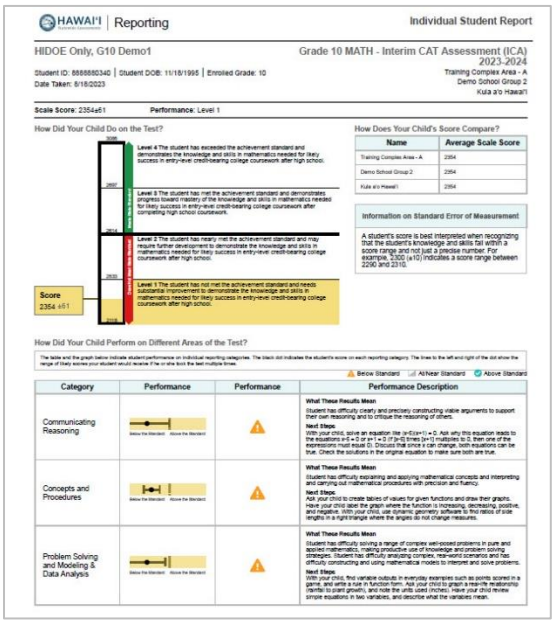
What It Means When an Item Score Reads "n/a"

You may sometimes find "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.

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.

Figure 52. Page 1 of an Individual Student Report (ISR): Math Interim (ICA)

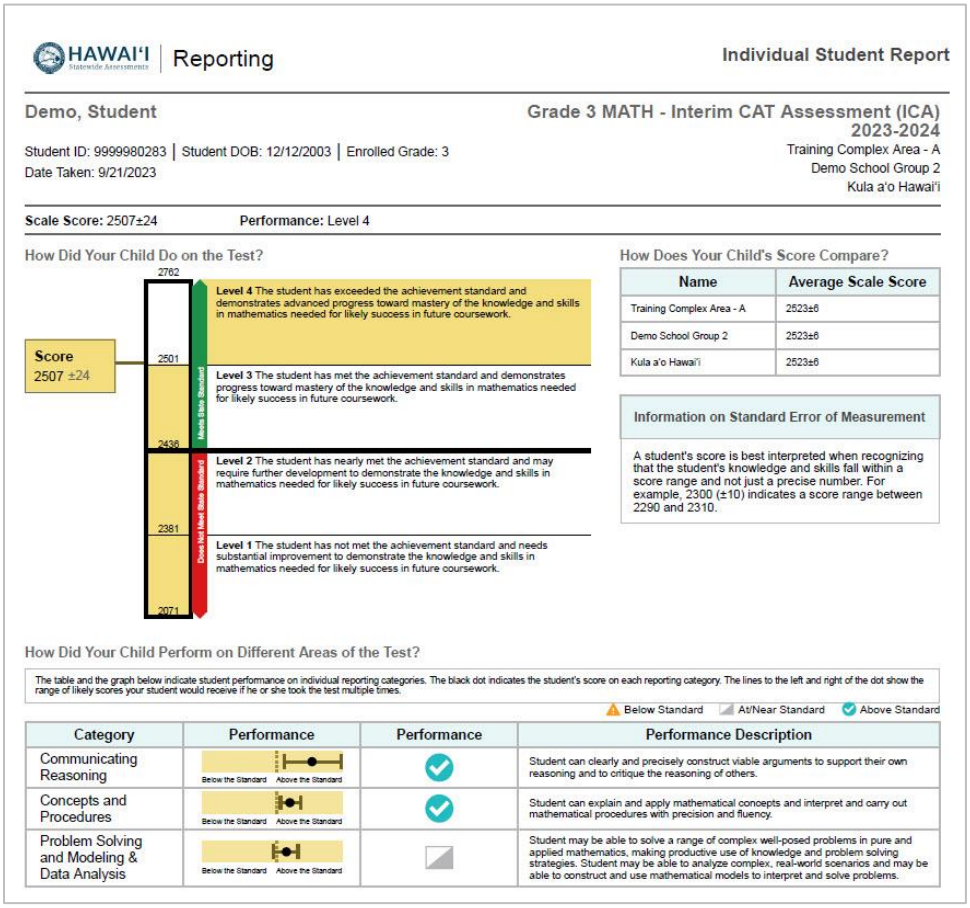


What an Individual Student Report (ISR) Looks Like and How to Read It

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.

- At the top of each ISR are the student name and SSID, the name of the test, complex area, complex, and school, and any other relevant information (Figure 53).
- 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 state, complex area, complex, and/or school.

Figure 53. Detail of Individual Student Report (ISR): Math Interim (ICA)



HAWAIʻI Reporting

Individual Student Report

Demo, Student

Student ID: 9999980283 | Student DOB: 12/12/2003 | Enrolled Grade: 3
Date Taken: 9/21/2023

Grade 3 MATH - Interim CAT Assessment (ICA) 2023-2024
Training Complex Area - A
Demo School Group 2
Kula a'o Hawai'i

Scale Score: 2507±24 **Performance:** Level 4

How Did Your Child Do on the Test?

2762
Score 2507 ±24
2501
2436
2381
2071
Meets State Standard
Does Not Meet State Standard

Level 4 The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 3 The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 2 The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Level 1 The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

How Does Your Child's Score Compare?

Name	Average Scale Score
Training Complex Area - A	2523±6
Demo School Group 2	2523±6
Kula a'o Hawai'i	2523±6

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.

How Did Your Child Perform on Different Areas of the Test?

The table and the graph below indicate student performance on individual reporting categories. The black dot indicates the student's score on each reporting category. The lines to the left and right of the dot show the range of likely scores your student would receive if he or she took the test multiple times.

Below Standard | At/Near Standard | Above Standard

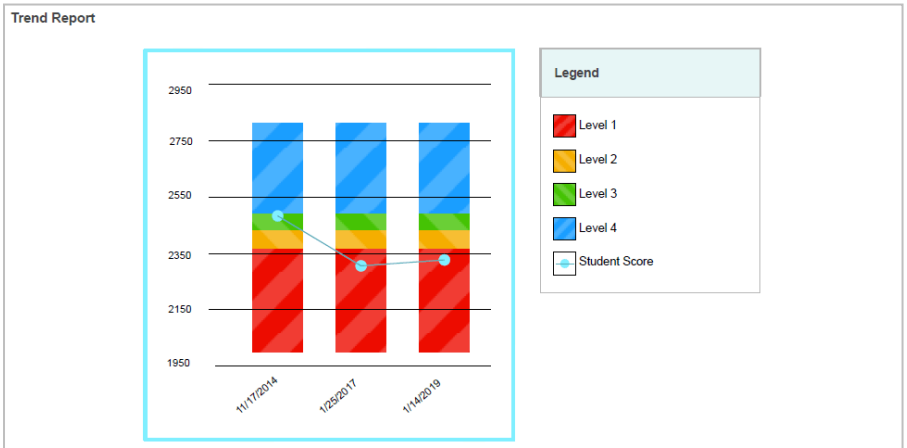
Category	Performance	Performance	Performance Description
Communicating Reasoning	Below the Standard / Above the Standard	✓	Student can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
Concepts and Procedures	Below the Standard / Above the Standard	✓	Student can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving and Modeling & Data Analysis	Below the Standard / Above the Standard		Student may be able to solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Student may be able to analyze complex, real-world scenarios and may be able to construct and use mathematical models to interpret and solve problems.

- Many ISRs include a table detailing performance in each reporting category (Figure 53).
- Some ISRs include longitudinal graphs (as in Figure 54and Figure 55).

Figure 54. Individual Student Report (ISR): Math Interim (ICA) with Longitudinal Graph

Date	Test Reason	Test Label	Scale Score	Performance Level
8/17/2018 12:00:00 AM	Unassigned	Grade 3 MATH -COMBINED	2314	Level 1
2/27/2020 12:00:00 AM	Unassigned	Grade 5 Mathematics - Interim (ICA) - Combined	2746	Level 4

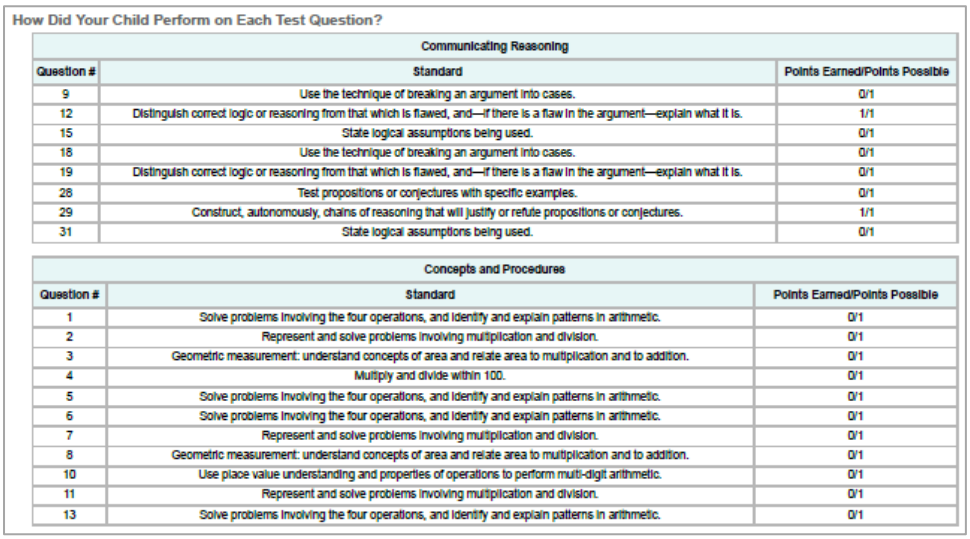
Figure 55. Detailed Individual Student Report (ISR): Summative ELA with Longitudinal Graph



Date	Test Reason	Test Label	Scale Score	Performance Level
11/17/2014 12:00:00 AM	Spring 2015	Smarter Balanced Summative English Language Arts Grade 3	2483±18	Level 2
1/25/2017 12:00:00 AM	Spring 2017	Smarter Balanced Summative English Language Arts Grade 3	2306±18	Level 1
1/14/2019 12:00:00 AM	Spring 2019	Smarter Balanced Summative English Language Arts Grade 3	2327±18	Level 1

- Some interim and benchmark ISRs include item-level data (as in Figure 56), scoring assertions, and/or scoring assertion outcomes (as in Figure 57).

Figure 56. Individual Student Report (ISR): Math Interim (ICA) with Item- and Standard-Level Data

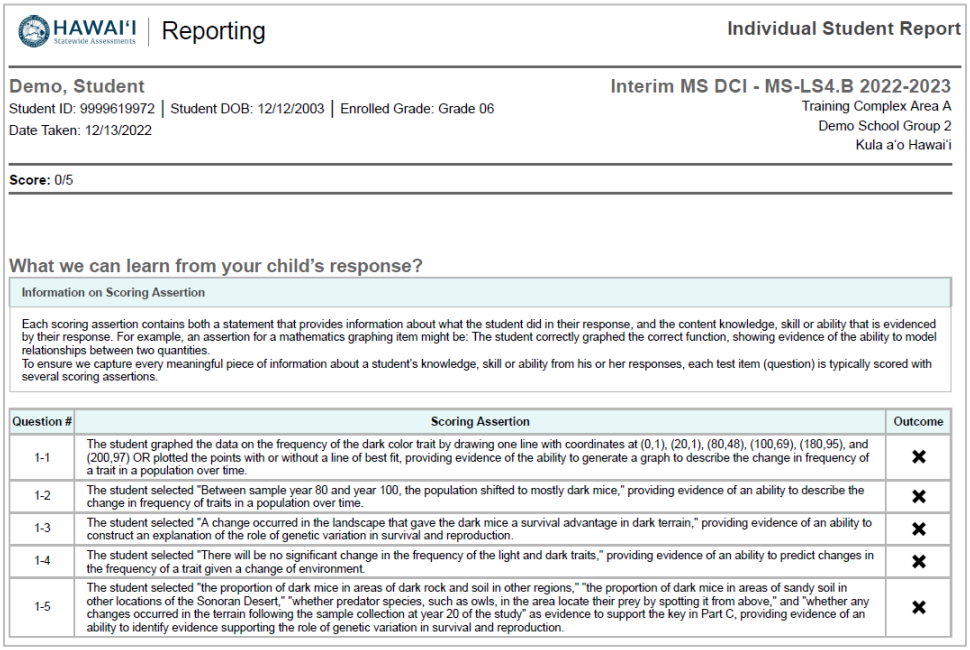


How Did Your Child Perform on Each Test Question?

Communicating Reasoning		
Question #	Standard	Points Earned/Points Possible
9	Use the technique of breaking an argument into cases.	0/1
12	Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1/1
15	State logical assumptions being used.	0/1
18	Use the technique of breaking an argument into cases.	0/1
19	Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	0/1
28	Test propositions or conjectures with specific examples.	0/1
29	Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.	1/1
31	State logical assumptions being used.	0/1

Concepts and Procedures		
Question #	Standard	Points Earned/Points Possible
1	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	0/1
2	Represent and solve problems involving multiplication and division.	0/1
3	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	0/1
4	Multiply and divide within 100.	0/1
5	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	0/1
6	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	0/1
7	Represent and solve problems involving multiplication and division.	0/1
8	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	0/1
10	Use place value understanding and properties of operations to perform multi-digit arithmetic.	0/1
11	Represent and solve problems involving multiplication and division.	0/1
13	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	0/1

Figure 57. Individual Student Report (ISR): Science Interim with Scoring Assertions



HAWAIʻI Statewide Assessments | Reporting

Individual Student Report

Demo, Student
Student ID: 9999619972 | Student DOB: 12/12/2003 | Enrolled Grade: Grade 06
Date Taken: 12/13/2022

Interim MS DCI - MS-LS4.B 2022-2023
Training Complex Area A
Demo School Group 2
Kula a'o Hawai'i

Score: 0/5

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 graphed the data on the frequency of the dark color trait by drawing one line with coordinates at (0,1), (20,1), (80,48), (100,69), (180,95), and (200,97) OR plotted the points with or without a line of best fit, providing evidence of the ability to generate a graph to describe the change in frequency of a trait in a population over time.	✖
1-2	The student selected "Between sample year 80 and year 100, the population shifted to mostly dark mice," providing evidence of an ability to describe the change in frequency of traits in a population over time.	✖
1-3	The student selected "A change occurred in the landscape that gave the dark mice a survival advantage in dark terrain," providing evidence of an ability to construct an explanation of the role of genetic variation in survival and reproduction.	✖
1-4	The student selected "There will be no significant change in the frequency of the light and dark traits," providing evidence of an ability to predict changes in the frequency of a trait given a change of environment.	✖
1-5	The student selected "the proportion of dark mice in areas of dark rock and soil in other regions," "the proportion of dark mice in areas of sandy soil in other locations of the Sonoran Desert," "whether predator species, such as owls, in the area locate their prey by spotting it from above," and "whether any changes occurred in the terrain following the sample collection at year 20 of the study" as evidence to support the key in Part C, providing evidence of an ability to identify evidence supporting the role of genetic variation in survival and reproduction.	✖

Generate and Export Individual Student Reports (ISR)

To generate and export an Individual Student Report (ISR) that details a student's performance on a test opportunity, use the Student Results Generator. You can select any combination of a test reason, assessments within a subject, and students in order to generate either a single ISR or multiple ISRs at once.

You may want to use the Student Results Generator to simultaneously print large numbers of ISRs.

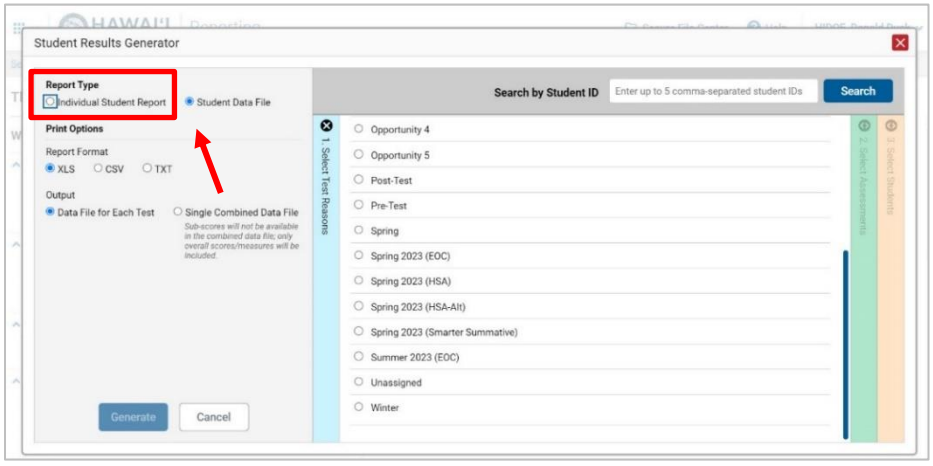
ISRs can be generated from almost any Centralized Reporting page.

1. Click the **Download Student Results** button in the **Features & Tools** menu.

The ***Student Results Generator*** window opens (Figure 58).

- 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.

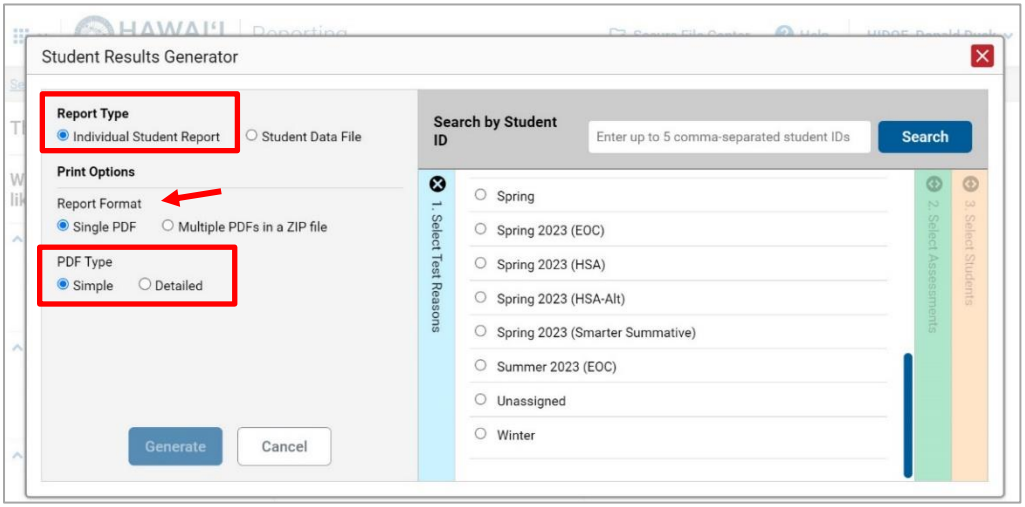
Figure 58. Student Results Generator Window as Opened from Performance on Tests Report



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.*

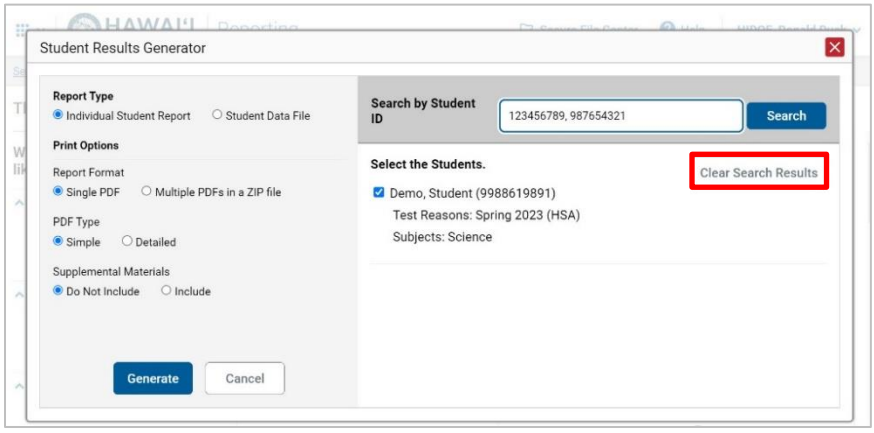
3. If you're generating multiple ISRs, then under Report Format, choose either a single PDF for all the ISRs, or a ZIP file containing a separate PDF for each one. If you select **Single PDF**, the Student Results Generator may nonetheless create a ZIP file of multiple PDFs depending on the number of schools, grades, and opportunities included.

Figure 59. Student Results Generator Window: Individual Student Report Options



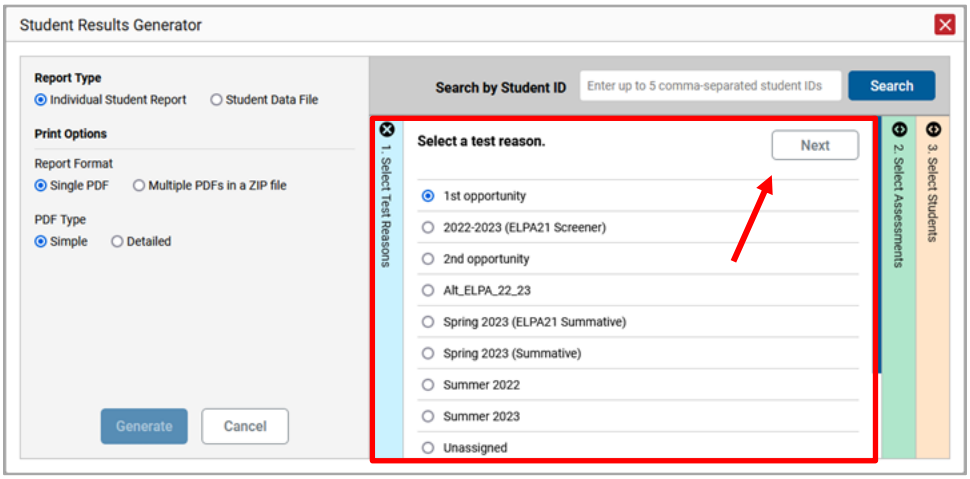
4. Under PDF Type, select either a simple or detailed PDF.
   - The simple (one-page) ISR includes the student's overall scale score, statewide comparison data, and simplified reporting category information (if available for that assessment).
   - The detailed (multiple-page) ISR includes the same information as the simple ISR plus more detailed reporting category information (if available for that assessment) and the student's longitudinal chart (if available for that assessment and that student).
     - For the Smarter ICAs the simple (one-page) ISR includes the student's overall scale score, statewide comparison data, and simplified reporting category information.
     - For the Smarter ICAs the detailed (multiple-page) ISR includes the same information as the simple ISR plus more detailed reporting category information (if available for that assessment) and the student's longitudinal chart (if available for that assessment and that student).
     - For the Smarter IABs, the ISR will provide the student's item level scores.
     - For the NGSS Interims, the ISR will provide the student's item level scores and assertion outcomes for the assertions represented by the items/clusters on the test.
     - For HSA-Alt CEAs, the ISR will provide the student's raw score, reporting category raw score, item level scores, comparison data, and a count of "NR" responses.
5. *Optional*: If supplemental materials are available, such as a cover page or addendum, select **Include** under Supplemental Materials.
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 60.
     - To deselect and clear results, click **Clear Search Results**.

Figure 60. Student Results Generator Window: Student Search Results



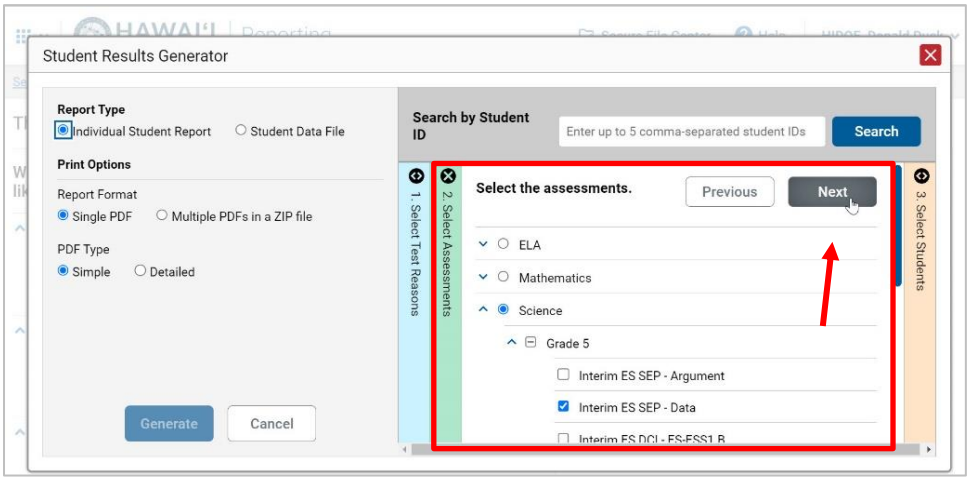
- Use the three accordion sections. (If a student is prepopulated by the Student Portfolio Report, first remove the student by clicking **Clear Search Results**.) Starting from the left, click the section bars to expand them or use the **Next** and **Previous** buttons to navigate. Within each section you must make selections using the radio buttons and checkboxes:
  - In the **Select Test Reason** accordion section (Figure 61), choose a test reason, then click **Next**. Test reasons are either test windows or categories for tests.

Figure 61. Student Results Generator Window: Select Test Reason Section



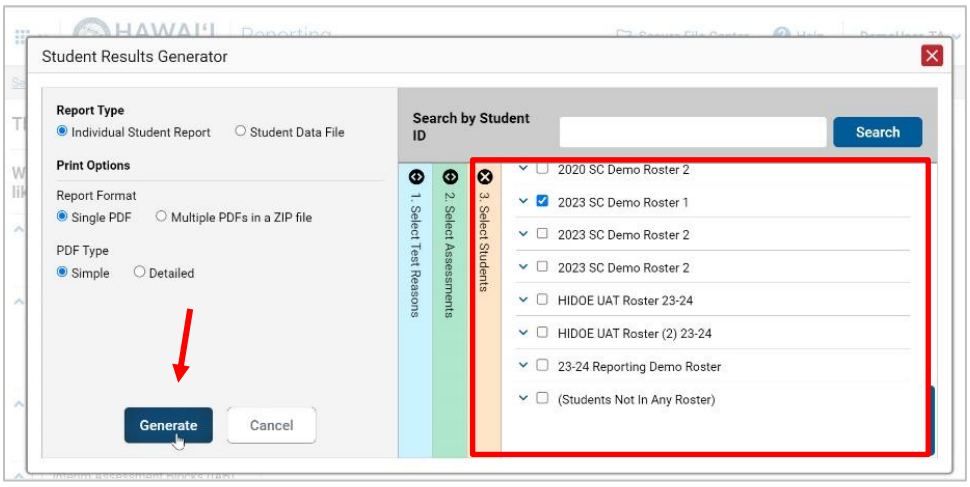
  - In the **Select Assessments** section (Figure 62), choose any number of tests or grade levels within a single subject, then click **Next**.

Figure 62. Student Results Generator Window: Select Assessments Section



  - In the **Select Students** section (Figure 63), choose students from the expandable school and/or class (roster) options. If you're a complex-level user, you may choose students in up to three schools.

Figure 63. Student Results Generator Window: Select Students Section



- 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.

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:

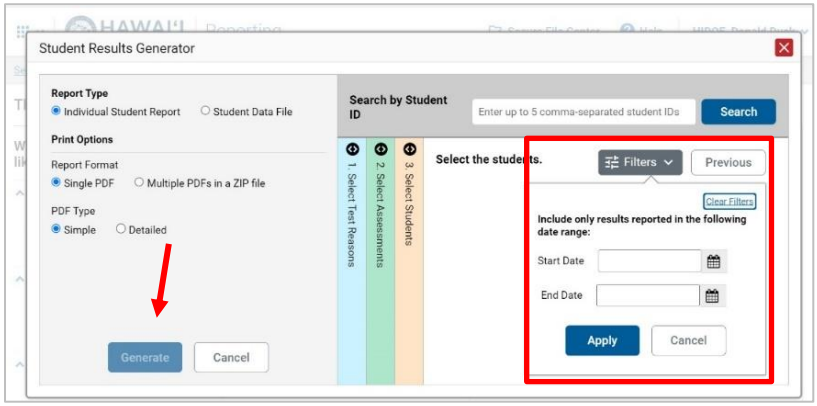
a. Open the **Filters** menu. The menu displays two date fields, as in Figure 64. Use the calendar tools to select dates, or enter them in the format `mm/dd/yyyy`.

b. Click **Apply**.

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

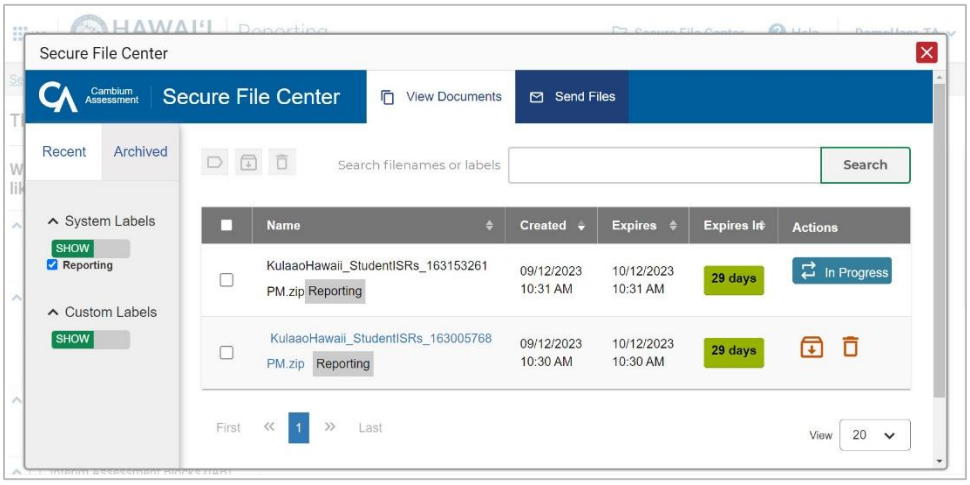
Note that the processing date is not always the same as the date a test was taken.

Figure 64. Student Results Generator Window: Select Students Section with Filters Menu Open



8. Click **Generate** (see Figure 63). Once ISR generation is finished, the Secure File Center contains the new ISR(s) available for download (see Figure 65).

Figure 65. Secure File Center with Student ISRs Available



Note that if a student took a test multiple times with different test reasons, an ISR will be generated for each test opportunity. If a student took a test multiple times with the same test reason, only one 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 students in order to generate and export the files.

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

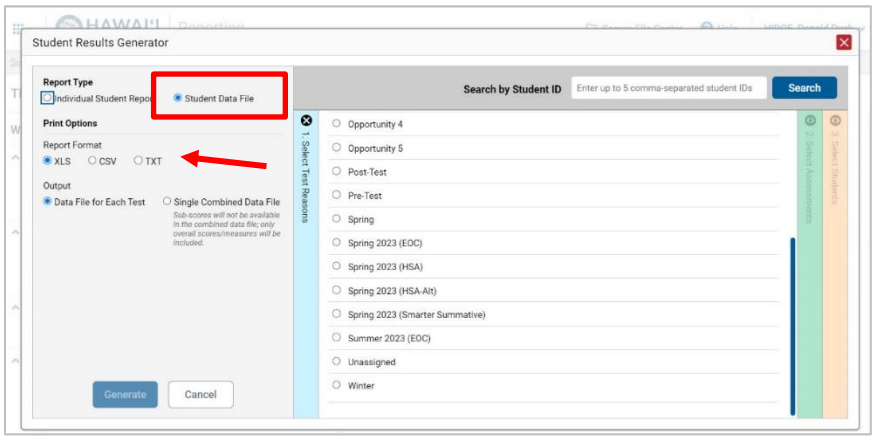
1. Click the **Download Student Results** button in the **Features & Tools** menu.

   The ***Student Results Generator*** window opens.

   Depending 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.

2. In the panel on the left, select **Student Data File**, as in Figure 66. Always do this before you make other selections. *Switching between the **Individual Student Report** and **Student Data File** options may revert some selections.*

Figure 66. Student Data File: Student Results Generator Window



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

4. 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.

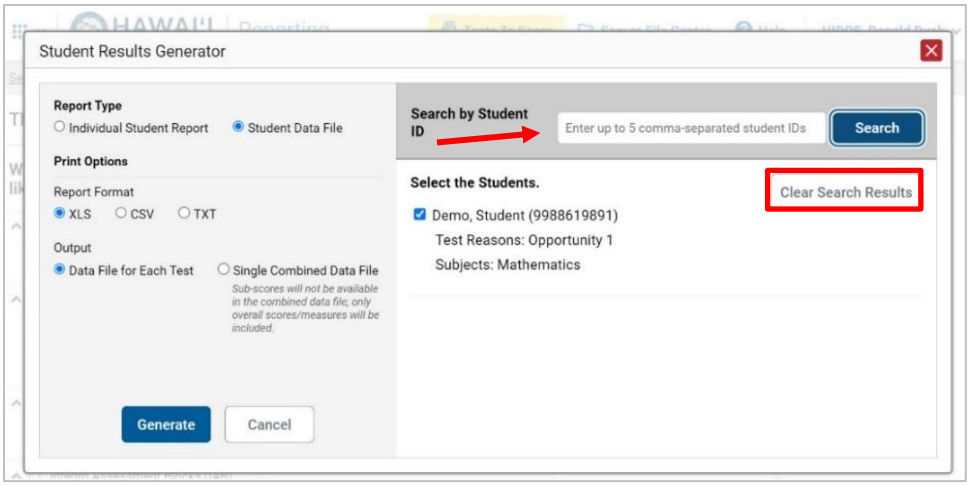
5. If the test opportunity options are not preselected, or if you want to change them, there are two ways to make selections:

   - 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 67.

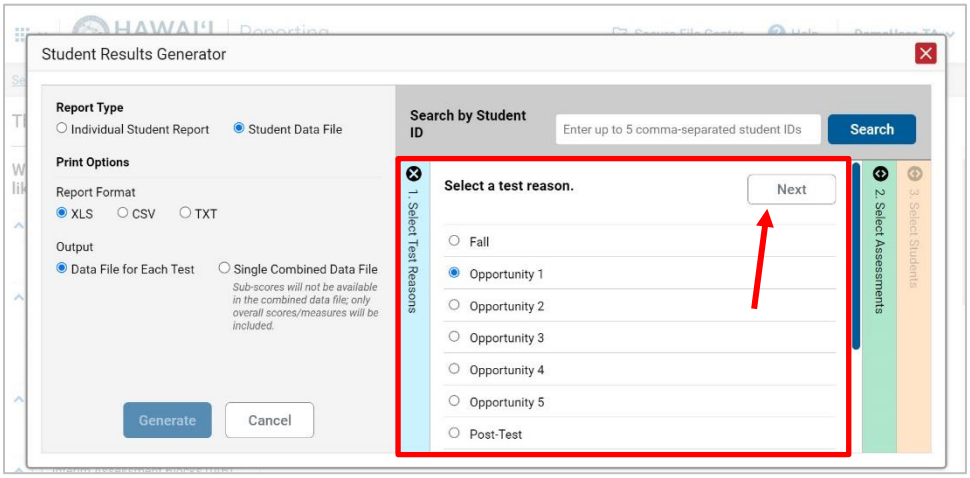
     - To deselect and clear results, click **Clear Search Results**.

Figure 67. Student Results Generator Window: Student Search Results



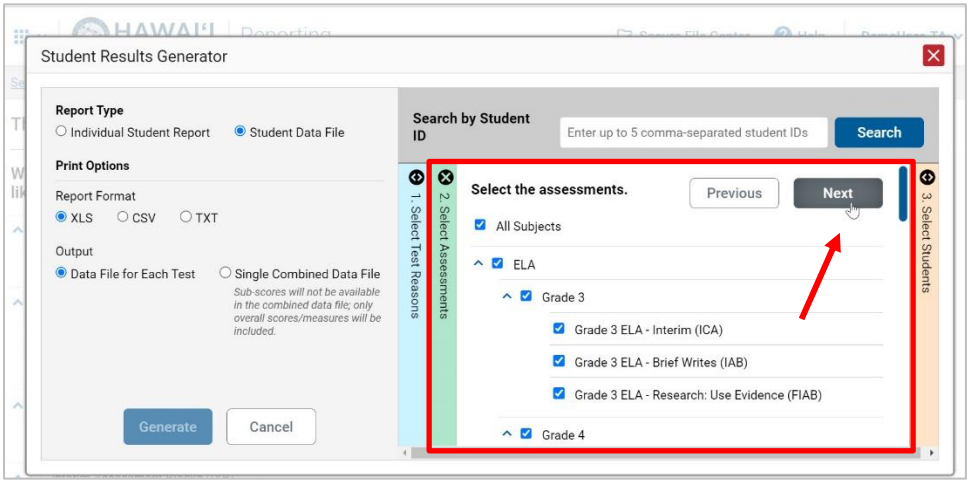
- Use the three accordion sections. (If a student is prepopulated by the Student Portfolio Report, first remove the student by clicking **Clear Search Results**.) Starting from the left, click the section bars to expand them or use the **Next** and **Previous** buttons to navigate. Within each section you must make selections using the radio buttons and checkboxes:
  - In the Select Test Reason section (Figure 68), choose a test reason, then click **Next**. Test reasons are either test window or categories for tests.

Figure 68. Student Results Generator Window: Select Test Reason Section



- The **Select Assessments** section (Figure 69) groups tests by subject and grade. Mark the checkboxes beside the tests or groups of tests you want to include in the report or mark **All Subjects,** then click **Next**.

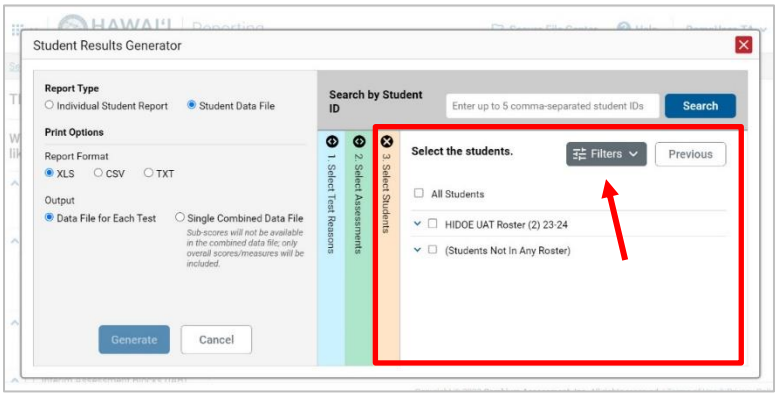
Figure 69. Student Results Generator Window: Select Assessments Section



- In the **Select Students** section (Figure 70), 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 70. Teacher View: 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:

a. Open the **Filters** menu (Figure 71). The menu displays two date fields.

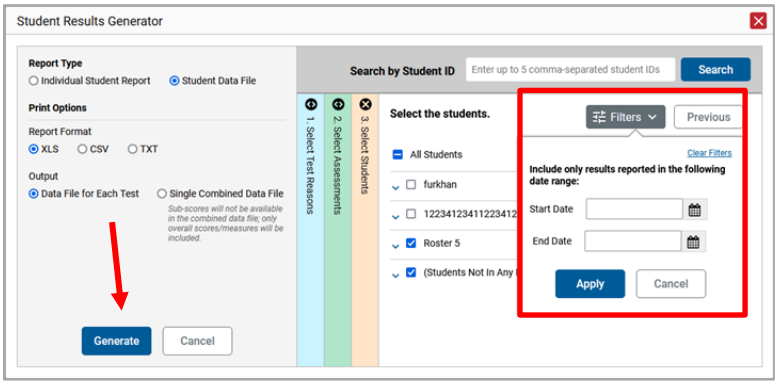
b. Use the calendar tools to select dates, or enter them in the format `mm/dd/yyyy`.

c. Click **Apply**.

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

Note that processing date is not always the same as the date a test was taken.

Figure 71. Teacher View: Student Results Generator Window: Select Students: Filters Menu Open



8. 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.

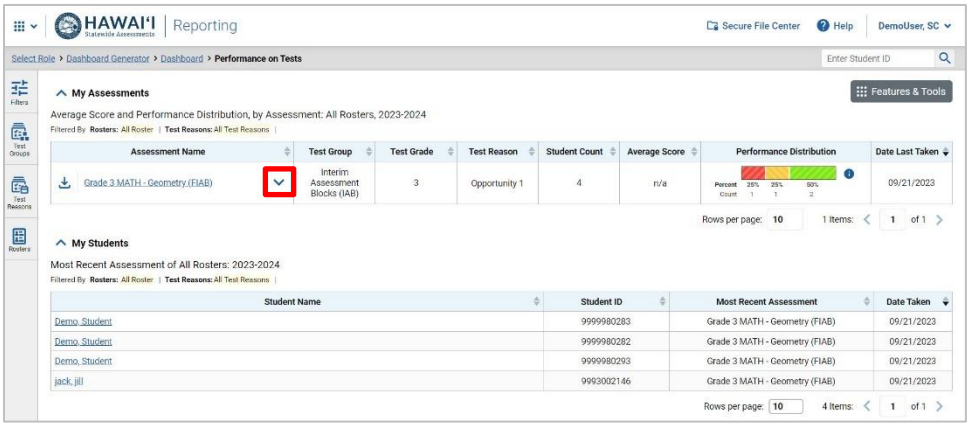
Compare Students' Data with Data for Your State, Complex, School, and/or Total Students

In the Performance on Tests report and the Student Portfolio Report, you can access performance data for your state, complex area, complex, school, and/or total students.

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

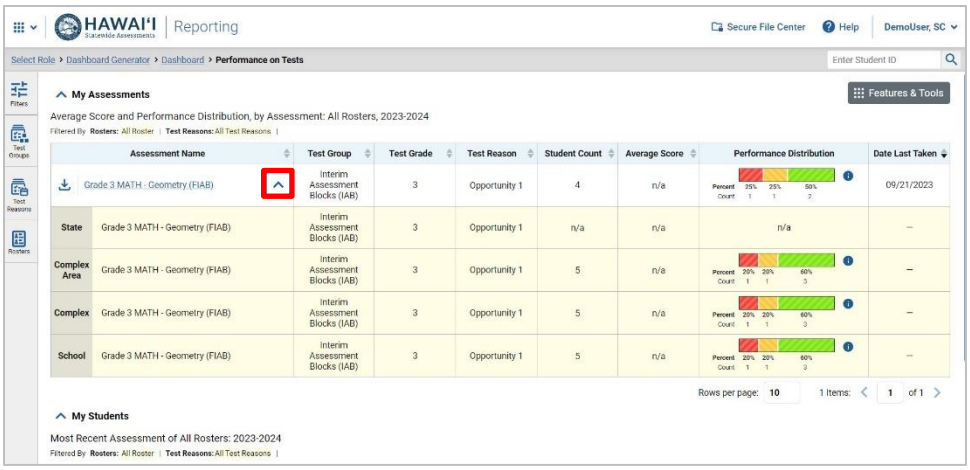
In the Performance on Tests report (Figure 72), click ⌄ to the right of a test name.

Figure 72. Teacher View: Performance on Tests Report



Rows containing data for the state, complex area, complex, and/or school appear below, as in Figure 73.

Figure 73. Teacher View: Performance on Tests Report with Expanded Comparison Rows



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

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

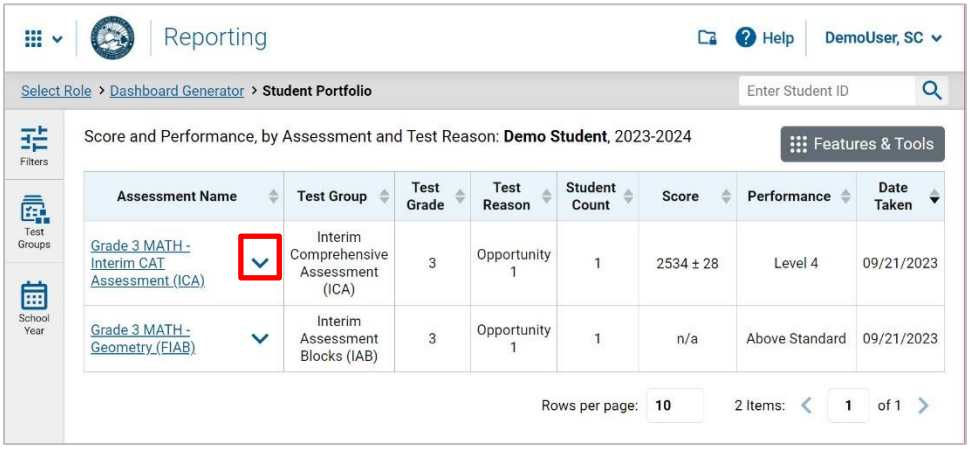
In the Student Portfolio Report, you can compare a student's performance on any test with that of your state, complex area, complex, school, and/or total students.

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

   Teachers can also access this report from the Performance on Tests report by going to the My Students table at the bottom of the page and clicking a student's name.

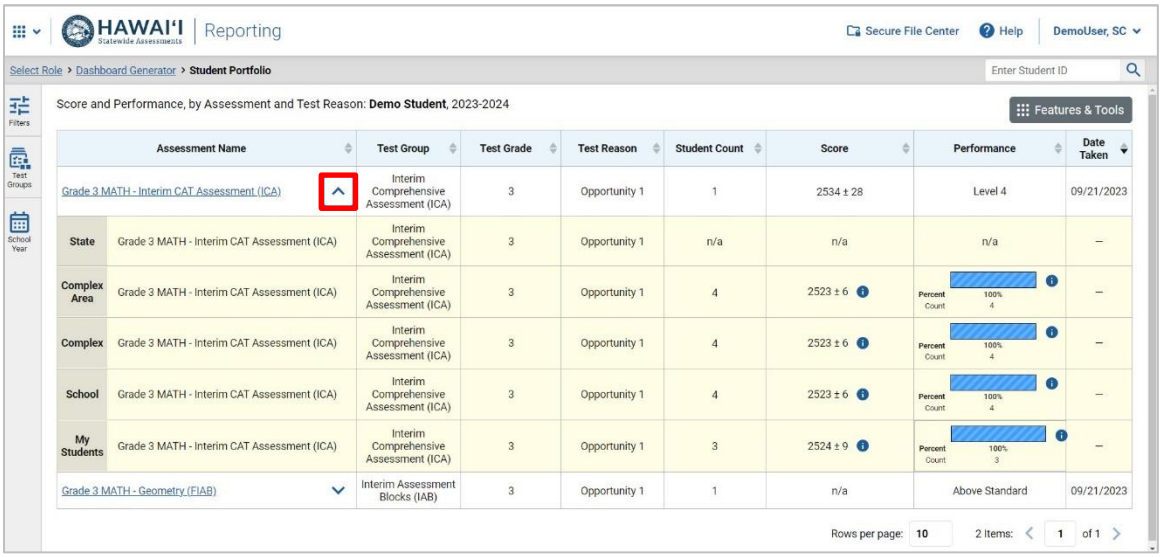
2. Click ⌄ to the right of a test name (Figure 74).

Figure 74. Student Portfolio Report



Rows containing data for your state, complex area, complex, school, and total students appear below, as in Figure 75.

Figure 75. Student Portfolio Report with Expanded Comparison Rows



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

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 viewing data from a previous point in time.

Filter Tests to Display

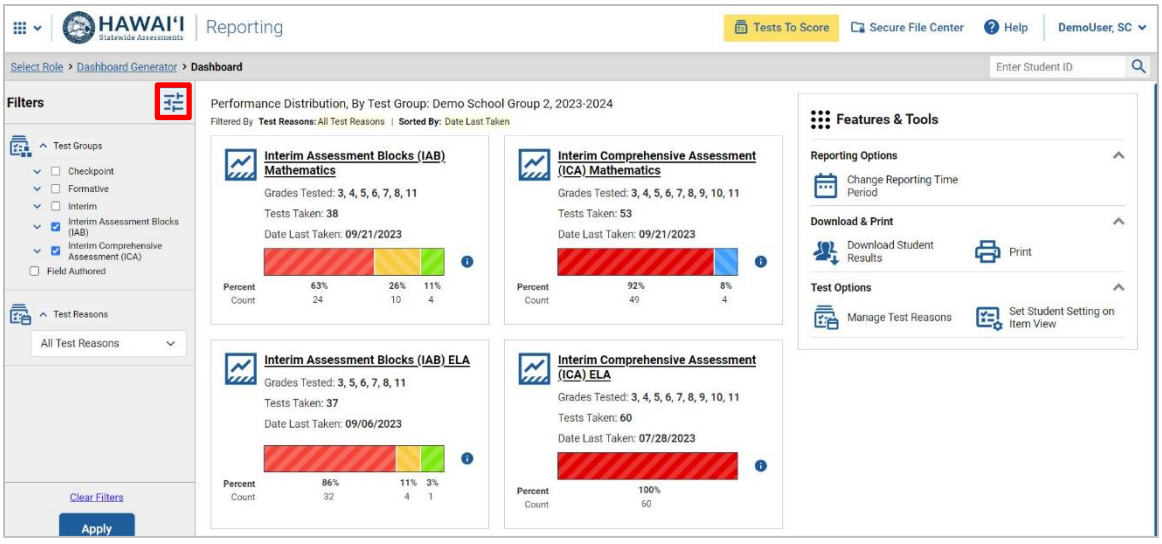
You can filter the tests you want to view in reports. You may want to do this, for example, if you are an ELA teacher and you do not want to view your students' math scores. By default, the data for those mathematics assessments appear in your reports.

Filtering tests to display begins on the Dashboard Generator page. This is where you can select the test groups you want to view 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 viewing, 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 76).

2. Mark as many selections as you like in the **Test Groups** section of the filters panel (Figure 76). Tests are organized by test type, subject, and grade.

Figure 76. Complex-Level User View: 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 **Clear 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 Centralized Reporting System, refer to 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 you're viewing.

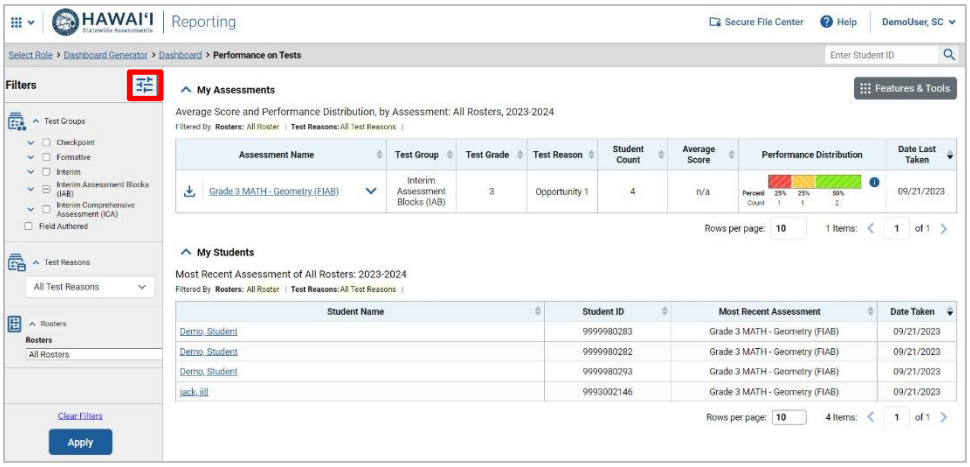
Filtering by roster makes it easy to focus on a particular class's performance. And by switching filters, you can easily compare one class with another. If you don't filter by roster, the reports default to showing data for all classes. You may find data for a single class easier to understand.

1. On the left side of the Performance on Tests report, click the **Rosters** button. The **Filters** panel expands (Figure 77).

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

   - If you're a school-level user, you must first select a teacher from the drop-down list, and then select a particular class (roster) from the second drop-down list that appears. By default the first class listed is selected.

Figure 77. Teacher View: 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 **Clear 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 viewing.

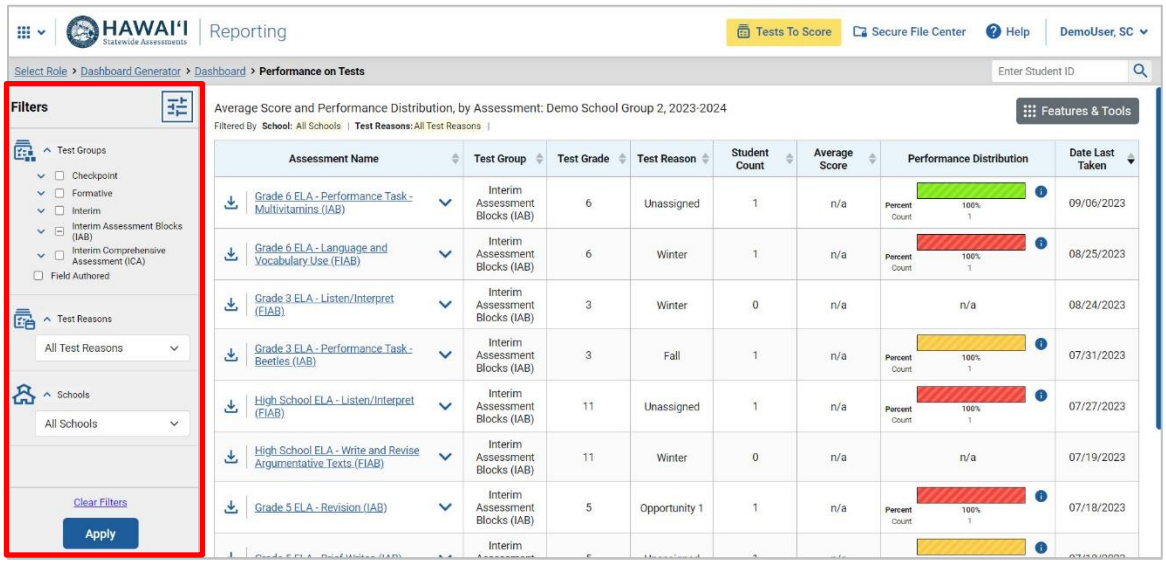
Complex-Level Users: Filter Schools to Display

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 78).

2. Make a selection from the drop-down list in the **Schools** section (Figure 78).

Figure 78. Complex-Level User View: 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 **Clear 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 Complex Performance on Test report.

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

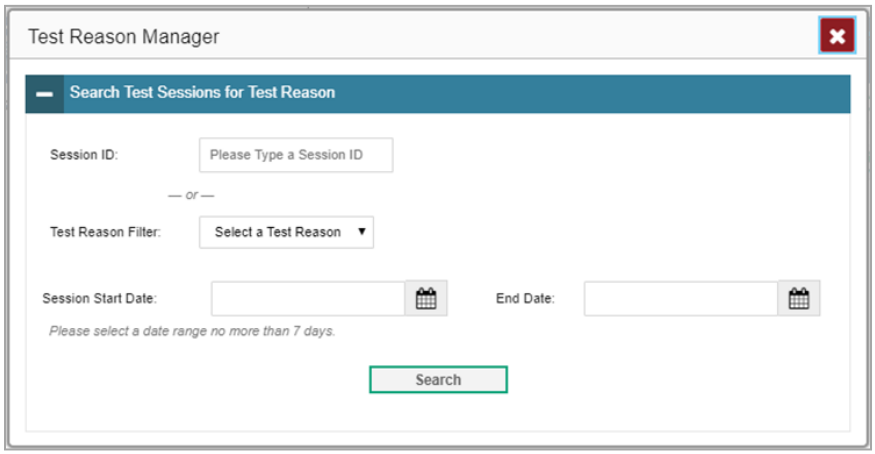
Assign Test Reasons (Categories) to Interim Test Opportunities

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 Site at the time of testing. However, you can use the Test Reason Manager in the Centralized Reporting System to assign a different test reason to an interim or benchmark test opportunity that was completed in the present school year.

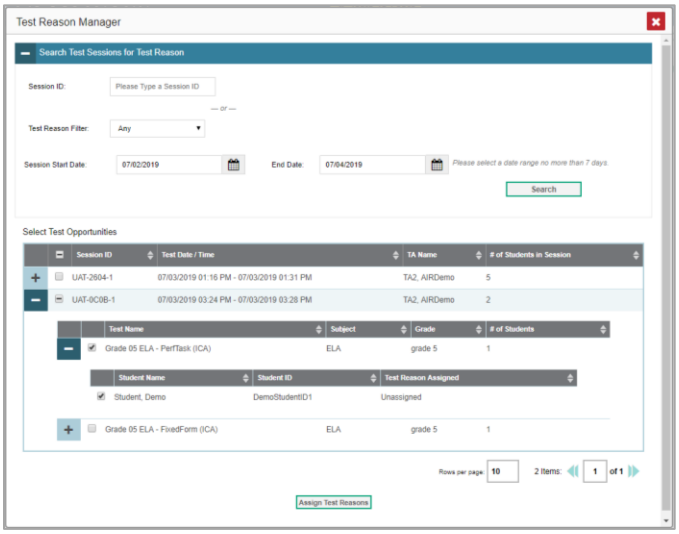
1. From the **Features & Tools** menu, select **Manage Test Reasons**. The ***Test Reason Manager*** window opens (Figure 79).

Figure 79. Test Reason Manager Window



2. To search for the test opportunities you wish to categorize, do either of the following:
   - 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 80). 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 80. Test Reason Manager Window: Select Test Opportunities

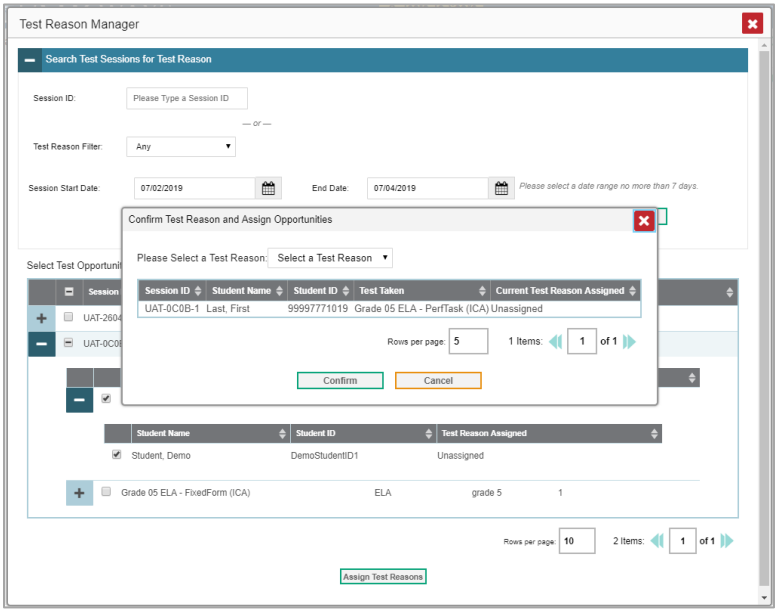


5. Mark the checkboxes for each session, test, or opportunity that you wish to assign to a test reason.

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

7. In the window that appears (Figure 81), select a new test reason to assign to the selected opportunities and click **Confirm**.

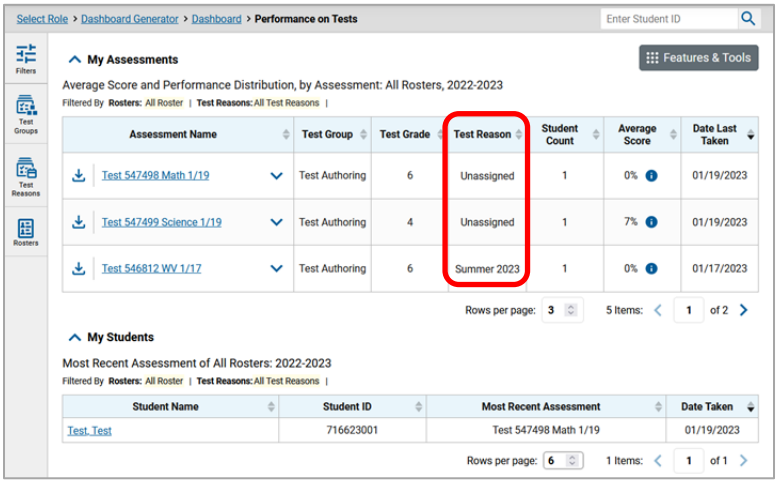
Figure 81. Confirm Test Reason and Assign Opportunities Window



Filter by Test Reason (Category)

Test reasons (shown in Figure 82) are categories used to classify test opportunities for reporting purposes. They typically indicate the timeframe in which interim and benchmark tests were taken, 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.

Figure 82. Teacher View: Performance on Tests Report



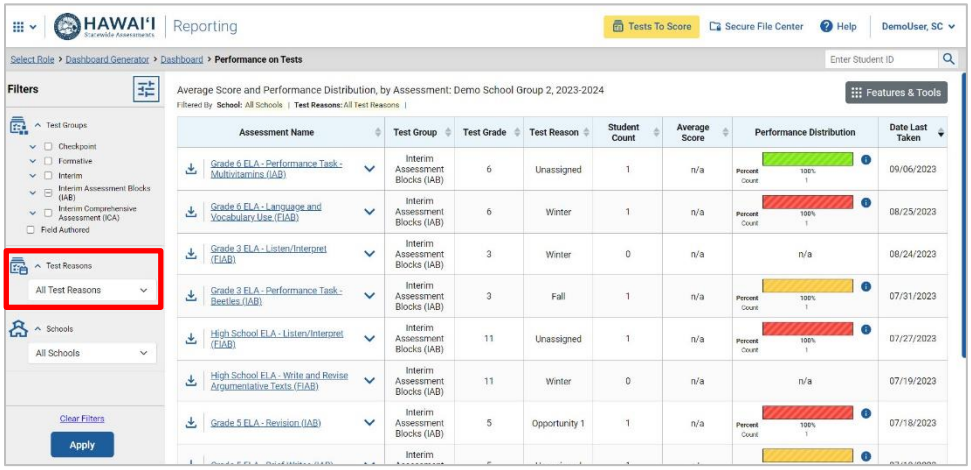
When your test opportunities have test reasons, you can filter reports by a single test reason. For example, you may want to filter by Fall and look at ELA performance, then filter by Spring and find out if students have improved on ELA material. If you don't filter, you'll view data for all different 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 viewing only a single test reason.

The **Test Reasons** filter is available on the dashboards and Performance on Tests reports for teachers as well as for school- and complex-level users.

1. On the left side of the dashboard or Performance on Tests report, click the **Test Reasons** button. The **Filters** panel expands (Figure 83).

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

Figure 83. Complex-Level User View: Performance on Tests Report with Expanded Filters Panel



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.

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

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.)"

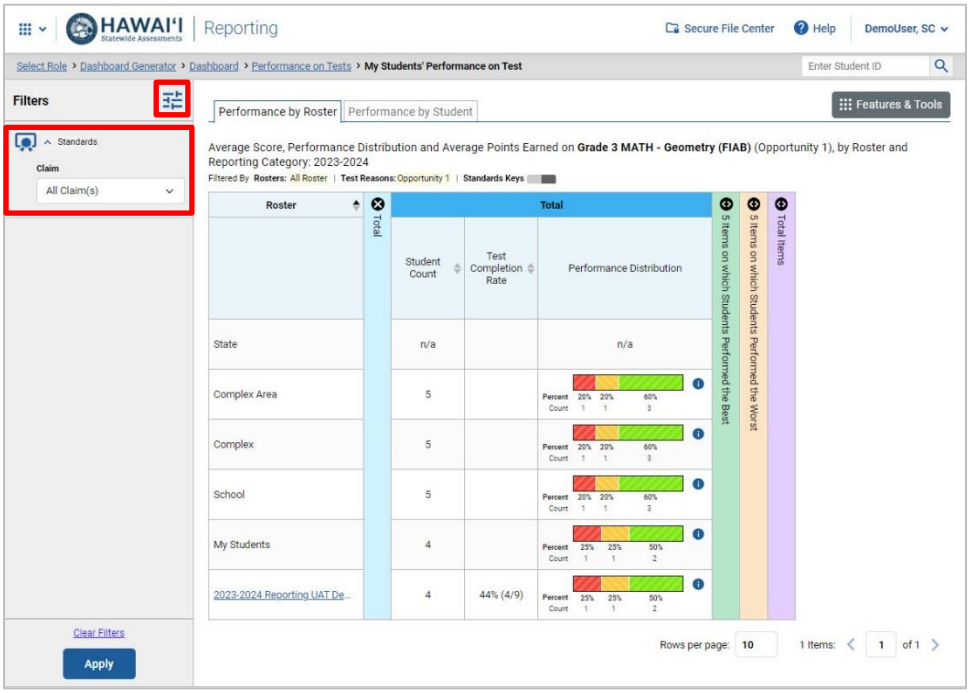
You may want to determine how your students performed on a particular standard or cluster of standards. In certain reports, you can filter by the standard to which items are aligned. That way you can view your students' performance in just one area of skill. Then you can switch filters to compare it 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 (Figure 84).
2. Use the drop-down list in the **Standards** section to select a cluster. An additional drop-down list appears.
3. *Optional*: Keep making selections from the drop-down lists as they appear.

Figure 84. My Students' Performance on Test: Performance by Roster Tab with Expanded Filters Panel



4. Click **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.

View Data from a Previous Point in Time

Changing the reporting time period allows you to view test results from a previous point in time. There are two time period settings: you can select a school year for which to view tests, and you can enter a date for which to view students.

- When you set a school year for which to view tests, the reports show data for test opportunities completed *in the selected school year*.
- When you set a date for which to view 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 view data for students who have left or recently entered your classes (rosters), school, complex area, or complex.

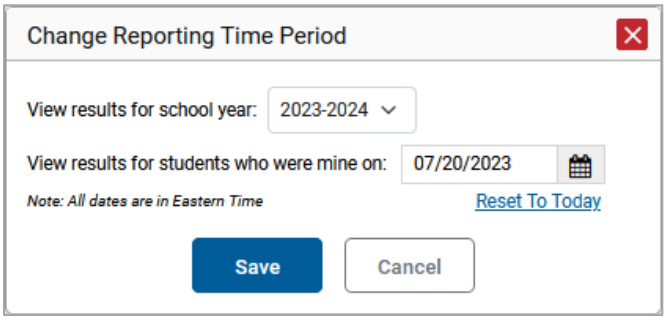
If you don't change the reporting time period, or if you reset it to the default, all the reports show test opportunities only for the current school year (except Longitudinal Reports, Cross-Sectional Reports, and Student Portfolio Reports, which always retain the ability to look back to previous years),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

Some examples of how you can use this feature:

- You may want to view 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 view 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 belonged to you and had tested, and set the school year to the same time. Then switch back to the present to compare.

1. From the **Features & Tools** menu, select **Change Reporting Time Period**. (If you're viewing 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 85).

Figure 85. Change Reporting Time Period Window



2. From the school year drop-down list, select a school year (Figure 85). This is the year for which you will view test results.
3. In the *View results for students who were mine on* field, use the calendar tool to select a date, or enter it in the format `mm/dd/yyyy`. You will be viewing all the students who were associated with you and had tested on that date, and only those students.
    - To view your current students' past performance, keep the date set to today.
    - To view the past performance of your former students, set the date to a day when those students were associated with you and had tested.

4. 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.
5. *Optional*: To go back to viewing 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.

Export and Print Data

You can export or print any data you can view in the Centralized Reporting System. Some 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 viewing.

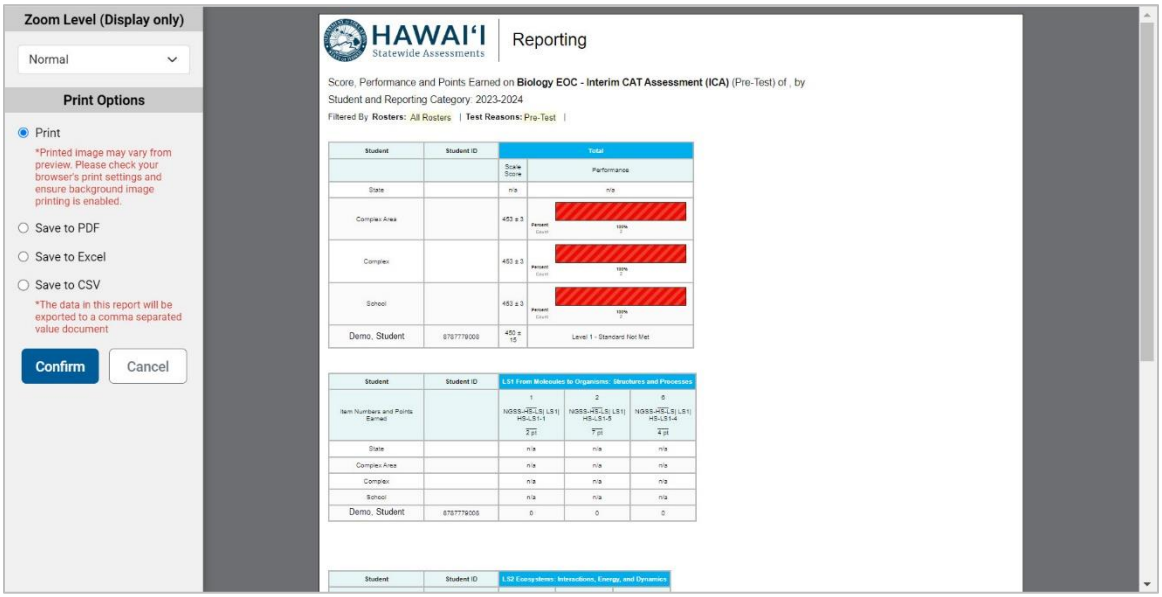
Export or Print a Report You're Viewing

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 will appear.

   A print preview page opens (Figure 86).

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

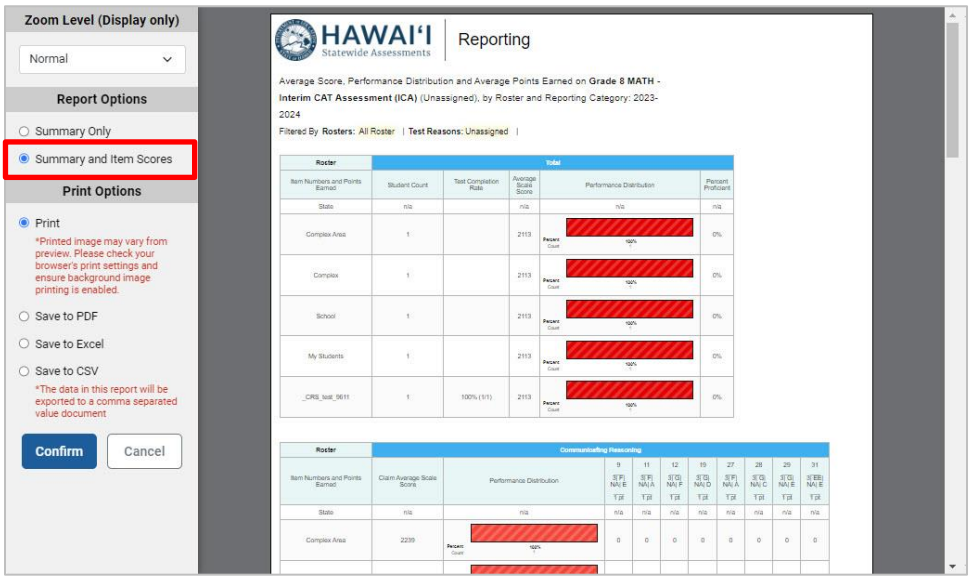
Figure 86. Print Preview Page for a Biology EOC - ICA



2. 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 87, the printed report includes data for the individual assessment items. Printouts of the Student Performance on Test report always include item data if available.

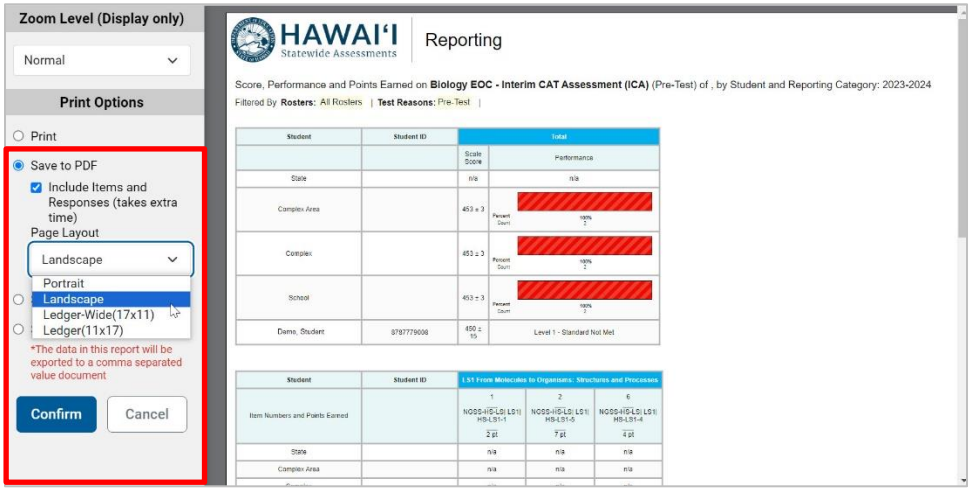
Figure 87. Print Preview Page with Summary and Item Scores Option Selected for a MATH ICA



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

- *Optional*: If a printout or PDF is for a particular student and the report includes items, you can mark the **Include Items and Responses (takes extra time)** checkbox. The resulting report includes the actual items and the student responses.
- If you selected **Save to PDF**, choose an option from the **Page Layout** drop-down list that appears.

Figure 88. Save to PDF: Page Layout Drop-down List Options



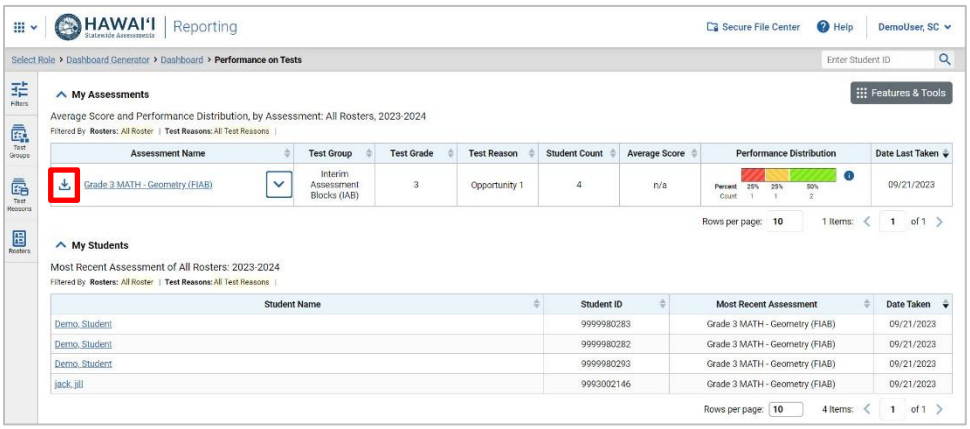
4. Click **Confirm**.

- 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 (as in Figure 89).

Figure 89. Teacher View: Performance on Tests Report



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

2. Select which report to export for the assessment.

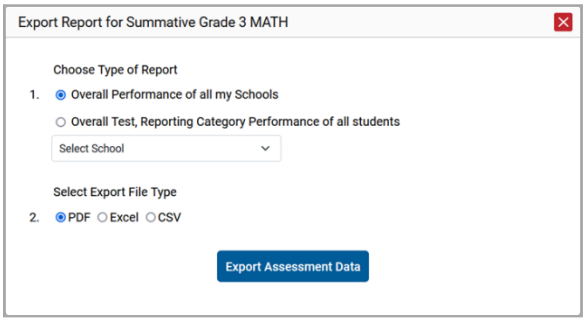
- **Complex-level users:**

– To export the complex test results, mark the **Overall Performance of all my Schools** radio button.

– To export school test results (excluding data for individual items), mark the **Overall Test & Reporting Category Performance of all my Students for [School Name]** radio button, then select a school from the drop-down list.

– To export school test results (including data for individual items), mark the **Overall Test, Reporting Category and Item Performance of all my Students for [School Name]** radio button, then select a school from the drop-down list.

Figure 90. Complex-Level User View: Export Report Window

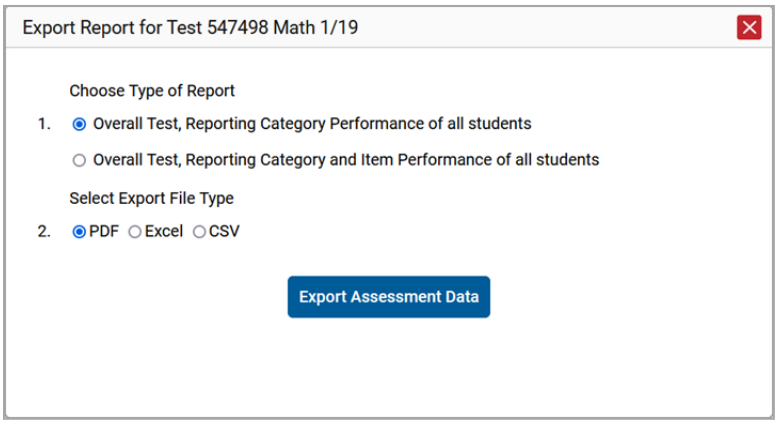


- **School-level users and teachers:**

– To export results for all your associated students (excluding data for individual items), mark the **Overall Test, Reporting Category Performance of all students.** radio button.

– To export results for all your associated students (including data for individual items), mark the **Overall Test, Reporting Category and Item Performance of all students.** radio button.

Figure 91. Teacher View: Export Report Window



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.

Score Items

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

- Some items that require hand scoring arrive in the Centralized Reporting System without any scores. For example, all short answer items, including field-authored ones, require hand scoring. If a test contains unscored items, its performance data are 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 Centralized Reporting System with automated scores suggested by the machine scoring system. Authorized users can override these scores if necessary. For example, all full write items have machine-suggested scores that can be overridden.

Score Unscored Items

For a student's test performance to be reported, you need to enter scores for any hand-scored item responses on that test.

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

Figure 92. Reporting Banner: Tests to Score

1. In the banner, click **Tests To Score**.
2. If the ***Select School*** page appears, make a selection and click **Continue**.
3. On the scoring ***Dashboard*** (Figure 93), click the name of the test you wish to score. The ***Test Scoring*** page appears (Figure 94), displaying a list of students and items awaiting scoring for the selected test. This table only includes assessments completed by students in your rosters or students in your test sessions.

Figure 93. Scoring Dashboard

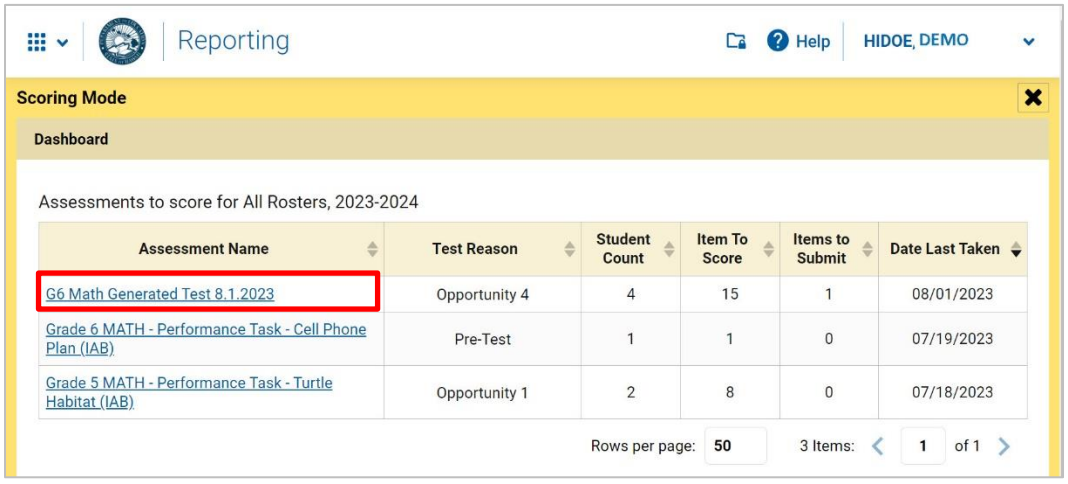
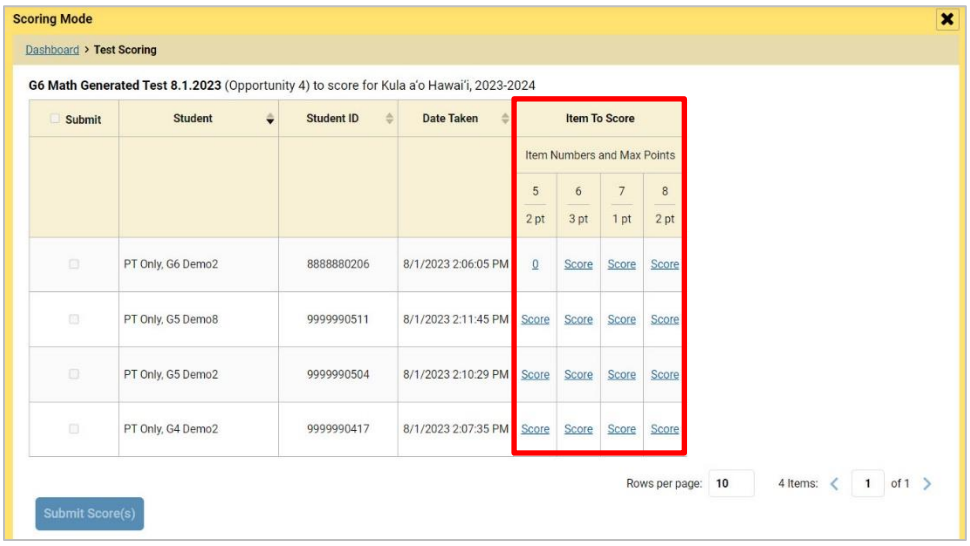


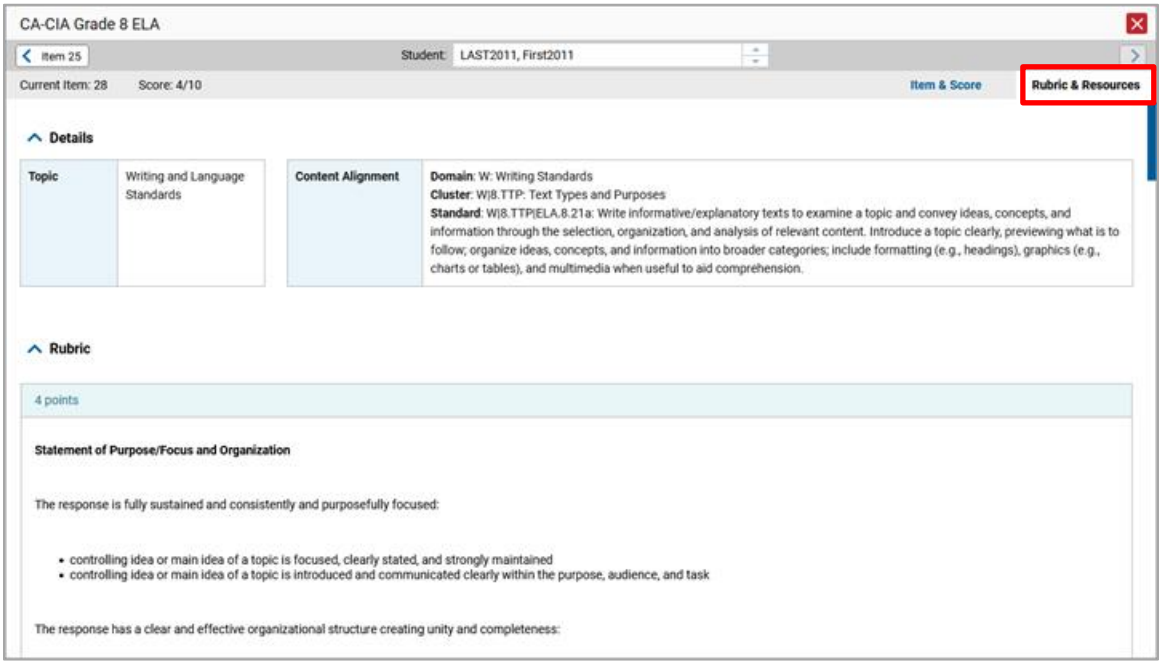
Figure 94. Test Scoring Page



4. To enter scores for an item response, click the **Score** link or score number link for the item in the required student's row. The scoring window opens to the **Item & Score** tab.

5. *Optional*: You can open the **Rubric & Resources** tab (Figure 95) to review the item's scoring rubric and any other available resources, such as an exemplar and training guide for scoring the item.

Figure 95. Item View Window: Rubric & Resources Tab

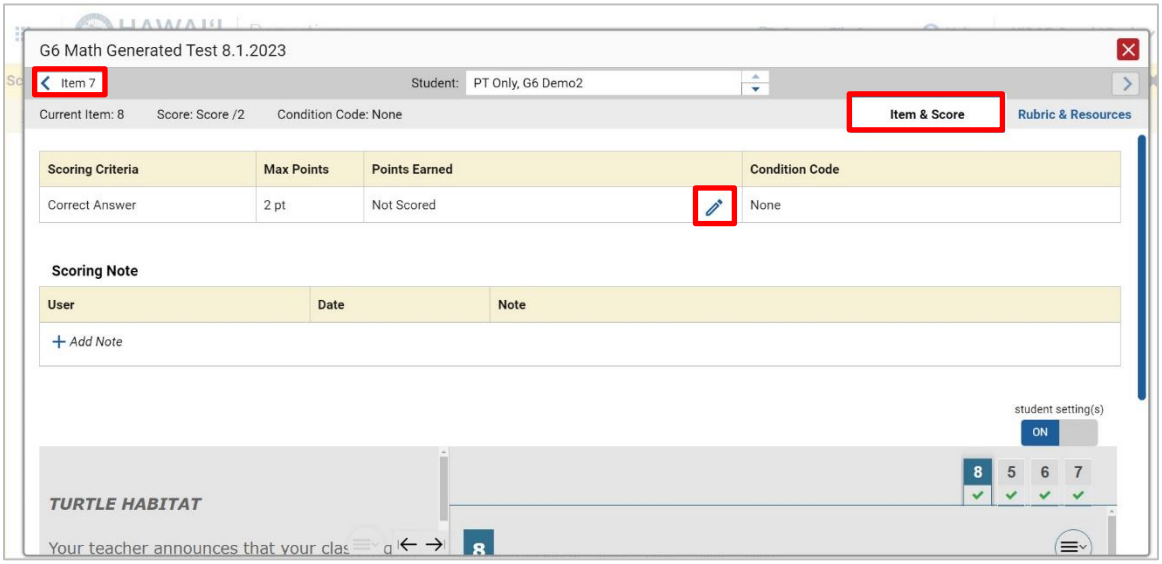


6. On the **Item & Score** tab (Figure 96), click the edit button in the Scoring Criteria table at the top of the window.

7. Review the student's entered response and do one of the following:

- If the student's response is scorable, select the appropriate score from the drop-down menu in the Points Earned column.
- If the student's response cannot be scored for any reason, select the appropriate condition code from the drop-down in the Condition Code column. For more information about condition codes, refer to Table 10. Condition Codes.

Figure 96. Item View Window: Item & Score Tab



In some cases, the **Rubric & Resources** tab will refer to related items on the test, and scoring of this item will depend in part on the student's responses to those items. The related items can be viewed in the **Item & Score** tab under numbered sub-tabs, which you can find directly below the **student setting(s)** toggle.

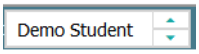
8. If the item has multiple scoring criteria, repeat step 7 for each criterion.

   - When assigning condition codes to multiple scoring criteria, note that some related criteria may require the codes to be the same.

9. Click **Save**.

10. *Optional*: If you wish to provide an explanation for the given score(s) or condition code(s), click **Add Note** in the *Scoring Note* section, then enter your comment and click **Save**. All notes will be deleted when scores are submitted, as described in Submit Scored Test Opportunities for Processing.

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

    - To view another unscored item for the same student, use the buttons labeled with the previous and next **item numbers** at the upper corners of the scoring window.
    - To view the same unscored item for another student, click the up or down arrows on the right side of the *Student* field 

at the top of the window.

- To return to the ***Scoring Mode*** window and select another item manually, close the ***Item View*** window using the close button at the upper-right corner.

12. Repeat these steps until you have entered scores for all the unscored items for the test.

13. *Optional*: If you need to change the entered score for an item response, you can select the score link for that item on the ***Test Scoring*** page and repeat these steps.

Once you have entered scores for all the unscored items in a test opportunity, you may submit that opportunity for processing.

Note that for some items, two Scoring Criteria tables appear, with the top one allowing you to set scores and the bottom one displaying transformed scores (Figure 97). When you set a score, the new scores are automatically transformed, and the transformed scores are what will appear in reports. You will need to refresh or navigate away from the item before you can view the transformed scores, and there may be a delay before they appear.

Figure 97. Item View Window: Item & Score Tab: Second Scoring Criteria Table with Transformed Scores

Transformed Points Earned and Condition Codes

Scoring Criteria	Max Points	Points Earned	Condition Code
Conventions	2	2	None
Organization, Purpose, Evidence and Elaboration	4	Condition Code Selected	Off Purpose
Overall	6	2	None

Full write items are scored using three dimensions: Conventions, Evidence/Elaboration and Organization/Purpose for a total of ten points. For test scoring purposes

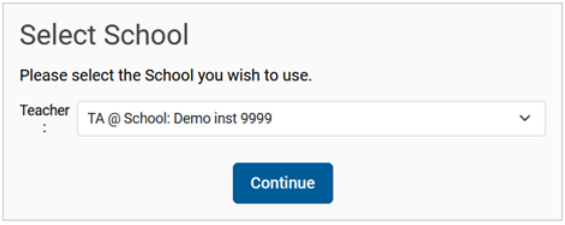
To return to reports, click the close button at the upper-right corner.

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 98. Select School Page



2. From the **Teacher** 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.

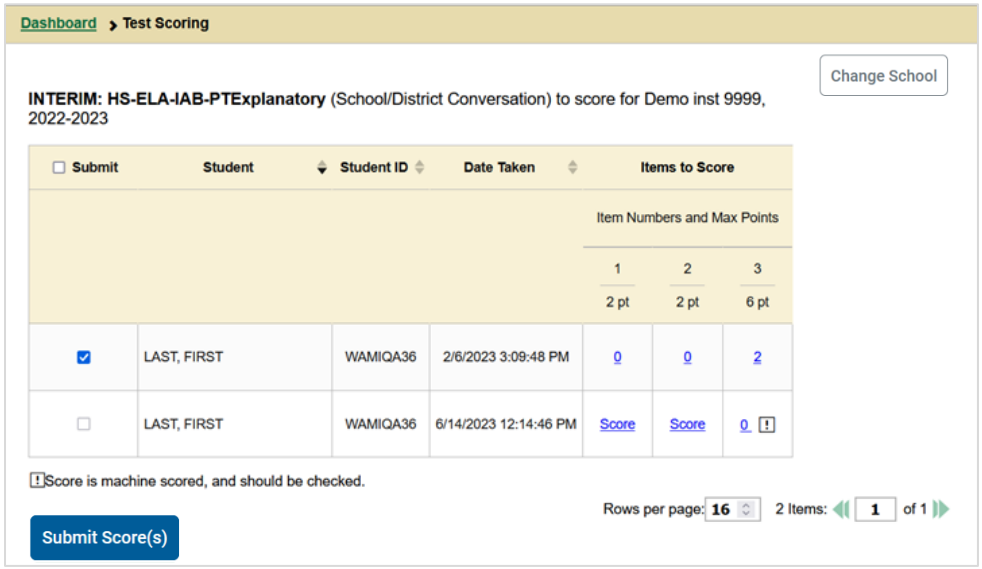
Submit Scored Test Opportunities for Processing

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

1. To submit scored opportunities for processing, navigate to the ***Test Scoring*** page (Figure 99) and mark the checkbox in the Submit column for each opportunity you wish to submit.

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

Figure 99. 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 will be submitted for processing and reporting and removed from scoring. Any scoring notes will be deleted.

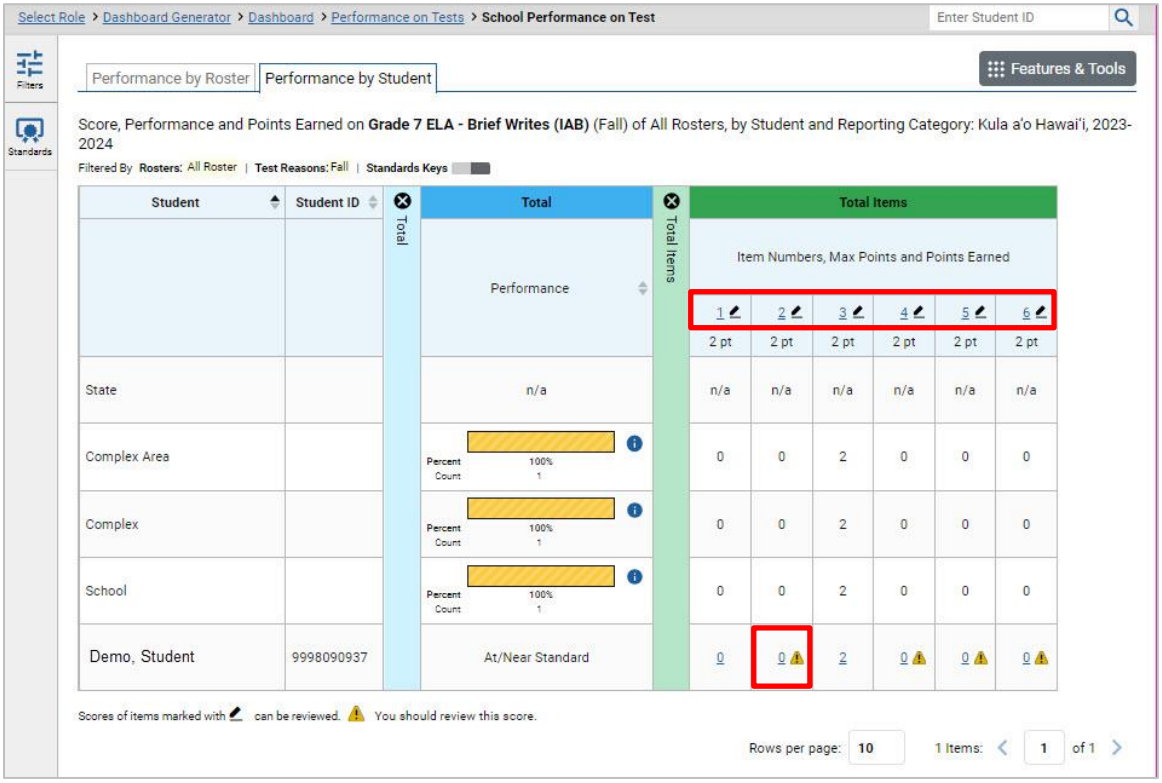
4. To return to reports, click the close button at the upper-right corner. You can still modify the item scores on that test directly from the reports by following the procedure in the next section, Modify Scores for Items in Reports.

Modify Scores for Items in Reports

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

Reports display a pencil icon in the column header for each item with a modifiable score (as in Figure 100). 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.

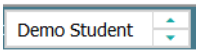
Figure 100. School Performance on Test: Performance by Student Tab with Expanded Reporting Category



1. On a report with modifiable scores, click the **item score** link in the student's row of the report. The ***Item View*** window opens.
2. *Optional*: You can open the **Rubric & Resources** tab (Figure 95) to review the item's scoring rubric and any other available resources, such as an exemplar and training guide for scoring the item.
3. On the **Item & Score** tab (Figure 96), review the student's entered response and click in the Scoring Criteria table at the top of the window. The Points Earned and Condition Code columns become editable.
4. Do one of the following:
   - To enter a score for the response, select a numerical score from the **Points Earned** drop-down list.
   - To assign a condition code to the response, select one from the **Condition Code** drop-down list.
5. If the item has multiple scoring criteria, repeat step 4 for each criterion.
6. Click **Save**.

7. *Optional*: If you wish to provide an explanation for why you chose the given score or condition code, click **Add Note** in the *Scoring Note* section, then enter your comment and click **Save**. Any notes will be deleted when scores are processed.

8. To continue modifying scores, do one of the following:

    - To view another unscored item for the same student, use the buttons labeled with the previous and next **item numbers** at the upper corners of the scoring window.
    - To view the same unscored item for another student, click the up or down arrows on the right side of the *Student* field 

at the top of the window.

The performance data in the test results update automatically when you close the ***Item View*** window.

Note that for some items, two Scoring Criteria tables appear, with the top one having modifiable scores and the bottom one displaying transformed scores, as in Figure 101. When you modify a score, the new scores are automatically transformed, and the transformed scores are what will appear in reports. You will need to refresh or navigate away from the item or the report before you can view the transformed scores, and there may be a delay before they appear.

Figure 101. Item View Window: Item & Score Tab: Second Scoring Criteria Table with Transformed Scores

Transformed Points Earned and Condition Codes

Scoring Criteria	Max Points	Points Earned	Condition Code
Conventions	2	2	None
Organization, Purpose, Evidence and Elaboration	4	Condition Code Selected	Off Purpose
Overall	6	2	None

Full write items are scored using three dimensions: Conventions, Evidence/Elaboration and Organization/Purpose for a total of ten points. For test scoring purposes

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 complex-level users can add, edit, and delete user-defined classes (rosters). Classes are a great way to organize students, allow teachers to view their students' performance, and allow other 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 "Gr3Jones23-24" and a secondary school class may be named "AikenPeriod3Eng9A23-24".

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 complex associated with your user account.
- Only 500 active students can be included in one class.

Please see the *HSAP TIDE User Guide* for detailed instructions on how to add, edit, and delete classes (rosters) in the TIDE system. The *HSAP TIDE User Guide* is available on the AlohaHSAP.org portal website.

Condition Codes

Table 10 provides an overview of the various condition codes that may be entered for an item when a traditional score cannot be entered for the student's response on an Interim or Summative Assessment. For more information on how to apply condition codes for certain items on the Interim and Checkpoint (benchmark) tests, refer to the Score Items section of this guide.

Table 10. Condition Codes

Condition Code	Description
Blank	• The student did not enter a response.
Insufficient Text	• The student has not provided a meaningful response. • Some examples are: ▪ Duplicate Text ▪ Too Few Words ▪ Copied Text from the Prompt ▪ Refused to Answer ▪ Other specific 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.
Non-Scorable Language	• ELA/literacy: Language other than English. • Mathematics: Language other than English or Spanish.
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.
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.
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.

H

Handscoring for Interim Assessments

The following table indicates how many items at each grade level for ELA and Math that require handscoring:

Table 11. Handscoring ELA and Math Items on Interim Assessments

Grade	# of **ICA ELA** Handscored Items	# of **IAB ELA** Handscored Items	# of **ICA Math** Handscored Items	# of **IAB Math** Handscored Items
3	n/a	**1** ***(Reading Informational Text)***	n/a	**4** ***(PT Only)***
4	n/a	n/a	n/a	**4** ***(PT Only)***
5	n/a	n/a	n/a	**4** ***(PT Only)***
6	n/a	n/a	n/a	**2** ***(PT Only)***
7	n/a	n/a	n/a	**2** ***(PT Only)***
8	n/a	n/a	n/a	**2** ***(PT Only)***
9	n/a	n/a	n/a	n/a
10	n/a	n/a	n/a	n/a
11	n/a	n/a	n/a	n/a

Help

The Centralized 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, the Overview of the Dashboard page appears.

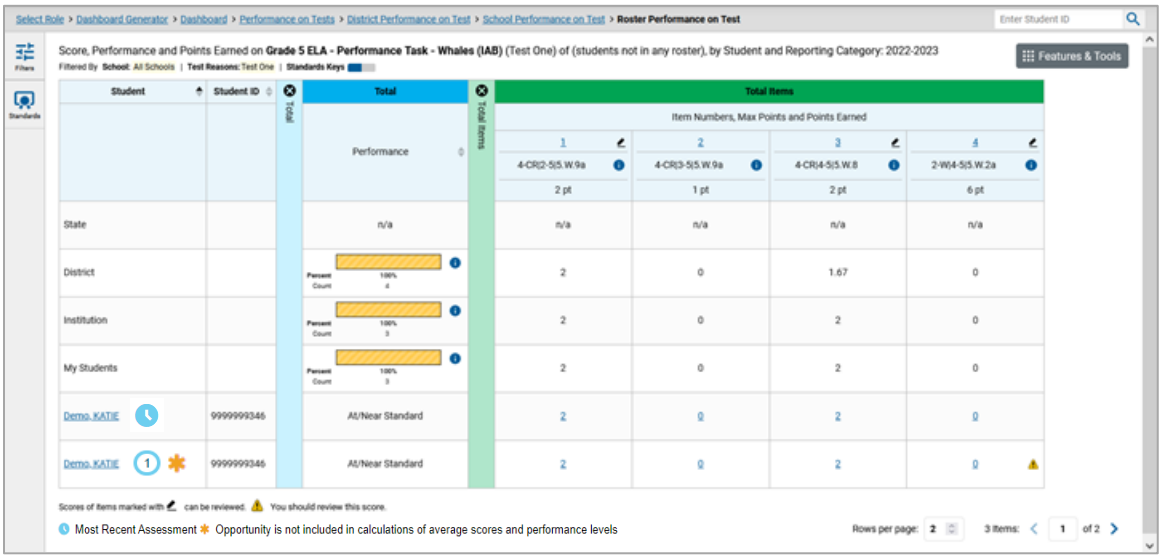
M

Multiple Test Opportunities

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

When a student completes multiple test opportunities for a single assessment, as in Figure 102, 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. An asterisk icon indicates that an opportunity is not included in calculations of average scores or performance distributions.

Figure 102. Roster Performance on Test Report



N

Non-Scorable Test Opportunities

The reports in Centralized 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 view 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.

P

Performance Data

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

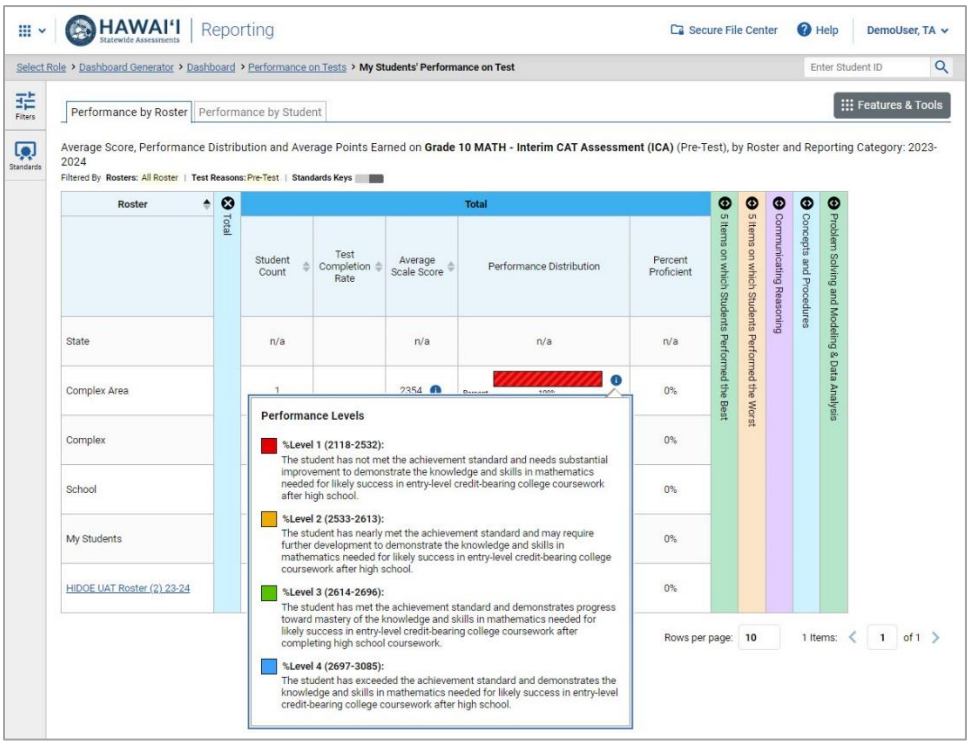
- Score data:
  - Scale scores.
  - **Raw scores**, which may be in the form of percentages or fractions.
  - **Standard error**: After an individual student's score, you may notice a number with "±" before it. This is the standard error of measurement (SEM). A student's score is best interpreted when 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 103, 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.
- Measures in aggregate reports for adaptive tests may also include **Weak or Strong?**, **Proficient?**, and **% Correct**.
  - **Percent proficient**, also shown in some aggregate reports (Figure 103), represents the total percentage of students who achieved proficiency. It typically includes those who fell into the top one to three performance levels.

Figure 103. District Performance on Test Report

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

A legend appears (Figure 104), explaining what the scores or performance levels indicate.

Figure 104. My Students' Performance on Test Report with Expanded Performance Distribution Legend



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

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.

View 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 at the lower-right corner of the table.

View 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

The Centralized Reporting System 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 to them and not shared among other users. Users can easily manage the files in their Secure File Centers. The files are categorized into different tabs to allow users to view non-archived and archived files. Users can also search for files by keyword. 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. Users can archive or delete files as needed. Users can also share files by sending them to other users' Secure File Centers.

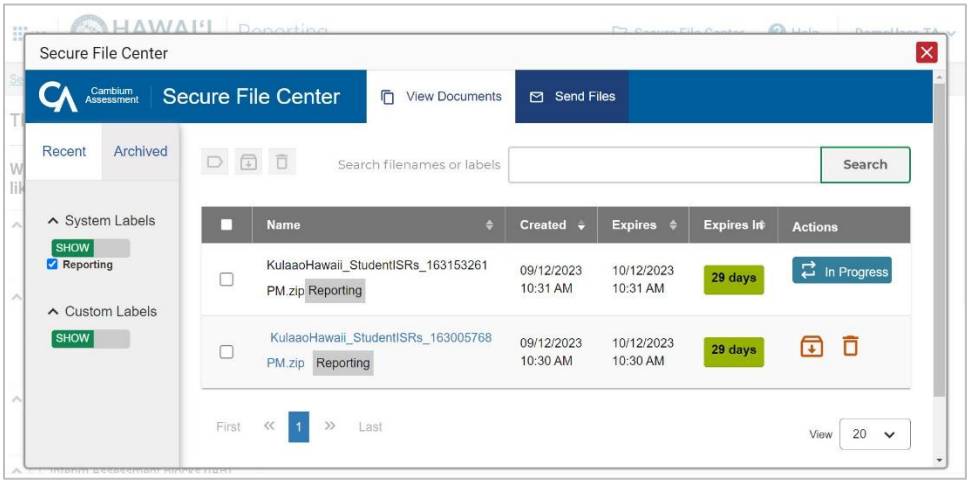
Access and Manage Files in the Secure File Center

The files in the Secure File Center are listed in the order in which they were created. The file creation and file expiration dates appear, if applicable. The number of days remaining until a file expires is also displayed next to a file. By default, exported files are available for 30 days while secure documents are available for the period specified by the HIDOE. You can access the Secure File Center from any page in

Centralized Reporting to either download the file or archive the file. You can also delete the files you have exported, but not files added by admin users.

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

Figure 105. Secure File Center Window: View Documents Tab: Recent Sub-Tab



2. Choose either of the available tabs (Figure 105):
   - **Recent**: Displays all files except those that have been archived.
   - **Archived**: Displays files that have been archived.
3. *Optional*: To filter the files displayed, enter a search term in the text box in the upper-right corner.
4. *Optional*: To hide or display system labels, click the **System Labels** toggle.
5. *Optional*: To hide files with a particular system label, clear the checkbox for that label.
6. *Optional*: To hide or display custom labels, click the **Custom Labels** toggle.
7. *Optional*: To hide files with a particular custom label, clear the checkbox for that label.
8. *Optional*: Do one of the following:
   - To download a file, click the name of the file.
   - To add a new custom label or apply an existing custom label, select .

   To apply a new custom label, mark the checkbox, enter a new custom label in the text box, and select **Save New Label**.

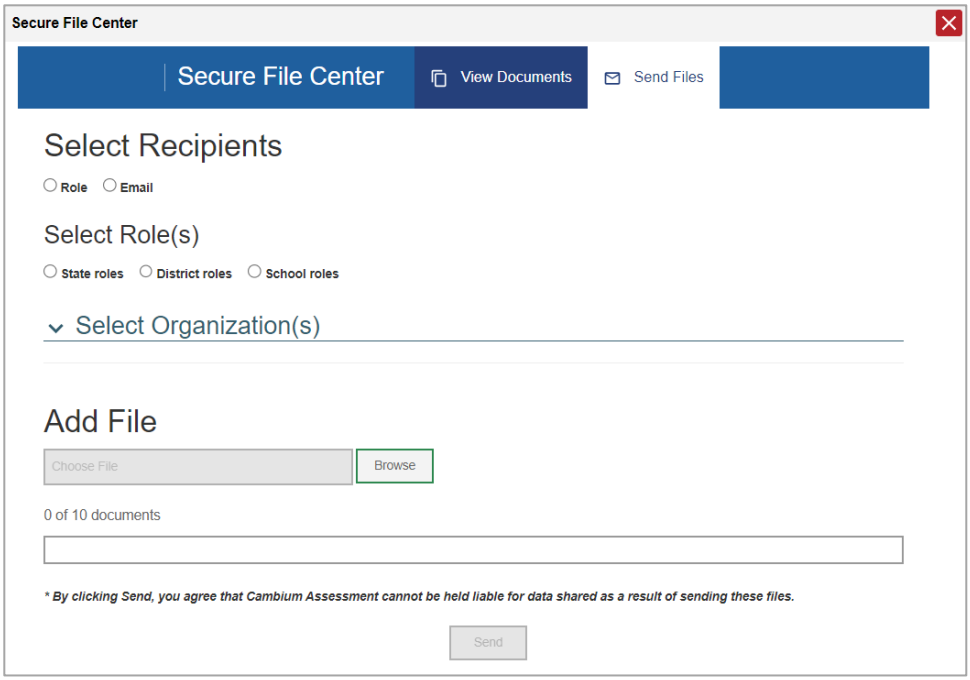
   To apply an existing custom label, mark the checkbox, enter an existing custom label in the text box, and select **Apply Label**.

   - To archive a file, select . To unarchive a file from the **Archived** tab, select .
   - To delete a file, select . Files exported to the Secure File Center or archived can be deleted. However, secure documents uploaded to the Secure File Center by admin users cannot be deleted.

Send Files to Other Users' Secure File Centers

1. From the banner, select **Secure File Center**. The ***Secure File Center*** page appears. By default, the **View Documents** tab displays.
2. Select the **Send Files** tab. The ***Send Files*** page appears (Figure 106).
3. In the *Select Recipients* field, do one of the following:
   - Select **Role** to send a file or files to a group of users by user role.
   - Select **Email** to send a file or files to a single recipient by email address.
   - If you select **Email**, skip to step 7.

Figure 106. Secure File Center Window: Send Files Tab



4. In the *Select Role(s)* field, select the role group to which you want to send a file or files. A drop-down list appears.
5. From the drop-down list, select the role(s) to which you want to send a file or files. You can choose **Select all** to send a file or files to all roles in the selected role group.
6. From the *Select Organization(s)* drop-down lists, select organizations that will receive the file(s) you send. These drop-down lists 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 3, skip this step. If you selected **Email** in step 3, enter the email address of the recipient to whom you wish to send a file or files.
8. To select a file or files to send, in the *Add File* field, select **Browse**. A file browser appears.
9. Select the file(s) you wish to send.
10. Select **Send**.

Files display in the Secure File Center after you send them.

T

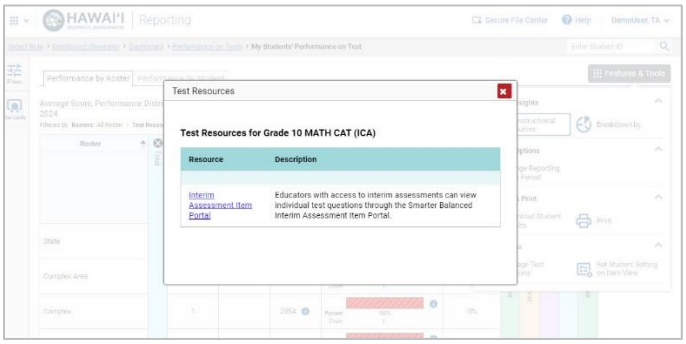
Test Resources

Some test results in the Centralized 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 107), displaying resource links that either download or open in a new browser tab or window.

Figure 107. Test Resources Window



U

User Role Change

If your account is associated with multiple user roles or institutions, you can switch between them. The following instructions do not apply to switching schools for hand scoring purposes.

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** drop-down list, select the desired role and institution (entity name) combination.
3. Click **Continue**. The window closes and the Dashboard Generator page appears.

User Support

For additional information and assistance in using the Centralized Reporting System, contact the HSAP Helpdesk.

The Helpdesk is open Monday–Friday from 7:30 a.m. to 4:00 p.m. Hawaiian Standard Time (except holidays or as otherwise indicated on the HSAP portal).

HSAP Helpdesk

Toll-Free Phone Support: 1-866-648-3712

Email Support: hsaphelpdesk@cambiumassessment.com

Please provide the Helpdesk 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 complex 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 (for example, Windows 11 (23h1) and Firefox 113 or macOS 13.3 and Safari 16).

Change Log

Location	Change	Date
View Data from a Previous Point in Time	Clarification on how the date setting works.	02/26/2024
Score Items	Clarification on scoring notes.	02/26/2024
Table 10. Condition Codes	Clarification on Condition Codes.	04/30/2024