

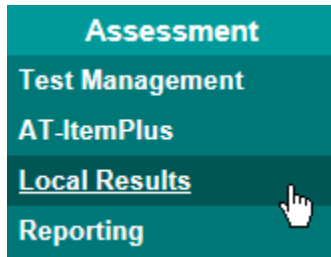
Cobb  
Teaching & Learning  
System

**CTL<sup>S</sup>®**

**TEACHER  
STUDENT  
PERFORMANCE  
ANALYSIS**

Version 1.14.11.15

## Data Analysis Module



The data analysis module is where the scored results of assessments are viewed. Scores for assessments can be analyzed in a variety of methods including by raw score, standards, items, etc. NOTE—teachers will have a dashboard link available to directly access the data analysis options, but can use the menu option if desired. Using the menu option for test analysis requires a few additional steps for navigating to the desired test.

NOTE—this guide will concentrate on the student performance analysis aspects of the data analysis module, which can be accessed from the teacher dashboard. A more in-depth data analysis option typically used by administrative staff is discussed in the administrative data analysis guide. The teacher components within the administrative data analysis module are all contained within the performance analysis features, so it will be rare for a teacher to need to use the administrative data analysis module.

## Student Performance Analysis

Teachers can directly access the performance analysis of any administered assessment using the navigation options provided on the teacher dashboard.

1. Any assessment assigned and administered by a classroom teacher is tagged with that teacher's identification information. Once results are available, an entry is created within the Student Performance block of the dashboard.
2. Notice the listing as shown at right. Any completed test will be listed. Entries will not be seen until the first scores are posted for a published test.
3. Notice the colored balls to the left of the test identification information. These will be color-coded based on the district benchmark standards (i.e. green is above expectations, yellow is at expectations, red is below expectations) and contain the current average score for the group scored. NOTE-these visual clues do not necessarily denote a "good" or "bad" situation. For instance students who are given an assessment over materials they have not been taught (i.e. a pre-test) might naturally have a low score.

## Student Performance

Sub	Grd	Sts	Type

Current filters  
Sub: ALL Grd: ALL Sts: ALL Type: ALL

All Assessments		
51	Unit 4 Pre Test	CLASS COMPL (n=20) 1/15/2015 to 2/11/2015
78	Unit 4 Post Test	CLASS COMPL (n=12) 1/7/2015 to 2/5/2015
68	Gr 6 Math Benchmark 1	DIST COMPL (n=64) 9/27/2014 to 10/7/2014

**Create or manage a classroom test**

**Filter list by category**

Sub Grd Sts Type Click to select

**Current filters**

Sub: ALL Grd: ALL S ALL

**All Assessments**

ALL  
 School/Classroom  
 District  
 SLO

4. Notice the filtering section where the test list can be filtered into a smaller list if the list becomes too lengthy. Tests can be filtered by Subject, Grade Level, Test Status, and Test Type (i.e. District or School/Class tests). Click on the category, and a drop-down list will be shown to make your selection from. Once a selection is made, the test list will be regenerated based on your selection.

5. The score displayed within each colored ball is actually a hyperlink. Hovering your mouse pointer over the score, will produce an underline, indicating you can click on the score.

6. Clicking on any score will produce a tan pop-up menu just below the information for the test. These are also links that you can select from to continue the analysis process. You can click the score hyperlink again to close the popup menu.

NOTE—the first option listed will navigate to the data analysis option available from the top menu bar, and as mentioned, will be covered in a different user guide.

**All Assessments**

<b>51</b>	Unit 4 Pre Test 1/15/2015 to 2/11/2015	CLASS COMPL (n=20)
OPT: View Current Results Data Analysis View Performance Analysis Reopen this Test		
<b>78</b>	Unit 4 Post Test 1/7/2015 to 2/5/2015	CLASS COMPL (n=12)

OPT: View Current Results Data Analysis  
[View Performance Analysis](#)  
 Reopen this Test

NOTE—the “Reopen this Test” option is available but is not relevant for this discussion. Only “Closed” tests are available for analysis. The “Reopen” option should not be used at this time.

7. Click the “View Performance Analysis” link to continue.

8. You will navigate to the PERFORMANCE ANALYSIS page. A number of blocks are visible related to this test. The top box is a recap of the assessment information:

**Selected assessment information**

<b>Description:</b>	15000031 - Unit 4 Pre Test	<b>Type:</b>	School-Wide
<b>Date:</b>	1/15/2015 to 2/11/2015	<b>Status:</b>	Active

9. The second block allows you to make the selection of the specific scores you would like to view and how to group them.

View: Teacher

Group: Cubb, M

10. You can group the results in one of three ways: teacher, class schedule, or period. These groups are determined by the scheduling information provided by the district. The “Teacher” option, which is the default, will consolidate all of a teacher’s students into one analysis grouping.

View: Teacher

Group: Teacher

Standards: Period

Students: Custom Group

11. Click on the View drop-down to change the grouping. You can select Class Schedule or Period. Making a selection within this drop-down will automatically clear any analysis currently displayed and allow selection from the second drop-down, “Group”.

12. The Groups available for the Class Schedule view will be the sections that have taken the assessment, as shown. Similarly, selection of the Period view will show the groupings of students based on their class schedules consolidated by period. Selection of any item from the Group drop-down will automatically refresh the analysis display.

View: Class Schedule

Group: Click to select

270210000-3--Cubb, M

13. The bottom section contains a set of tabs specific to each type of analysis that is available.

Standards Question Items Demographics Comparison Reporting

Students included in these results: 12 Print

Dtl	Standard	Description	Qws	Overall Pct Corr
<input type="checkbox"/>	GA-GPS04 MA.6.A.3	Students will evaluate algebraic expressions, including those with exponents, and solve simple one-step equations using each of the four basic operations.	7	42.9
<input type="checkbox"/>	GA-GPS04 MA.6.G.1.a	Determine and use lines of symmetry.	3	61.1

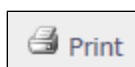
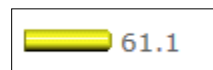
14. The first tab, which is the default shown, is the “Standards” tab. This panel will list each curriculum standard that was covered on the assessment. NOTE—each item on an assessment is assigned a curriculum standard.

15. At the top of the list is a note indicating how many students are included in the analysis results. This number is calculated based on the selected view and grouping.

Students included in these results: 12

Dtl	Standard	Description	Qws	Overall Pct Corr
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16. The items listed are the actual curriculum standard, a brief description of the standard, the number of questions for that standard that were included on the test, and the overall percentage correct. A colored bar will provide a quick visual clue. The colors are again determined by the district benchmark standards for above, at, or below expectations.



17. The “Print” icon and link is available to print the results shown for the standards analysis. A browser-specific dialog will ask if you want to open or view the PDF listing.

18. Note the checkbox to the left of each listed standard. Clicking on a checkbox will open a new panel on the right side of the page.

19. This panel will provide a detailed listing of the students within the selected group based on how each performed on the selected standard. The listing is ordered from high to low score, and is again color-coded and grouped based on exceeding, meeting, or not meeting expectations.

A print icon is also available to create a PDF version of this list.

NOTE—the “Targeted Learning” tab is not applicable in this release of the software and will be implemented when the student and parent portals are implemented.

Click the bottom option bar link to close this panel.

Print

The following students have exceeded expectations

No students this category

The following students have met expectations

Heli, Antonio	71.4
Tuumbs, Angela	71.4
Muudy, Marcus	57.1
Shilliy, Ellie	57.1

The following students are below expectations

Dien, Stanley	42.9
Frenklon, Adam	42.9
Herviy, Roger	42.9
Andirsun, Arthur	28.6
Bryent, Willis	28.6
Tharstun, Ariel	28.6
Whotwurth, Tiffany	28.6
Fosk, Clay	14.3

Options: [Close detail view](#)

20. Click on the second tab on the left-side panel, "Question Items". A brief note will be displayed indicating that the listing is being created, and then a color-coded listing of the items on the test is shown in numerical order.

Standards									
Question Items									
Demographics									
Comparison									
Reporting									
Response distribution by percentage. Correct answer is shaded. <span style="float: right;">Print</span>									
Dtl	Qws	#Std	NR/0	A/1	B/2	C/3	D/4	E/5+	Standard
<input type="checkbox"/>	1	12	0	0	17	58	25	--	MA.6.G.1.a
<input type="checkbox"/>	2	12	0	33	33	17	17	--	MA.6.A.3
<input type="checkbox"/>	3	12	0	25	17	25	33	--	MA.6.A.3
<input type="checkbox"/>	4	12	8	33	8	25	25	--	MA.6.A.3
<input type="checkbox"/>	5	12	0	50	33	0	17	--	MA.6.A.3
<input type="checkbox"/>	6	12	8	17	17	42	17	--	MA.6.A.3
<input type="checkbox"/>	7	12	0	8	25	0	67	--	MA.6.A.3
<input type="checkbox"/>	8	12	0	17	67	17	0	--	MA.6.A.3
<input type="checkbox"/>	9	12	0	50	17	33	0	--	MA.6.G.1.a
<input type="checkbox"/>	10	12	0	8	75	17	0	--	MA.6.G.1.a

21. For each item, the number of student answers included and the percentage of responses for each answer are shown. The color-coded answer is the "correct" answer, and as before the coloring reflects above, at, or below expectations based on the percentage value of correct answers. The standard covered is shown in the right column.

Students						
Question Information						
Print						
The following students have correctly answered question						
	NR	A	B	C	D	E
Dien, Stanley		X				
Herviy, Roger		X				
Muudy, Marcus		X				
Shilliy, Ellie		X				
Tharstun, Ariel		X				
Tuumbs, Angela		X				
The following students have incorrectly answered question						
	NR	A	B	C	D	E
Andirsun, Arthur			X			
Bryent, Willis			X			
Fosk, Clay					X	
Frenklon, Adam			X			
Heli, Antonio					X	
Whotwirth, Tiffany			X			
Options: <span>Close detail view</span>						

NOTE—the NR/0 column indicates a non-response for a question.

22. As with the standards listing, a checkbox is provided to the left of each question. Clicking this will again open a new panel on the right side of the page.

23. This listing is also a detailed list of student results, but based on the selected question. An "X" indicates how each student answered .

Those students correctly answering the question are listed in the top section.

Those incorrectly answering the question are shown in the bottom section.

Students **Question Information**

What is the value of x in the following equation?

$$\frac{x}{25} = 0.4$$

A. 100  
 ✓ B. 10  
 C. 0.10  
 D. 0.016

Question ID: 245298  
 Question Type: Multiple Choice ABCD (SR)  
 Correct Answer: B  
 Question Source: District Created  
 Question Difficulty: N/A  
 Knowledge Depth: N/A  
 Question Usage: Open for Use

24. The “Question Information” tab can be clicked to view specific information about the question. If available, an image view of the question is shown, along with the various pieces of data attached to the item in the question data bank.

This information may be helpful in determining the source of the item, difficulty, etc.

25. As before, click the close link at the bottom of the panel to close this view.

26. The next analysis tab we want to explore is the “Demographics” tab. This will provide an analysis of the selected group based on the district identifiers provided within the student information database.

Standards **Question Items** **Demographics** Comparison Reporting

Print

Demographic	Dtl	Group	#Std	Average Pct Score
CUMULATIVE	<input type="checkbox"/>	ALL STUDENTS	12	48.3
Gender	<input type="checkbox"/>	Female	3	43.3
	<input type="checkbox"/>	Male	9	50.0
Ethnicity	<input type="checkbox"/>	Asian	1	50.0
	<input type="checkbox"/>	Black	3	56.7
		Hispanic	--	N/A
		Indian	--	N/A
ELL	<input type="checkbox"/>	White	3	33.3
	<input type="checkbox"/>	ELL-No	7	45.7
		ELL-Yes	--	N/A
Lunch Status	<input type="checkbox"/>	Free Lunch	2	35.0
	<input type="checkbox"/>	Paid	3	53.3
	<input type="checkbox"/>	Reduced Lunch	2	45.0

27. This listing provides a performance analysis for each of the groupings and will vary based on the specific information provided by the district.

The first column indicates the demographic grouping, the second column a checkbox to further examine the data, the third column the name of the specific group, the fourth the number of students identified within the group, and the last column, as before, is the average percentage score on the test for that group.

28. Clicking on the associated checkbox from the list will generate a detailed panel on the right side of the page as shown.

As before, this is a detailed student list based on those students included in the selected demographic group.

The list will be ordered by score from high to low, and again color-coded based on exceeds, meets, or doesn't meet expectations.

The print icon will generate a PDF of the list.

Click on the Close link in the bottom option bar to close this panel.

Group: Male

**Students** Print

The following students have exceeded expectations

Heli, Antonio	<div style="width: 100%; height: 10px; background-color: green;"></div>	80.0
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The following students have met expectations

Muudy, Marcus	<div style="width: 100%; height: 10px; background-color: yellow;"></div>	70.0
Tuumbs, Angela	<div style="width: 100%; height: 10px; background-color: yellow;"></div>	70.0
Shilliy, Ellie	<div style="width: 100%; height: 10px; background-color: yellow;"></div>	60.0

The following students are below expectations

Bryent, Willis	<div style="width: 100%; height: 10px; background-color: red;"></div>	40.0
Frenklon, Adam	<div style="width: 100%; height: 10px; background-color: red;"></div>	40.0
Andirsun, Arthur	<div style="width: 100%; height: 10px; background-color: red;"></div>	30.0
Fosk, Clay	<div style="width: 100%; height: 10px; background-color: red;"></div>	30.0
Tharstun, Ariel	<div style="width: 100%; height: 10px; background-color: red;"></div>	30.0

Options: [Close detail view](#)

29. The next tab to view is the "Comparison" tab. As its name implies this particular tool allow comparisons to be made between the currently selected test and any other assessment from the same subject, grade, and course. This is particularly useful in scenarios such as pre- and post-tests.

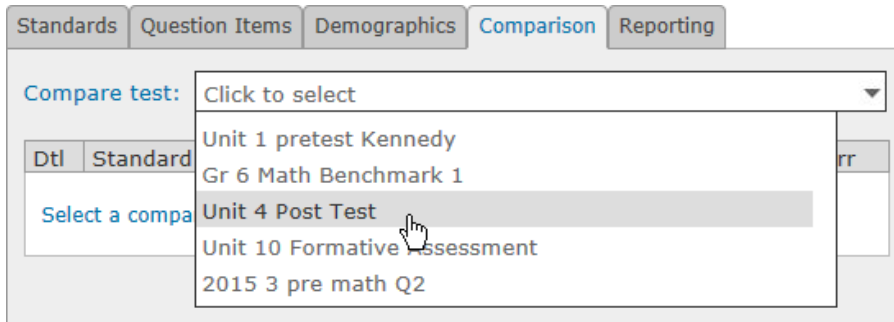
Standards Question Items Demographics **Comparison** Reporting

Compare test:

Dtl	Standard	Tst	Qws	Overall Pct Corr
Select a comparison test above to continue...				



30. Click the “Compare test” drop-down to view a listing of other tests with current results. In this example, since we are currently viewing a pre-test, we will select a comparison to the same materials administered in a post-test.



NOTE—you can select any two tests for comparison purposes, but the data will not be meaningful if the same standards are not covered on the two tests.

31. The page will refresh. A new title has been added confirming the two tests being compared. For brevity in some of the other comparison pages, they will be referred to as “Test 1” and “Test 2”.

Test 1 - Unit 4 Pre Test (n=12)  
Test 2 - Unit 4 Post Test (n=12)

32. The default comparison is similar to the initial Standards tab view, with the exception that we now have both test results aligned on top of each other. This provides a quick snapshot of the “before” and “after” based on each standard covered. Ideally, of course, you would hope for improvement from one test to the next. Note the “Tst” column, which contains the number 1 or 2, corresponding to the Test 1 and Test 2 selected for comparison.

NOTE—you can compare any test to any other test. The currently selected test from the dashboard will always be Test 1 and the comparison selection Test 2. It makes the most sense when a comparison is being made to always select the “before” or “pre-” test as the primary test, and then the “after” or “post-” test as the comparison test. This will maintain the chronological order of the two.

Dtl	Standard	Tst	Qws	Overall Pct Corr
<input type="checkbox"/>	GA-GPS04	1	7	42.9
	MA.6.A.3	2	7	70.2
	Students will evaluate algebraic expressions, including those with exponents, and solve simple one-step equations using each of the four basic operations.			
<input type="checkbox"/>	GA-GPS04	1	3	61.1
	MA.6.G.1.a	2	3	72.2
	Determine and use lines of symmetry.			

33. And, as before, you can click on the checkbox to the left of any standard listed to generate detailed information by student.

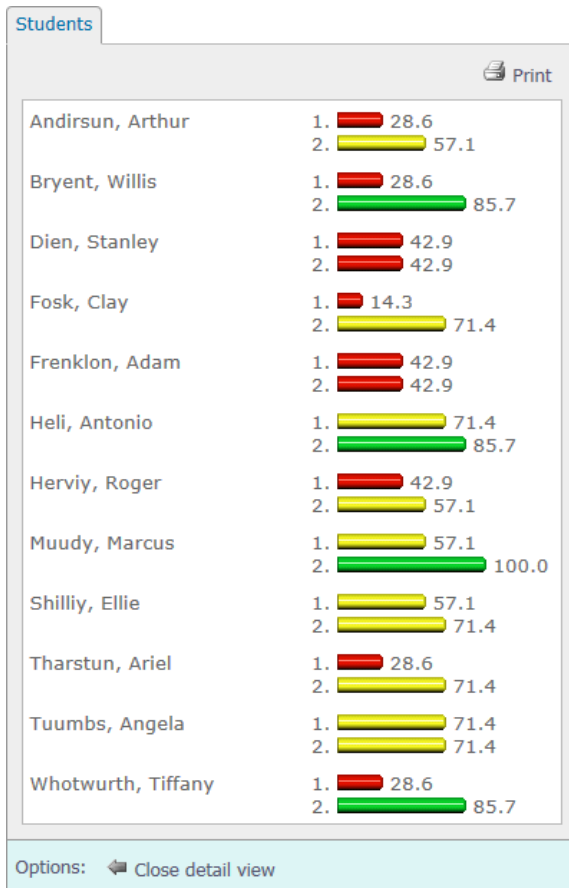
This listing is very similar to the default standards detail as well, but the scores for both assessments are listed for each student.

Since there are “two” scores per student a listing order by a single score is not possible, so this listing will always be alphabetical.

A quick scan through the names and results will point out those students who did not make the expected progress between the two assessments.

And as before, a printer icon is provided to generate a PDF listing of the data being viewed.

Click the close link in the bottom option bar to close this detail panel.



34. The last tab on the performance page is the “Reporting” tab. This option will allow you to generate all of the standard reports for the selected test at one time by selecting the desired checkboxes. Each analysis type listed can be printed in chart or graph form.

The chart format is similar to what you would see using the printer icon on each individual tab.

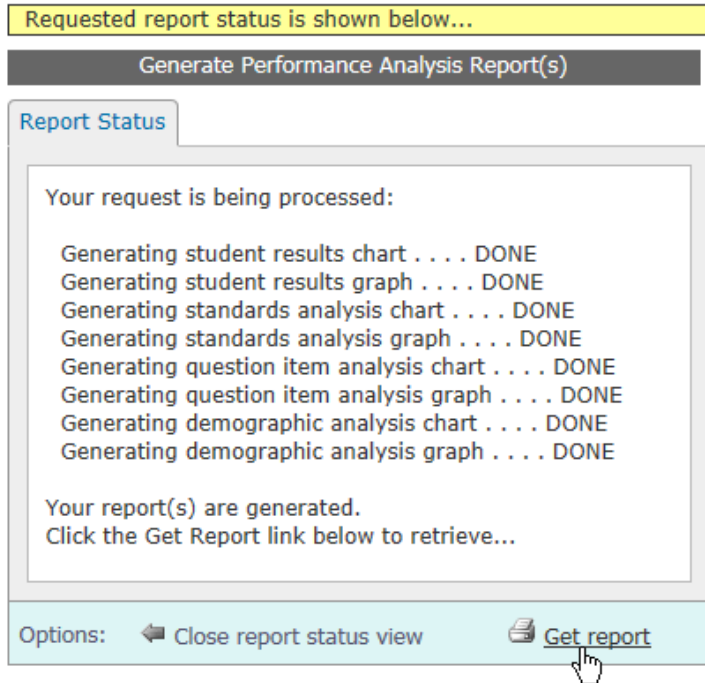
Report	Description	Chart	Graph
Student Test Scores	Individual student scores for selected group	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Standards Analysis	Performance of selected student group for standards covered on this assessment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Question Item Analysis	Answer frequency and statistics for each question on selected assessment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Demographic Analysis	Performance of selected student group disaggregated by district NCLB/AYP categories	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

The graph option is a simple bar graph of the same data.

35. Simply click on each desired checkbox. You can use the two links in the bottom option bar to select or un-select all of the options. By default, all of the options will be checked for you.

36. After making the desired selections, click the “Print selected reports” link in the bottom option

bar to generate the reports.



37. A new panel will open on the right side of the page. This panel will display the progress of the selected reports as they are being generated.

When this process is finished, a completion message will be displayed.

Click the “Get report” link in the bottom option bar to retrieve the PDF report.

NOTE—all of the selected options will be consolidated into one PDF file instead of individual reports.

Click the “Close” link in the bottom option bar when complete.

38. This concludes the teacher performance analysis module.