











Generating Reports for Individual Teacher Meetings – Classroom Exam Report

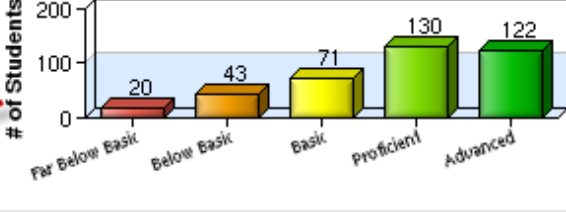
1. Once logged in, navigate to the exam you would like to meet about.
2. On the exam overview screen you will see a number of reports. For teachers, a handy report is the Classroom Exam Report. Click there.

Reports

-   [District Exam Report](#)
-   [District Exam Report - Summarized](#)
-   [District Exam Report - By School](#)
-   [School Exam Report](#)
-   [Classroom Exam Report](#)

Total Number of Students Tested : 386

	Max	Min	Median	Mean
Scores:	20.00	0.00	14.00	13.61



3. Select the classroom you'd like to review.

Available Classrooms

-
Period 1
▼

Next ➔

4. You will see a breakdown of the number of students within each scoring band. These bands are set at the DataDirector default (increments of 20%). If the teacher used a pre and post test, a question you could ask here is “What does the data tell us about the growth of our students during the course of this unit?”

Performance Level	# Students	% Students
Advanced	0	0
Proficient	0	0
Basic	4	27
Below Basic	8	53
Far Below Basic	3	20
Total	15	100%



5. This graph shows you the standards that were assessed. A good question to ask here is “What does the data tell us about our performance as a classroom on the standards assessed?”

Standards/Clusters Tested				
Standard/Cluster	Description	# Items	% Points	Points / Possible Total
National Standards MA.4.4.OA.2 (4)	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	8	28.75%	69 / 240
National Standards MA.4.4.OA.1 (4)	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	3	54.44%	49 / 90
Rubric Score		7	46.67%	98 / 210
Multiple Choice		3	0%	0 / 90

6. The last graph is the Response Frequency. This tells you how your students performed on each question. We see here that the questions are rubric scored and worth 2 points. By clicking the Percent Correct link, you can organize the questions in ascending or descending order. A question that could be asked here is “What does the data tell us about how well students performed on individual questions?” If this were a post test, users could compare the Response Frequency from the pre test to the post test to show growth among students.

Response Frequency													
Question	Point	Standard/Cluster	0	1	2	A	B	C	D	NR	Correct	Incorrect	Percent Correct
Q1	2	National Standards MA.4.4.OA.2 (4), National Standards MA.4.4.OA.1 (4), Rubric Score	5	10*							10	5	66.67
Q2	2	National Standards MA.4.4.OA.1 (4), Rubric Score	4	11*							11	4	73.33
Q3	2	National Standards MA.4.4.OA.1 (4), Rubric Score	11	1	3*						3	13	20
Q4	2	National Standards MA.4.4.OA.2 (4), Rubric Score	3	2	10*						10	7	66.67
Q5	2	National Standards MA.4.4.OA.2 (4), Rubric Score	9	5	1*						1	19	
Q6	2	National Standards MA.4.4.OA.2 (4), Rubric Score	5	7	3*						3	19	20
Q7	2	National Standards MA.4.4.OA.2 (4), Rubric Score	9	5	1*						1	19	
Q8	2	National Standards MA.4.4.OA.2 (4), Multiple Choice	*	*	*	2	2	10	1	*			30
Q9	2	National Standards MA.4.4.OA.2 (4), Multiple Choice	*	*	*	2	1	3	9	*			30
Q10	2	National Standards MA.4.4.OA.2 (4), Multiple Choice	*	*	*	9	1	2	3	*			30

